



Great Missenden C of E School

Equality Objectives

Approved by:

Local Governing Board

Date: September 2025

Next review due by:

September 2026

Context

Schools are required under the Equality Act 2010 to publish information which is updated annually showing how they comply with the Public Sector Equality Duty and to set at least one equality objective every 4 years.

The need to advance equality of opportunity is defined in the Equality Act 2010 as having 'due regard' to the need to:

- Eliminate discrimination
- Foster good relationships
- Advance equality of opportunity

At Great Missenden we welcome our duties under the Equality Act 2010. We believe the act provides a framework to support our commitment to valuing diversity, tackling discrimination, promoting equality, and fostering good relationships between people. It also ensures that we continue to tackle issues of disadvantage and underachievement of different groups or individuals.

The objectives below represent our school's priorities and are the outcome of a careful review and analysis of data and other evidence. They also take into account national and local priorities and issues and should be read conjunction with the Great Learners Trust Equalities Statement.

Evidence of the progress made against our objectives will be published annually on our school website.

Great Missenden Equality Objectives 2023-2027

Objective 1: By July 2027, ensure that the attainment of pupils with Special Education Needs and/or Disabilities (SEND) at the end of EYFS, Key Stage 1 and Key Stage 2 in Reading, Writing and Mathematics is in line with national outcomes for this group.

Why we have chosen this objective and intended outcome:	National data consistently show that our pupils with SEND underperform compared to their peers in core subjects. Focusing on aligning our pupils' outcomes with national averages ensures we are reducing this gap and promoting equity in education. Strong literacy and numeracy skills are critical for lifelong learning and employment opportunities. Raising attainment in these areas for our SEND pupils directly impacts their future independence and success. Ensuring SEND pupils reach their full potential aligns with the SEND Code of Practice, statutory responsibilities, and Ofsted expectations regarding inclusion and progress. This objective encourages high-quality teaching (for all learners), scaffolded learning, and targeted interventions, fostering an inclusive culture across the school.
To achieve this objective we plan to:	• Conduct a thorough baseline assessment of SEND pupils in Reading, Writing, and Mathematics at the start of each key stage. • Identify pupils with specific gaps or learning needs to inform targeted interventions. • Implement evidence-based interventions tailored to the needs of SEND pupils (e.g., precision teaching, small-group support, phonics catch-up). • Regularly review the impact of interventions and adjust strategies as needed. • Provide ongoing professional development for teachers and teaching assistants on scaffolding, inclusive teaching strategies, and SEND-specific approaches. • Promote awareness of different SEND profiles to better support pupils in the classroom. • Ensure the curriculum is accessible and appropriately challenging for SEND pupils. • Use multi-sensory, scaffolded, and personalised teaching approaches to support engagement and progress. • Strengthen partnerships with parents and carers to support learning at home. • Offer guidance, resources, and workshops for parents of SEND pupils to reinforce classroom learning. • Implement robust tracking systems to monitor SEND pupil progress termly. • Use data to identify trends, address underachievement, and celebrate progress. • Engage SEND specialists, educational psychologists, and other professionals to provide additional support and guidance.

	• Use their recommendations to refine individual learning plans and interventions. • Evaluate the effectiveness of current SEND policies and practices annually. • Make evidence-informed adjustments to ensure continuous improvement toward national benchmarks.
--	--

