



Aspire, Believe, Belong and Achieve - Let Your Light Shine
Matthew 5:16

Stickland's CE VA Primary School

October 2025

Equality information

Reviewed and agreed: October 2025

| | |
|------------------------------|--|
| Signature of Headteacher: |  |
| Signature of Governing body: |  |
| Next review date | September 2026 |

Part 1: Information about the pupil population

Number of pupils on roll at the school: 74

Information on pupils by protected characteristics

The Equality Act protects people from discrimination on the basis of 'protected characteristics'. Every person has several of the protected characteristics, so the Act protects everyone against unfair treatment.

In order to ensure that all pupils are protected from discrimination, the school collects information on some protected characteristics of their pupils these include:

- Disability
- Ethnicity and Race
- Gender
- Religion and Belief

Sensitive information on some pupils with protected characteristics

It is not appropriate for us to collect information from pupils in relation to some protected characteristics, gender identity and sexual orientation.

However, as a school, we are aware that there may be a number of equality issues

for gay, lesbian and bisexual pupils, as well as those who are undergoing or who have undergone a reassignment of their gender.

Maternity and pregnancy is also a protected characteristic.

Information on other groups of pupils

Ofsted inspections of schools will look at how schools help "all pupils to make progress, including those whose needs, dispositions, aptitudes or circumstances require additional support".

In addition to pupils with protected characteristics, we gather further information on the following groups of pupils:

Pupils on free school meals

Pupils with Special Educational Needs (SEN) Pupils with

English as an additional language

Pupils with a Traveller heritage

Pupils from low income households

Young carers

Looked after children

Other vulnerable groups

Part 2: How we have due regard for equality

The information provided here aims to show that we give careful consideration to equality issues in everything that we do in the school.

Disability, Ethnicity and Race, Gender, Religion and Belief

Summary information and data (including gaps in attainment, inequalities of outcome and relations between different groups of pupils).

We have analysed data regarding Stickland's CE VA Primary School:

Overall attendance in the school has remained over 95% since September 2021.

See school data overview for information and analysis of KS1, KS2, Pupil Premium and Special Educational Needs.

We are committed to working for the equality of all our staff, children and parents. To meet our duties under the Equality Act 2010 we have due regard to the need to:

Eliminate unlawful discrimination by:

- The school governors reviewed our Equality policy in October 2025, and it is available on the school website
- In the Ofsted parent survey in 2024, 'All parents spoken to or who responded to the online survey, Parent View, believed their children were safe and well looked after in school. All would recommend the school.'
- Ofsted report 2019 'Pupils behave well. The school is a safe, friendly and encouraging place to learn'

- Staff consciously celebrate diversity and addresses prejudice early, in an age-appropriate way.
- Pupils are actively encouraged to speak out against unfairness or any kind of discrimination

Advance equality of opportunity by:

- We use the information we collate through our tracking system to identify underachieving groups or individuals and plan targeted interventions • We strive to ensure participation of all parents and pupils in school development through parent's meetings, the Friends of Stickland's School Association, our school council.
- Reading books and library books that reflect equality issues and the wider society that we live in.

Foster good relations and community cohesion by:

- We constantly strive to ensure that equality and diversity are embedded in the curriculum and we often focus on these key areas in assemblies. • The school has a link with Bushbells school in Kenya.
- We actively participate in national events like Anti Bullying Week and Safer Internet Day. Regular E-safety information is circulated to all families and taught to the children.
- Links with the local church including Open the Book assemblies • We regularly contribute to the following charities; Red Nose Day, Sports Relief, Children In Need, and the local food bank. We have also raised money for a family linked to the school

What has been the impact of our activities? What do we plan to do next?

