



What you do today, matters tomorrow.

Stokes Wood

School Equalities Information and SMART Objectives

Stokes Wood has used the following process to assist us in identifying some of the barriers to our pupils in accessing education provision.

	Total	Boys	Girls
School	471	50.74% (239)	49.26% (232)
National	282	51%	49%

	FSM %	PP%	EAL %	Ethnic minority %	SEN Support %	EHCP%
School	32.69%	33.3%	49.89%	65.81%	22.5%	4.67%
	decrease		increase	increase	increase	increase

Ethnicity Profile:

	School
Asian: Indian	118
African Asian	5
Pakistani	5
Other Black African	19
Black Caribbean	5
Other Black background	12
White/black African	13
Other Asian	28
Roma	3
Bangladeshi	2

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White and Asian	12
White and Black Caribbean	25
Black Somali	4
Other Ethnic Groups	5
White British	161
White Irish	1
White European	42
White Other	9
Any other mixed background	2

Language profile:

	School
Akan(Twi/Asante)	1
Albanian	1
Amharic	1
Arabic	4
Arabic any other	1
Bengali	2
Czech	1
Dari Persian	5
English	236
French	2
Gujarati	16
Hindi	1
Hungarian	1
Igbo	2
Italian	5
Kurdish	10
Latvian	0
Lithuanian	2
Macedonia	0
Malayalam	79
Ndebele	2
Ndebele(Zimbabwe)	1
Nepali	2
Panjabi	14
Pashto	2
Polish	21
Persian/Farsi	7
Portuguese	3
Romanian	10

Russian	4
Shona	3
Sinhala	5
Slovak	6
Somali	4
Spanish	1
Sudanese	0
Tamil	5
Telugu	1
Turkish	2
Urdu	3
Vietnamese	4
Zulu	1

Disability Categories

Needs Medication

No disability

Mobility difficulties

Hand Function disability

Problems with Personal Care

Eating and Drinking disorders

Other Disability / Health Problem

Looked after children

Problems with Incontinence

Language and Communication

Hearing impairment

Vision impairment

ASD / Aspergers

Cognition and Learning

Religion and Belief

Anglican	N/A	Church of England	N/A	Muslim	71
Baptist	N/A	Hindu	28	Other religion	5
Buddhist	5	Jewish	0	No Religion	194
Catholic	N/A	Methodist	N/A		
Christian	167	Sikh	13		

No Information was available on the following protected characteristics:

Gender Reassignment - The school does not have any information on whether any of the children on roll have reassigned their gender. The school agree to seek further support and guidance on how and when to monitor.

Sexual Identity - The school does not have information on whether any of the pupils on roll are identified as Lesbian, Gay, Bi-sexual or Transgender (LGBT) as the question had never been asked. The school agrees to seek further advice and guidance from local and national

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specialists on how and when to ask pupils this question and how to use the data sensitivity when collected.

Detailed below are a few key extracts taken from Open Leicester Census 2021 pertaining to protected characteristics in the Equality Act 2010.

Ethnicity

In Leicester City, no one ethnic group is in the majority. The **White British** (33.2%) and **Indian** (34.3%) are the largest ethnic groups. The remainder of the population comprises a diverse mix of ethnic groups, including **White Other** (6.8%), **Asian Other** (3.1%), **African** (5.8%) and **Pakistani** (3.4%).

Age and Gender profiles

Leicester has a relatively young population

Sexual Orientation

86% of people report themselves to be heterosexual or straight.

1.1% of people report themselves to be gay or lesbian.

1.8% of people report themselves to be bi-sexual.

10.6% preferred not to answer.

Faiths

The religious make up of **Leicester** is 24.7% Christian, 22.9% No **religion**, 23.5% **Muslim**, 17.9% **Hindu**, 4.5% **Sikh**, 0.3% **Buddhist**, 0.1% **Jewish**, 0% Agnostic, 0.1% **Jain**.

Languages

188 languages are spoken in Leicester, with 12.6% of residents **speaking** Gujarati, making it the second most common **language** after English. 70% of people living in Leicester speak **English**. The other top languages spoken are 2.6% **Panjabi**, 2.2% **Polish**, 0.9% **Urdu**, 0.7% **Somali**, 0.7% **Portuguese**, 0.7% **Arabic**.

