



# Equality Duty Information Report and Objectives

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## 1. Aims

Parkland is committed to promoting a positive and inclusive culture in which staff and pupils are valued and supported to fulfil their potential irrespective of their age, disability, race, religion, belief, sex or sexual orientation.

We recognise our obligations under the Equality Act 2010 and aim to meet our obligations under the public sector equality duty 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

## 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](#).

This document also complies with our funding agreement and Trust articles of association.

## 3. Leicestershire's diverse population & our school community

Leicestershire is an ethnically and culturally diverse county, benefiting greatly from close links with Leicester, one of the most culturally diverse cities in the UK.

According to the 2021 Census, 87.5% belong to White ethnic groups, (including White Irish). This equates to 623,429 people. The next largest ethnic group in Leicestershire is Asian (8.2%), followed by the Mixed or Multiple Ethnic Group (2.2%) and Black ethnic groups (1.1%); The largest religious group in the county is Christian (45.7%), followed by Hindus (3.7%), Muslims (2.3%) and Sikhs (1.7%). 40.3% of the population said they had no religion while 5.5% did not state a religion.

In 2021, 16.5% of the county population considered themselves to have a condition that limited their day to day activities, higher than the rates for the East Midlands and England.

According to the 2019 Indices of Deprivation, Leicestershire is not deprived overall; the county is ranked 131th out of 152 upper tier authorities in England for Multiple Deprivation, where 1st is the most deprived.

These are the deprivation rankings for our pupils based on 2024/25 school census information: In 2024/25 our school has been ranked 8<sup>th</sup> out of 275 primary and secondary schools for deprivation with 1<sup>st</sup> being the most deprived. Parkland is the 5<sup>th</sup> most deprived primary school in Leicestershire.

## Indices of Deprivation National Percentile Rankings

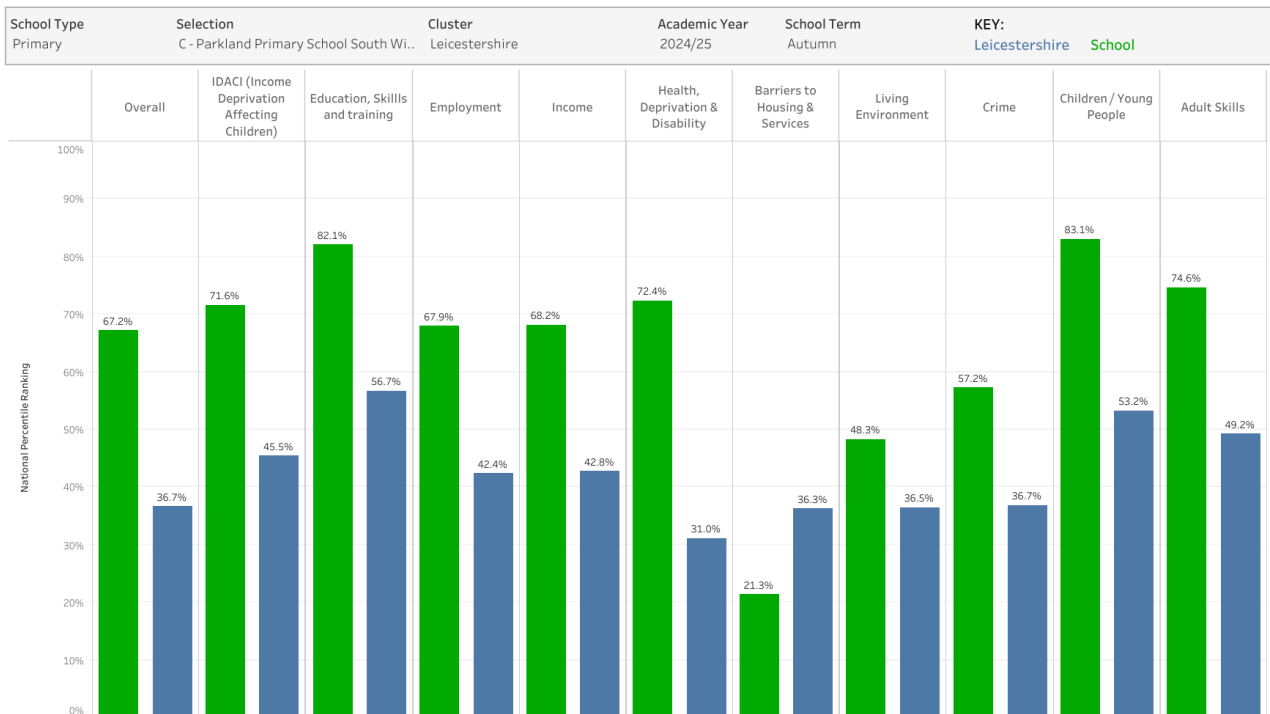
### Primary School Phase - Autumn 2024/25

