



Equalities Policy Appendix A

Equalities Information

We recognise that the public sector equality duty has three aims, to:

- eliminate unlawful discrimination, harassment and victimisation and other conduct under the Act
- advance equality of opportunity between people who share a protected characteristic and those who do not
- foster good relations between people who share a protected characteristic and those who do not

We have considered how well we currently achieve these aims with regard to the protected groups under the Equality Act (race, disability, gender, gender re-assignment, age, pregnancy and maternity, marital status, sexual orientation, religion and belief and sexual orientation).

We have also involved staff, pupils, parents and others in the following ways:

- parent questionnaires
- curriculum workshops are open to all parents for key skill areas (Maths, Reading, Writing)
- class and whole school assemblies embrace a breadth of cultures
- open sessions in all year groups for parents/carers/other relatives
- the school curriculum is designed to enable children to understand and respect diversity
- Disability awareness sessions run for pupils through the curriculum,
- staff survey - because of the current composition of the staff by disability, race and gender, the data would not produce any useful information. We continue to monitor this through the limited amount of data which can legally be sought during the recruitment process
- contact with parents representing pupils with particular protected characteristics
- strong Young Carers, Class Councillors, KIT Kids groups
- Use of the House system for praise and colour points.
- Celebration Assembly once a week
- Parenting support groups and advice sessions with Family Liaison Officer, ELSA, and outside agencies when appropriate.
- Parent open sessions prior to Year 5 and 6 Relationships and Sex Education curriculum.
- Curriculum enhancement through: projects about specific cultures/communities. Examples have included: British values, cultural diversity and exposure to different cultures explicitly taught in History and

Geography, Fund raising (Comic and Sports Relief, Children in Need,)
Shoebox appeal.

School Characteristics

	2023	2024	2025
School number on roll	Close to average 245	Close to average 236	Close to average 224
School % FSM6	Well below average 7.76	Below average 10.59	Below average 12.50
Local area % FSM6	Well below average 5.92	Well below average 9.05	Well below average 6.91
School % SEN support	Close to average 12.24	Below average 9.32	Below average 10.27
Local area % SEN support	Well below average 8.16	Well below average 6.19	Well below average 7.89
School % EHC plan	Close to average 3.27	Above average 4.66	Close to average 3.13
Local area % EHC plan	Close to average 2.72	Close to average 3.33	Above average 4.58
School % EAL	Below average 3.30	Below average 4.70	Below average 4.50
Local area % EAL	Below average 2.00	Below average 5.00	Below average 4.10
School % CIN	Above average 6.12	Well below average 0.00	Well below average 0.00
Local area % CIN	Close to average 4.08	Well below average 0.00	Well below average 0.00
School % stability	Well above average 93.47	Well above average 92.80	Close to average 88.39
School pupil base deprivation	Well below average	Well below average	Well below average
Local area pupil base deprivation	Well below average	Well below average	Well below average
School location deprivation	Well below average	Well below average	Well below average

Key Stage 2 Pupil related data 2025

Expected standard

All pupils - Reading, writing and mathematics expected standard

Year	Cohort	School	National	National distribution banding	Trend	Year group context
3-year	177	60%	61%	Close to average (non-sig)	Not applicable	Not applicable
2025	56	68%	62%	Close to average (non-sig)	No sig change	-
2024	62	55%	61%	Close to average (non-sig)	No sig change	-
2023	59	59%	60%	Close to average (non-sig)	Not available	-

► [Chart](#)

Disadvantaged pupils - Reading, writing and mathematics expected standard

Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged			Year group context
		School	National	National distribution banding	National (non dis)	Gap	Gap Trend	
3-year	17	29%	46%	Below (non-sig)	68%	-38	Not applicable	Not applicable
2025	6	50%	47%	Close to average (non-sig)	69%	-19	Narrowing	-
2024	6	17%	46%	Below (non-sig)	67%	-51	Suppressed	-
2023	5	20%	44%	Small cohort	66%	-46	Not available	-

► [Chart](#)

Expected standard

All pupils - Reading expected standard

Year	Cohort	School	National	National distribution banding	Trend	Year group context
3-year	177	76%	74%	Close to average (non-sig)	Not applicable	Not applicable
2025	56	84%	75%	Above (non-sig)	No sig change	-
2024	62	74%	74%	Close to average (non-sig)	No sig change	-
2023	59	71%	73%	Close to average (non-sig)	Not available	-

► [Chart](#)

Disadvantaged pupils - Reading expected standard

Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged			Year group context
		School	National	National distribution banding	National (non dis)	Gap	Gap Trend	
3-year	17	53%	62%	Below (non-sig)	80%	-27	Not applicable	Not applicable
2025	6	67%	63%	Close to average (non-sig)	81%	-14	Narrowing	-
2024	6	50%	62%	Below (non-sig)	80%	-30	Suppressed	-
2023	5	40%	60%	Small cohort	78%	-38	Not available	-

► [Chart](#)

Expected standard

All pupils - Writing expected standard

Year	Cohort	School	National	National distribution banding	Trend	Year group context
3-year	177	72%	72%	Close to average (non-sig)	Not applicable	Not applicable
2025	56	73%	72%	Close to average (non-sig)	No sig change	-
2024	62	68%	72%	Close to average (non-sig)	No sig change	-
2023	59	76%	71%	Close to average (non-sig)	Not available	-

► [Chart](#)

Disadvantaged pupils - Writing expected standard

Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged			Year group context
		School	National	National distribution banding	National (non dis)	Gap	Gap Trend	
3-year	17	47%	59%	Below (non-sig)	78%	-31	Not applicable	Not applicable
2025	6	50%	59%	Close to average (non-sig)	78%	-28	Narrowing	-
2024	6	33%	58%	Below (non-sig)	78%	-44	Suppressed	-
2023	5	60%	58%	Small cohort	77%	-17	Not available	-

► [Chart](#)

Expected standard

All pupils - Mathematics expected standard

Year	Cohort	School	National	National distribution banding	Trend	Year group context
3-year	177	76%	73%	Close to average (non-sig)	Not applicable	Not applicable
2025	56	93%	74%	Above (sig+)	No sig change	-
2024	62	68%	73%	Close to average (non-sig)	No sig change	-
2023	59	69%	73%	Close to average (non-sig)	Not available	-

► [Chart](#)

Disadvantaged pupils - Mathematics expected standard

Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged			Year group context
		School	National	National distribution banding	National (non dis)	Gap	Gap Trend	
3-year	17	59%	60%	Close to average (non-sig)	80%	-21	Not applicable	Not applicable
2025	6	83%	61%	Above (non-sig)	81%	3	Positive gap	-
2024	6	50%	59%	Close to average (non-sig)	79%	-29	Suppressed	-
2023	5	40%	59%	Small cohort	79%	-39	Not available	-

► [Chart](#)