



Wombridge Primary School

Equality Data And Objectives

Date Approved: November 2021
Approved by: Governing Body
Review Date: November 2024

Equality data and objectives

Stage 1: Understanding our school community - Pupils

How many children are on roll at our school?

279

What information on pupils with protected characteristics is available?

Using CMIS, the following information is available:

Disability

Physical	1
Hearing Impairment	0
Visual Impairment	0
Autism Spectrum Condition	5
Number of children with an Individual Health Care Plan	2

Race

White British	188	White and black African	3
Indian	13	White and black Caribbean	9
Pakistani	3	Other	0
Black African	13	White European	36
Any other black background	1	Other White	4
Any other mixed background	4	Refused	1
White and Asian	4		279

Sex

Boys	Girls
148	131

We do not have information available on gender reassignment, religion or sexual orientation.

Stage 2: Understanding the information gathered

Using the monitoring information gathered the school looked at the following to identify whether there were any obvious gaps or potential issues for pupils in relation to the protected characteristics:

- Admissions
- Attainment
- Attendance
- Engagement in school activities
- Exclusions
- Prejudice related incidents
- Representation on school bodies e.g. school councils,

Our Equality objectives – set November 2021

1. To reduce prejudice and increase understanding of equality through direct teaching across the curriculum.

Why – From tracking on CPOMS, there has been an increase in Racist Incidents logged over the last 12 months.

How – Investigate embedding British Values into the curriculum as well as continuing to embed the school values. The PSHE curriculum visits discrimination on an annual basis. Celebrate special themed days/weeks. Focus on national events such as Black History Month and Asian History Month. ‘On the spot’ teaching dependent on any issues that may arise. Ensure there are official procedures in place for prejudice incidents and teachers know how to respond to these.

2. To narrow the gap between boys and girls in reading by the end of Key Stage 1.

Why – Looking at Spring Term data 2021, 65 % of boys (Year 1 and 2 combined) were below in reading compared to 35 % of girls (Year 1 and 2 combined).

How - look at high interest, low reading age books across the whole school, small steps grids, promoting a love for reading, reader of the week, whole-school reading events, reading buddies, audit books to check interest for boys, intervention groups for those children with low reading ages.

3. To promote cultural understanding and awareness of different religious beliefs between different ethnic groups within our school community.

Why – 82% of our intake identify as White British. We want to ensure that our children are well-rounded and are understanding of different races and ethnic groups as well as different religious beliefs.

How - Investigate embedding British Values into the curriculum as well as continuing to embed the school values. Celebrate special themed days/weeks. Check coverage of RE curriculum and religions taught across the school. Give children the opportunity to teach their peers. Once Covid regulations are eased, look at inviting in religious visitors and visit different places of worship.

The data and progress towards objectives will be reviewed annually.

