



Equality Duty Information Report and Objectives

Version number	3.3
Approved by	Advisory Board
Approval date	5 th February 2026
Policy/document owner	Headteacher
Status	Statutory
Frequency of review	Annual
Next review date	January 2027

Contents

1. Aims.....	3
2. Legislation and guidance	3
3. Leicestershire’s diverse population & our school community.....	3
3. Eliminating discrimination.....	9
5. Advancing equality of opportunity	10
6. Fostering good relations.....	11
7. Equality considerations in decision-making.....	11
8. Our equality objectives for 2021 - 2025.....	12
9. New Equality Objectives 2025 - 2029.....	13
10. Monitoring arrangements	14
10. Links with other policies	14

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 2025/26 school census information:

In 2025/26 our school has been ranked 8th out of 275 primary and secondary schools for deprivation with 1st being the most deprived.

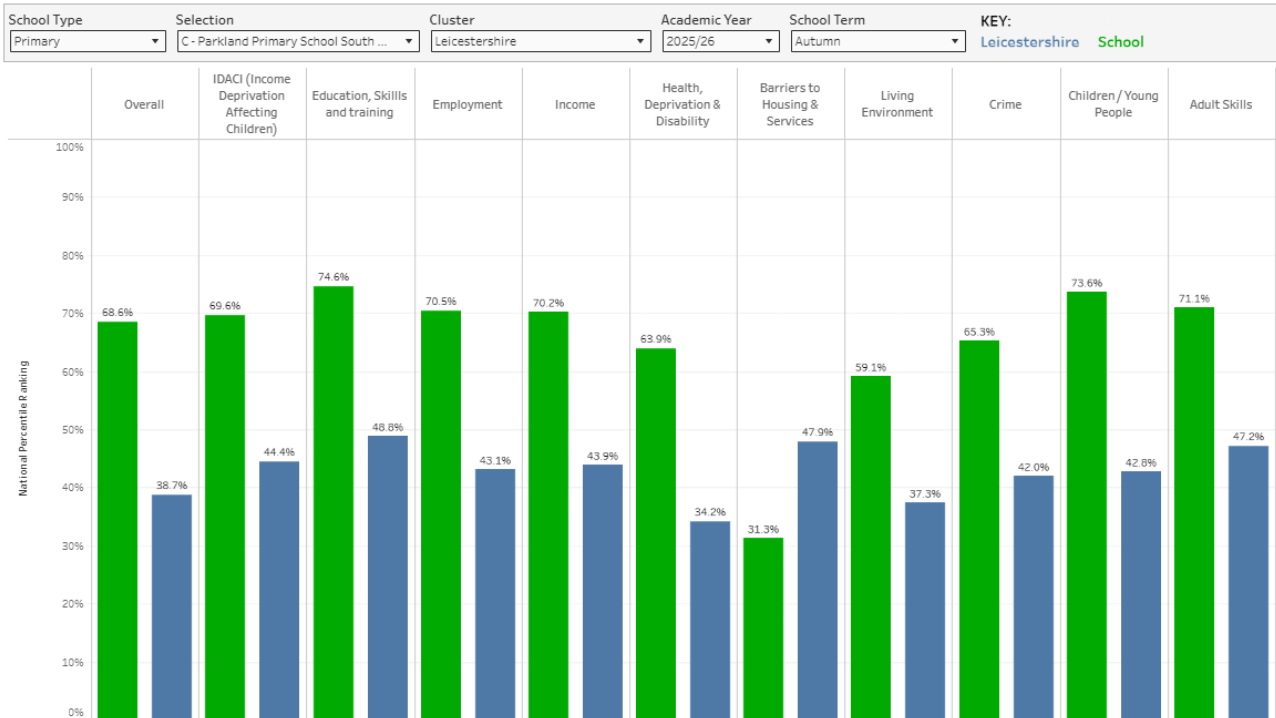
Cluster	Estab	Name	School Type	NC Year	Pupil Count	Average Score	Number of Schools	Rank	Academic Year / School Term	Percentile Rank if score treated as an area of the Country (1% = Most deprived, 100% = Least depriv..)
									2025/26 Autumn	
Leicestershire	855	Leicestershire	Primary	Overall	53,494	13.72	276			38.7%
Leicestershire	8552355	Parkland Primary School South Wigston	Primary	Overall	519	25.79	276	8		68.6%

