

Mercia School's Equality Objectives 2025 - 28

Equality Objective 1

Aim to increase proportion of teachers from under represented groups by 10%.

Why we have chosen this objective

- The Equality Act 2010 introduced a single Public Sector Duty, which applies to all schools. It requires that schools must have due regard to the need to eliminate discrimination and other conduct that is prohibited by the act.
 - Over 65.5% of our students are from minority ethnic groups. However, only 8.4% of our staff are from minority ethnic groups.
 - We believe that the ethnicity of our workforce should be more reflective of the population served:
 - Minority teachers serve as role models for minority students.
 - Minority teachers may have a greater opportunity to improve the academic success and positive school experiences of minority students.
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To achieve this objective we plan to

- Renew policies and job descriptions to ensure communication is free from bias and welcoming of all prospective candidates.
 - Work positively with universities, educational organisations and other training providers who are committed to promoting diversity in the teaching profession (e.g. Teach First).
 - Provide all staff training on unconscious bias, alongside recruitment training for key staff with responsibility for recruitment (i.e. Senior and Curriculum Leaders).
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Progress made since 2025

- **This will be updated at the end of the year.**
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Equality Objective 2

Close the achievement gap by ensuring there is no significant difference in the progress made by different groups of learners.

Why we have chosen this objective

- The Equality Act 2010 introduced a single Public Sector Equality Duty, which applies to all schools, including both LA maintained and schools.
 - Mercia School has approximately 23.2% of pupils from low-income families and so qualify for the Pupil Premium and a substantial proportion of our students are from ethnic minority communities. Approximately 15.2% of our pupils are on the SEND register.
 - In England, disadvantaged students are 9 months behind their peers in primary school and 18 months behind in secondary school (22 months for the most persistently disadvantaged students).
 - If the recent trend continues, it will take over 500 years for the disadvantage gap to close by the end of secondary school
 - Students with Special Educational Needs and Disabilities (SEND) remain significantly behind their peers at every stage – up to 40 months.
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- Disadvantage gaps still tend to be larger, and growing, in parts of the North of the country – the largest disadvantage gaps at age 16 were equivalent to over 2 years of learning.
- Post-16 destinations are increasingly segregated – an over-representation of disadvantaged students in further education, employment and an unknown or un-sustained destination and an under-representation in school sixth forms, sixth form colleges and apprenticeships.
- Additionally, in 2020, the OFS reported that young people from advantaged areas of England are more than six times as likely to attend selective universities, including Oxford, Cambridge and other members of the Russell Group, as those from disadvantaged areas.

To achieve this objective we plan to

- Continue to refine our curriculum so it remains a driver of social mobility. This will include protecting our commitment to 100% EBacc education for all.
- Seek to strengthen the careers offer, including work experience placements, for pupils looking at Higher/Further Education
- Continue to quality assure our teaching strategies to ensure exceptional learning for all. This will help the school maintain its excellent outcomes for all, notably our SEN/Disadvantaged cohorts.
- Continue to ensure that 100% of pupils enter either education, employment or training at the end of Year 11. This was achieved in 2022-23 and 2022-24. This would be ahead of the city average of 95%.

Progress made since 2025

- **This will be updated at the end of the year.**

Equality Objective 3

Ensure 100% of students participate in, at least, five extra-curricular activity throughout Year 2025-26, 2026-27 and 2027-28.

Why we have chosen this objective

- The Equality Act 2010 introduced a single Public Sector Equality Duty, which applies to all schools. It requires that schools must have due regard to the need to foster good relationships across all characteristics, between people who share a protected characteristic and people who do not share it.
- Children from disadvantaged backgrounds are less likely to be encouraged to participate in extra-curricular activities. We want to ensure that every child regularly participates in at least one extra-curricular activity.
- Research indicates that participating in after school programmes improves performance on measures of academic achievement. There is also evidence that there are wider benefits for low-income students in terms of attendance at school, behaviour and relationships with peers (Education Endowment Foundation).

To achieve this objective we plan to

- Continue to offer a longer school day that allows for a strong enrichment offer that is understood and valued by both parents and pupils.
- Evaluate and refine the enrichment offer, utilising the strengths and interests of the staff body, to ensure an excellent experience for all pupils.
- Continue to protect enrichment sessions and reading sessions so all pupils access a full extra-curricular offer.
- Continue to update and employ our Cultural Capital policy that ensures all trips/shows/events/sports teams replicate the school demographic.

Progress made since 2025

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- This will be updated at the end of the year.
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