#### Analysis for Selection: Parkland Primary School South Wigston (8552355)

Percentile rankings overall and for the component domains when compared to all Lower Super Output Areas (LSOAs) nationally - (1% = least deprived, 100% = most deprived).

This places the overall IMD, domain data and sub-domain data for each school and local authority in a national context (based on LSOAs nationally rather than schools nationally).

Data sources: School Census Submissions and English Indices of Deprivation 2019 - <https://www.gov.uk/government/statistics/english-indices-of-deprivation-2019>



## Deprivation IDACI (Income Deprivation Affecting Children Index) Scores

### History

#### Primary School Phase - Spring Term

#### Analysis for Selection: Parkland Primary School South Wigston (8552355)

Average IDACI score.

Data sources: School Census Submissions 2019/20 English Indices of Deprivation 2019 -

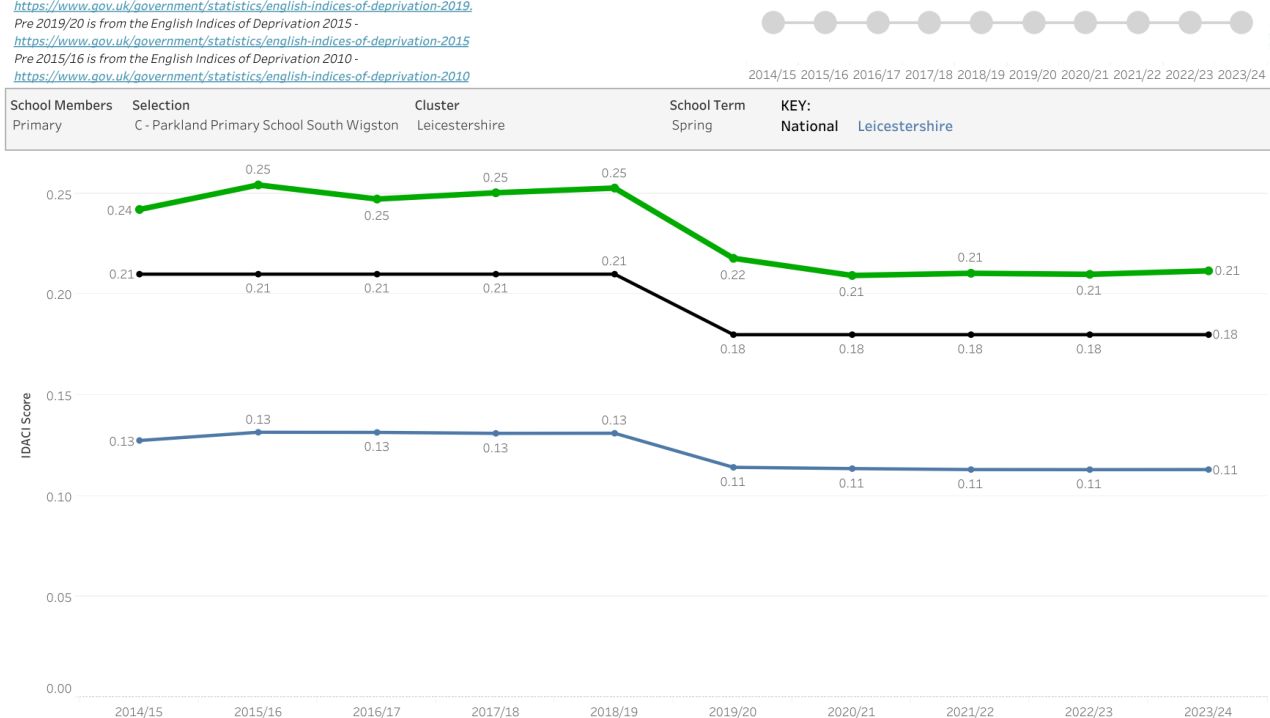
<https://www.gov.uk/government/statistics/english-indices-of-deprivation-2019>