Indicies of Deprivation National Percentile Rankings

Primary School Phase - Autumn 2025/26

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 2025 - <https://www.gov.uk/government/statistics/english-indices-of-deprivation-2025>



Deprivation IDACI (Income Deprivation Affecting Children Index)

Scores History

Primary School Phase - Spring Term

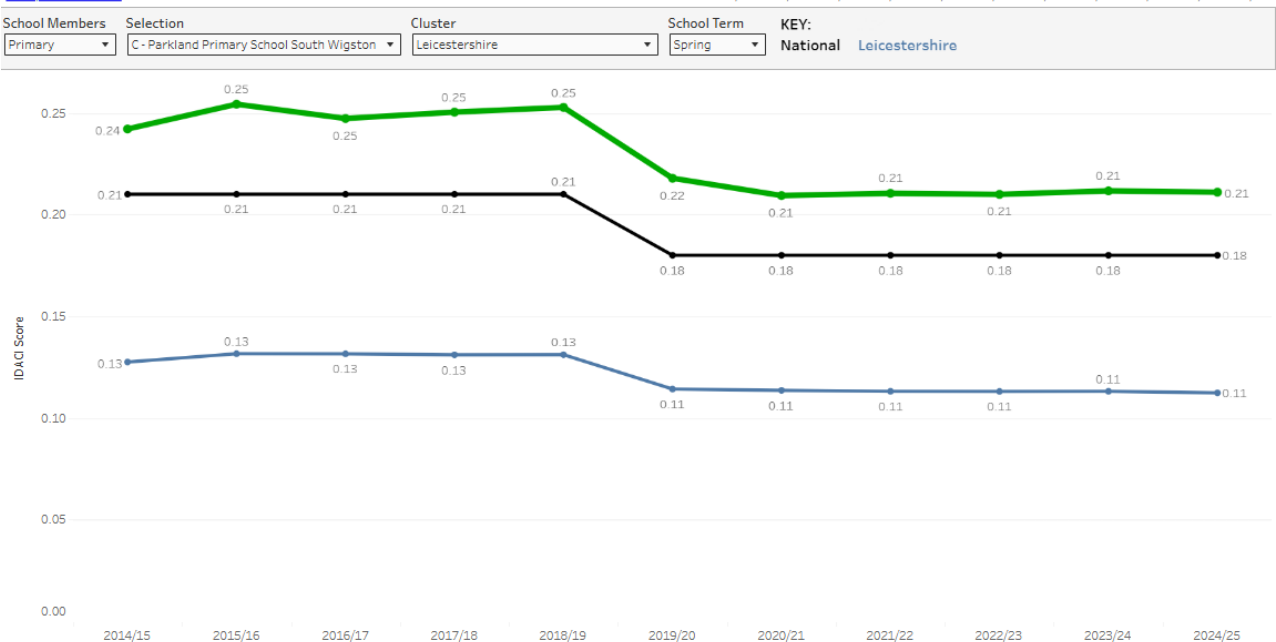
Analysis for Selection: Parkland Primary School South Wigston (8552355)

Average IDACI score.

Data sources: School Census Submissions and English Indices of Deprivation 2025 - <https://www.gov.uk/government/statistics/english-indices-of-deprivation-2025>

Pre 2019/20 is from the English Indices of Deprivation 2019 - <https://www.gov.uk/government/statistics/english-indices-of-deprivation-2019>

Pre 2015/16 is from the English Indices of Deprivation 2015 - <https://www.gov.uk/government/statistics/english-indices-of-deprivation-2015>



Distribution of Pupils by National Deprivation Decile

Primary School Phase - Autumn 2025/26

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.

