



St Meryl School

Equality Objectives 2023 – 2027

St Meryl School is committed to meeting its public sector duties in line with the Equality Act (2010) and welcomes and acknowledges its responsibilities to:

- Eliminate discrimination
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it,
- Foster good relations across all characteristics - between people who share a protected characteristic and people who do not share it.

The protected characteristics identified in the Equality Act (2010) are; race, disability, gender, gender re-assignment, age, pregnancy and maternity, marital status, sexual orientation, religion and belief and sexual orientation.

The school has a duty to:

- (a) publish information to demonstrate how the school is complying with the Public Sector Equality Duty (to be updated annually). As the school has fewer than 150 employees, only pupil-related information is required to be published.
- (b) prepare and publish equality objectives (to be updated at least once every four years).

Equality Objective 1:

We will not tolerate discrimination. We will act to improve children's cultural capital by fostering an environment which represents a diverse range of people.

Why we have chosen this target:

We have a growing number of pupils coming to school from families that have people with protected characteristics.

To achieve this objective we plan to:

- use books, resources, images and content we present to children within our school. This includes people with protected characteristics.
- We will seek opportunities for children to meet a diverse range of people through the visitors we invite into the school, and the offsite visits we arrange.
- We will challenge any discrimination that comes from pupils and involve parents in this process.
- We will use RSHE lessons to teach pupils about people with protected characteristics.

Progress we are making towards this objective

- We have changed our English scheme of work to incorporate authors of a diverse range of cultures and ethnicities. New texts include: "Stop! That's Not My Story", by Smirti Halls (Year 1); "Splash", Anna Hibiscus, by Atinuke, "Belonging Street", by Mandy Coe and "Speak Up" by Nathan Bryon. For a full list of the texts we use, please go to [this link](#).
- Since 2023, we have had the pleasure of inviting [Electric Umbrella](#) into our school to perform assemblies and workshops. Last year, our Year 4 class went to St Albans cathedral to perform alongside them, and we anticipate that we will be chosen to do the same again this year.
- Every year we lead assemblies on the following areas: Black History, Anti-Bullying, Invisible Disabilities, Jeans for Genes (which we annually raise money for), Martin Luther King Day, Eid, Diwali, Sukkhat, Chinese New Year, Ramadan, Easter, and World Refugee Day.
- As of last year, we have developed [Celebration Days](#), where children are able to dress up in national costume on particular days. All cultures in our school are represented.

Equality Objective 2:

Over the next four years, girls' experiences in academia and sports will make them more aware of a range of opportunities so they may aspire to non-stereotypical

professions.

Why we have chosen this target:

Our attainment data demonstrates that girls often attain above national and, at present, outperforms boys. Whole school data of RWM for 2023 was 75.6%. Therefore, we wish to inspire our girls and broaden their experiences to empower them to know they can access further education and ultimately senior positions in society.

To achieve this objective we plan to:

- Organise more after-school and out-of-school sporting opportunities for girls – particularly sports they wouldn't otherwise access themselves.
 - Plan for female visitors to give presentations at school about their careers and/or role in society.
 - Give opportunities for girl to take the lead of groups such as Golden Time and sports groups.
- Develop our science curriculum so it may inspire pupils – especially girls – to consider further education and a future career in science.

Progress we are making towards this objective

We are making good progress towards this target. Our most recent attainment data shows that girls have achieved above the national average, with KS2 RWM in Summer 2025 at 75% (National figures were 66.4%, National figures were 65.0%*). While our girls are achieving well academically.

Role models such as Mary Anning, Florence Nightingale and Mary Seacole are taught to pupils in various year groups.

Last year we invited a female author and illustrator, Chante Timothy, to lead workshops and speak about her job.

In Summer 2025, we are planning a Careers Day, where parents are invited in to talk about their jobs – the aim of which is to inspire girls to highlight jobs that women have in the workforce.

We currently have 4 Golden Time groups led by girls. Activities include: Paper Craft,

Loom bands, Dance and Comic Book club.

*Data taken from Herts Assessment Profile, July 2025

Equality Objective 3:

Over the next four years, the percentage of boys achieving the expected standard in writing at the end of Key Stage 2, the school will improve relative to their starting points (i.e. end of key stage 1 attainment).

Why we have chosen this target:

At the end of 2023, the validated writing score for boys at the end of KS2 was 35% (5 out of 14) working at the Expected Standard, compared to 70% of girls.

To achieve this objective we plan to:

- Use summative and formative assessments to quickly identify those boys at risk of not meeting the expected standard in one or more subjects and put in place support additional to first quality teaching (e.g. one-to-one tuition, small group booster etc.).
- Target gaps in boys' reading with TA Support.
- Raise the profile of writing across the school through development of writing opportunities such as newspaper club and writers corner in upper KS2.
- Teachers to target boys not meeting the expected standard in writing during lessons.
- Monitor feedback of writing in books half termly.
- Teachers to be expected to observe good practice of the teaching of writing at least 3 times a term.

Progress we are making towards this objective

The school has made progress towards the target of improving boys' attainment in writing at the end of Key Stage 2 relative to their starting points. In 2025, **55% of boys achieved the expected standard in writing**, and with **75% in 2024**. We are aware of the dip from last year's data in comparison to the year before – however we are mindful of the cohort.

This improvement reflects the impact of targeted actions such as increased opportunities for extended writing across the curriculum, focused moderation and feedback strategies, and the use of high-quality texts to engage boys' interests. Pupil

progress data shows that boys are now making stronger gains from their Key Stage 1 starting points, closing the gap with girls and aligning more closely with national figures. Teacher assessments and internal moderation evidence that boys are writing with greater stamina, independence, and grammatical accuracy. The school will continue to build on this momentum through further refinement of writing interventions and continued professional development for staff focused on engaging reluctant writers.