

Malmesbury Primary School



Equality Information and Objectives

Prepared by	S Donegan
Committee responsible	Standards
Date ratified by Governors	January 2026
Date for review	January 2027
Signed (Chair of Governors)	
Signed (Headteacher)	

School policy statement on equality and community cohesion

Our school is committed to equality both as an employer and a service-provider:

- We try to ensure that everyone is treated fairly and with respect.
- We want to make sure that our school is a safe, secure and stimulating place for everyone.
- We recognise that people have different needs, and we understand that treating people equally does not always involve treating them all exactly the same.
- We recognise that for some pupils, extra support is needed to help them to achieve and be successful.
- We try to make sure that people from different groups are consulted and involved in our decisions, for example through talking to pupils and parents/carers, and through our Children's Council.
- We aim to make sure that no-one experiences harassment, less favourable treatment or discrimination because of their age; any disability they may have; their ethnicity, colour or national origin; their gender; their gender identity or reassignment; their marital or civil partnership status; being pregnant or having recently had a baby; their religion or beliefs; their sexual identity and orientation.

We welcome our general duty under the Equality Act 2010 to eliminate discrimination, to advance equality of opportunity and to foster good relations, and our specific duties to publish information every year about our school population; to explain how we have due regard for equality; and to publish equality objectives which show how we plan to tackle particular inequalities, and reduce or remove them.

We also welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.

For more information, please contact:

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Information about the pupil population

Number of pupils on roll at the school: **349**

Information on pupils by protected characteristics

The Equality Act protects people from discrimination on the basis of 'protected characteristics'. Every person has several of the protected characteristics, so the Act protects everyone against unfair treatment.

Pupil Special Educational Needs (SEN) Provision		
	Number of pupils	Percentage (%) of school population
No Special Education Need	279	80%
Education, health and care plan	8	2%
SEN support	62	18%

Attendance %	
Non SEN	94.4%
SEN	89.2%

Ethnicity and race							
	Boys	Girls	Total		Boys	Girls	Total
Asian or Asian British				Chinese	3	1	4
Bangladeshi heritage	1	0	1	Mixed			
Indian heritage	3	1	4	Other mixed heritage	11	6	17
Other Asian heritage	34	32	66	White and Asian	7	6	13
Pakistani heritage	6	6	12	White and Black African	0	1	1
Black or Black British				White and Black Caribbean	8	8	16
Black African	6	8	14	Any Other Ethnic Group	4	3	5
					White		
Caribbean heritage	0	4	4	British heritage	64	68	132

Other Black heritage	2	5	7	White Other	21	15	46
Traveller (Irish origin)	1	2	3	Other gypsy/Roma	0	0	0
Withheld information 1							

- 45% of children at Malmesbury are from a minority ethnic background compared to 38% nationally.
- We have a particularly high number of children from Asian backgrounds (24%) compared to the national average (14%). This is our second largest ethnic group.
- Our largest group is White British (38%), which is lower than the national average (60%).

National figures taken from the DfE document – ‘Schools, Pupils and their Characteristics,’ published in academic year 2024/25.

Attendance %			
Asian or Asian British		Mixed	
Bangladeshi heritage	99%	Other mixed heritage	93%
Indian heritage	97%	White and Asian	94%
Other Asian heritage	95%	White and Black African	98%
Pakistani heritage	94%	White and Black Caribbean	92%
Black or Black British		Any Other Ethnic Group	
Black African	96%	White	
Caribbean heritage	97%	British heritage	90%
Other Black heritage	95%	White Other	95%
Chinese	97%	Traveller (Irish origin)	81%

Gender			
Male	173	Female	176

Attendance by gender %	
Male	93%
Female	94%

Religion and Belief							
Buddhist	4	Muslim/Islam	61	Christian	79	No religion	141
Hindu	39	Other religion	7	Jewish	2	Jehovah's Witness	0
Sikh	1						

Number of Complaints by Protective Characteristics

SEN	0
Ethnicity/Race	0
Gender	0
Religion and Belief	0

Information on other groups of pupils

In addition to pupils with protected characteristics, we wish to provide further information on the following groups of pupils:

Pupil with English as an additional language (EAL)				
	Boys	Girls	Total	Percentage of school population
Number of pupils who speak English as an additional language	73	73	146	42%

Pupils from low-income backgrounds				
	Boys	Girls	Total	Percentage of school population
Number of pupils eligible for free school meals (Ever 6 FSM)	85	64	149	43%

Looked after children

The school has 4 looked after children on roll. The school has a designated teacher (S Donegan) for looked-after and previously looked-after children.