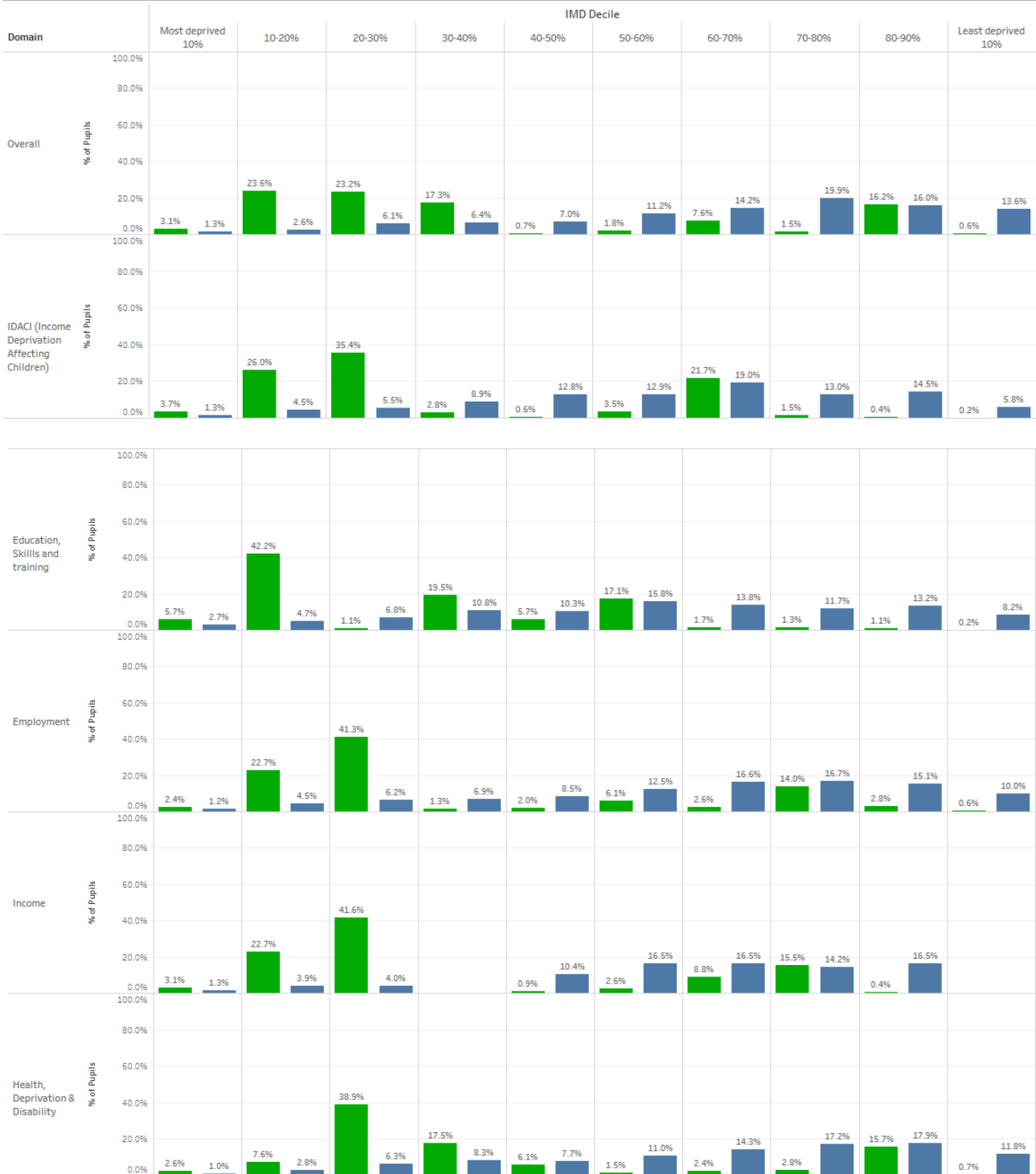
Data sources: School Census Submissions and English indices of deprivation 2025 - <https://www.gov.uk/government/statistics/english-indices-of-deprivation-2025>