Evidence of progress made Year 1:	<table><tr><th>KS1</th><th>% of SEN pupils reaching the Expected Standard and at Greater Depth % (4 pupils)</th><th>% of SEN pupils reaching Greater Depth % (4 pupils)</th><th>% of non-SEN pupils reaching the Expected Standard and at Greater Depth (26 pupils)</th><th>% of non-SEN pupils reaching Greater Depth (26 pupils)</th></tr><tr><td>Reading</td><td>50%</td><td>0%</td><td>84%</td><td>38%</td></tr><tr><td>Writing</td><td>25%</td><td>0%</td><td>81%</td><td>15%</td></tr><tr><td>Maths</td><td>25%</td><td>25%</td><td>81%</td><td>27%</td></tr></table>					KS1	% of SEN pupils reaching the Expected Standard and at Greater Depth % (4 pupils)	% of SEN pupils reaching Greater Depth % (4 pupils)	% of non-SEN pupils reaching the Expected Standard and at Greater Depth (26 pupils)	% of non-SEN pupils reaching Greater Depth (26 pupils)	Reading	50%	0%	84%	38%	Writing	25%	0%	81%	15%	Maths	25%	25%	81%	27%
	KS1	% of SEN pupils reaching the Expected Standard and at Greater Depth % (4 pupils)	% of SEN pupils reaching Greater Depth % (4 pupils)	% of non-SEN pupils reaching the Expected Standard and at Greater Depth (26 pupils)	% of non-SEN pupils reaching Greater Depth (26 pupils)																				
	Reading	50%	0%	84%	38%																				
	Writing	25%	0%	81%	15%																				
	Maths	25%	25%	81%	27%																				
	<table><tr><th>KS2</th><th>% of SEN pupils reaching the Expected Standard and at Greater Depth % (15 pupils)</th><th>% of SEN pupils reaching Greater Depth % (15 pupils)</th><th>% of non-SEN pupils reaching the Expected Standard and at Greater Depth (75 pupils)</th><th>% of non-SEN pupils reaching Greater Depth (75 pupils)</th></tr><tr><td>Reading</td><td>67%</td><td>27%</td><td>91%</td><td>47%</td></tr><tr><td>Writing</td><td>67%</td><td>0%</td><td>91%</td><td>31%</td></tr><tr><td>Maths</td><td>60%</td><td>0%</td><td>81%</td><td>44%</td></tr></table>					KS2	% of SEN pupils reaching the Expected Standard and at Greater Depth % (15 pupils)	% of SEN pupils reaching Greater Depth % (15 pupils)	% of non-SEN pupils reaching the Expected Standard and at Greater Depth (75 pupils)	% of non-SEN pupils reaching Greater Depth (75 pupils)	Reading	67%	27%	91%	47%	Writing	67%	0%	91%	31%	Maths	60%	0%	81%	44%
	KS2	% of SEN pupils reaching the Expected Standard and at Greater Depth % (15 pupils)	% of SEN pupils reaching Greater Depth % (15 pupils)	% of non-SEN pupils reaching the Expected Standard and at Greater Depth (75 pupils)	% of non-SEN pupils reaching Greater Depth (75 pupils)																				
	Reading	67%	27%	91%	47%																				
	Writing	67%	0%	91%	31%																				
	Maths	60%	0%	81%	44%																				
Evidence of progress made Year 2:	<table><tr><th>KS1</th><th>% of SEN pupils reaching the Expected Standard and at Greater Depth % (4 pupils)</th><th>% of SEN pupils reaching Greater Depth % (4 pupils)</th><th>% of non-SEN pupils reaching the Expected Standard and at Greater Depth (26 pupils)</th><th>% of non-SEN pupils reaching Greater Depth (26 pupils)</th></tr><tr><td>Reading</td><td>50%</td><td>0%</td><td>85%</td><td>35%</td></tr><tr><td>Writing</td><td>25%</td><td>0%</td><td>81%</td><td>23%</td></tr><tr><td>Maths</td><td>50%</td><td>0%</td><td>81%</td><td>23%</td></tr></table>					KS1	% of SEN pupils reaching the Expected Standard and at Greater Depth % (4 pupils)	% of SEN pupils reaching Greater Depth % (4 pupils)	% of non-SEN pupils reaching the Expected Standard and at Greater Depth (26 pupils)	% of non-SEN pupils reaching Greater Depth (26 pupils)	Reading	50%	0%	85%	35%	Writing	25%	0%	81%	23%	Maths	50%	0%	81%	23%
	KS1	% of SEN pupils reaching the Expected Standard and at Greater Depth % (4 pupils)	% of SEN pupils reaching Greater Depth % (4 pupils)	% of non-SEN pupils reaching the Expected Standard and at Greater Depth (26 pupils)	% of non-SEN pupils reaching Greater Depth (26 pupils)																				
	Reading	50%	0%	85%	35%																				
	Writing	25%	0%	81%	23%																				
	Maths	50%	0%	81%	23%																				
	<table><tr><th>KS2</th><th>% of SEN pupils reaching the Expected Standard and at Greater Depth % (19pupils)</th><th>% of SEN pupils reaching Greater Depth % (19 pupils)</th><th>% of non-SEN pupils reaching the Expected Standard and at Greater Depth (65 pupils)</th><th>% of non-SEN pupils reaching Greater Depth (65 pupils)</th></tr><tr><td>Reading</td><td>64%</td><td>11%</td><td>85%</td><td>46%</td></tr><tr><td>Writing</td><td>42%</td><td>5%</td><td>82%</td><td>29%</td></tr><tr><td>Maths</td><td>48%</td><td>11%</td><td>86%</td><td>31%</td></tr></table>					KS2	% of SEN pupils reaching the Expected Standard and at Greater Depth % (19pupils)	% of SEN pupils reaching Greater Depth % (19 pupils)	% of non-SEN pupils reaching the Expected Standard and at Greater Depth (65 pupils)	% of non-SEN pupils reaching Greater Depth (65 pupils)	Reading	64%	11%	85%	46%	Writing	42%	5%	82%	29%	Maths	48%	11%	86%	31%
	KS2	% of SEN pupils reaching the Expected Standard and at Greater Depth % (19pupils)	% of SEN pupils reaching Greater Depth % (19 pupils)	% of non-SEN pupils reaching the Expected Standard and at Greater Depth (65 pupils)	% of non-SEN pupils reaching Greater Depth (65 pupils)																				
	Reading	64%	11%	85%	46%																				
	Writing	42%	5%	82%	29%																				
	Maths	48%	11%	86%	31%																				
Evidence of progress made Year 3:																									
Evidence of progress made Year 4:																									