Young carers

School currently has 27 families with Young Carers.

How we have due regard for equality

The information provided here aims to show that we give careful consideration to equality issues in everything that we do.

Schools are required to have due regard to the need to **eliminate discrimination, harassment and victimisation** and other conduct that is prohibited by the Equality Act 2010.

The information below is a summary of how we are aware of this particular requirement and how we respond to it. Please contact us if you would like to see copies of any of our school policies.

- We are aware of the requirements of the Equality Act 2010 that it is unlawful to discriminate, treat some people less fairly or put them at a disadvantage.
- When governors consider equality issues in relation to policies, decisions and services, a record of this is kept in the minutes and papers of governing body meetings.
- We have a named governor with responsibility for monitoring the implementation and impact of the equalities policy. Our governing body ensures that at least one governor has completed Equality Duties training which explores legislation and best practice regarding the equality duties for schools, and how this impacts on pupils.
- We try to keep an accurate record, when possible and appropriate, of the protected characteristics of our pupils and employees.
- We have a school behaviour policy that clearly supports children in accessing learning through appropriate behaviour for learning.
- We have a school anti-bullying policy that outlines the procedure for dealing with bullying.
- We deal promptly and effectively with all incidents and complaints of bullying and harassment that may include cyber-bullying and prejudice-based bullying related to disability or special educational need, ethnicity and race, gender, gender reassignment, pregnancy or maternity, religion and belief and sexual orientation. We keep a record of all such incidents and notify those affected of what action we have taken.
- We have a special educational needs policy that outlines the provision the school makes for pupils with special educational needs.
- Our admission arrangements are subject to the terms and conditions of Merton Borough Council to avoid discrimination.
- Our complaints procedure sets out how we deal with any complaints relating to the school.
- We aim to observe and implement the principles of equal opportunities and non-discrimination in our employment practices.
- We have procedures for addressing staff discipline, conduct and grievances.
- We have a staff code of conduct that clearly outlines expectations for all.
- We keep a record of incidents of racism and other incidents of prejudice related bullying.
- We treat all pupils as individuals

Under the Equality Act 2010, we are also required to have due regard to the need to **advance equality of opportunity** and **foster good relations**. This includes steps we are taking to tackle disadvantages and meet the needs of particular individuals and groups of pupils.

How we advance equality of opportunity:

- We monitor the attainment and progress of all our pupil groups, including by ethnicity, gender, SEND and EAL.
- We set targets to improve the attendance, attainment and progression rates of particular groups of pupils if needed.
- We accurately assess individual pupil levels using school processes and moderation.
- We monitor pupil progress and use this to inform teachers planning and intervention.
- We identify and address barriers to the participation of particular groups in learning and other activities.
- We buy in services from external professionals such as the Educational Psychology and Language and Learning services.
- We support pupils to build their sense of identity and belonging, which helps them flourish within their communities and as citizens in a diverse society.
- We involve parents, carers and families in initiatives and interventions to improve outcomes for particular groups and ensure maximum participation in school life.

How we foster good relations and promote community cohesion:

- We promote the spiritual, moral, social and cultural development of all pupils through a broad and balanced curriculum, themed events and assemblies.
- We have a curriculum that supports all pupils to understand, respect and value difference and diversity, as well as providing opportunities to explore shared values.
- We provide all pupils with opportunities to learn about the experiences and achievements of different genders, communities and cultures throughout our curriculum.
- We ensure that the curriculum challenges all stereotypes, prejudice and discrimination.
- The curriculum is supported by resources that reflect the diverse communities of modern Britain.
- We use in house and local authority interpreting services when required.

Disability

We are committed to working for the equality of people with and without disabilities.

Summary information

Data from summer 2025

- In EYFS, KS 1 Phonics, Yr 4 Multiplication checks and in KS 2 SATs there is an achievement gap between those children with SEND and those without, which school continues to address.