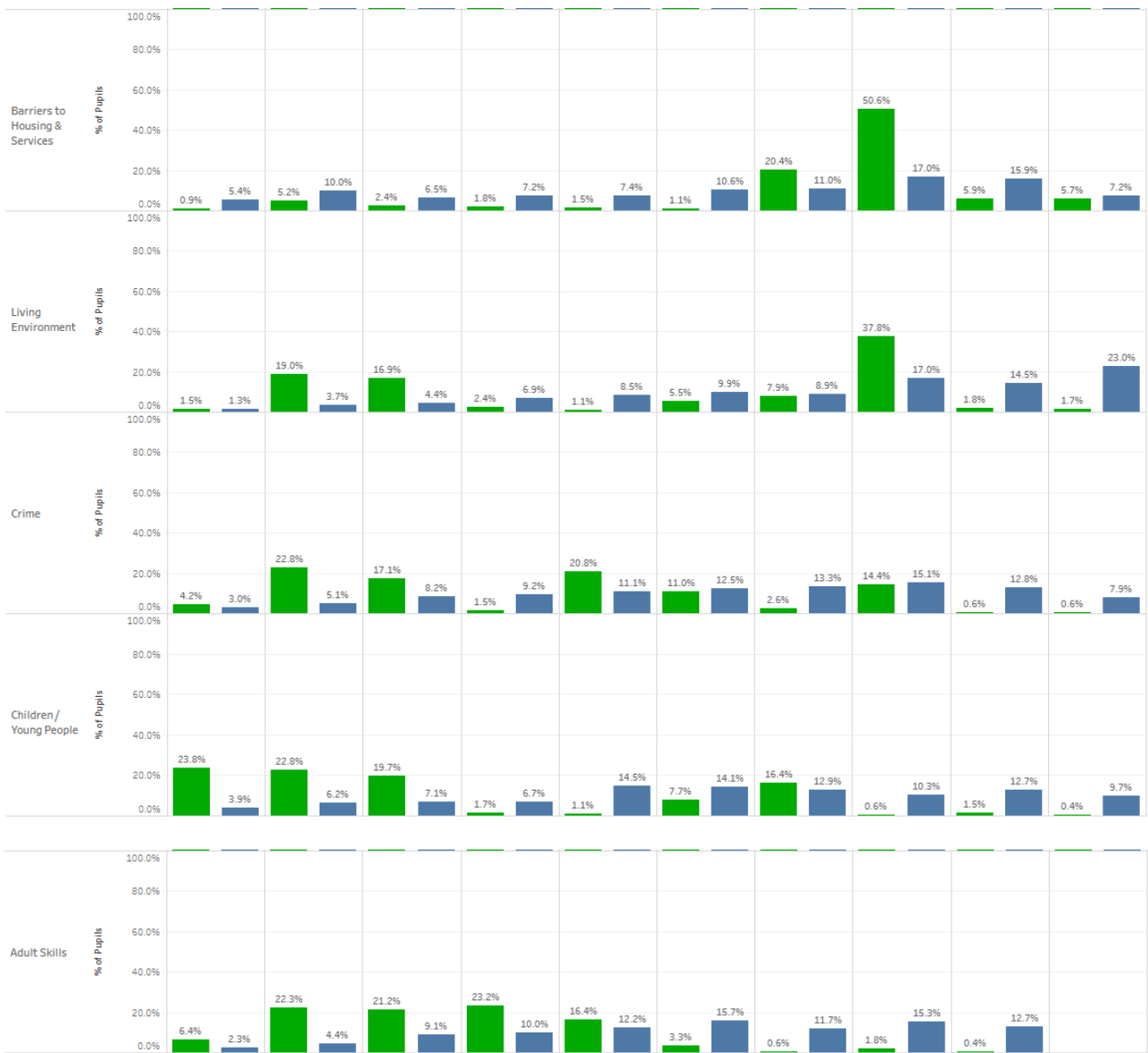
Pre 2019/20 is from the English Indices of Deprivation 2019 - <https://www.gov.uk/government/statistics/english-indices-of-deprivation-2019>

Pre 2015/16 is from the English Indices of Deprivation 2015 - <https://www.gov.uk/government/statistics/english-indices-of-deprivation-2015>

