



Pinfold Street
Primary School



Equality information & objectives 2022-2026

To be reviewed and updated annually

Approved by:	Full governing body	Date: December 2 nd 2024
Policy created:	November 2022	
Last reviewed on:	December 2024	
Next review due by:	December 2025	

Contents

1. Aims	2
2. Legislation and guidance	2
3. Roles and responsibilities	3
4. Eliminating discrimination	3
5. Advancing equality of opportunity	3
6. Fostering good relations	4
7. Equality considerations in decision-making	5
8. Equality objectives	5
9. Monitoring arrangements	6
10. Links with other policies	6

1. Aims

Pinfold Street Primary School aims to meet its obligations under the Public Sector Equality Duty (PSED) by having due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010
- 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 equality duty (Equality Act 2010) extends to all those with **protected characteristics**. This makes it unlawful for a school to discriminate against a pupil or prospective pupil by treating them less favourably because of their:

Disability
Sex (gender)
Race (ethnicity)
Pregnancy and Maternity
Religion and Belief
Sexual Orientation
Transgender

There are also 2 other protected characteristics that schools do not have a direct duty.

Age
Marriage and Civil Partnership

2. Legislation and guidance

This document meets the requirements under the following legislation:

- [The Equality Act 2010](#), which introduced the Public Sector Equality Duty and protects people from discrimination

- [The Equality Act 2010 \(Specific Duties\) Regulations 2011](#), which require schools to publish information to demonstrate how they are complying with the Public Sector Equality Duty and to publish equality objectives

This document is also based on Department for Education (DfE) guidance: [The Equality Act 2010 and schools](#).

3. Roles and responsibilities

The governing board will:

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the school, including to staff, pupils and parents
- Ensure that the published equality information is updated at least every year, and that the objectives are reviewed and updated at least every 4 years
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the headteacher

The headteacher will:

- Promote knowledge and understanding of the equality objectives among staff and pupils
- Monitor success in achieving the objectives and report back to governors

All school staff are expected to have regard to this document and to work to achieve the objectives as set out in section 8.

4. Eliminating discrimination

The school is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions.

Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.

Staff and governors are regularly reminded of their responsibilities under the Equality Act – for example, during meetings. Where this has been discussed during a meeting it is recorded in the meeting minutes.

New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training every periodically.

The DHT monitors equality issues through data and behaviour analysis.

5. Advancing equality of opportunity

As set out in the DfE guidance on the Equality Act, the school aims to advance equality of opportunity by:

- Removing or minimising disadvantages suffered by people that are connected to a particular characteristic they have (e.g. pupils with disabilities, or gay pupils who are being subjected to homophobic bullying)
- Taking steps to meet the particular needs of people who have a particular characteristic (e.g. enabling Muslim pupils to pray at prescribed times)
- Encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all pupils to be involved in the full range of school societies)

In fulfilling this aspect of the duty, the school will:

- Publish attainment data each academic year showing how pupils with different characteristics are performing

- Analyse the above data to determine strengths and areas for improvement, implement actions in response and publish this information
- Make evidence available identifying improvements for specific groups (e.g. declines in incidents of homophobic or transphobic bullying)
- Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils

Validated data for 2023

2023 Key Stage 2 Summary

This summary table shows KS2 attainment data, aggregated by pupil contextual group where this has been matched to January School Census. The 2023 KS2 data is based on the DfE [revised](#) dataset published in December.

Contextual Group		No. Pupils	% Achieved expected standard or above					% Achieved a higher standard (Greater depth for Writing)				
			Reading	Writing	GPS	Maths	RWM	Reading	Writing	GPS	Maths	RWM
All	All	59	68	56	69	64	47	10	0	17	5	0
Gender	Boys	26	73	58	69	69	50	12	0	19	12	0
	Girls	33	64	55	70	61	45	9	0	15	0	0
SEN	No SEN	36	86	75	89	86	69	11	0	22	8	0
	SEN Support	18	28	22	33	22	6	6	0	11	0	0
	EHC Plan	5	80	40	60	60	40	20	0	0	0	0
Disadvantaged	Yes	33	67	45	64	55	39	18	0	12	0	0
	No	26	69	69	77	77	58	0	0	23	12	0
FSM	Yes	28	68	43	64	57	39	18	0	14	0	0
	No	31	68	68	74	71	55	3	0	19	10	0
EAL	Yes	14	64	57	64	64	50	14	0	21	7	0
	No	45	69	56	71	64	47	9	0	16	4	0
Ethnicity	Bangladeshi	1	100	100	100	100	100	0	0	100	0	0
	Black Caribbean	1	100	100	100	0	0	100	0	0	0	0
	Indian	6	50	67	67	67	50	0	0	17	17	0
	Other	8	63	63	63	75	50	25	0	25	0	0
	Pakistani	2	50	0	50	0	0	0	0	0	0	0
	White/Black Caribbean	5	60	20	40	40	20	0	0	0	0	0
	White British	36	72	58	75	69	53	8	0	17	6	0
Ethnicity and Gender (Boys)	Bangladeshi	0	-	-	-	-	-	-	-	-	-	-
	Black Caribbean	1	100	100	100	0	0	100	0	0	0	0
	Indian	3	67	67	67	67	67	0	0	0	33	0
	Other	2	100	100	100	100	100	50	0	100	0	0
	Pakistani	0	-	-	-	-	-	-	-	-	-	-
	White/Black Caribbean	2	50	0	0	50	0	0	0	0	0	0
	White British	18	72	56	72	72	50	6	0	17	11	0
Ethnicity and Gender (Girls)	Bangladeshi	1	100	100	100	100	100	0	0	100	0	0
	Black Caribbean	0	-	-	-	-	-	-	-	-	-	-
	Indian	3	33	67	67	67	33	0	0	33	0	0
	Other	6	50	50	50	67	33	17	0	0	0	0
	Pakistani	2	50	0	50	0	0	0	0	0	0	0
	White/Black Caribbean	3	67	33	67	33	33	0	0	0	0	0
	White British	18	72	61	78	67	56	11	0	17	0	0
IDACI Decile	0-30	55	65	55	67	64	47	9	0	16	5	0
	30-100	0	-	-	-	-	-	-	-	-	-	-