Responsible person:	Johnny Magee – Headteacher Harry Sperring – Deputy Headteacher Rebecca Marsh – Inclusion Lead
---------------------	---

Objective 2: By July 2027, improve outcomes for Disadvantaged Pupils in Reading, Writing and Mathematics to at least 45% so that they are aligned with national outcomes for Disadvantaged Pupils.

Why we have chosen this objective and intended outcome:	Disadvantaged pupils often face barriers that affect academic progress, including socio-economic challenges and reduced access to learning resources. Setting a target to reach at least 45% attainment aligns with national outcomes and directly addresses this gap. Improving outcomes for Disadvantaged Pupils ensures they have equal opportunities to succeed academically, which contributes to better life chances, confidence, and future educational and employment opportunities. Schools are held accountable for the progress of Disadvantaged Pupils. Focusing on this group demonstrates commitment to inclusion and effective use of Pupil Premium funding to support learning. Targeted interventions for Disadvantaged Pupils often benefit the wider school community by promoting high-quality teaching strategies, improving engagement, and fostering a culture of high expectations for all.
---	---

To achieve this objective we plan to:	• Conduct a detailed analysis of current attainment and progress of Disadvantaged Pupils in Reading, Writing, and Mathematics. • Identify pupils at risk of underachievement and specific barriers to learning. • Develop tailored support programs (e.g., one-to-one tutoring, small-group sessions, mentoring). • Focus on evidence-based strategies proven to accelerate learning, such as structured phonics, guided reading, and maths mastery approaches. • Ensure classroom teaching is consistently high-quality, with differentiation to meet the needs of Disadvantaged Pupils. • Use formative assessment to quickly identify gaps and adapt teaching accordingly. • Engage parents and carers through workshops, resources, and regular communication to support learning at home. • Collaborate with community organisations to provide enrichment and academic support opportunities.
---------------------------------------	--