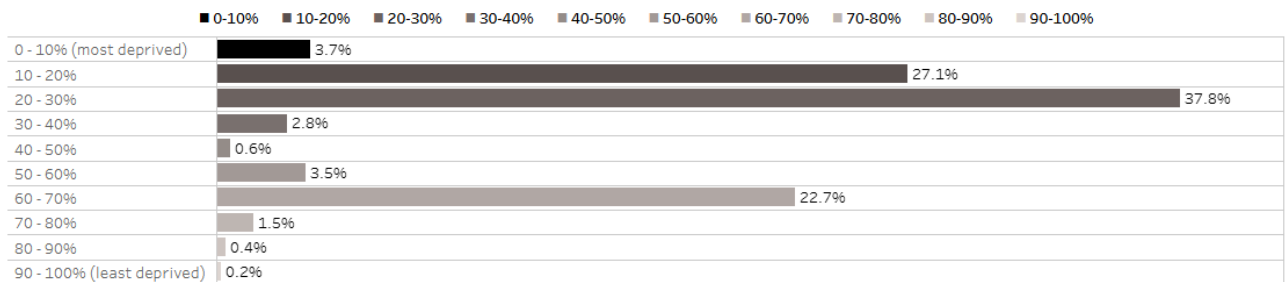


School Members: Primary | Selection: C - Parkland Primary School South Wigs... | Cluster: Leicestershire | Academic Year: 2025/26 | School Term: Autumn | KEY: Leicestershire School





