

# Public Sector Equalities Duty and Equalities Objectives (updated Feb 2026)

## Purpose of this document

This document gives a high-level explanation of the Public Sector Equalities Duty; our equalities objectives; how this relates to our school vision, context, school development plan and how we use targeted grants such as the Pupil Premium and Covid Recovery Grants. It then reports on progress towards our current equalities objectives, the next steps we will take and where these feature in our School Development Plan (SDP).

This document will form part of the agenda for the Governing Body in March 2026, for review and/or amendment, as appropriate.

## Our current equalities objectives

Objective 1	To ensure that all students make the best possible progress in both English and Maths, with the ambition of meeting or exceeding ambitious flightpaths in both subjects. Our strategy will be to secure baseline assessments, provide high quality teaching, intervention and support strategies, all of which will be internally and externally quality assured.
Objective 2	To review our curriculum to further improve post-16 progression for all students.

## The Public Sector Equalities Duty and our School Vision

The Equality Act 2010 requires all public organisations, including schools, to comply with the Public Sector Equality Duty, which has three broad aims:

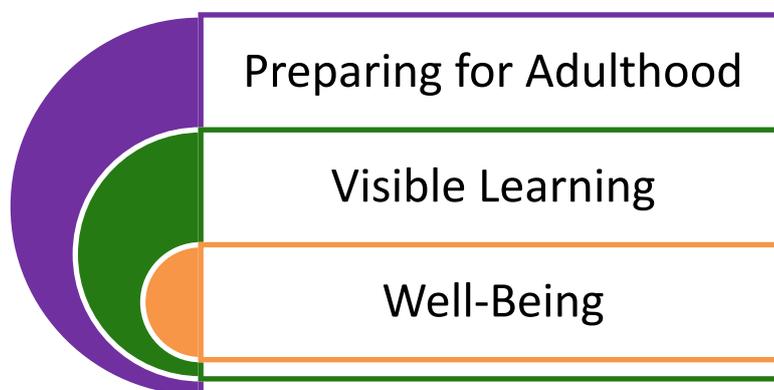
1. **Eliminating unlawful discrimination, harassment, and victimisation.**
2. **Advancing equality of opportunity between different groups.**
3. **Fostering good relations between different groups.**

The Public Sector Equality Duty also ensures that we continue to tackle issues of disadvantage and underachievement of different groups by breaking down barriers to learning, and increasing life choices for all students, which underpin our vision and whole-school priorities

## Our Vision

Achievement for all in a unique world-class school

## Whole-School Priorities



## School Context

Our school is situated in a diverse community where many people experience, or have experienced disadvantage, discrimination and/or prejudice. We provide a positive learning environment, where all members are valued, irrespective of: sex; race; disability; age; religion or belief; gender reassignment, sexual orientation; pregnancy or maternity; marriage and civil partnership.

As a special school, each of our students has special educational needs and disabilities that are sufficiently complex and significant to require placement in a special school rather than mainstream secondary. In addition, the majority of our students are eligible for the pupil premium grant and the majority receive free school meals.

The school provision to maximise outcomes for all students is therefore built into our school improvement priority planning and review processes, utilising the graduated response set out in the SEND Code of Practice. The heart of our approach is in providing a 'universal offer' of high-quality teaching that meets the special educational needs of our students whilst discovering and nurturing their talents and aspirations as they prepare for adulthood. Ensuring high-quality teaching is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged students in our school.

## Our Equalities Objectives

As stated in our Pupil Premium Strategy, our ultimate objectives for our students are for them to

1. make greater progress with their learning, emotional and social development than they would anywhere else, and for that progress to be indistinguishable from non-disadvantaged peers with similar starting points
2. have full lives, making increasingly meaningful choices about their futures, and control of their support
3. be fully ready for the next stage of education, employment, or training, gaining qualifications that allow them to go on to destinations that meet their interests, aspirations, and the intention of their course of study

## Progress towards current Equalities Objectives

<b>Objective 1</b>	To ensure that all students make the best possible progress in both English and Maths, with the ambition of meeting or exceeding ambitious flightpaths in both subjects. Our strategy will be to secure baseline assessments, provide high quality teaching, intervention, and support strategies, all of which will be internally and externally quality assured.
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### Progress towards Objective 1:

- Baseline assessments in English and Maths on entry to the school are rigorous and subject to both internal moderation in the school and then external moderation by the Local Authority. The external moderation shows that the actual starting point for many students is significantly below the unmoderated teacher assessment levels reported at the end of Key Stage 2.
- Student outcomes are typically slightly higher overall in English compared to Maths, though the gap has reduced significantly.
- Evidence-based, targeted interventions delivered by trained staff accelerate progress through addressing fundamental misconceptions.
  - All 3 Maths interventions continue to be effective in accelerating student progress (see Pupil Premium Grant Statement, which includes our Recovery Premium Grant)
  - Building upon our use of the National Tutoring Grant, which ended in 2024, the school has developed the role of Literacy Intervention Teaching Assistant, built and resourced a library Next steps are included in our School Development Plan (SDP) [Preparing for Adulthood, Visible Learning and Wellbeing] and in our Pupil Premium Strategy

<b>Objective 2</b>	To review our curriculum to further improve post-16 progression for all students.
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### Progress towards Objective 2:

- The innovative Sixth Form study programme is now a fully established part of the school provision. It lasts one year, with sustained 'after-care' to ensure that learners' retention, progress, and skill development are supported and tracked in subsequent years.

- Where students experience difficulties or setbacks, the Sixth Form team intervene rapidly and successfully to support re-engagement with the existing course provider or secure a different individually tailored pathway.
- The Sixth Form study programme's effectiveness in developing students' ability to successfully cope with the challenges of transition to a more adult environment and the expectations of the world of work is evidenced by the retention of almost all students and the systematic progression in levels of courses undertaken
- Follow-up tracking of our Sixth Form 'alumni' show that whatever their starting points, almost all students continue to make sustained and substantial progress during and beyond their time in the Sixth Form.
- When Ofsted inspected the school and Sixth Form in July 2018, their judgment was that "The 16 to 19 provision is outstanding. All students gain qualifications and continue in education, training or employment... Leaders' partnership and quality-assurance work with other Sixth-Form providers is exceptional." The 2024 Ofsted Report says

***'What is it like to attend this school?'***

*Pupils rate Stormont House highly. 'School is the best thing,' said one. Another pupil commented that they felt ready 'to join the real world' because the school has built up their confidence. Pupils are right. Stormont House makes sure that all pupils are given the best possible chance of succeeding in life. One of the stand-out qualities of the school is an absolute focus on preparing pupils for the next stage of their lives. It is the golden thread that connects everything the school does, from the curriculum and its impact on pupils' achievements, to relationships and the exemplary behaviour in and out of classrooms. One of the results of this work is that all pupils move into life after school most successfully.*

*This drive to ensure that pupils are ready for life in the wider world is one of the reasons why all pupils gain accredited qualifications in the full range of subjects. However, their achievements are so much more than this, whether in sport, music and art or in the future through securing places at college and university. For some, being comfortable in their own skin or socialising with others is a significant achievement. However, what binds all their achievements together, is the school's never-ending and successful work to prepare pupils for adulthood: the golden thread.'*

Actions in our School Development Plan (SDP) are aligned with our equalities objectives

**Inclusion and personalisation to achieve PfA Outcomes**

1. Continue to develop subject leaders to support consistent subject/ departmental self-evaluation, action planning, curriculum development and Key Stage 4/5 accreditation pathways for current and future cohorts.
2. Review implementation and impact [of new RHSE guidance](#)
3. Review Careers Guidance offer using [updated Gatsby Benchmarks](#). Develop, embed and share best practice Continue to develop and quality assure new post-16 pathways for students with greatest learning need. Review how school-based and external provider curriculum offers 'mesh' in the Sixth Form, revise as necessary

**Reviewing our Objectives**

The current equalities objectives will be reviewed in school year 2026-27. This review will be informed by our planned work with an external consultant on equalities and diversity priorities.

Actions in our School Development Plan (SDP) are aligned with our equalities objectives at strategic and operational levels:-

- **Inclusion and personalisation to achieve Preparing for Adulthood Outcomes**
- **Use Visible Learning (VL) and other research evidence to inform improvement strategies**
- **Student Well-Being** including attendance and safeguarding
- **Staff Well-Being** including a long-term equalities and diversity strategy
- **Student priorities including developing student leadership**
- **Parent/ carer priority** themes of Community, Communication & Curriculum