Evidence of progress made Year 2:		% of disadvantaged pupils reaching the Expected Standard and at Greater Depth % (5 pupils)	% of disadvantaged pupils reaching Greater Depth % (5 pupils)
	Reading	60%	40%
	Writing	60%	20%
	Maths	80%	20%
		% of disadvantaged pupils reaching the Expected Standard and at Greater Depth % (9 pupils)	% of disadvantaged pupils reaching Greater Depth % (9 pupils)
	Reading	51%	13%
	Writing	51%	13%
	Maths	63%	25%
Evidence of progress made Year 3:			
Evidence of progress made Year 4:			
Responsible person:	Johnny Magee – Headteacher Harry Sperring – Deputy Headteacher Rebecca Marsh – Inclusion Lead		

Objective 3: By July 2027, remove the achievement gap between boys and girls in Writing, achieving a 10% increase in the percentage of boys achieving ARE and above.

Why we have chosen this objective and	National data (and our school data) show that boys underperform compared to girls in Writing. Closing this gap ensures that all pupils, regardless of gender, have equal opportunities to reach their full potential. Improving boys' attainment in Writing contributes directly to their overall school outcomes and confidence.
---------------------------------------	---

intended outcome:	Targeting boys' progress in Writing helps foster confidence, motivation, and a positive attitude towards literacy, which benefits learning across the curriculum. Focusing on this objective encourages teachers to use diverse strategies and pedagogical approaches that engage all learners, supporting the development of inclusive and stimulating classrooms.
-------------------	---

To achieve this objective we plan to:	- Analyse current attainment data to identify the gap between boys and girls in Writing. - During pupil progress meetings, highlight boys who are underachieving or at risk of falling behind ARE. - Implement small-group support, one-to-one mentoring (peer mentors), and structured Writing sessions for boys who need additional support. - Use evidence-based strategies that engage boys, such as project-based Writing, story mapping, and role-play activities. - Ensure Writing tasks are relevant, motivating, and incorporate themes that appeal to boys' interests. - Use a variety of genres, digital tools, and creative approaches to Writing to increase engagement. - Provide professional development for teachers on gender-specific learning strategies and differentiated Writing instruction. - Encourage modelling, scaffolding, and interactive approaches that support boys' progress. - Work with parents and carers to encourage Writing at home through reading, journaling, and creative storytelling. - Introduce a FUDGE (fathers, uncles, dad, grandads and everyone else) day to promote male role models. - Provide resources and guidance to support boys' engagement outside of school. - Track boys' progress regularly using formative and summative assessments. - Provide targeted feedback and celebrate progress to build confidence and motivation. - Recognise improvements in Writing publicly to encourage continued effort. - Use peer collaboration and competitions to make Writing engaging and rewarding. - Regularly review the impact of interventions and teaching strategies. - Adapt approaches based on data and feedback to ensure continuous improvement and achievement of the 10% target.
---------------------------------------	---

Evidence of progress made Year 1:					
	KS1	% of boys reaching the Expected Standard and at Greater Depth (14pupils)	% of boys reaching the Greater Depth Standard (14 pupils)	% of girls reaching the Expected Standard and at Greater Depth (40 pupils)	% of girls reaching the Greater Depth Standard (40 pupils)
	Reading	79%	36%	81%	31%
	Writing	71%	0%	75%	25%
	Maths	76%	36%	63%	19%