INCOME DEPRIVATION AFFECTING CHILDREN INDEX (IDACI) BANDINGS



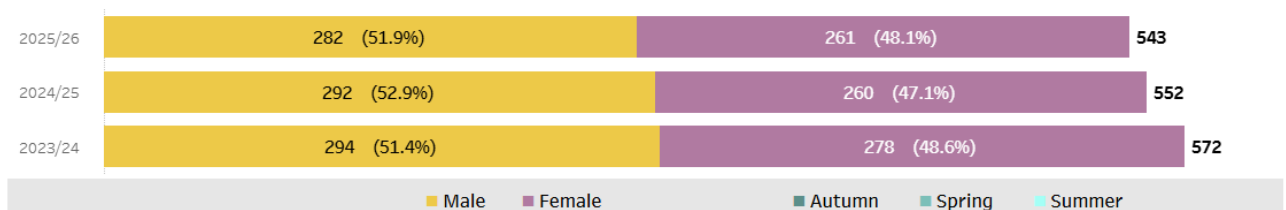
The diverse population of our school

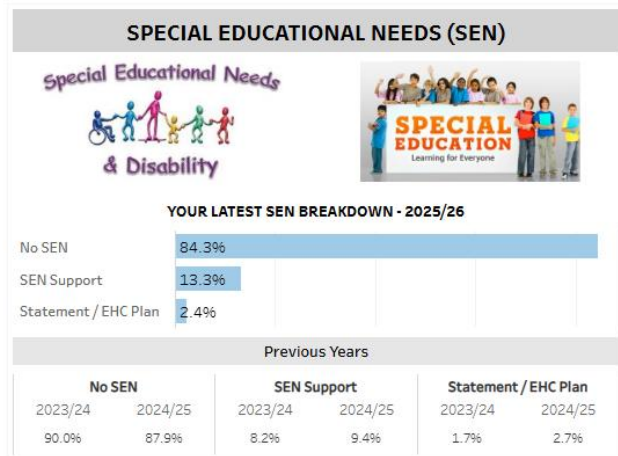
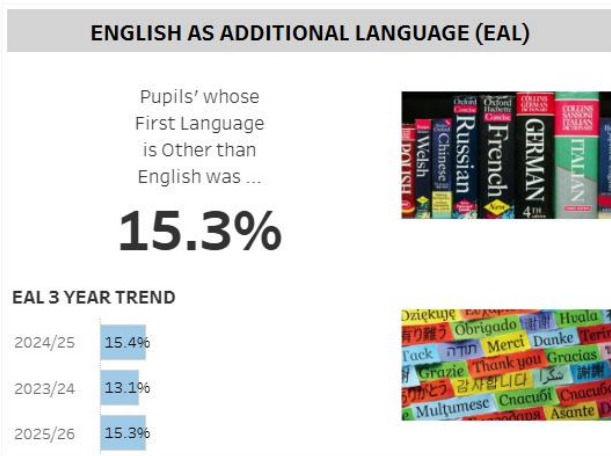
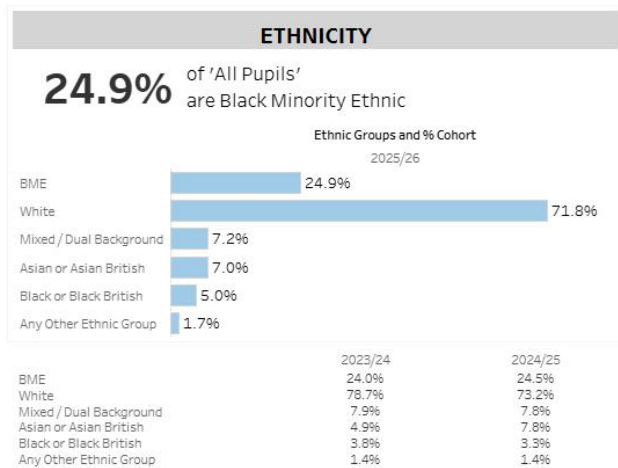
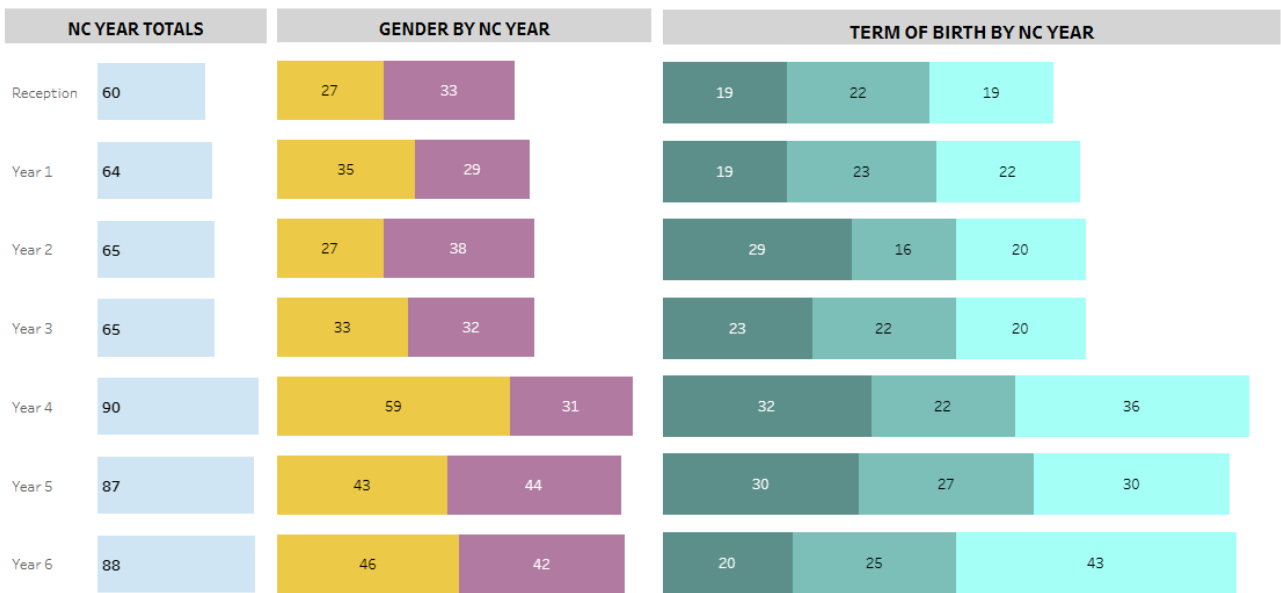
In 2025/26
Autumn...

Pupils On Roll
543

Male
282

Female
261





Our school community has its own unique make up:

Autumn 2025/26 Pupil Characteristics

Profile for selection:

