



**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: 464**

**Using the SIMs/Census data the following information was available:**

#### **Ethnicity Profile:**

	School
Asian: Indian	75
African Asian	3
Pakistani	6
Other Black African	24
Black Caribbean	1
Other Black background	7
White/black African	4
Other Asian	21
White and Asian	10
White and Black Caribbean	23
Black Somali	5
Other Ethnic Groups	13
White British	211
White European	48

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White Other	7
Any other mixed back ground	6

**Language Profile:**

	School
Akan(Twi/Asante)	2
Amharic	2
Arabic	11
Bulgarian	1
Czech	1
Dari Persian	4
English	266
French	2
Gujarati	14
Hindi	1
Hungarian	1
Igbo	3
Italian	7
Kurdish	14
Latvian	2
Lithuanian	3
Malayalam	38
Ndebele	1
Panjabi	15

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Polish	23
Persian/Farsi	9
Portuguese	1
Romanian	13
Russian	4
Sinhala	1
Slovak	2
Somali	5
Sudanese	2
Swahili/Kiswahili	2
Tamil	5
Turkish	4
Urdu	2
Zulu	3

year	SEN Support	Monitoring	EHCP	Total
N	0	0	0	
R	2	1	1	4
1	9	1	0	10
2	4	3	1	8
3	5	12	3	20
4	9	5	0	14
5	9	11	3	23
6	11	15	2	28
				107

### 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	73
Baptist	N/A	Hindu	21	Other religion	6
Buddhist	3	Jewish	0	No Religion	195
Catholic	N/A	Methodist	N/A		
Christian	163	Sikh	12		

Girls - 229

49%

Boys - 235

51%

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

In Leicester City, no one ethnic group is in the majority. The **White British** (45%) and **Indian** (28%) are the largest ethnic groups. The remainder of the population comprises a diverse mix of ethnic groups, including **White Other** (5%), **Asian Other** (4%), African (4%) and Pakistani (2%).

### Age and Gender profiles

Leicester has a relatively young population

38.2% (n=130,726) of the city's population are aged between 0 and 24 years. Of these, 50.5% are male (n=66,066) and 49.5% are female (n=64,660) with a significantly higher proportion aged between 20 and 24 years in comparison to the England average (Figure 1).

### **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**

The religious make up of **Leicester** is 32.4% Christian, 22.5% No **religion**, 18.6% Muslim, 15.2% Hindu, 4.4% Sikh, 0.4% Buddhist, 0.1% Jewish, 0.1% Agnostic. 18,345 people did not state a **religion**. 778 people identified as a Jedi Knight and 36 people said they believe in Heavy Metal.

### **Languages**

Over 70 **languages are spoken in Leicester**, with 16% of residents **speaking** Gujarati, making it the second most common **language** after English. 72.5% of people living in Leicester speak **English**. The other top languages spoken are 2.4% Panjabi, 2.0% Polish, 1.1% Urdu, 1.1% Somali, 1.0% South Asian Language, 0.8% Arabic, 0.7% All other Chinese, 0.6% Bengali.

### **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

### **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/English as an additional language/disadvantage making sufficient progress between entry to reception and the end of 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. Through high expectations of outcomes for all pupils.

**Outcome:** Engagement of families in reading and other projects through family and parent/carers workshops and pupil/parent workshops in Maths. When Covid restrictions allow, 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 2019, progress measures had improved to above national measures.

### **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 exhibit bullying and racist behaviour when provoked or to provoke.

**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 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 have engaged with online communication during the Covid period.**

**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.

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

**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. A ramp has been added to the Y3 playground between the path and playground outside the mobile building.

**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.**