EYFS

Area	School (8)		National	
	SEND (8)	Non-SEND	SEND	Non-SEND

GLD	13%	70%	21%	77%
Communication & Language	13%	85%	32%	88%
PSE	13%	88%	35%	91%
Physical Development	38%	91%	42%	92%
Literacy Goals	13%	79%	25%	79%
Maths Goals	25%	91%	38%	85%

Phonics

	SEND (10)	Non-SEND
Passed	4/10 40%	25/25 100%

Yr 4 Multiplication Check

	SEND (16)	Non-SEND (44)
100% (25/25)	3 19%	33 75%
80-96% (20+)	5 31%	11 25%
Below 80%	8 50%	0 0%

End of Key Stage Attainment

SEND children achieving EXS & GD in R, W & M compared to **National** levels of **SEND** children at end of **KS2** –

%	Reading		Writing		Maths		Comb	
16 children	School	National	School	National	School	National	School	National
EXS	75	42	31	32	63	40	31	24
GD	6	13	0	3	0	9	0	2

ALL children's KS2 National levels (GD) : R 75% (33%) W 72% (13%) M 74% (26%) C 62% (8%)

What has been the impact of our activities? What do we plan to do next?

Impact of our Activities:

- Specific work focusing on the teaching of Reading, Writing and Maths continues to ensure that SEN children have the best opportunity to narrow the gaps on their peers.

Next Steps:

- School's SENDCo will continue reviewing all IEPs. The whole school oracy initiative will also enhance school's SEND provision across the year, along with the new OFSTED framework's focus on 'inclusion'.

Ethnicity and race (including EAL learners)

We are committed to working for the equality of all ethnic groups.

Summary information

Data from summer 2025:

EAL

EYFS

Area	School		National	
	EAL (12)	Non-EAL (30)	EAL	Non-EAL
GLD	67%	67%	65%	70%
Communication & Language	75%	70%	73%	82%
PSE	83%	70%	82%	84%
Physical Development	92%	77%	84%	85%
Literacy Goals	67%	67%	67%	72%
Maths Goals	75%	80%	73%	80%

Phonics

	EAL	Non-EAL
Passed	14/17 83%	15/18 83%

Yr 4 Multiplication Check

	EAL	Non-EAL
100% (25/25)	22 73%	14 47%
80-96% (20+)	7 23%	9 30%
Below 80%	1 4%	7 23%

End of Key Stage Attainment

EAL children (22) achieving EXS & GD in R, W & M compared to **National** levels of **EAL** children at end of **KS2** –

%	Reading		Writing		Maths		Comb	
	School	National	School	National	School	National	School	National
EXS	90	74	80	73	90	78	80	64
GD	45	32	25	13	40	32	20	9

ALL children's KS2 National levels (GD) : R 75% (33%) W 72% (13%) M 74% (26%) C 62% (8%)

- At KS2, children with EAL are outperforming national in reading, writing, maths and combined.

White & Asian & Black children

EYFS

Area	School			National		
	WBRI (20)	Asian (7)	Black (3)	WBRI	Asian	Black

GLD	60	57	100	70	68	63
Communication & Language	65	71	100	82	76	69
PSE	65	86	100	84	83	77
Physical Development	80	71	100	86	84	81
Literacy Goals	69	57	100	72	69	65
Maths Goals	75	71	100	80	79	72

Phonics

	WBRI	Asian	Black
Passed	11/14 79%	8/9 89%	1 100%

Yr 4 Multiplication Check

	WBRI (23)	Asian (16)	Black (4)
100% (25/25)	9 39%	13 81%	1 25%
80-96% (20+)	7 30%	2 13%	3 75%
Below 80%	7 30%	1 6%	0 0%

Key Stage 2

White British children (25)	School	National
Attainment		
Combined (GD)	68 (4)	61 (8)
Reading ARE (GD)	92 (32)	75 (33)
Writing ARE (GD)	72 (8)	72 (12)
Maths ARE (GD)	80 (12)	73 (24)

Asian children (14)	School	National
Attainment		
Combined	86 (29)	70 (12)
Reading ARE (GD)	86 (57)	78 (37)
Writing ARE (GD)	86 (36)	77 (16)
Maths ARE (GD)	93 (43)	82 (40)

Black children (3)	School	National
Attainment		
Combined	100 (33)	63 (8)
Reading ARE (GD)	100 (33)	75 (32)
Writing ARE (GD)	100 (33)	73 (13)
Maths ARE (GD)	100 (33)	74 (23)

ALL children's KS2 National levels (GD) : R 75% (33%) W 72% (13%) M 74% (26%) C 62% (8%)

- At KS2, white children are at or above national levels in all areas.
- At KS2, Asian children are above national levels in all areas.
- At KS2, black children are above national levels in all areas.