Pre 2019/20 is from the English Indices of Deprivation 2015 -

<https://www.gov.uk/government/statistics/english-indices-of-deprivation-2015>

Pre 2015/16 is from the English Indices of Deprivation 2010 -

<https://www.gov.uk/government/statistics/english-indices-of-deprivation-2010>



## Distribution of Pupils by National Deprivation Decile

### Primary School Phase - Autumn 2024/25

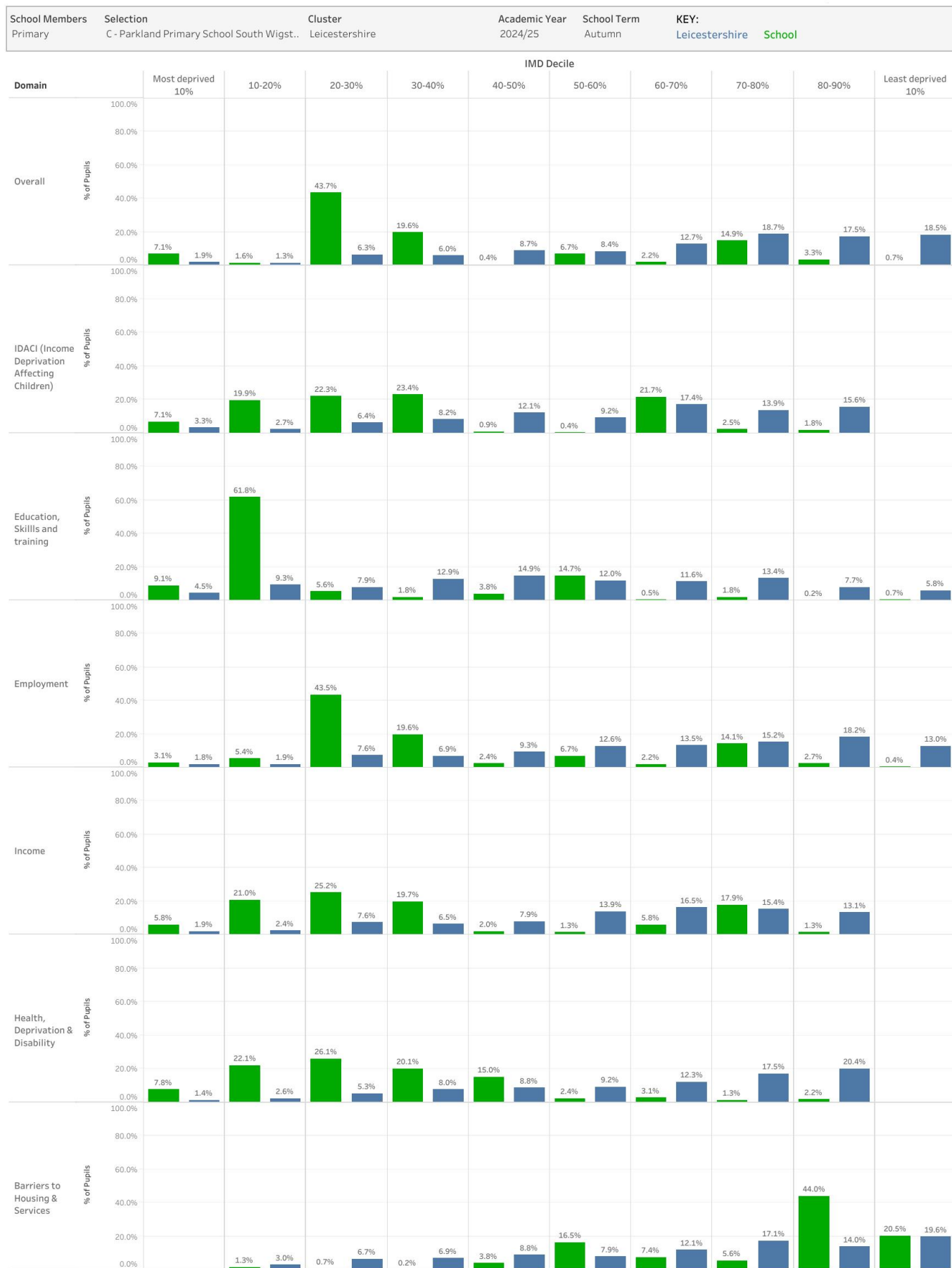
Analysis for Selection: Parkland Primary School South Wigston (8552355)