- To encourage further membership of FOSSA and the governing Body • To continue to promote the pupils spiritual, moral, social and cultural development effectively
- We will continue to monitor clubs on offer and ensure that they are equally accessed by different groups of pupils within the school
 - Ofsted May 2019 – 'Pupils work well together and show respect for the opinions of others. They have confidence that staff will support them if they need it..' • Ofsted May 2019 – 'The school is an inclusive community. Leaders use funding particularly effectively to promote the progress of pupils with SEND. The pupil premium is well planned and used. Consequently, disadvantaged pupils achieve well, reflecting the school's commitment to ensuring equality of opportunity'

Part 3: Consultation and engagement

We aim to engage and consult with pupils, staff, parents and carers and the local community so we can improve our information, learn about the impact of our policies, develop our equality objectives and improve what we do.

Our main activities for consulting and engaging are: 📄 Questionnaire to parents
 📄 Questionnaires to pupils (including Governor questionnaires) 🗨️ Staff meetings

- Governors meetings
- Parental consultations
- Pupil Voice / School Council
- Engage wider community through Governor links
- Equality parent questionnaire

Part 4: Record of how we have considered equality issues when making decisions

The Equality Act 2010 requires us to show due regard to equality issues when we make significant decisions or changes in our policies. This means we need to consider what the impact of those decisions or policies will be on pupils and staff with protected characteristics before a decision is made or a policy is finalised. Equality issues are discussed and recorded at staff and governor meetings, to monitor the impact on staff and pupils.

Part 5: Our equality objectives

The Equality Act 2010 requires us to publish specific and measurable equality objectives. Our equality objectives are based on our analysis of data and other evidence. Our equality objectives focus on those areas where we have agreed to take action to improve equality and tackle disadvantages.

We will regularly review the progress we are making to meet our equality objectives.

Equality objective 1:

Monitor and analyse pupil achievement by race, gender and disability and act on any trends or patterns in the data that require additional support for pupils.

Regular pupil progress meetings will allow us to focus on individuals and groups and identify any gaps or additional support that may be needed through interventions. This will be supported by the SENDCO.

Equality objective 2:

Ensure that the curriculum promotes role models and heroes that young people positively identify with, which reflects diversity in terms of race, gender and disability.

Staff plan a rich and varied curriculum that celebrates difference and promotes a range of role models and heroes. Teachers will regularly review their class curriculum and subject curriculum to ensure there is breadth taught across each cohort.

We believe that publishing our equality information will make us transparent about the progress we are making on equality, and more accountable to parents and the local community.

For more information, please contact: Ruth Adler, Headteacher

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Information on pupils by protected characteristics

| Ethnicity and race at 01.06.22 | | | |
|---------------------------------------|---|-------------------------------|----|
| Asian or Asian British | | Mixed | |
| Bangladeshi heritage | 0 | White and Asian 3 | |
| Indian heritage | 0 | White and Black | 0 |
| | | African | |
| Other Asian heritage | 0 | White and Black | 0 |
| | | Caribbean | |
| Pakistani heritage | 0 | Other mixed heritage 0 | |
| Black or Black British | | Any Other Ethnic Group | |
| Black African heritage | 0 | White | |
| Caribbean heritage | 0 | British heritage | 70 |
| Other heritage | 0 | Irish heritage 0 | |
| Chinese | 0 | Traveller of Irish heritage | 0 |
| Information withheld | 0 | Any Other White background | |
| | | Gypsy / Romany | 1 |

| Pupil Special Educational Needs (SEN) Provision Spring Census 2022 | | |
|---|-------------------------|--|
| | Number of pupils | Percentage (%) of school population |

| | | |
|--------------------------------|----|-----|
| No Special Education Need | 64 | 78% |
| Special Needs Register | 18 | 22% |
| Education and Health Care Plan | 0 | 0 |

Ofsted inspections of schools will look at how schools help "all pupils to make progress, including those whose needs, dispositions, aptitudes or circumstances require additional support."

In addition to pupils with protected characteristics, we wish to provide further information on the following groups of pupils:

| | | |
|---------------|----|-----|
| Gender | | |
| Male | 41 | 50% |
| Female | 41 | 50% |

| | |
|---|----|
| Pupil with English as an additional language (EAL) | |
| 3 | 4% |

| | |
|---|--|
| | |
| Number of pupils currently eligible for free school meals | |

Percentage of school population

9%