



Temple Sutton Primary School

Equality Report 2024-26

What is the equality duty?

Previously public bodies were bound by three sets of duties to promote disability, race and gender equality. In April 2011 these were replaced by a single Public Sector Equality Duty (PSED). This duty extends to all aspects of a person's identity – known as 'protected characteristics' – that are protected under the Equality Act 2010. These are: race; disability; sex; age; religion or belief; sexual orientation; pregnancy and maternity; and gender reassignment.

The equality duty has two main parts: the 'general' equality duty and 'specific duties'. The general equality duty sets out the equality matters that schools need to consider when making decisions that affect pupils or staff with different protected characteristics. This duty has three elements. In carrying out their functions, public bodies are required to have 'due regard' when making decisions and developing policies, to the need to:

1. Eliminate discrimination, harassment, victimisation and other conduct that is prohibited by the Equality Act 2010.
2. Advance equality of opportunity between people who share a protected characteristic and people who do not share it.
3. Foster good relations across all protected characteristics – between people who share a protected characteristic and people who do not share it.

Having due regard to the need to advance equality of opportunity is defined further in the Equality Act 2010 as having due regard to the need to:

1. Remove or minimise disadvantages.
2. Take steps to meet different needs.
3. Encourage participation when it is disproportionately low.

In order to help schools in England meet the general equality duty, there are two specific duties that they are required to carry out. These are:

- To publish information to demonstrate how they are complying with the equality duty.
- To prepare and publish one or more specific and measurable equality objectives, and update annually.



What does this mean for schools?

For a school, having 'due regard' means:

- When making a decision or taking an action a school must assess whether it may have implications for people with particular protected characteristics.
- It should consider equality implications before and at the time that it develops policy and takes decisions; not as an afterthought, and it needs to keep them under review.
- It should consciously consider each aspect of the duty (having due regard to the need to eliminate discrimination is not the same thing as having due regard to the need to advance equality of opportunity).
- It should assess the risk and extent of any adverse impact that might result from a policy or decision and the ways in which the risk may be eliminated before the adoption of a proposed policy.
- The equality duty has to be integrated into the carrying out of a school's functions. The analysis necessary to comply with the duty should be carried out rigorously and with an open mind – it is not a question of just ticking boxes.
- Schools need to do this themselves and cannot delegate responsibility for carrying out the duty to anyone else. The steps they have taken to meet the duty must be recorded.

How does it help schools?

The equality duty supports good education and improves pupil outcomes. It helps a school to identify priorities such as underperformance, poor progression, and bullying. It does this by requiring it to collate evidence, take a look at the issues and consider taking action to improve the experience of different groups of pupils. It then helps it to focus on what can be done to tackle these issues and to improve outcomes by developing measurable equality objectives.



Equality at Temple Sutton Primary School

Temple Sutton is committed to the Equality Act 2010 and we aim to enable all pupils to take part as fully as possible in every aspect of school life by developing each child's self-confidence, recognising their strengths and encouraging them to achieve their potential. We take steps to advance equality of opportunity, foster good relations and eliminate discrimination or harassment across all the protected characteristics.

Our School Population

Temple Sutton is a large primary school. On 22 September 2025 there were 626 pupils on roll (not including the nursery): 47.4% were boys and 52.6% were girls.

37.2% of the school population is eligible for the Pupil Premium, 22.2% speak English as an Additional Language (EAL), 21.1% have Special Educational Needs and/or Disabilities (SEND) and 6.9% have an Education Health and Care Plan (EHCP). Pupil Premium, Free School Meals (FSM) and SEND are above national averages.

	School	National Average
Pupil Premium	41.8%	26%
FSM	37.2%	4.7%
EAL	22.2%	23.4%
SEN	21.1%	18.3%



The tables below show the ethnicity, nationality and religious beliefs of pupils at the school.

Ethnicities		
	# Pupils	% Pupils
White - British	420	64.0%
Any Other White Background	41	6.3%
Any Other Asian Background	28	4.3%
Black - African	28	4.3%
Bangladeshi	23	3.5%
White and Black Caribbean	21	3.2%
Any Other Mixed Background	20	3.0%
Indian	19	2.9%
White and Black African	11	1.7%
Pakistani	10	1.5%
White and Asian	10	1.5%
Any Other Black Background	9	1.4%
Chinese	7	1.1%
Any Other Ethnic Group	4	0.6%
Black Caribbean	2	0.3%
NOBT	1	0.2%
REFU	1	0.2%
Traveller of Irish Heritage	1	0.2%

