

**Date approved :** 14/11/23

**Date to be reviewed:** 14/11/24

**Governor** Name: S Attrill Signature: *S Attrill*

## King's Stanley Church of England Primary School

### Single Equality Policy (including Equalities Information and Objectives)

Kings Stanley Church of England Primary School (KSPS) recognises its obligation in relation to the Public Sector Equality Duty (PSED). To comply with this Duty, we will set ourselves equality objectives every four years (appendix A), keeping them under review (Appendix B), and annually publish information (Appendix C).

We recognise that the PSED has three aims, and requires public bodies to have due regard to the need to:

- Eliminate unlawful discrimination, harassment and victimisation and any other conduct prohibited by the Act;
- Advance equality of opportunity between people who share a protected characteristic<sup>1</sup> and people who do not share it; and
- Foster good relations between people who share a protected characteristic and people who do not share it

Public bodies have to consider all individuals when carrying out their day-to-day work – in shaping policy, in delivering services and in relation to their own employees (<https://www.gov.uk/guidance/equality-act-2010-guidance>). Therefore we undertake to monitor how well we meet these aims and how we can improve through:

- The delivery of the school curriculum
- Teaching strategies
- Policies and practice in relation to admissions and attendance (see also Admissions Policy)
- Policies and practice in relation to staff
- Our care, guidance and support to pupils, their families and staff
- Policies and practice relating to pupil behaviour (see also Behaviour Policy)
- Partnership with parents, carers and the wider community.

#### Roles & Responsibilities

The Governing Body is responsible for ensuring KSPS complies with legislation, this policy is implemented and procedures are in place to deal with any concerns or unlawful action that arises. The Headteacher is responsible for implementation of this policy and ensuring that all staff are given appropriate training, support and information to comply. The Headteacher is also responsible for taking appropriate action in any cases of unlawful behaviour.

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<sup>1</sup> Equality Duty covers the following protected characteristics: race (this includes ethnic or national origins, colour or nationality), disability, sex, gender-reassignment, age, pregnancy and maternity, sexual orientation, religion and belief (this includes lack of belief) and marriage and civil partnership (but only in respect of the requirement to have due regard to the need to eliminate discrimination).

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/85041/equality-duty.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/85041/equality-duty.pdf)  
[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/85049/specific-duties.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/85049/specific-duties.pdf)

#### NOTE:

Having due regard to the need to **advance equality of opportunity** involves considering the need to:

- remove or minimise disadvantages suffered by people due to their protected characteristics;
- meet the needs of people with protected characteristics; and
- encourage people with protected characteristics to participate in public life or in other activities where their participation is low.

**Fostering good relations** involves tackling prejudice and promoting understanding between people who share a protected characteristic and others.

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/85041/equality-duty.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/85041/equality-duty.pdf)

## Appendix A

### Equality Objectives: May 2022 (until May 2026)

To fulfil our legal obligations, KSPS is guided by a number of principles and our core Christian Values of Respect, Responsibility, Perseverance and Courage:

- All, pupils, families, staff and governors are of equal value
- We recognise and respect difference
- We foster positive attitudes and relationships and a shared sense of cohesion and belonging
- We aim to reduce and remove inequalities that already exist
- We set ourselves specific and measurable Equality Objectives

Having analysed both our equality information as published and information from other sources, we have set ourselves the following additional objectives:

- 1) To ensure all members of the school community have equal access to wellbeing support tailored to meet needs of those with and without protected characteristics.
- 2) To promote diversity in the Governing Body by ensuring accessibility to the activities of the Governing Body.
- 3) To ensure disadvantaged pupils meet the national expectation for phonics by the end of year 2, to support access to the curriculum and the best possible start.

## Appendix B

### Previous Equality Objectives Review (May 2023)

Objective 1: To provide access to Continual Personal Development for **all** staff.

Met in part, limited by COVID restrictions

Objective 2: To ensure pupils experience cultures, religions and communities beyond our own and to look into a 'twin' school relationship.

Met in part, limited by COVID restrictions

Objective 3: Governors will strive to improve the diversity of the Governing Body.

