Kingfisher Primary School

Equality Objectives

Reviewed September 2026

Update due September 2027

INTRODUCTION

This document provides information on Kingfisher School context with respect to the Protected Characteristics set out in the Equality Act 2010; sets out our Equality Objectives; and provides data to demonstrate our progress towards these aims.

SCHOOL CONTEXT - PUPIL

This section provides information on the composition of the pupil population at Kingfisher School with respect to the 'protected characteristics' outlined in the Equality Act. The Act 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. The protected characteristics for pupils are disability, gender reassignment, pregnancy and maternity, race (ethnicity), religion and belief, sex (gender) and sexual orientation.

GENDER (%)

- Male – 47.5%
- Female – 54.3%

SPECIAL EDUCATIONAL OR MEDICAL NEEDS AND DISABILITY

- Pupils with a Statement of SEN or EHCP: 19

RELIGION AND BELIEF

	Total
Christian	26%
Hindu	2%
Muslim	1%
Roman Catholic	3%
Greek Orthodox	1%
No Religion	56%
Other	4%
No Information	7%

ETHNICITY AND RACE (including EAL learners)

Category	Total Percentage
White British	75%
Any Other White Background	11%
Any Other Mixed Background	2%
Indian	1%
White Asian	1%
White-Black Caribbean	2%
Black African	3%
Any other	3%
No Information	N/A
English as an Additional Language	12%

Rounded to nearest whole number

ADDITIONAL GROUPS

We look at how we help "all pupils to make progress, including those whose needs, dispositions, aptitudes or circumstances require additional support." In addition to pupils with protected characteristics, we wish to provide further information on the following groups of pupils:

Pupils with English as an Additional Language		
	Total	**% of school population**
English as an Additional Language	27	12.33%
Pupils from low-income backgrounds		
Number of pupils eligible for Pupil Premium	40	19%
Number of pupils receiving the 16-19 Bursary (Post-16)	N/A	N/A
Number of Looked After Children: 6		

OUR EQUALITY OBJECTIVES

Progress and achievement is our central concern and is a major equality issue

Our primary concern is that all individuals, irrespective of their background, make outstanding academic progress in order that they can secure good qualifications and have the choice to go to university or pursue a career of their choice. Without this progress they will not have the equality of opportunity to choose university or a particular career.

Given this, we have a great deal of strategies to address this, some of which are detailed below:

- Booster for all pupils who have fallen behind in either Maths, English or Science.
- Track and assess progress at least termly and take appropriate action where progress is not sufficient.
- Reading booster every morning for every pupil to boost literacy and engender a love of reading.
- Planned interventions for pupils who are making insufficient progress or who are failing to meet the required standards.
- Provide interventions for pupils who are facing difficulties at home or are struggling with their behaviour.

Exemplary standards of behaviour are a central equality issue

Whilst teaching and learning is our primary concern, we also have to ensure that behaviour is exemplary in all lessons in order that everyone's equal opportunity to learn and make progress is not hampered. No child can be allowed to behave in a way that prevents others from learning. Without this expectation being made clear and realised there can be no equality of opportunity for all to learn.

However, we are also keen to ensure that no group is discriminated through disproportionate and unfair sanctions or rewards. Therefore, there will need to be close analysis of rewards and sanction, including exclusion figures. As an academy we are determined that no groups or individual pupil is discriminated against or treated unfairly through harsh treatment or lack of reward.

Therefore, we have two challenges: maintain excellent standards of behaviour whilst supporting all children in making appropriate decisions about how to behave, whilst being scrupulously fair and just in dealing with all children. The answer is to put support mechanisms and systems in place to encourage good behaviours and prevent bad ones. This of course, is true for all pupils.

1. Aims

Our school aims to meet its obligations under the public sector equality duty by having due regard to the need to:

- Eliminate discrimination and other conduct that is 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 across all characteristics – between people who share a protected characteristic and people who do not share it.

2. Legislation and guidance

- This document meets the requirements under the following legislation:
- The Equality Act 2010, which introduced the public sector equality duty and protects people from discrimination
- The Equality Act 2010 (Specific Duties) Regulations 2011, which require schools to publish information to demonstrate how they are complying with the public sector equality duty and to publish equality objectives
- This document is also based on Department for Education (DfE) guidance: The Equality Act 2010 and schools.
- This document also complies with our funding agreement and articles of association.

3. Roles and responsibilities

The governing board will:

- Ensure that the equality information and objectives as set out in this statement are published and communicated throughout the school, including to staff, pupils and parents, and that they are reviewed and updated at least once every four years
- Delegate responsibility for monitoring the achievement of the objectives on a daily basis to the headteacher.

The headteacher will:

- Promote knowledge and understanding of the equality objectives amongst staff and pupils
- Monitor success in achieving the objectives and report back to governors
- Identifying any staff training needs, and deliver training as necessary

All school staff are expected to have regard to this document and to work to achieve the objectives as set out in section 8.

4. Eliminating discrimination

The school is aware of its obligations under the Equality Act 2010 and complies with non-discrimination provisions.

Where relevant, our policies include reference to the importance of avoiding discrimination and other prohibited conduct.

Staff and governors are regularly reminded of their responsibilities under the Equality Act, for example during meetings. Where this has been discussed during a meeting it is recorded in the meeting minutes.

The head teacher monitors equality issues, they regularly liaise regarding any issues and make senior leaders and governors aware of these as appropriate.