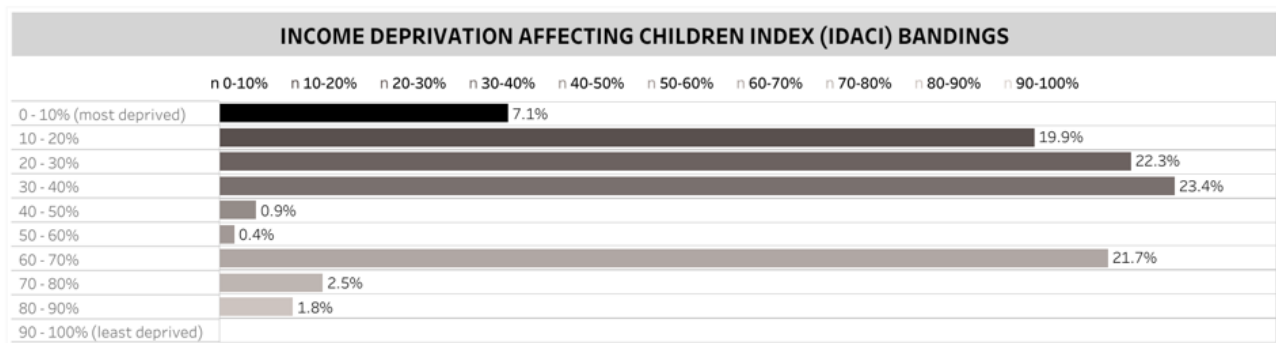
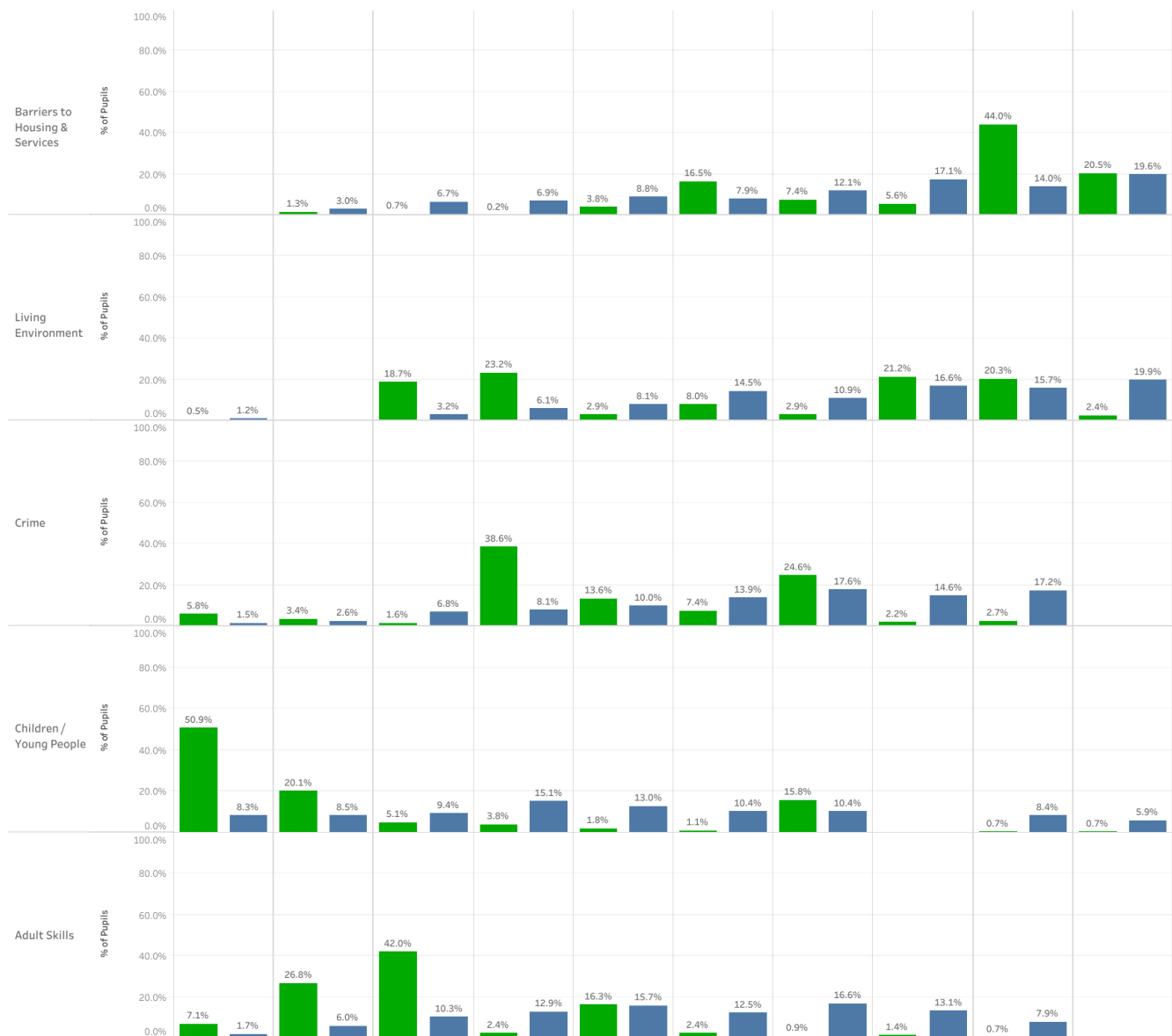
**Helps answer the questions, What is the distribution of your pupils deprivation scores? ie. What proportion are in the least deprived 10%?**

