

# Whitley Park Primary and Nursery



## Whitley Park Primary and Nursery School

# Equalities Statement and Objectives

2024 – 2028

Date of Adoption:	OCTOBER 2024	Date of Review:	OCTOBER 2028
Author:	NBB	Committee responsible for Review:	FGB
Version:	APPROVED	Date approved:	23.10.2024
CHANGES	UPDATED TO REFELCT PROGRESS 2021 - 25		

Office use only:

## Contents

1. Aims .....	3
2. Legislation and guidance .....	3
3. Roles and responsibilities .....	3
4. Eliminating discrimination .....	4
5. Advancing equality of opportunity .....	4
6. Fostering good relations .....	5
7. Equality considerations in decision-making .....	5
8. Equality objectives .....	6
Objective 1: To support the catch up of pupils disproportionately affected by COVID lockdown. ....	6
Objective 2: To narrow the gap in attainment of SEND pupils .....	6
Objective 3: To reduce persistent absenteeism of pupils eligible for pupil premium. ....	7
Objective 4: To ensure our curriculum reflects the diverse cultural heritage of our school. ....	8
Objective 5: To endeavour to ensure that the governing body representation is reflective of the local community.....	9
9. Monitoring arrangements .....	9
10. Links with other policies .....	9

---

## 1. Aims

Our school aims to meet its 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](#).

## 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 equality link governor Jane Clare. They will:

- Meet with the designated member of staff for equality every year and other relevant staff members, to discuss any issues and how these are being addressed.
- Ensure they're familiar with all relevant legislation and the contents of this document.
- Attend appropriate equality and diversity training.
- Report back to the full governing board regarding any issues
- The headteacher will:
- Promote knowledge and understanding of the equality objectives amongst staff and pupils.

- Monitor success in achieving the objectives and report back to governors.
- The designated member of staff for equality will:
- Support the headteacher in promoting knowledge and understanding of the equality objectives amongst staff and pupils.
- Meet with the equality link governor every year to raise and discuss any issues.
- Support the headteacher in identifying any staff training needs, and deliver training as necessary.

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 two years.

The school has a designated member of staff for monitoring equality issues, and an equality link governor. They regularly liaise regarding any issues and make senior leaders and governors aware of these as appropriate.

#### **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 which 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.

## **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.

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. Equality objectives

**Objective 1:** To support the catch up of pupils disproportionately affected by COVID lockdown.

Why we have chosen this objective:

Children have wide gaps in their education due to long periods of lockdown caused by COVID-19.

To achieve this objective, we plan to:

- Support staff with improved use of diagnostic assessment, including training.
- Invest COVID Catch up funding in additional tutoring and support.
- Develop ELSA provision to support children’s emotional wellbeing.

Progress we are making towards this objective:

**Oct 24:** Impact of Catch Up funding is evidence by the Y4 multiplication check and improving Key Stage 2 outcomes, both of which have been supported through the use of academic mentors.

- Key stage 2 combined results have improved by 22% in the last two years.
- Year 4 MTC demonstrate consistent percentages at or above the national average for children scoring 25/25

**Nov 25 Review:** Impact of intervention can be best seen through continued positive trend in results at Key Stage 2. Highlights include:

- Much improved GPS results following intervention and curriculum improvements:

Subject	Statistic	2021-2022		2022-2023		2023-2024		2024-2025		
		School	National	School	National	School	National	Cohort	School	National
GPS	% of pupils achieving the expected standard	48%	72%	58%	72%	55%	72%	72	71%	73%
GPS	% of pupils achieving the higher standard	17%	28%	20%	30%	20%	32%	72	25%	30%
GPS	Average scaled score	100.5	105	102.3	105	101.1	105	65	105.2	105

- Work to develop improved emotional literacy support has also embedded and is now firmly established, incl termly supervision and improvements to internal referral mechanisms. As a result, behaviour and attendance measures are both improving.

**Objective 2:** To narrow the gap in attainment of SEND pupils.

Why we have chosen this objective:

Ofsted identified SEND as a priority area for improvement at the last inspection in April 2018. Internal monitoring including analysis of data demonstrates that supporting SEND pupils in the classroom is an ongoing developmental priority.

To achieve this objective, we plan to:

- Deliver further training to all staff on Therapeutic Thinking, Autism and ADHD
- Support staff through regular SEND surgeries
- Rigorously monitor progress as part of the whole school monitoring and evaluation schedule

Progress we are making towards this objective:

**Oct 24:** School provision has been reshaped over the last 3 years. The school now offers Alternative Resource Provision for 40 children and across the primary phases. This is enabling children with complex and moderate learning needs to be well supported on a mainstream site.

Overall, attainment of children with SEND remains an area of further improvement but analysis of data demonstrates a more complex picture of barriers, including attendance. Attendance of children with SEND is improving rapidly and further demonstrates the developing provision and capacity to raise standards going forward.

**Nov 25:** Attendance of SEND children demonstrates clear improvement as a result of improving provision:

Academic Year	Attendance SEND Support %	PA SEND Support%	Attendance EHCP %	PA EHCP %
2024-25	91.3	32.2	90.3	33.3
2023-24	90.6	36.7	87.4	43.2
2022-23	88.7	39.2	87.2	43.3

Over the same period, the complexity of need entering the school has continued to increase which makes the improvement seen in this data more pleasing. Further work to embed the layers and structures of ordinarily available provision is ongoing and progress is developing across the mainstream provision of the school.