DfE Code	Nationality	Total	Percentage
ALB	Albania	1	<1%
BRA	Brazil	1	<1%
CMR	Cameroon	1	<1%
FRA	France	2	<1%
HUN	Hungary	2	<1%
IRN	Iran	1	<1%
IRQ	Iraq	1	<1%
ITA	Italy	1	<1%
LTU	Lithuania	2	<1%
NGA, GBR	Nigeria, United Kingdom	1	<1%
n/s	Not Specified	4	1%
NYO	Not Yet Obtained	10	2%
POL	Poland	3	1%
ROU	Romania	5	1%
SVK	Slovakia	3	1%
SYR	Syria	2	<1%
UKR	Ukraine	1	<1%
GBR	United Kingdom	613	94%
VNM	Vietnam	1	<1%
Totals		655	100%

Integris Report: Religion

DfE Code	Religion	Total	Percentage
BU	Buddhist	4	1%
CH	Christian	122	19%
HI	Hindu	7	1%
IS	Islam	6	1%
JE	Jewish	5	1%
MU	Muslim	28	4%
NO	No Religion	455	69%
n/s	Not Specified	5	1%
OT	Other Religion	22	3%
SI	Sikh	1	<1%
Totals		655	100%

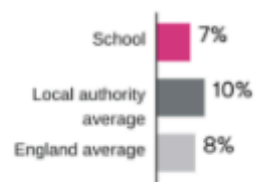
It is not appropriate for us to collect information from pupils in relation to some protected characteristics, such as gender identity and sexual orientation, although we are aware that these may cause equality issues for some pupils and we are committed to understanding these and providing the appropriate support.

Pupil Outcomes

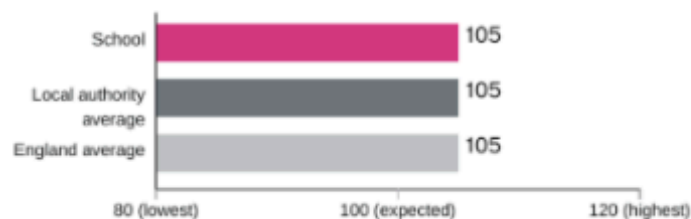
Pupils meeting expected standard in reading, writing and maths ?



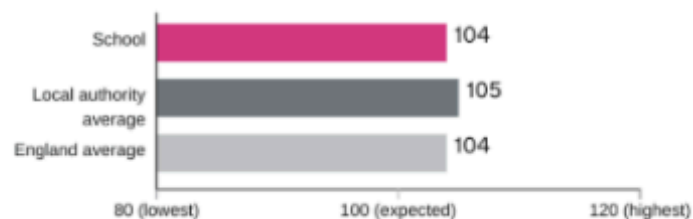
Pupils achieving at a higher standard in reading, writing and maths ?



Average score in reading ?



Average score in maths ?



How does the school promote equality of opportunity?

The list below does not capture everything which happens at Temple Sutton to promote equality, but will provide some information about the efforts which the school goes to in order to create an inclusive learning community and eliminate discrimination.

- All staff are aware of the Equality Act 2010 and understand that Temple Sutton is committed to a culture of inclusion.



- We have a Behaviour Policy and Anti-Bullying Policy, maintaining the highest expectations for children's learning and behaviour and always dealing promptly with any incidents or complaints. All types of bullying and/or racism are recorded in the school's Bullying Log and reported to the Local Governing Body termly.
- Our CREATE values of Courage, Respect, Empathy, Ambition, Tenacity and Excellence form an important part of pupils' personal development. These are discussed regularly in whole school assemblies and in the classroom.
- The school is committed to making reasonable adjustments to ensure that disabled pupils are not disadvantaged. This may include the use of specialist equipment, planning focused interventions or differentiating learning to ensure that pupils are appropriately challenged.
- Our curriculum supports pupils to understand, respect and value difference and diversity.
- We monitor the attainment of all pupils and track groups, including gender, SEND and EAL to ensure that additional support can be provided if needed.
- Pupils celebrate cultural diversity and learn to challenge prejudice and discrimination in assemblies (including British Values) and through the curriculum, particularly in RE and PSHE. Our school uniform expectations are also sensitive to the needs of different religious customs.
- The school takes every opportunity to promote the spiritual, moral, social and cultural development of all pupils through whole school and community events.
- We support social integration, including social skills groups within school and community groups.
- Pupils are encouraged to share their views on the school through their annual questionnaire and the school council.
- We support pupils (and their families) who speak English as an Additional Language (EAL) and provide opportunities for the translation of important letters and documents through Google Translate and Google Docs.
- In addition to the opportunity to visit the school at different times and take part in termly consultation meetings, parents and carers have the opportunity to share their views on the school through the annual questionnaire and Parents' Forum.
- We produce an annual workforce census and recognise that a diverse workforce can bring benefits in promoting opportunity, fostering good relations and prohibiting harassment.