Percentile rankings overall and for the component domains when compared to all Lower Super Output Areas (LSOAs) nationally.

This shows the range of pupil deprivation levels within schools and the proportions of pupils.

Data sources: School Census Submissions and English Indices of Deprivation 2019 - <https://www.gov.uk/government/statistics/english-indices-of-deprivation-2019>





# The diverse population of our school

Our school community has its own unique make up:

## School Census Profile, Spring: Parkland Primary School South Wigston

All pupil ages for all years

Source: DfE School Census, National comparator = Primary Schools

Cluster  
Leicestershire

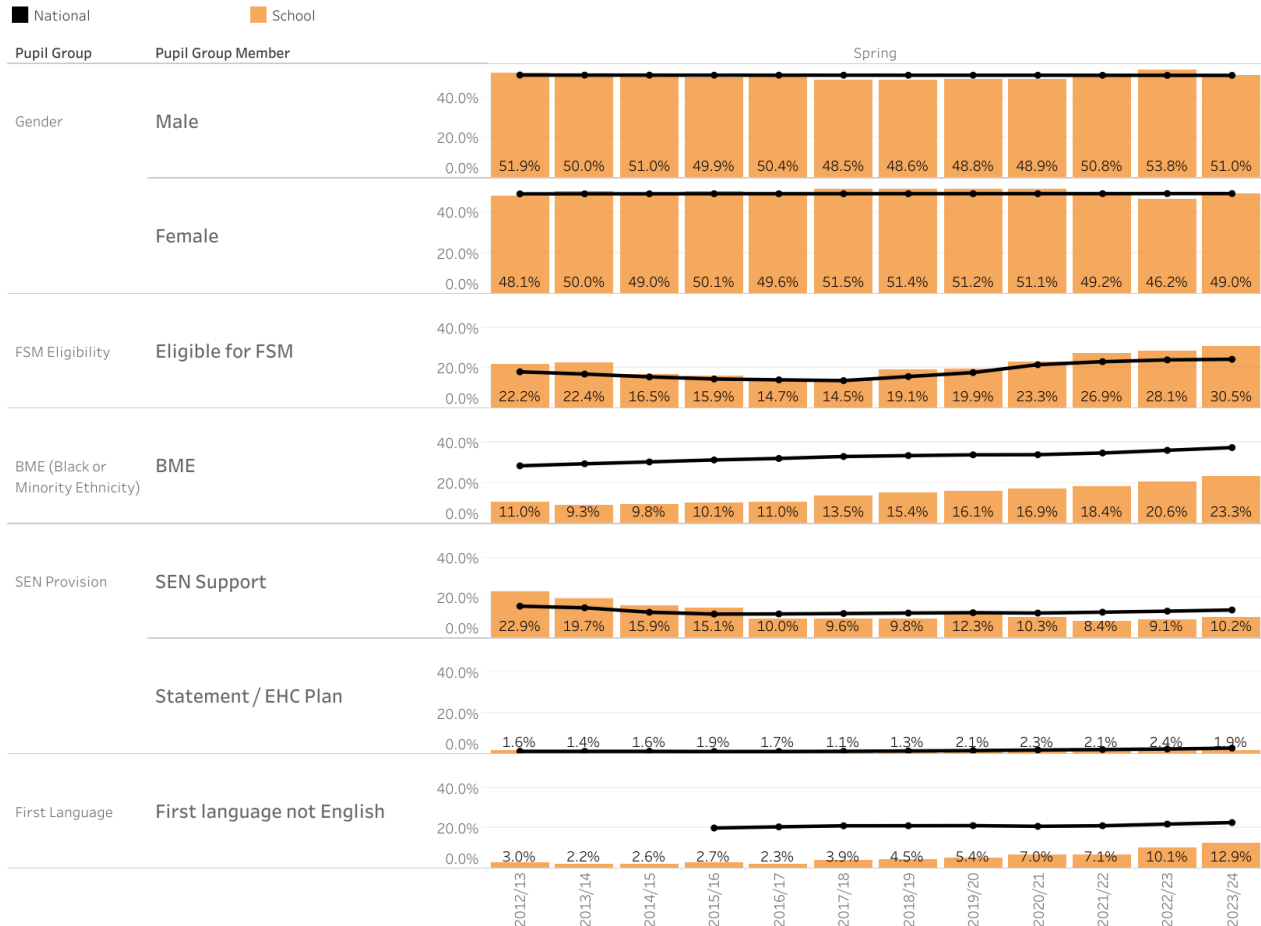


LA / Organisation

C - Parkland Primary School South Wigston