5. Advancing equality of opportunity

As set out in the DfE guidance on the Equality Act, the school aims to advance equality of opportunity by:

- Removing or minimising disadvantages suffered by people which are connected to a particular characteristic they have (e.g. pupils with disabilities)
- Taking steps to meet the particular needs of people who have a particular characteristic and in doing so make reasonable adjustments which do not prejudice the wellbeing of the overall pupil body.
- Encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all pupils to be involved in the full range of school opportunities)

In fulfilling this aspect of the duty, the school will:

- Publish attainment data each academic year showing how pupils with different characteristics are performing.
- Analyse the above data to determine strengths and areas for improvement, implement actions in response and publish this information
- Make evidence available identifying improvements for specific groups (e.g. attendance data for girls and boys.
- Publish further data about any issues associated with particular protected characteristics, identifying any issues which could affect our own pupils.

6. Fostering good relations

The school aims to foster good relations between those who share a protected characteristic and those who do not share it by:

Promoting tolerance, friendship and understanding of a range of religions and cultures through different aspects of our curriculum. This includes teaching in RE, citizenship and personal, social, health and economic (PSHE) education, but also activities in other curriculum areas. For example, as part of teaching and learning in English/reading, pupils will be introduced to literature from a range of cultures

Holding assemblies dealing with relevant issues. Pupils will be encouraged to take a lead in such assemblies, and we will also invite external speakers to contribute.

Working with our local community. This includes inviting leaders of local faith groups to speak at assemblies, and organising school trips and activities based around the local community

Encouraging and implementing initiatives to deal with tensions between different groups of pupils within the school. For example, our school council has representatives from different year groups and is formed of pupils from a range of backgrounds. All pupils are encouraged to participate in the school's activities, such as sports clubs. We also work with parents to promote knowledge and understanding of different cultures.

We have developed links with people and groups who have specialist knowledge about particular characteristics, which helps inform and develop our approach.

7. Equality considerations in decision-making

The school ensures it has due regard to equality considerations whenever significant decisions are made.

The school always considers the impact of significant decisions on particular groups. For example, when a school trip or activity is being planned, the school considers whether the trip:

- Cuts across any religious holidays
- Is accessible to pupils with disabilities
- Has equivalent facilities for boys and girls

The school ensures that as part of the EEC live risk assessment process we include questions in the risk assessment which address the need of pupils with protected characteristics.

8. Equality objectives

Objective 1: To close any gaps in attainment and achievement between all groups of students; especially boys and girls, students eligible for free-school meals, students with special educational needs and disabilities, looked after children and students from different heritage groups.

Why we have chosen this objective: We are committed to ensuring equal treatment for all.

To achieve this objective, we plan to: closely monitor provision for and outcomes achieved by these groups and put interventions in where necessary.

Progress we are making towards this objective:

2026 Overall EYFS & KS1

	Age Related Expectation	Greater Depth
GLD	84%	
Phonics	93%	
Reading	93%	50%
Writing	93%	50%
Maths	93%	50%
RWM	93%	47%

2026 EYFS attainment breakdown:

	Pupil Premium [4 pupils]	EAL [6 pupils]	FSM [2 pupils]	SEND [3 pupil]
GLD	81%	83%	50%	0%

2026 KS1 attainment breakdown:

Pupil Premium [3]

	ARE	GD
Reading	100%	67%
Writing	100%	67%
Maths	100%	100%
RWM	100%	67%

EAL [5 pupils]

	ARE	GD
Reading	100%	60%
Writing	100%	80%
Maths	100%	60%
RWM	100%	60%

2026 FSM [2 pupils]

	ARE	GD
Reading	100%	0%
Writing	100%	0%
Maths	100%	0%
RWM	100%	0%

SEND [1 pupils (EHCPs)]

	ARE	GD
Reading	0%	0%
Writing	0%	0%
Maths	0%	0%
RWM	0%	0%

2026 KS2 Attainment Overall:

	ARE	GD
Y4 MTC	93%	
Reading	86%	34%
Writing	93%	48%
Maths	86%	31%
RWM	80%	17%
SPAG	93%	52%

2026 KS2 attainment breakdown:

Pupil Premium [6 pupils]

	ARE	GD
Reading	67%	33%
Writing	83%	16%
Maths	83%	33%
RWM	67%	17%
GPS	83%	50%

EAL [6 pupils]

	ARE	GD
Reading	83%	17%
Writing	83%	50%
Maths	83%	16%
RWM	83%	0%
GPS	83%	67%

FSM [4 pupils]

	ARE	GD
Reading	50%	25%
Writing	75%	25%
Maths	75%	50%
RWM	50%	25%
GPS	75%	25%

SEND [3 pupils (0 EHCPs)]

	ARE	GD
Reading	33%	33%
Writing	33%	0%
Maths	33%	0%
RWM	33%	0%
GPS	66%	33%

Objective 2: To monitor and promote the involvement of all groups of students in the extra-curricular life of the school, including leadership opportunities, especially students with special educational needs.

Why we have chosen this objective: We wish all of our pupils to have an equal opportunity to enjoy and excel in extra- curricular opportunities given to them.

To achieve this objective: We will make efforts to invite and include pupils in more activities taking place during extra-curricular time.

Progress we are making towards this objective:

Autumn 2026 – Analysis of after-school enrichment club attendance:

46.86% of all pupils attend a club at least once per week.

66.7% of all Pupil Premium Pupils attend a club at least once per week.

50% of all pupils with SEND attend a club at least once per week.

42% of all pupils with EAL attend a club at least once per week.

78% of all spaces offered are taken up.

9. Monitoring arrangements

- The Local Governing Body will update the equality information we publish every year.
- This document will be reviewed at least every four years.
- New objectives will be agreed upon every four years.
- This document will be approved by the Local Governing Body.