Objective 3: [To reduce persistent absenteeism of pupils eligible for pupil premium.](#)

Why we have chosen this objective:

Persistent absence at Whitley Park is consistently higher than the national average. This trend reflects the complex needs of the community but also represents a significant barrier to children’s progress, often our more vulnerable.

To achieve this objective, we plan to:

- Continue close monitoring and challenge/support of individual families.
- Develop reporting arrangements to ensure a closer focus on impact of agreed actions.
- Keep attendance high priority through regular communication with children, staff and parents.

Progress we are making towards this objective:

**Oct 24:** Attendance demonstrates an improving trend over the last three years. Attendance in 2023-24 demonstrates how more vulnerable groups are improving more rapidly but remain priorities for 2024-25:

**Whole School (not including Rec or Nursery)**

2023/24	All	PPG	Non PPG	SEND	Girls	Boys
Term 1	91.85	88.69	94.19	89.46	93.01	90.85
Term 2	91.25	88.95	93.35	89.9	92.01	91
Term 3	92.4	90.34	93.92	89.73	93	91.9
Term 4	92.6	90.76	93.82	90.05	92.5	92.7

Term 5	92.7	89.36	94.84	88.28	93.1	92.3
Term 6	92.8	90.57	94.23	87.14	93.3	92.4
Term 1-6	92.3	89.77	94.05	89.09	92.8	91.9
Dif 2022-23	+2.3	+2.6	+1.9	+4.9	+1.8	+2.8

Close monitoring and follow up are integrated into school policy and procedures and help to inform steps the school takes to understand barriers to attendance and put in place effective support.

**Nov 25:** Analysis of disadvantaged attendance over time demonstrates that this remains a whole school priority, despite clear progress at whole school level.

### Disadvantaged Attendance

Year	Disadvantaged Attendance (Statutory)	Disadvantaged Persistent Absence	Non- Disadvantaged Attendance (Statutory)	Non - Disadvantaged Persistent Absence
2021-22	89.6%	20.7% <i>(COVID closure/absence coding)</i>	91.2%	22.6%
2022-23	89.3%	35.9%	92.7%	19.7%
2023-24	90.7%	33.2%	94.5%	12.1%
2024-25	90.9%	31.7%	95.3%	10.2%

Work to strengthen strategic approach and improvement to attendance requires further time to embed and ensure robust evaluation and follow up of actions tailored to meet complex needs.

**Objective 4:** To ensure our curriculum reflects the diverse cultural heritage of our school.

Why we have chosen this objective:

We are an increasingly diverse school. We need our curriculum to better reflect the heritage of different cultures, the role women have played in positively shaping society and overall give a more balanced view of the world.

To achieve this objective, we plan to:

- Review our curriculum cycle, ensuring we include an appropriate mix of units.
- Invest in multicultural resources, including books and artefacts.
- Monitor the implementation of this approach.

Progress we are making towards this objective:

**Oct 24:** Work to evolve the curriculum is ongoing but has moved purposefully as a result of initiatives led by school leaders. Units in history and other foundation subject have been substituted to ensure range and progression are built into a logical sequence.

In English, this approach has been complemented by the introduction of the Literacy Tree scheme which offers a validated book list of appropriately diverse titles that ensure children learn about the world through their reading in this subject.

Work in Geography has successfully culminated in the school achieving the Primary Gold Geographical Association Award. This is testament to strong curriculum leadership and ambitious approach the school is looking to spread into other subjects.

**Nov 25:** Work to de-colonise the curriculum is ongoing. Subject leaders have received training through the local authority, in support from Reading University. Work to adapt and tweak the curriculum approach has supported awareness of staff and complemented diversity training received by teachers in 2025 summer term.

**Objective 5:** To endeavour to ensure that the governing body representation is reflective of the local community.

Why we have chosen this objective:

The governing body does not reflect the context of the school in all its diversity. In rebalancing the constitution, the governing body hopes to make better decisions that recognise the needs and beliefs of our diverse school community.

To achieve this objective, we plan to:

- Actively recruit governors with diverse heritage, age, faith, sexuality and gender
- Schedule opportunities for governors to be visible in school and actively engaged with children, staff and parents

Progress we are making towards this objective:

**Oct 24:** The shape of the governing body has improved and is now more reflective of the school's diversity. Governors are visible and know in school as a result of planned activity including the yearly visit day which offers governors the chance to support the evaluation and review of school development objectives. Further work to attract more parent governors is potentially required going forward as this remains an area that has been harder to recruit and retain suitable candidates into role.

**Nov 25:** The governing body is diverse and now more representative of the school community. Governors are supportive and regularly visible around school, including support with health and safety, safeguarding and finance. Parent governors are now in place but this remains a vulnerability going forward as little interest has been shown in the past.

## **9. Monitoring arrangements**

The headteacher will update the equality information we publish, [described in sections 4-7 above], at least every year.

This document will be reviewed by Teaching and Learning Committee 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