	<table><tr><td>KS2</td><td>% of boys reaching the Expected Standard and at Greater Depth (50 pupils)</td><td>% of boys reaching the Greater Depth Standard (50 pupils)</td><td>% of girls reaching the Expected Standard and at Greater Depth (40 pupils)</td><td>% of girls reaching the Greater Depth Standard (40 pupils)</td></tr><tr><td>Reading</td><td>90%</td><td>50%</td><td>83%</td><td>35%</td></tr><tr><td>Writing</td><td>82%</td><td>30%</td><td>83%</td><td>20%</td></tr><tr><td>Maths</td><td>74%</td><td>48%</td><td>73%</td><td>23%</td></tr></table>	KS2	% of boys reaching the Expected Standard and at Greater Depth (50 pupils)	% of boys reaching the Greater Depth Standard (50 pupils)	% of girls reaching the Expected Standard and at Greater Depth (40 pupils)	% of girls reaching the Greater Depth Standard (40 pupils)	Reading	90%	50%	83%	35%	Writing	82%	30%	83%	20%	Maths	74%	48%	73%	23%																				
KS2	% of boys reaching the Expected Standard and at Greater Depth (50 pupils)	% of boys reaching the Greater Depth Standard (50 pupils)	% of girls reaching the Expected Standard and at Greater Depth (40 pupils)	% of girls reaching the Greater Depth Standard (40 pupils)																																					
Reading	90%	50%	83%	35%																																					
Writing	82%	30%	83%	20%																																					
Maths	74%	48%	73%	23%																																					
Evidence of progress made Year 2:	<table><tr><td>KS1</td><td>% of boys reaching the Expected Standard and at Greater Depth (18pupils)</td><td>% of boys reaching the Greater Depth Standard (18 pupils)</td><td>% of girls reaching the Expected Standard and at Greater Depth (12 pupils)</td><td>% of girls reaching the Greater Depth Standard (12 pupils)</td></tr><tr><td>Reading</td><td>72%</td><td>22%</td><td>90%</td><td>60%</td></tr><tr><td>Writing</td><td>72%</td><td>6%</td><td>90%</td><td>50%</td></tr><tr><td>Maths</td><td>78%</td><td>17%</td><td>80%</td><td>50%</td></tr></table> <table><tr><td>KS2</td><td>% of boys reaching the Expected Standard and at Greater Depth (55 pupils)</td><td>% of boys reaching the Greater Depth Standard (55 pupils)</td><td>% of girls reaching the Expected Standard and at Greater Depth (29 pupils)</td><td>% of girls reaching the Greater Depth Standard (29 pupils)</td></tr><tr><td>Reading</td><td>78%</td><td>36%</td><td>97%</td><td>45%</td></tr><tr><td>Writing</td><td>72%</td><td>25%</td><td>100%</td><td>34%</td></tr><tr><td>Maths</td><td>71%</td><td>47%</td><td>90%</td><td>24%</td></tr></table>	KS1	% of boys reaching the Expected Standard and at Greater Depth (18pupils)	% of boys reaching the Greater Depth Standard (18 pupils)	% of girls reaching the Expected Standard and at Greater Depth (12 pupils)	% of girls reaching the Greater Depth Standard (12 pupils)	Reading	72%	22%	90%	60%	Writing	72%	6%	90%	50%	Maths	78%	17%	80%	50%	KS2	% of boys reaching the Expected Standard and at Greater Depth (55 pupils)	% of boys reaching the Greater Depth Standard (55 pupils)	% of girls reaching the Expected Standard and at Greater Depth (29 pupils)	% of girls reaching the Greater Depth Standard (29 pupils)	Reading	78%	36%	97%	45%	Writing	72%	25%	100%	34%	Maths	71%	47%	90%	24%
KS1	% of boys reaching the Expected Standard and at Greater Depth (18pupils)	% of boys reaching the Greater Depth Standard (18 pupils)	% of girls reaching the Expected Standard and at Greater Depth (12 pupils)	% of girls reaching the Greater Depth Standard (12 pupils)																																					
Reading	72%	22%	90%	60%																																					
Writing	72%	6%	90%	50%																																					
Maths	78%	17%	80%	50%																																					
KS2	% of boys reaching the Expected Standard and at Greater Depth (55 pupils)	% of boys reaching the Greater Depth Standard (55 pupils)	% of girls reaching the Expected Standard and at Greater Depth (29 pupils)	% of girls reaching the Greater Depth Standard (29 pupils)																																					
Reading	78%	36%	97%	45%																																					
Writing	72%	25%	100%	34%																																					
Maths	71%	47%	90%	24%																																					
Evidence of progress made Year 3:																																									
Evidence of progress made Year 4:																																									
Responsible person:	Johnny Magee – Headteacher Harry Sperring – Deputy Headteacher Rebecca Marsh – Inclusion Lead																																								