

Uffington Church of England Primary School

Equality Objectives

Approved by: The Governing Body

Last reviewed on: May 2025

Next review due by: May 2028

The Equality Act 2010 requires us to publish information that demonstrates that we have due regard for the need to:

- **Eliminate unlawful discrimination, harassment, victimisation** and any other conduct 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** between people who share a protected characteristic and people who do not share it.

Uffington Church of England Primary School is an inclusive school where we focus on the well-being and progress of every child and where all members of our community are of equal worth.

We believe that the Equality Act provides a framework to support our commitment to valuing diversity, tackling discrimination, promoting equality and fostering good relationships between people. It also ensures that we continue to tackle issues of disadvantage and underachievement of different groups.

Our approach to equality is based on the following key principles:

- All learners are of equal value
- We recognise and respect difference
- We foster positive attitudes and relationships and a shared sense of cohesion and belonging.
- We observe good equalities practice in staff recruitment, retention and development.
- We aim to reduce and remove inequalities and barriers that already exist.
- We have the highest expectations of all our children.

Equality Information

Number of pupils on roll at the school: 89 (2024-2025) Age of pupils: 4 to 11

Information on pupils by protected characteristics

The Equality Act 2010 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 protected characteristics.

Information on other groups of pupils

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

- Pupils eligible for Free School Meals (FSM)
- Pupils with Special Educational Needs (SEN)
- Disadvantaged group
- Pupils with English as an Additional Language (EAL)
- Young carers
- Looked after children
- Other vulnerable groups

It may be possible to identify individuals from the information provided when the number of pupils with a particular characteristic is low and the information is sensitive personal information. In these cases we have indicated this by an asterisk*.

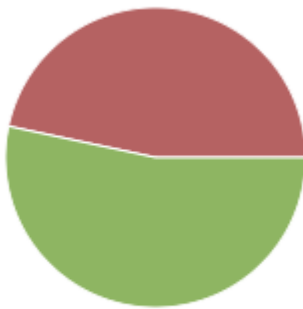
Race/Ethnicity

Ethnicities

	# Pupils	% Pupils
White - British	78	86.7%
White - English	4	4.4%
White European	3	3.3%
Asian and Any Other Ethnic Group	2	2.2%
Other Mixed Background	1	1.1%
White and Any Other Ethnic Group	1	1.1%
White and Indian	1	1.1%

Gender

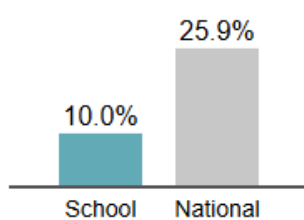
Gender



- 46.7% Boys
- 53.3% Girls

Pupils eligible for Free School Meals (FSM)

Ever 6 FSM



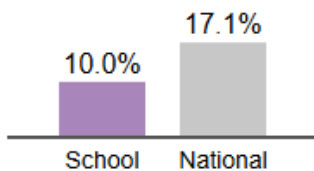
Pupils eligible for Pupil Premium Funding – Disadvantage group

6.7% (6chn)

Pupils with Special Educational Needs (SEN)

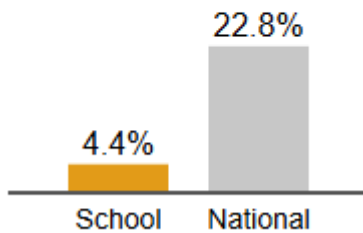
Pupils with SEND

	# Pupils	% Pupils	National
SEN Support	5	5.6%	14.1%
EHC Plan	4	4.4%	3.0%



Pupils with English as an Additional Language (EAL)

EAL



Looked after children: 1.1%

No Information was available on the following protected characteristics:

Gender Reassignment- The school did not have any information on whether any of the children on roll had reassigned their gender.

Sexual Identity - The school did not have information on whether any of the pupils on roll identified as Lesbian, Gay, Bi-sexual or Transgender (LGBT) as the question had never been asked.

Through rigorous tracking and monitoring of individuals and of all the groups of children, including progress and attainment, and by providing equal opportunities to access the curriculum and activities, we aim to ensure that any gap in attainment for pupils within any of the above different groups is removed, or at least remains less than the gap nationally.