6. Fostering good relations

The school aims to foster good relations between those who share a protected characteristic and those who do not share it by:

- Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in RE, citizenship and personal, social, health and economic (PSHE) education, but also activities in other curriculum areas. For example, as part of teaching and learning in English/reading, pupils will be introduced to literature from a range of cultures
- Holding assemblies dealing with relevant issues. Pupils will be encouraged to take a lead in such assemblies and we will also invite external speakers to contribute
- Working with our local community. This includes inviting leaders of local faith groups to speak at assemblies, and organising school trips and activities based around the local community
- Encouraging and implementing initiatives to deal with tensions between different groups of pupils within the school. For example, our school council has representatives from different year groups and is formed of pupils from a range of backgrounds. All pupils are encouraged to participate in the school's activities, such as sports clubs. We also work with parents to promote knowledge and understanding of different cultures
- We have developed links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach

7. Equality considerations in decision-making

The school ensures it has due regard to equality considerations whenever significant decisions are made.

The school always considers the impact of significant decisions on particular groups. For example, when a school trip or activity is being planned, the school considers whether the trip:

- Cuts across any religious holidays
- Is accessible to pupils with disabilities
- Has equivalent facilities for boys and girls

We complete risk assessment when planning school trips and activities and consider equality as part of the risk assessment process. The record is completed by the member of staff organising the activity and is stored electronically with the completed risk assessment.

8. Equality objectives

Objective 1

Raise the attainment of boys in reading, writing and maths .

Why we have chosen this objective:

Boys are the identified group that achieve significantly lower than girls, particularly reading and writing

To achieve this objective we plan to:

- Set as an appraisal target
- Identified and uplift expected attainment for RWM
- SMT research strategies from the RADY website to support with ideas to roll out in school, including 'Poverty Proofing' schools research
- Senior managers support teachers with strategies to accelerate progress
- Focus in PPM, identifying provisions put in place and barriers to learning
- Full analysis of children's skills and knowledge/areas of weakness/lack of understanding
- Analysis of boys' SAT gaps – identify patterns to allow staff to address common misconceptions

Progress we are making towards this objective:

- It has been set as an appraisal target for academic year 2022-23
- Attainment has been uplifted for identified pupils in RWM
- Identified pupils have been continued year on year until meeting target
- Focus in PPM, identifying provisions put in place and barriers to learning

Attainment at the end of 2023-24 (Currently, 2024 data is based on provisional data. Validated data is not yet released.

Boys' attainment KS2 SATs

READING	2022	2023	2024	NAT	Comments
Male Attainment	57% 17%	73% 12%	61% 32%	(57%) (23%)	Decrease at EXS Significant increase at greater depth
Male Progress	-2.49	+1.33	NA	(-0.80)	Huge increase to 2023
Male Average SS	101.6	103.5	104	(103.7)	Increase year on year

WRITING	2022	2023	2024	NAT	Comments
Male Attainment	63% 0%	58% 0%	57% 11%	(63%) (10%)	Static Significant increase at GDS
Male Progress	-1.32	-1.58	NA	(-0.83)	Decline

MATHS	2022	2023	2024	NAT	Comments
Male Attainment	67% 10%	69% 12%	75% 32%	73% 27%	Year on year increase. Now above national
Male Progress	-1.73	+0.41	NA	+0.82	Increase
Male Average SS	102.4	105.2	104.1	104.7	Increase

Objective 2

Increase the representation of teachers from local black and minority ethnic communities over a 4-year period (from this July 23 to July 27 in 4 years' time), so that this group increases from 0% to 25% of the teaching workforce.

Why we have chosen this objective:

The staffing as a whole has representatives from ethnic minority groups, but the teaching staff is white British background only.

To achieve this objective we plan to:

- Review adverts to ensure that we attract teachers from black and minority ethnic communities

Progress we are making towards this objective:

- This target was set November 2022 and progress will be dependent upon vacancies arising in school

9. Monitoring arrangements

The full governing body will update the equality information we publish, at least every year.

This document will be reviewed by the headteacher at least every 4 years.

This document will be approved by full governing body

10. Links with other policies

This document links to the following policies:

- Accessibility plan
- Risk assessment