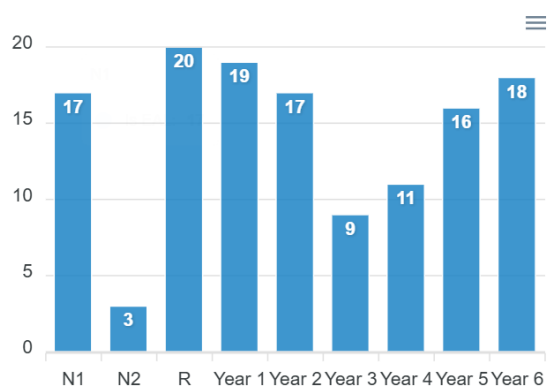
Broad Type

Primary

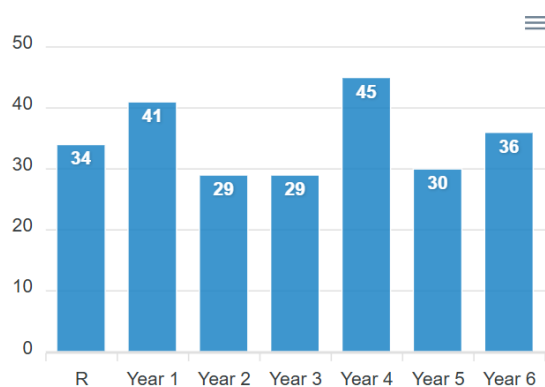


Year Group	Pupils	Boys	Girls	EAL	Summer Born	Pupil Premium	SEN	EHCP
N1	6	3 50.0%	3 50.0%	1 16.7%	1 16.7%	0 0.0%	0 0.0%	0 0.0%
N2	32	17 53.1%	15 46.9%	1 3.1%	12 37.5%	1 3.1%	0 0.0%	0 0.0%
R	64	36 56.3%	28 43.8%	13 20.3%	30 46.9%	22 34.4%	3 4.7%	2 3.1%
Year 1	64	28 43.8%	36 56.3%	12 18.8%	24 37.5%	26 40.6%	10 15.6%	1 1.6%
Year 2	66	33 50.0%	33 50.0%	11 16.7%	28 42.4%	19 28.8%	11 16.7%	3 4.5%
Year 3	89	60 67.4%	29 32.6%	8 9.0%	41 46.1%	26 29.2%	10 11.2%	2 2.2%
Year 4	91	49 53.8%	42 46.2%	10 11.0%	43 47.3%	41 45.1%	17 18.7%	3 3.3%
Year 5	88	46 52.3%	42 47.7%	14 15.9%	54 61.4%	26 29.5%	14 15.9%	2 2.3%
Year 6	87	40 46.0%	47 54.0%	16 18.4%	39 44.8%	31 35.6%	10 11.5%	2 2.3%

