

Larkspur Primary School

Accessibility Part 2

Information and Objectives Report: Equality, Diversity and Community Cohesion



**Date: February 2024
Review: October 2025**

Staff responsible: [Mrs M Liddle, Head Teacher](#)



Larkspur Primary School's Information and Objectives about Equality, Diversity & community Cohesion

Larkspur Primary School has a proud and long-standing commitment to equality and diversity because of its determination to ensure that every child and member of staff, no matter her/his background or family/personal circumstances, fulfils her/his potential.

Our commitment to equality and diversity is enshrined in our:

1. Equality and Diversity Policy (which addresses the nine protected characteristics and socio- economic background);
2. Single Equality Scheme (which addresses the protected characteristics of age, disability, gender, race, religion and belief, and sexuality); and
3. Equality and Diversity Action Plans (which address the six protected characteristics just listed).

The National Curriculum, RE, assemblies and acts of collective worship are used regularly to ensure that our pupils learn about equality and diversity, and, every so often, we organize enrichment days to further highlight matters to do with equality and diversity.

We welcome the opportunity to share with the public our information and objectives about equality and diversity because:

1. This is the latest demand made on us by the Public Sector Equality Duty dating from the 2010 Equality Act, and we wish to be fully compliant with current legislative requirements and understandings of best practice;
2. Publication of our information and objectives is designed to ensure parents/carers can make informed decisions about the school to which they send their children. Put another way, parents/carers will be able to decide which school is best for their children, based on how different schools address equality and diversity;
3. We are fully committed to transparency and accountability.

As a result of the 2010 Equality Act, every public authority must:

eliminate discrimination, harassment, victimization and any other conduct that is prohibited by or under the Act;

advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it;

foster good relations between persons who share a protected characteristic and persons who do not.

It is because of this that we publish the following **objectives** for equality and diversity. We will:

1. Close the gap in achievement that currently exists between girls on the one hand and boys on the other;
2. Arrange a termly enrichment day for all pupils, which addresses in depth one or more of the nine protected characteristics. When possible, the enrichment days will involve appropriate visitors and places to visit for at least some of the pupils;
3. Add books, posters, jigsaws, toys, etc. to our existing equality and diversity resource bank to ensure that people of all backgrounds and family/personal circumstances are represented in a positive way.

As a result of the Public Sector Equality Duty, we publish the following **information about the staff:**

92% of our staff are female and 8% are male.
100% of our staff are white British.

16% of our staff are aged 18 to 35, 48% are aged 35 to 50 and 36% are aged 50 or over.

Males and females are paid the same for doing the same or similar work.

No members of staff have a disability. However, if this were the case, adjustments would be made to routine practices to ensure such staff could fulfill their responsibilities.

All facilities in school are accessible to staff with mobility problems.
24% of staff are TAs, 12% of staff are HLTAs, 32% of staff are teachers and 32% of staff are employed in other positions. 100% of teaching staff have a Certificate of Education as their highest qualification, 100% of staff have a first degree (B.A., B.Sc., B.Ed.) as their highest qualification, 44% have a post-graduate degree and 11% of staff hold NPQH. All the teachers have a teaching qualification (a Certificate of Education, a B.Ed. or a Post-Graduate Certificate of Education).

Staff can take advantage of part-time, flexi-time and/or job share work arrangements, depending on their precise job descriptions.

As a result of the Public Sector Equality Duty, we publish the following **information about our pupils:**

48% of pupils are female and 52% are male.

66% of pupils are white British, 5% are Eastern European and 20% are black or minority ethnic and 8% are Asian.

Parents tell us that 19% of pupils are Christian, 17% are Muslim, 64% have no religion.

Pupils speak 4 first languages: English, Kurdish, Tamil and Farsi. English is the first language for 91.5% of pupils.

45% of pupils have a disability, special need and/or learning difficulty.

65% of pupils are on free school meals.

Teacher assessments shows that girls are outperforming boys in reading, writing and mathematics by the end of Key Stage Two. (June 2021).

By the end of Key Stage One, teacher assessment shows that boys outperformed girls in reading, Writing and Grammar, Punctuation and Spelling. However, boys outperformed girls in mathematics by the end of Key Stage One. (June 2021)

Pupils with disabilities, special needs and/or learning difficulties in all Key Stages are, on average, performing less well than pupils without a disability, special need and/or learning difficulty. However, progress of our SEND pupils is very much evidenced in their books across all phases of learning.

Teacher assessment shows that our FSM pupils by the end of Key Stage One performed slightly better than their peers in the school cohort for reading, writing, grammar punctuation and spelling and mathematics. (June 2021)

For FSM pupils in Key Stage Two, teacher assessment shows that, on average, they are performing less well than non-FSM pupils in reading and writing and grammar, punctuation and spelling. In mathematics FSM pupils are performing significantly less well than that of non-FSM pupils within their cohort.

All pupils have access to the same broad and balanced curriculum.

Girls and boys have access to all sports/physical activities.

We monitor the progress of pupils identified by Ofsted as “vulnerable” to ensure that their needs and aspirations are met to the best of our abilities, and to ensure that they are not disadvantaged in relation to other pupils.

We monitor the composition of the School Council to ensure it reflects the different groups which exist among the pupils.

The September 2011 UK Statutory Instrument, which outlines what schools must do in relation to the publication of information and objectives, says that, although information must be up-dated annually (to take account of pupils entering the school and leaving it, and of changes among the staff), our objectives can remain the same for up to four years. We anticipate that some of the objectives above will be retained for at least one additional year, but others are likely to change.

Because our information and objectives must be published annually (and no later than a year following publication of such information and objectives for the first and all subsequent years), we will next publish information and objectives about equality and diversity on 30th March 2019. This year the information and

objectives have been published in both hard copy format and electronically, via the school's website.

It is possible that, next year, more information about equality and diversity will be published than this year as we learn more about what the expectations are.

To date, very limited firm advice exists about what precisely should be published. It goes without saying that the school will NOT publish information which makes it possible for individual pupils or members of staff to be identified. Moreover, note that most of the information shared this year is already "in the public domain", as it were.

When the information and objectives are published next year (and every year thereafter), we will comment on the progress we are making in relation to the objectives.

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Headteacher.

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Chair of Governors.

Reasons for publishing the information and objectives

"We are happy to publish the following information and objectives:

1. As a way of confirming that Larkspur Primary School has due regard for the need to eliminate discrimination, to advance equality of opportunity and to foster good relations;
2. As a way of meeting our responsibilities in relation to the Public Sector Equality Duty;
3. As a way of making ourselves more accountable to pupils, parents, carers, local communities, trade unions and equality organizations.