Parkland Primary School South Wigston

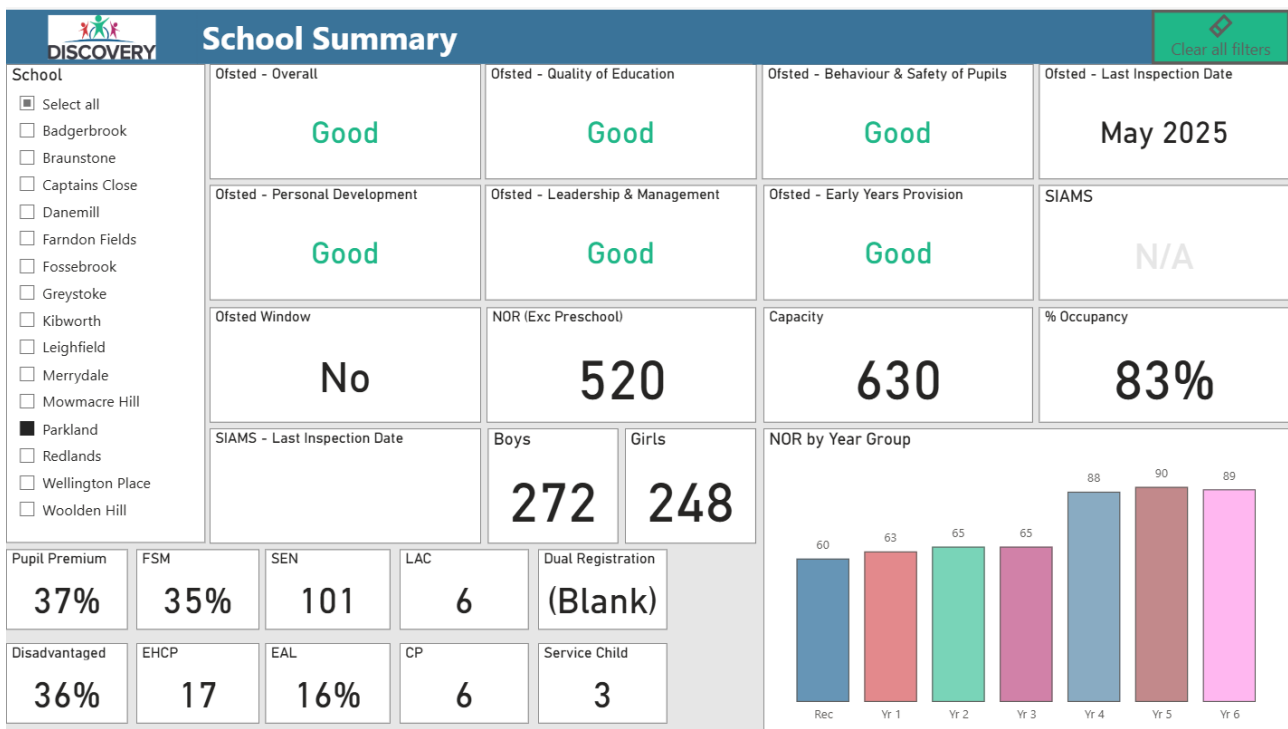
Source: DfE School Census, National comparator = Primary Schools

Cluster
Leicestershire

Grand Total	543
Below compulsory school age	84
Of compulsory school age	459



Academic Year	School Term	LA / Organisation	Pupil Context Selection	Broad Type	Diff to National (- to +)	
2025/26	Autumn	C - Parkland Primary School South Wigston	Core Characteristics (excluding Ethnicity)	Primary		
Comparator Age	Pupil Group	Pupil Group Member				
All pupil ages	Gender	Male	282	51.9%		
		Female	261	48.1%		
All pupil ages	FSM Eligibility	Eligible for FSM	176	32.4%		
		Not eligible for FSM	367	67.6%		
4 to 15 years olds	Deprivation Pupil Premium	FSM not eligible in last 6 years	543	104.6%		
4 to 15 years olds	Disadvantaged Pupil Premium	Not Disadvantaged	543	104.6%		
All pupil ages	BME (Black or Minority Ethnicity)	BME	135	24.9%		
		Not BME	368	67.8%		
All pupil ages	SEN Provision	No SEN	458	84.3%		
		SEN Support	72	13.3%		
		Statement / EHC Plan	13	2.4%		
All pupil ages	First Language	First language not English	83	15.3%		
		First language English	457	84.2%		
All pupil ages	IDACI Rank Banding	0 - 10% (most deprived)	20	3.7%		
		10 - 20%	147	27.1%		
		20 - 30%	205	37.8%		
		30 - 40%	15	2.8%		
		40 - 50%	3	0.6%		
		50 - 60%	19	3.5%		
		60 - 70%	123	22.7%		
		70 - 80%	8	1.5%		
		80 - 90%	2	0.4%		
All pupil ages	National Curriculum Year	90 - 100% (least deprived)	1	0.2%		
		Nursery first year	2	0.4%		
		Nursery second year	22	4.1%		
		Reception	60	11.0%		
		Year 1	64	11.8%		
		Year 2	65	12.0%		
		Year 3	65	12.0%		
		Year 4	90	16.6%		
Year 5	87	16.0%				
Year 6	88	16.2%				
			Selection Pupils	Selection % of pupils	National % of pupils	Diff to National



