

Morningside Equality Objectives 2024-2026

Equality objective 1: To close the gender gap in mathematics achievement by the end of Key Stage 2, girls to achieve in line with boys.

Why we have chosen this objective:

We have chosen this objective to address the persistent gender gap in mathematics achievement observed by the end of Key Stage 2 for example in 2024 the difference between girls 67% achieved age expected outcomes compared to 84% of boys. Research indicates that factors such as confidence, engagement, and self-belief in math can differ between girls and boys due to social influences, learning environments, and teaching approaches. By focusing on closing this gap, we are committed to ensuring that all students, regardless of gender, have equitable opportunities to succeed and develop a strong foundation in mathematics. This objective aligns with our school's dedication to promoting equal outcomes for all students, fostering a supportive environment, and challenging any barriers to achievement that may affect girls in particular. Addressing this gap early supports long-term success in mathematics and STEM fields for both girls and boys, empowering them with the skills and confidence needed for future learning and career opportunities.

To achieve this objective we plan to:

1. **Implement Targeted Interventions:** Provide additional support for girls who may benefit from extra help in mathematics, such as small group sessions, one-on-one tutoring, and after-school math clubs.
2. **Train Teachers in Gender-Inclusive Teaching Practices:** Offer professional development sessions focused on identifying and mitigating unconscious biases, using inclusive language, and encouraging all children to participate actively in math lessons. Teachers will learn strategies to create a supportive and engaging environment that challenges any stereotypes about gender and math ability.
3. **Use Mixed-Gender Collaborative Learning:** Organise collaborative, mixed-gender group work that encourages cooperative problem-solving. This will allow all children to work together, build mathematical reasoning skills, and share different perspectives, which can boost confidence and reduce any feelings of isolation.
4. **Regularly Monitor and Assess Progress:** Establish a system for regular monitoring of all children's progress in mathematics, paying close attention to gender-based performance trends. We will analyse assessment results, classroom engagement, and confidence levels to adjust interventions as needed.
5. **Engage Parents and Guardians:** Provide resources and guidance for parents and guardians to support mathematics learning at home. Workshops or informational sessions for

families can empower them to encourage a positive mindset about math and help dispel any gender-based myths about ability.

6. **Celebrate Effort and Achievement Equally:** Recognise and celebrate children' efforts and achievements in mathematics equally, regardless of gender, to build confidence and motivation.

Progress we are making towards achieving this objective:

2025 KS2 outcomes show continued improvement in maths for both girls and boys, with attainment now broadly in line overall. In 2025, 74% of pupils achieved the expected standard in maths, matching national outcomes and just below Hackney (82%). Boys slightly outperformed girls in the percentage achieving 24+ in the Multiplication Tables Check, although the average point score was the same for both sexes.

Girls' performance in KS2 maths has strengthened, and the gap between boys and girls is narrowing. Girls also performed strongly across reading and writing, showing that targeted support and confidence-building approaches are having an impact. The school's focus on inclusive teaching practices, collaborative problem-solving, and targeted small-group interventions continues to support this progress.

Next steps include sustaining engagement in enrichment activities such as Times Tables Rock Stars—particularly for girls and PPG pupils—and continuing teacher CPD on gender-inclusive practice to ensure equitable participation and outcomes.

Equality objective 2: To close the gender gap in reading and writing achievement by the end of Key Stage 1, so boys achieve in line with girls.

Why we have chosen this objective:

We have chosen this objective to address the observed gender gap in reading and writing achievement at the end of Key Stage 1, where boys tend to underperform compared to girls. Early literacy skills are essential for long-term academic success, and research shows that boys may face unique challenges in engaging with reading and writing due to factors like interest, confidence, and learning styles. By closing this gap, we aim to ensure that all children, regardless of gender, have an equal foundation in literacy as they progress through school. This objective aligns with our commitment to promoting equity and high standards across the curriculum, ensuring that boys are equally prepared and motivated in their reading and writing skills. Addressing this disparity early on helps foster a love of reading and communication in boys and contributes to their success across all areas of learning.

To achieve this objective we plan to:

1. Carefully selected reading Materials:

Incorporate reading and writing materials that cater to a variety of interests, particularly topics that research shows may be more engaging to boys, such as adventure, sports, science, and non-fiction.

2. Introduce More Interactive and Physical Learning Activities:

Implement more active and hands-on learning experiences in reading and writing lessons, such as storytelling with props, role-playing, and movement-based activities.

3. Provide Male Role Models in Literacy:

Feature male authors, storytellers, and characters, and bring in male guest readers or mentors when possible.

