



Thringstone **Primary School**

Believe and Achieve Together

Equality Statement and Objectives 2025-2029

Approved by the Governing Body:

Adopted on: December 2025

Reviewed: September 2026

Next Review: September 2027

Our Vision and Values

Thringstone Primary School's vision is *Believe and Achieve Together*.

Our values - **Belief, Respect, Kindness, Resilience and Teamwork** - shape the way we teach, lead and support our children. This statement reflects those values by ensuring fairness, ambition and belonging for every pupil.

1. Purpose of This Statement

This statement sets out how the school meets its duties under the **Equality Act 2010** and the Public Sector Equality Duty.

We aim to:

- Eliminate discrimination
- Advance equality of opportunity
- Foster good relations across our school community

These aims guide our curriculum, behaviour expectations, attitudes and decision-making.

2. Legal Framework

This statement fulfils the school's statutory responsibilities under the Equality Act 2010 and the associated school-specific guidance published by the Department for Education (Equality Act 2010: advice for schools).

3. Responsibilities Across School

Headteacher

- Holds overall responsibility for meeting the Equality Duty
- Ensures equality is reflected in curriculum, culture and training
- Oversees data analysis, policies and published information

All Staff

- Model respect and inclusion
- Challenge discriminatory behaviour or language
- Deliver a curriculum that represents and includes all pupils
- Report incidents or concerns promptly

Trust Board

- Holds leaders to account for compliance and impact
- Reviews equality information and objectives annually

Parents and Carers

- Support high attendance and positive relationships
- Work with school when concerns arise
- Model respectful behaviour in line with school values

4. Equality Within the Curriculum

Our curriculum is planned to ensure:

- Representation of a wide range of cultures, families and identities
- Teaching that challenges stereotypes and promotes respect
- Protected characteristics taught progressively through PSHE and RE
- Opportunities for pupils to learn about life beyond the local community

Assemblies, enrichment, leadership roles and school events reinforce inclusive values.

5. Updated Demographic Information (Dec 2025)

Based on the school's demographic profile for 2025–26

School Population

- 151 pupils (Reception - Year 6)
- 53% boys / 47% girls

Ethnicity and Language

- 84.8% White British
- 15.2% minority ethnic backgrounds
- 6% EAL

Free School Meals

- 27.1% eligible for targeted free school meals
- 21.1% eligible for expanded free school meals

SEND

- 29.1% of pupils have SEND
- SEN Support: 19.9%
- EHCP: 9.3%
- Most common needs: Speech, Language and Communication; SEMH; ASD

6. How We Eliminate Discrimination

- Clear expectations for behaviour and language
- Recording and responding to prejudice-related incidents
- Inclusive curriculum planning and representation
- Staff training on equality and safeguarding
- Recruitment processes aligned with the Equality Act

7. How We Advance Equality of Opportunity

- Termly analysis of attainment, progress and attendance
- Targeted intervention for SEND, disadvantaged and vulnerable pupils

- Adaptive teaching and personalised support
- Monitoring access to trips, clubs and leadership opportunities
- Close partnership with families to remove barriers

8. How We Foster Good Relations

- Assemblies, PSHE and RE lessons that build understanding of difference
- Values-led assemblies and celebrations
- Opportunities for pupils to work together across groups
- Engagement with community organisations
- Promotion of kindness, respect and teamwork in daily school life

9. Equality Objectives (2025–2029)

These objectives are proportionate to the school's size and demographics. They replace all previous objectives.

1. Improve outcomes for pupils with SEND and pupils eligible for free school meals

We will reduce gaps in reading, writing and maths by strengthening adaptive teaching, providing targeted intervention and improving the consistency of SEND provision.

2. Improve attendance for disadvantaged pupils, with a specific focus on FSM boys

We will reduce persistent absence and narrow the attendance gap between disadvantaged pupils and their peers through early identification, targeted support and consistent attendance routines.

3. Strengthen representation and diversity across the curriculum and wider school life

We will ensure that pupils see themselves and others represented across subjects, texts and experiences. Curriculum audits, pupil voice and participation tracking will demonstrate progress.

10. Monitoring and Review

- Equality information is updated annually
- Objectives are reviewed at least every four years
- Governors monitor progress through the school improvement cycle
- DfE requires the equality information and objectives to be published on the school website.

11. Review – 2025-2026

Objective 1: Improve outcomes for pupils with SEND and pupils eligible for free school meals

Progress was evident across several measures, although outcomes varied between phases and subjects.

For disadvantaged pupils, gaps narrowed considerably in EYFS and phonics. The Year 1 phonics gap reduced from 27 percentage points to one percentage point, while the gap by the end of Year 2 reduced from 21 to nine percentage points. At KS2, gaps in mathematics and GPS scaled scores also narrowed. Reading and writing remain priorities.

For pupils with SEND, the Year 1 phonics gap narrowed and the average multiplication check score improved from 10.0 to 14.2. At KS2, gaps narrowed in writing, mathematics and GPS. Outcomes in EYFS, phonics by the end of Year 2 and KS2 reading require further improvement.

Year groups are small, with each pupil representing approximately 4% to 7% of a whole-cohort result and considerably more within SEND and disadvantaged groups. Comparisons also involve different groups of pupils with different starting points and levels of need. Headline percentages are therefore considered alongside individual progress and wider evidence of learning.

In 2026–2027, the school will continue to strengthen adaptive teaching, improve the evaluation of interventions and prioritise early language, phonics and KS2 reading.

Overall assessment: Progress made, but the objective remains a priority.

Objective 2: Improve attendance for disadvantaged pupils, with a specific focus on FSM boys

Attendance for disadvantaged boys improved from 92.4% in 2024–2025 to 93.6% in 2025–2026. Persistent absence reduced from 29.6% to 25.0%, while unauthorised absence fell from 3.4% to 2.1%. Late marks recorded before registration closed also reduced substantially, from 192 to 63.

Despite this progress, disadvantaged boys' attendance remained below the whole-school figure. Persistent absence also remained high, with seven disadvantaged boys missing 19 or more days in both years.

The group comprised 27 pupils in 2024–2025 and 28 in 2025–2026. Each pupil therefore represents approximately 3.6% to 3.7% of the group, meaning that changes affecting one or two pupils can have a considerable effect on the overall figures.

In 2026–2027, the school will continue early identification and targeted family support, with individual monitoring of disadvantaged pupils who are persistently or severely absent.

Overall assessment: Positive progress, but further improvement is required.

Objective 3: Strengthen representation and diversity across the curriculum and wider school life

The school continued to strengthen representation through its curriculum, assemblies, PSHE, RE, reading materials and wider opportunities. Pupils learned about different cultures,

families, identities and protected characteristics, alongside the school values of Belief, Respect, Kindness, Resilience and Teamwork.

Opportunities for pupil participation and leadership were extended through the School Council, Sports Ambassadors and Play Coaches. Curriculum planning and resources continued to be reviewed to ensure that pupils encounter a broad range of people, experiences and perspectives.

Overall review

Progress was made against all three equality objectives during 2025–2026. The objectives remain relevant to the school’s context and will continue unchanged for 2026–2027, with progress reviewed annually by leaders and governors.