Year Group	Male	Female	PP %	FSM %	SEND	EHCP	LAC	EAL %
EYFS	27	33	25%	23%	6	1	0	15%
1	35	28	41%	38%	12	2	2	22%
2	27	38	45%	43%	14	1	2	20%
3	33	32	37%	35%	12	4	1	15%
4	59	29	32%	31%	18	2	0	11%
5	45	45	42%	41%	18	3	1	14%
6	46	43	34%	34%	21	4	0	16%

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 and updated 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.
- Reported termly to Advisory Board incidents regarding protected characteristics and how they have been addressed
- Continued with blind recruitment procedures to ensure recruitment practices are not discriminatory.
- Provided further training to senior leaders through Safer Recruitment training and Online Flick 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 through surveys

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/PP) e.g. boys dance club/girls football.
- Further developed our school curriculum to ensure that pupils learn about different religions and cultures and continued to develop our Everyone's Welcome approach in school
- Worked with local charities to provide pupils with financial support so that all pupils can attend trips and school residential.

- Provided every pupil in key stage 2 with a laptop to ensure that all pupils can develop their digital literacy skills and level the playing field.
- Completed surveys with all stakeholders to further understand what their varying needs are so that we can best support them.

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. They were part of the Archbishop's Young Leaders Award and presented their work on sustainability and leadership at Leicester Cathedral with other trust schools.
- 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	2024-2025
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%)	74.5% This was 4.5% below overall National

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	2024-2025
Gap between boys and girls	-22%	+1.1%	+2.9%	-18.6%	-16%

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. New Equality Objectives 2025 - 2029

Objective	Why	Success Criteria
To ensure disadvantaged pupils receive targeted support that leads to measurable, year-on-year improvements in their attainment.	<p>Disadvantaged pupils often begin school with lower starting points</p> <p>Persistent attainment gaps require focused action</p> <p>Targeted interventions are proven to drive improvement</p> <p>Year-on-year improvement ensures sustainability, not one-off gains</p>	<p>Assessment data shows year-on-year improvement in attainment for disadvantaged pupils in core subjects (reading, writing, maths).</p> <p>Regular progress reviews demonstrate that targeted interventions are having a positive impact, with pupils meeting or exceeding their individual targets.</p> <p>The attainment gap between disadvantaged and non-disadvantaged pupils narrows each academic year.</p> <p>Staff can clearly explain the targeted support in place and how it addresses each pupil's specific learning needs.</p>
To increase representation and visibility of diverse groups across the curriculum and school environment	<p>Our school context is changing and we must ensure that every pupil at Parkland feeling like they belong.</p> <p>We want to foster good relations and ensure every child sees themselves reflected in school life, Parkland will review and enhance curriculum materials, displays, assemblies, and events so they positively represent different races, religions, genders, families,</p>	<p>Displays around school visibly represent diverse groups, ensuring pupils regularly encounter positive images and examples reflecting a variety of identities.</p> <p>Pupil voice indicates that children feel represented and included, reporting that they 'see themselves' within curriculum content and school displays.</p>

	<p>disabilities, and cultures. This supports your aim of promoting an inclusive culture where all pupils are valued and where diversity is celebrated.</p>	<p>Planning documentation shows intentional inclusion of diverse perspectives within units of work across subjects (e.g., English texts, Art examples, Drama influences).</p>
<p>To ensure that every disadvantaged pupil receives tailored support and opportunities that directly address their individual needs.</p>	<p>Pupil premium numbers continue to increase with many pupils having differing needs.</p> <p>In order to support closing the gap, we must identify each individuals barriers to learning and remove them to ensure that pupils can improve.</p>	<p>Tailored support plans are in place and implemented</p> <p>Pupil progress reviews show measurable improvement</p> <p>Staff can clearly articulate the needs and next steps</p>

10. 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