Equality Objectives 2025-26

At Temple Sutton, we are committed to ensuring equality of education and opportunity for all pupils. In order to further support pupils, provide equity and ensure we continue to create an inclusive community we have set the following objectives:

- To monitor the engagement of all learners during times when learning needs to be delivered remotely, and support families to overcome barriers e.g. through the provision of digital devices, creating capacity in school for vulnerable learners.
- To ensure that all pupils continue to achieve well, identifying and narrowing gaps through careful assessment of their needs.
- To empower pupils to challenge racism and all forms of discrimination through the curriculum.



Temple Sutton Primary School

Accessibility Plan 2022-26

We are committed to providing an accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion. Please speak to a member of staff if you have any suggestions for improving accessibility at Temple Sutton.

Target	Strategic Actions (RAG rated)	Outcome	Responsibility	Timescales	Notes
<i>Improving Physical Access</i>					
To continue to monitor and improve accessibility around the school site for wheelchair users.	Corridors to be kept clear to enable ease of access for wheelchair users.	Pupils in wheelchairs are able to move around the school easily and independently (if appropriate).	Site management team	Ongoing	
<i>Improving Curriculum Access</i>					
To continue to provide staff training on SEND, supporting all pupils to make progress through appropriate differentiation.	- Staff training on SEND, development of Pupil Profiles and effective differentiation in the classroom. - Teaching and learning support, including lesson visits, learning conversations and MOTs.	- Pupils make good progress on the Assessment Framework and/or towards their individual targets (MAPP). - A high proportion of pupils meet age related expectations because teachers are able to meet their needs effectively, enabling them to access the curriculum and make good progress.	Inclusion team Class teachers	Ongoing	Staff meetings
To continue to improve access to resources within each classroom in order to promote independence for all pupils.	- Teachers to review the accessibility of classroom equipment and to ensure that children have equality of access. - Teachers to identify needs and make changes as appropriate.	Classrooms are organised efficiently so that lessons start without needing to make adjustments to accommodate the needs of individual pupils.	Class teachers	Ongoing	
To develop the curriculum for high needs pupils, including those who are accessing the ARB and Explore base (who are not able to continue their learning in mainstream classes).	- Visit other schools to review their curriculum plans for high needs pupils. - Introduce the MAPP assessment system to support the PITA framework. - Implement and refine curriculum plans, supporting pupils to achieve their	High needs pupils are well supported to make good progress on the Assessment Framework and/or towards their individual targets (MAPP).	Inclusion Team	Ongoing	PITA framework and MAPP introduced and in use.



	individual targets and using responsive teaching to ensure learning is appropriate.				
<i>Improving Communication</i>					
To improve the availability of written communications in different languages.	▪ Use Google Docs to translate documents for parents who do not speak/read English using the translate function. ▪ Use the Google Translate camera app to support parents with understanding key documents, letters etc.	▪ Parents and carers will be able to access written communications in different languages if appropriate.	Inclusion team Office staff	Ongoing	



Public Sector Equality Duty Statement

- 1.1 This statement describes how the Governing Body at Temple Sutton intends to fulfil its responsibilities under the Public Sector Equality Duty with regard to its workforce. The equality objectives will form part of the accessibility plan and the information will be published.
- 1.2 We will have a due regard to the need to:
- eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Equality Act;
 - advance equality of opportunity between people who share a projected characteristic and people who do not share it; and
 - foster good relations between people who share a protected characteristic and those who do not share it.
- 1.3 We will collect and use equality information to help us to:

Identify key issues

- understand the impact of our policies, practices and decisions on people with different protected characteristics, and thereby plan them more effectively;
- assess whether we are discriminating unlawfully when carrying out any of our functions;
- identify what the key equality issues are for our organisation.

Assess performance

- benchmark our performance and processes against those of similar organisations, nationally or locally.

Take action

- consider taking steps to meet the needs of staff who share relevant protected characteristics;
 - identify if there are any actions we can take to avoid discrimination and harassment, advance equality opportunity or foster good relations;
 - make informed decisions about policies and practices which are based on evidence about the impact of our activities on equality;
 - develop equality objectives to meet specific duties;
 - have due regard to the aims of the general equality duty by ensuring that staff have appropriate information for decision-making.
- 1.4 We will work towards developing an equality profile of staff to help us understand key equality issues in our workforce, including any evidence of pay gaps or 'occupational segregation' i.e. staff with certain protected characteristics being over-represented in particular roles, for example, women as cleaners, or at certain grades. In addition, we note that it is likely to be useful to collect and consider information, appropriately disaggregated, about:



- recruitment and promotion
- numbers of part-time and full-time staff
- pay and remuneration
- training
- return to work of women or maternity leave
- return to work of disabled employees following sick leave relating to their disability
- appraisals
- grievances (including about harassment)
- disciplinary action (including harassment)
- dismissals and other reasons for leaving

2 Publication of Equality Information

We will collect and use enough workforce information to effectively meet the general equality duty. Where relevant and proportionate we will publish information about the impact of our employment functions on people with the different protected characteristics in order to demonstrate compliance with the general equality duty.