Eliminating discrimination and other conduct that is prohibited by the Act

The information provided here aims to demonstrate that we give careful consideration to equality issues in everything that we do at Uffington Church of England Primary School. 'Due regard' ensures that we work towards eliminating discrimination, harassment and victimisation and other conduct that is prohibited by the Equality Act. We are committed to working for equality for all our staff, parents/carers and children to meet our duties under the Equality Act 2010.

We eliminate discrimination by:

- Ensuring our relationship and behaviour policy enables all children to feel safe at school and addresses prejudicial bullying
- Reporting, responding to and monitoring all racist incidents
- Regularly monitoring the curriculum to ensure that the curriculum meets the needs of our pupils and that it promotes respect for diversity and challenges negative stereotyping
- Teaching is of the highest quality to ensure children reach their potential and all pupils are given equal entitlement to success
- Tracking pupil progress to ensure that all children make rapid progress, and intervening when necessary
- Ensuring that all pupils have the opportunity to access extra-curricular provision
- Listening to and monitoring views and experiences of pupils and adults to evaluate the effectiveness of our policies and procedures.

Advancing equality of opportunity between people who share a protected characteristic and people who do not share it

We advance equality of opportunity by:

- Using the information we gather to identify underachieving groups or individuals and plan targeted intervention
- Ensuring participation of parents/carers and pupils in school development
- Listening to parents/carers
- Listening to pupils at all times

Fostering good relations across all characteristics - between people who share a protected characteristic and people who do not share it by:

- Ensuring that Uffington Church of England Primary School is seen as a community school within our local community
- Ensuring that equality and diversity are embedded in the curriculum and in assemblies.

Equality Objectives (May 2025-2028)

At Uffington Church of England Primary School, we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers, irrespective of race, gender, disability, belief, religion or socio-economic background. The equality objectives are set every 3 years and are evidenced yearly.

To further support pupils, raise standards and ensure inclusive teaching, we have set the following objectives:

Objective 1:

To monitor and analyse pupil achievement by groups and act on any trends or patterns in the data that require additional support for pupils.

Actions May 2025

- 1) Ensure that pupil progress meetings include group-level analysis of teacher assessment data.
- 2) Where this data highlights group-based inequalities in outcomes, ensure causes are identified and plans are put in place, with an aim to improve under-attaining groups or groups with lower academic progress.
- 3) Ensure that pupil progress meetings include group-level analysis of test data.

- 4) Where this data highlights group-based inequalities in outcomes, ensure causes are identified and plans are put in place, with an aim to improve under-attaining groups or groups with lower academic progress.

Objective 2:

To ensure good progress in learning in Reading, Writing and Maths (RWM) for vulnerable learners.

Actions March 2025

- 1) Use teacher assessment information to identify any attainment gaps for vulnerable groups in RWM.
- 2) Use teacher assessment information to identify where the progress in learning of vulnerable groups is slower than it should be in RWM.
- 3) Ensure that the precise causes of these are identified.
- 4) Ensure that appropriate interventions are arranged to maximise these children's chances of making rapid progress in their learning. This may include rearranging planned lessons to address common gaps in knowledge.
- 5) Where the progress of key individuals from vulnerable groups becomes a concern over time, notify the SENDCo and consider beginning a formal IEP for the child.
- 6) Review progress made in response to planned intervention.

Objective 3:

To promote the understanding and respect differences within the school, its community and beyond.

Actions March 2025

- 1) Ensure that collective worship includes planned weeks on respecting differences, the British Value of mutual respect and tolerance, and culturally rich themes that develop children's acceptance of cultures, practices and beliefs that are different to their own.
- 2) Ensure that the wider school curriculum educates children about protected characteristics and their role in UK law, society, community, the school and their lives at home too. Ensure that this is taught both discretely, and implicitly through the careful selection of high-quality curriculum resources.

Objective 4:

Implement initiatives, where necessary, to ensure that school attendance of vulnerable children is good, aiming for 97% or above over the course of the academic year.

Actions March 2025

- 1) Monitor attendance data to highlight individuals who are both vulnerable and have low school attendance.
- 2) Use measures highlighted in the Attendance Policy to encourage good school attendance.