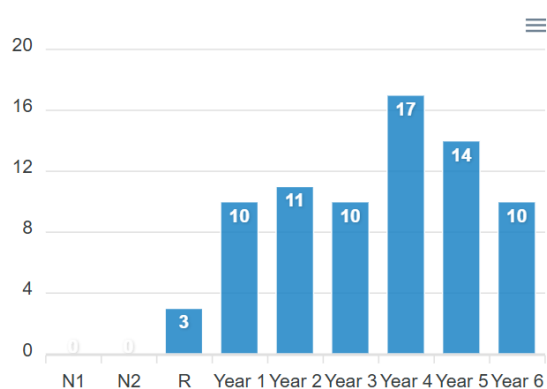
Percentage of EAL pupils



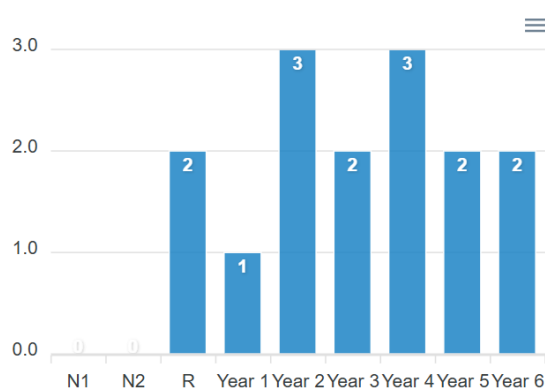
Percentage of Pupil Premium pupils



Number of SEN / SEND pupils



Number of EHCP pupils





### 3. 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.
- Our behaviour policy ensures that all children feel safe at school and our anti-bullying policy addresses prejudicial bullying.
- Reporting, responding to and monitoring all discriminatory incidents.
- Listening to and monitoring views and experiences of pupils and adults to evaluate the effectiveness of our policies and procedures.
- New staff receive training on the Equality Act as part of their induction, and all staff receive refresher training at the start of every year. Discovery policies and procedures are discussed and explained at training and staff are aware of their location on the Teams platform. School practice and curriculum expectations are also refreshed as part of this training.

The designated senior member of staff with overall responsibility for monitoring equality issues is the Headteacher.

The advisory board consider the equality implications of data reports and the policies it is responsible for reviewing.

#### What we did during the last year

- Reviewed the behaviour policy and CPOMS tabs to ensure the language used is inclusive and appropriate and covers all protected categories so that incidents can be recorded, monitored and analysed correctly and any trends can be spotted.
- Reviewed safeguarding policy.
- Continued with blind recruitment procedures to ensure recruitment practices are not discriminatory.
- Provided further training to senior leaders through Safer Recruitment training.

### 5. Advancing equality of opportunity

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)
- Ensured that extra-curricular activities were accessible to all.
- Analyse data on participation rates in extra curricula activities for pupils with different characteristics.
- Listen to the views of parents/carers, staff and pupils

## **What we did during the last year**

- Staff have completed training on equality and protected characteristics. We want to ensure all staff have a secure understanding of inclusive practice in order to support each other and our school community in ensuring the best outcomes for everyone in education, wellbeing and life chances
- Data analysis to ensure any gender gaps are addressed. Focus on boys writing across year groups and classes where identified.
- Sports clubs and tournaments ensured pupils a range of pupils were engaged in physical activity, including those who would not normally engage or come to an extra-curricular club (SEND/boys/girls) e.g. boys dance club/girls football.
- Worked with local charities to provide pupils with financial support so that they can attend trips and school residential.

## **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, RSE 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. We use the Global Goals to promote an understanding of people from a range of backgrounds, religions and cultures. Pupils are encouraged to take a lead in such assemblies, and we also invite external speakers to contribute where appropriate.
- 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.

