



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 number of pupils: 457

Using the SIMs data the following information was available:

Ethnicity Profile:

	School
Asian: Indian	53
Pakistani	4
Other Black African	35
Black Caribbean	1
Other Black background	5
White/black African	3
Other Asian	36
White and Asian	13
White and Black Caribbean	17
Black Somali	4
Other Ethnic Groups	11
White British	216
White Western European	1
White European	40

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White Other	12
Any other mixed back ground	6

Language Profile:

	School
Akan(Twi/Asante)	1
Albanian	1
Amharic	3
Arabic	16
Bulgarian	1
Czech	1
Dari Persian	8
English	271
Estonian	1
French	1
Greek	1
Gujarati	14
Hindi	1
Igbo	3
Italian	9
Kurdish	13
Latvian	3
Lithuanian	3
Malayalam	15
Ndebele	1
Panjabi	11

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Polish	23
Persian/Farsi	8
Portuguese	1
Romanian	9
Russian	4
Shona	2
Sinhala	4
Slovak	1
Somali	4
Spanish	1
Sudanese	2
Swahili/Kiswahili	3
Tamil	5
Turkish	4
Urdu	2
Zulu	4

year	SEN Support	Monitoring	EHCP	Total
N	1	0	0	1
R	4	1	1	6
1	10	2	2	14
2	12	5		17
3	5	5	3	13
4	11	13	0	24
5	10	3	1	14
6	12	4	2	18
				106

Disability Categories

Needs Medication	Looked after children
No disability	Problems with Incontinence
Problems with Mobility	Problems with Communication
Problems with Hand Function	Problems with Hearing
Problems with Personal Care	Problems with Vision
Problems with Eating and Drinking	Problems with ASD / Aspergers
Other Disability / Health Problem	

Religion and Belief

Anglican	N/A	Church of England	N/A	Muslim	79
Baptist	N/A	Hindu	18	Other religion	4
Buddhist	2	Jewish	0	No Religion	180
Catholic	N/A	Methodist	N/A		
Christian	160	Sikh	14		

Girls - 208

Boys - 249

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

The report 'The Diversity of Leicester: A Demographic Profile' gives a detailed breakdown of the city's demographics. It includes statistics on employment, educational attainment and more. Detailed below are a few key extracts taken from this report pertaining to protected characteristics in the Equality Act 2010.

Ethnicity

Approximately 55% of Leicester's population has an ethnic minority background

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Age and Gender profiles

Leicester has a relatively young population

52% are female, 48% are male.

Disability and Sexual Orientation

There is a lack of data on the number of disabled people, gay, lesbian and bi-sexual both nationally and locally.

It is estimated approximately 1 in 5 people are disabled locally.

It is estimated 6-7% are gay, lesbian or bi-sexual locally.

Faiths

In Leicester there are 250 faith groups across 14 different faiths.

80-90% of Muslim pupils attend Madrasses after school.

Languages

16% of people in Leicester prefer to speak Gujarati, 3% Punjabi and 2% Urdu. Other preferred languages are Hindi, Somali, Bengali, Polish and Arabic.

45% of children of Leicester have a home language known to be other than English.

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.

19% of Leicester's workforce has no recognised qualifications which is almost twice as high as the national figure

Poverty and Deprivation

Leicester is ranked as the 20th most deprived local authority in the country (2007 IMD) 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/English as an additional language/disadvantage making sufficient progress between KS1 and KS2

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

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.

Outcome: Engagement of families in reading and other projects through family and parent/carer workshops and pupil/parent workshops in Maths. This will be ongoing. These activities will be open to all families in the school. In 2017, progress measures had improved in Reading Writing and Maths.

Prejudice

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

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

How: By continuing to deliver whole school sessions on SEAL 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 Show Racism the Red Card. Piloting the No Outsiders Project across the school.

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, 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.

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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 from our KS2 departments to other parts of the school. However we now have a disabled toilet in the new build.

How: By continuing to request and consider building improvements when financially viable.

Outcome: The two sets of 3 steps between the KS2 departments and the rest of the school will be removed and replaced with a gradual slope/ or with a temporary moveable ramp. Wheelchair users will be able to easily move from one part of the school to another.

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.