Other reports and data indicate the following:

Educational Attainment

Although the rate of increase in attainment is above the national rate, educational attainment is low. There is educational under achievement in young black males.

Skills and Literacy Levels

Leicester has high levels of poor literacy – reading and writing in English – 68% compared to the national average of 56%. This means that approximately two-thirds of residents cannot read or write English easily.

17% of Leicester's workforce has no recognised qualifications which is more than twice as high as the national figure

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Poverty and Deprivation

Leicester falls within the 10% most **deprived** local authorities in England and also **ranks** within the 10% most **deprived** LADs in the Income, Education, Skills & Training and Crime domains and also in the Income **Deprivation** Affecting Children Index (IDACI) and Income **Deprivation** Affecting Older People (IDAOP) supplementary

New Parks is in the lowest 5% of most deprived areas.

Health

Leicester has poor rates of health.

Community Cohesion

Leicester has a reputation for celebrating diversity

Attainment

Equality Objective: To increase the number of pupils with Special Educational needs or disability, with English as an additional language or are disadvantaged making sufficient progress between entry to reception and the end of KS2. To close the gap in attainment between non-disadvantaged pupils and other groups.

Why: Our data analysis has identified that the pupils not making sufficient progress are in these groups. More specifically they are often the disadvantaged pupils who are white British and are often also boys and may also have a disability.

How: By implementing new, rigorously monitored intervention programmes for these groups of pupils and by evaluating their impact. By engaging fully with the parents/carers of this group of pupils and ensuring both pupils and parents/carers are supported fully by appropriate agencies. By tracking progress of these groups rigorously through data analysis and Pupil Progress meetings. Through high expectations of outcomes for all pupils. Through supporting improvement in attendance for disadvantaged groups of pupils through early communication, walking bus, breakfast club and attendance panel meetings with parents/carers.

Outcome: Engagement of families in reading and other projects through family and parent/carer workshops and family activities after school. This will be achieved by inviting parents to join focus day activities and events and assemblies to celebrate achievements. This will be ongoing. These activities will be open to all families in the school. In 2023, progress measures were in the top 5% of primary schools in the country.

Prejudice

Equality Objective: to increase understanding and tolerance of people's differences and to celebrate difference.

Why: There is still a very small minority of pupils who may exhibit bullying and racist behaviour when provoked or to provoke.

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How: By continuing to deliver whole school and class sessions on RSHE and PSHE topics, by continuing to celebrate difference, by engaging with visiting speakers who can talk to pupils about their own life experiences and by making use of projects such as Picture News, Show Racism the Red Card, Rainbow Laces and No Outsiders

Outcome: Reduced number of incidents involving prejudice related incidents related to all protected characteristics both in and outside school.

Community

Equality Objective: to increase the number of families engaging with community activities to help develop and support the school.

Why: We only have a small number of parents who regularly help in school. However many more attend activities which involve their children. We would like to see all groups of the school population represented in activities to which families are invited to help or engage.

How: By continuing to ask parents/ carers when and how they could best engage with activities (open door policy and annual surveys), by continually keeping parents/ carers informed and by inviting them to join activities and groups. By giving parents opportunities to regularly give ideas and opinions through website and surveys. By providing appropriate activities to encourage parents to attend and engage. **Many more parents now engage with online communication.**

Outcome: An increase in the number of families represented in groups and activities and all groups of school population are represented and actively engaged.

Disability

Equality Objective: to develop the indoor and outdoor environment to enable disabled pupils to access all areas of the school more easily

Why: Although at present we do not have any pupils in the school who regularly require this access, wheelchair users are unable to move easily/directly from our KS2 departments to other parts of the school. However, we now have a disabled toilet in the new build, the family room and the DSP.

How: By continuing to request and consider building improvements when financially viable. Establishment and further development of DSP for pupils with ASD.

Outcome: The two sets of 3 steps between the Y2 and Y4/5 departments and the rest of the school will be removed and replaced with a gradual slope/ or with a temporary moveable ramp. The steps up to the mobile building doors (Year3) will be replaced by a ramp. Wheelchair users will be able to easily move from one part of the school to another. A ramp has been added to the Y3 playground between the path and playground outside the mobile building.

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We will engage with our school community to ensure the objectives identified are the best ones for this academic year and following years based on the data analysis. The equality objectives for Stokes Wood School are considered each year when School Improvement objectives are decided.