## **What we did during the last year**

- Elected Charity ambassadors to raise the profile of our links with the charity, develop relationships with children in India and share their knowledge of children from other communities with our school to foster understanding and respect for other cultures.
- Year 5 pupils have been part of student leadership and have attended leadership days to focus on sustainability. Pupils attended an Inspiring Leaders training day at Nottingham Trent University. Pupils worked with children from many different ethnic backgrounds across Leicestershire and Nottinghamshire.
- Reviewed the RSE/PSHE policies and curriculums in line with new government guidance to ensure children are taught about different families' structures, lifestyles and about people with protected characteristics.

- Implemented an Everyone's Welcome curriculum as part of PSHE based around the No Outsiders initiative.

## 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 and is culturally appropriate.
- Is accessible to pupils with disabilities/SEND needs.
- Has equivalent facilities for boys and girls.

The school keeps a written record (known as an Equality Impact Assessment) to show we have actively considered our equality duties and asked ourselves relevant questions. This is recorded at the same time as the risk assessment when planning school trips and activities. The record is completed by the member of staff organising the activity and is stored electronically with the completed risk assessment.

## 8. Our equality objectives for 2021 - 2025

**Objective 1: By July 2025, reduce the gap between disadvantaged pupils and non-disadvantaged in Year 1 phonics pass rates so that disadvantaged perform in line with non-disadvantaged and both groups perform in line with National.**

**Why we have chosen this objective:**

*There is a gap between disadvantaged and non-disadvantaged pupils being on track to pass the Year 1 phonics screen.*

**To achieve this objective, we plan to:**

*Ensure disadvantaged pupils receive phonics interventions.*

*Track disadvantaged pupils to ensure progress is evidenced.*

*Introduce daily additional phonics sessions to the Y1 timetable.*

*Monitor the quality of phonics sessions.*

*New phonics scheme introduced August 2022 to be in line with DfE expectations.*

**Progress we are making towards this objective:**

Phonics Y1	2020-2021	2021-2022	2022-2023	2023-2024
Gap between disadvantaged and non-disadvantaged	-36%	-17% (57.7% compared to 74.5%)	-12.8% (66.7% compared to 79.5%)	+5.8% (80% compared to 74.2%)

**Objective 2: By July 2025, increase the progress and attainment of boys reading in Year 6 so that they are in line with girls reading.**

**Why we have chosen this objective:**

*Girls are outperforming boys in reading attainment in Year 6.*

To achieve this objective, we plan to:

*Ensure children are targeted for reading interventions.*

*Ensure boys develop a love of reading through book choices and regularity of reading.*

*Track reading progress through use of Insight and AR tracking to identify impact.*

**Progress we are making towards this objective:**

Reading Y6	2020-2021	2021-2022	2022-2023	2023-2024
Gap between boys and girls	-22%	+1.1%	+2.9%	-18.6%

**Objective 3: By July 2025, increase the representation of people from local black and minority ethnic communities within the school curriculum.**

**Why we have chosen this objective:**

*To challenge stereotypes towards ethnic minority communities.*

*To ensure that all pupils feel they are represented.*

*To ensure that all pupils, including those from ethnic minorities, are encouraged to aim high.*

*To ensure lessons include challenging themes such as colonialism, racism or prejudice.*

**To achieve this objective, we plan to:**

*Audit the school curriculum and resources.*

*Increase BAME voices/perspectives within lesson content.*

*Identify staff training needs so that staff feel confident about teaching challenging decolonial content.*

*Use of Trust art scheme of work to ensure a representation of artists is taught within the art curriculum.*

**Progress we are making towards this objective:**

*Audit of texts across the school.*

*Purchase of wide variety of reading texts available across school to include BAME authors.*

*Increase in school visitors from ethnic minority communities.*

## 9. Monitoring arrangements

The headteacher will update the equality information report and report progress against the equality objectives annually to the Advisory Board.

This document will be reviewed by the advisory board annually.

## 10. Links with other policies

This document links to the following policies:

- Accessibility plan
- Anti-Bullying Policy
- Behaviour Policy

- Physical Intervention Policy
- Exclusion Policy
- Educational Visits Policy
- RSE policy
- Curriculum policy
- Recruitment policy
- Assessment policy