4. Focus on Small Group and One-on-One Interventions:

Offer targeted literacy support through small group or one-on-one interventions that address individual needs and provide a supportive environment.

5. Continue Regular Progress Monitoring and Feedback:

Track and assess reading and writing progress frequently, paying special attention to any gender-based performance trends. We will adjust our strategies as needed based on data to ensure that all students are on track and receiving appropriate support.

6. Engage Parents and Guardians in Literacy Development:

Provide resources and strategies for parents to encourage reading and writing at home.

7. Celebrate Literacy Achievements for All:

Publicly acknowledge literacy achievements, making sure to highlight boys' successes in reading and writing.

Progress we are making towards achieving this objective:

EYFS outcomes indicate that overall GLD (73%) is broadly in line with Hackney (75%) and above national (68%). However, there remains a gender gap in early attainment, with boys performing below girls in all areas. This pattern continues into KS1 phonics, where girls achieved higher than boys, although both groups made progress from their starting points. We also recognise there is a significant overlap between boys and SEND in both cohorts.

The introduction of more engaging, active, and interest-based reading materials-along with increased male role models and one-to-one reading interventions-has begun to make a positive difference. Boys' engagement in phonics and early reading activities has improved, and recent in-year data has shown some significant progress for some boys with SEND in KS1.

Continued focus on early literacy interventions, family reading engagement, and inclusive classroom environments will help sustain this upward trend and close the remaining gender gap.

Equality objective 3: To promote positive mental health and wellbeing**Why we have chosen this objective:**

We have chosen this objective because promoting positive mental health and well-being is essential to creating an inclusive, supportive, and high-achieving school environment where all children can thrive. Mental health challenges can affect children's ability to learn, build relationships, and enjoy school life, and we recognise that these challenges can impact any child, regardless of background. By prioritising mental health and well-being, we aim to reduce any barriers to learning, support each child's social and emotional development, and foster resilience, confidence, and a sense of belonging for every child.

This objective aligns with our commitment to equality, as it ensures all children have access to the resources and support they need to feel safe, valued, and empowered in our school community. Additionally, a focus on well-being prepares students with lifelong skills for managing stress, building positive relationships, and maintaining a healthy mindset as they navigate school and beyond.

To achieve this objective we plan to:

- 1. Offer a Wide Range of Learning Opportunities for Positive Mental Health:**
Provide children with a variety of activities and lessons that support mental health and well-being, including mindfulness exercises, emotional literacy sessions, social skills development, and physical activities that reduce stress and promote healthy self-expression. Zones of regulation and daily mindfulness to be taught across the school daily. These activities will be embedded throughout the curriculum to ensure a holistic approach to well-being.
- 2. Use Family Learning Sessions to Support Well-Being at Home:**
Offer family learning sessions to equip parents and carers with tools and strategies to support their children's mental health at home. These sessions will cover topics such as managing stress, fostering resilience, building self-esteem, and creating a positive home environment, helping families to feel confident and empowered in supporting their children.
- 3. Build Strong Relationships with Families and Use Signposting to Support Services:**
Establish and maintain open, supportive relationships with families to ensure that they feel connected to the school and supported. By actively listening to their concerns and providing information about relevant support services, we aim to help families access external mental health resources, such as counselling, family support agencies, and local well-being initiatives.
- 4. Continue to Run Parent Learning Events:**
Host regular parent learning events focused on topics such as mental health awareness, behaviour support strategies, and fostering resilience in children. These events will help parents feel informed and involved, empowering them to support both their child's and their own well-being.
- 5. Utilise the Pastoral Team to Enhance Relationships and Engagement with Families:**
Engage our pastoral team in building meaningful relationships with parents and carers, fostering trust, and providing a point of contact for mental health and well-being support. The pastoral team will work to understand each family's unique needs, encourage ongoing involvement in school activities, and offer personalised support and guidance as needed.

Progress we are making towards achieving this objective:

The school continues to embed mental health and well-being strategies throughout the curriculum. Daily **Zones of Regulation** sessions and mindfulness activities are now consistently in place across all year groups, promoting emotional awareness and resilience.

Outcomes data demonstrates that pupils with additional vulnerabilities—including **children with a social worker, LAC, and pupils with EHCPs**—have achieved positive outcomes. For example, the one child with a social worker at KS2 achieved the expected standard in reading, writing, and maths, and children with EHCPs performed higher than their peers locally. This suggests that targeted pastoral and academic support is effectively reducing barriers to learning.

Parent workshops, strong pastoral relationships, and clear signposting to external services have further strengthened the school's approach to well-being. Moving forward, the focus will be on deepening pupil voice work around mental health and continuing to embed resilience and self-regulation strategies into daily classroom practice.