Difficult to fully assess as governors would need to self-identify with protected characteristics, which they may choose not to. The following data is available

2020: 11 Total (3 vacancies): 73% Female, 27% male

2021: 13 (1 Vacancy): 9 Female (69%), 4 Male (30%)

2022: 12 (2 vacancies): Total 58% Female, 42% male

2023: 12 (2 vacancies): Total 4=33% male, 6 =66% female

Other recorded statistics unchanged from 2020-2023 (0% Registered Disabled, 100% White British, 0% English as an Additional Language)

Objective 4: Following analysis of SATs data we will continue to ensure that middle attaining children make at least equal progress as their higher or lower attaining peers

Appendix C  
 Equality Information, 2023

Number of Pupils	205 Total at November 2023 97 Female 108 Male 18% SEND 91.0% White British 0.5% White Eastern European 1.0% Chinese 1.0% Black - African 1.0% White and Chinese 2.0% Other Mixed background 3.5% Refused 10% Pupil Premium
Number of Staff	37 Total 89% Female 11% Male 0% Registered Disabled 97.5% White British 5% White Other 5% English as an Additional Language
Number of Governors	12 Total 4=33% male, 6 =66% female 0% Registered Disabled 100% White British 0% English as an Additional Language
Significant Partnerships, Extended Provision, etc.	Kingfishers After School & Breakfast Club Kavuka
Awards, accreditation, specialist status	Healthy School



# King's Stanley Primary School

## Data Analysis 2022-23 - Headlines figures

2022/23 ASSESSMENT: ATTAINMENT				
KS1 2023			KS2 2023	
1	EYFS - GLD	<ul style="list-style-type: none"> <li>GLD = <b>68%</b> (67% national)</li> </ul>	<b>Progress:</b>	Reading: <b>+1.78</b> Writing: <b>+0.80</b> Maths: <b>+2.11</b>
2	PHONICS	<ul style="list-style-type: none"> <li>Y1 : <b>83%</b> (79.5% national)</li> <li>End of KS1: 94%</li> </ul>	<b>Y4 MTC</b>	<ul style="list-style-type: none"> <li><b>59%</b> achieved 25/25 (31.0% national)</li> <li><b>23.2</b> (20.4 national)</li> </ul>
3	RWM (combined)	<ul style="list-style-type: none"> <li>Y2 EXS+ : <b>57%</b> (54.4% national)</li> <li>Y2 GDS : 3%</li> </ul>	<b>RWM (combined)</b>	<ul style="list-style-type: none"> <li>Y6 EXS+ : <b>81%</b> (59% national)</li> <li>Higher standard: 6%</li> </ul>
4	READING	<ul style="list-style-type: none"> <li>Y2 EXS+ : <b>73%</b> (68% national)</li> <li>Y2 GDS : <b>10%</b> (18% national)</li> </ul>	<b>READING</b>	<ul style="list-style-type: none"> <li>Y6 EXS+ : <b>84%</b> (73% national)</li> <li>High standard: 39%</li> </ul>
5	WRITING	<ul style="list-style-type: none"> <li>Y2 EXS+ : <b>67%</b> (59.4% national)</li> <li>Y2 GDS : <b>7%</b> (7.5% national)</li> </ul>	<b>WRITING</b>	<ul style="list-style-type: none"> <li>Y6 EXS+ : <b>84%</b> (71% national)</li> <li>GDS: 10%</li> </ul>
6	MATHEMATICS	<ul style="list-style-type: none"> <li>Y2 EXS+ : <b>80%</b> (70.3% national)</li> <li>Y2 GDS : <b>13%</b> (15.6% national)</li> </ul>	<b>MATHEMATICS</b>	<ul style="list-style-type: none"> <li>Y6 EXS+ : <b>87%</b> (73% national)</li> <li>High standard: <b>32%</b></li> </ul>
7			<b>GPS</b>	<ul style="list-style-type: none"> <li>Y6 EXS+ <b>81%</b> (72% national)</li> </ul>
8	SCIENCE	<ul style="list-style-type: none"> <li>Y2 EXS : 80%</li> </ul>	<b>SCIENCE</b>	<ul style="list-style-type: none"> <li>Y6 EXS: <b>84%</b> (80% national)</li> </ul>

### Progress in reading, writing and maths ?

#### Reading ?

Number of pupils = 30

Pupils with adjusted scores = 0

**Average** **1.78**

Confidence interval ?  
-0.5 to 4.0

#### Writing ?

Number of pupils = 30

Pupils with adjusted scores = 0

**Average** **0.80**

Confidence interval ?  
-1.4 to 3.0

#### Maths ?

Number of pupils = 30

Pupils with adjusted scores = 0

**Average** **2.11**

Confidence interval ?  
0.0 to 4.2