



Pulford VA Lower School

Pulford School Equality Statement

Legal Duties:

As a school we welcome our duties under the Equality Act 2010. The general duties are to:

- eliminate discrimination and any other conduct that is prohibited by the Equality Act 2010
- advance equality of opportunity
- foster good relations

We understand the principal of the act and the work needed to ensure that those with protected characteristics are not discriminated against and are given equality of opportunity.

A protected characteristic under the act covers the groups listed below: nine 'protected characteristics' these are: age; disability; gender reassignment [transgender]; marriage / civil partnership; pregnancy / maternity; race; religion and belief (and having no belief); sex (gender) and sexual orientation.

In order to meet our general duties, listed above, the law requires us to do some specific duties to demonstrate how we meet the general duties. These are to:

- Publish equality Information – to demonstrate compliance with the general duty across its functions (We will not publish any information that can specifically identify any child)
- Prepare and publish equality objectives

Our mission and ethos statements reflect our Christian heritage and intent. We provide an excellent education within a Christian context. Each child is treated as an individual and we respect everyone's opinions, faiths, races and gender.

We aim:

- To provide a broad, well-taught curriculum, enabling all pupils to develop at their own pace and reach their full potential academically, physically, socially and spiritually
- To develop children's curiosity, imagination, love of learning and sense of fun.
- To create a happy, supportive and safe environment where children can become friends, learn to help each other and gain a greater understanding of community and celebrate diversity.
- To foster self-discipline and independence, teaching children to make good choices and take responsibility for their actions.

Pulford School has a robust Diversities and Equalities policy, published on the website. This should be read in conjunction with the accessibility strategy; the disability equality scheme; racial equality policy; policy for dealing with racist incidents. All policies have an equal opportunities message attached to them: 'All young people will be treated equally regardless of disability, race, creed or gender'. All recruitment of staff is carried out with due reference to equality legislation. Data is scrutinised with diligence with governors and the School Improvement partner to ensure that we are compliant with equality legislation. The data will be assessed across our core provisions as a school.

This will include the following functions:

- Admissions
- Attendance
- Attainment
- Exclusions
- Prejudice related incidents

In 2025 there were 265 students on roll including the nursery. Of these 200 or 75% speak English as a first language, 65 children speak English as an additional language. There is an approximate 40/60 split of girls and boys. Attendance is generally good with 97% of children attending sessions. SEND and Pupil Premium data are published yearly in separate reports on the website. The school pays due regard to equality considerations whenever significant decisions are made or policies developed.

Our objectives from our SIP for the period 2024-2025 are:

Objective	Success criteria
<p>To continue to improve outcomes in writing through:</p> <p>Continuing to access high quality training with Herts For Learning will inform improved practice</p> <p>Engage with local schools with aim of setting-up cross-phase working with feeder schools to establish expectations and share best practice</p>	<p>The school analyses data regularly and groups identified for intervention are targeted. Trends within categories such as vulnerable, SEND, PP, disabled or between the sexes are monitored</p> <ul style="list-style-type: none"> ● Writing standards become more closely aligned to those in reading and maths. ● Embed the following training strands- securing and fixing full stops, winning at writing, developing and delivering effective writing. ● There will be greater alignment in expectations for Years 4 and 5 staff in writing as evidenced in teachers' plans and work in pupils' books. ● Work in pupils' books will show that they are embedding the basics of letter formation and punctuation more consistently across the curriculum. ● Outcomes in 2025 will be above National benchmarks
<p>To ensure a consistent application of the reading curriculum by:</p> <p>Carrying out an audit of current practice</p> <p>Continuing to provide high quality training and support for staff</p>	<p>The school analyses data regularly and groups identified for intervention are targeted. Trends within categories such as vulnerable, SEND, PP, disabled or between the sexes are monitored</p> <ul style="list-style-type: none"> ● Roll out school led TA training programme initially ● Lesson visits will show that there is a consistent approach to teaching guided reading at the school ● Outcomes in reading will improve in 2025
<p>To implement a new scheme for the teaching of music</p>	<p>Improved progression monitoring compared to previous scheme.</p> <p>All children such as vulnerable, SEND, PP, disabled or discrepancies between the sexes are monitored.</p> <p>To enhance cultural Capital amongst all pupils.</p>

Please view our policies on Diversities and Equalities on our website:

<https://www.pulfordschool.org/school-info/provisions-and-policies/>



“Growing God’s family through faith, hope and love, dedicated to realising the full potential of each other.”