What has been the impact of our activities? What do we plan to do next?

Impact of our Activities:

- Children who speak English as an additional language are well supported by phonics teaching and by our curriculum, based around 'Power of Reading' which provides a high quality text based approach to teaching and provides good quality models for language, both spoken and written.
- We hold the International Schools Award which recognises our outstanding work to embed an international focus in our curriculum.

Next Steps:

- We will continue to ensure that our curriculum supports all pupils to understand, respect and value difference and diversity, as well as providing opportunities to explore shared values.
- We continue to ensure that the curriculum challenges all stereotypes, prejudice and discrimination.
- We will continue review our curriculum, its content and teaching resources, to ensure it is representative of the community we serve.
- We will continue to administer an on-going cycle of assessment to identify children who may need additional support to acquire the literacy skills they need.

Gender

We are committed to working for gender equality.

Summary information

Data from summer 2025

EYFS 19 B 23 G

Area	School		National	
	Girls	Boys	Girls	Boys
GLD	74 %	61 %	75 %	62 %
Communication & Language	74 %	70 %	85 %	74 %
PSE	74 %	74 %	89 %	77 %
Physical Development	90 %	74 %	91 %	70 %
Literacy Goals	74%	61 %	77 %	64 %
Maths Goals	74 %	83 %	81 %	75 %

Phonics

	Girls	Boys
Passed	15/19 80%	14/16 88%

Yr 4 Multiplication Check

	Girls (29)	Boys (31)
100% (25/25)	18 62%	18 58%
80-96% (20+)	6 21%	20 32%
Below 80%	5 17%	3 10%

End of Key Stage Attainment

Achievements at EXS & GD in R, W & M compared to **National** levels of children at end of **KS2** – 27 G 26 B

%	Reading				Writing				Maths				Comb			
	School		National		School		National		School		National		School		National	
	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B
EXS	82	92	78	72	67	76	79	66	74	92	73	75	63	77	66	59
GD	33	39	36	31	11	19	16	10	15	23	22	30	7	15	9	8

ALL children's KS2 National levels (GD) : R 75% (33%) W 72% (13%) M 74% (26%) C 62% (8%)

What has been the impact of our activities? What do we plan to do next?

Impact of our Activities:

- The establishment and delivery of a gender-neutral curriculum.
- The established use of assessment data to identify and address substantial gaps in attainment or progress between genders.

Next Steps:

- To continue to identify and address any substantial gaps in attainment or progress which can attributed in any way to any form of gender bias – **particularly boys writing**

Religion and belief

We are committed to working for equality for people based on their religion, belief and non-belief.

Summary information

Our children come from a range of diverse faith and no-faith backgrounds. The school respects the religious beliefs and practice of all staff, pupils and parents, and complies with reasonable requests relating to religious observance and practice.

Currently the school does not monitor attainment or achievement information based on religion and belief

What has been the impact of our activities? What do we plan to do next?

Impact of our Activities:

- The RE curriculum enables children to have a better understanding of the practises of different religious faiths.
- Our children are proud of their heritage and beliefs. They are willing to share their experiences with their peers, and particularly enjoy sharing stories about festivals and family celebrations.

Next Steps:

- We will continue to ensure that our curriculum supports all pupils to understand, respect and value difference and diversity, as well as providing opportunities to explore shared values.

Sexual orientation

We are committed to providing a safe environment for all pupils. We aim to tackle any discrimination faced by pupils and staff who are LGBTQ+

Summary information

We do not collect data on the sexual orientation of our pupils, however we recognise that within our pupil population, there will be pupils who identify as LGBTQ+ either now or in the future.

What has been the impact of our activities? What do we plan to do next?

Impact of our Activities:

- Children understand that homophobic language is not appropriate and may not be used to insult children in school. They are aware that consequences, including involving parents, will follow the use of such language in school.
- Staff are confident in challenging and reporting any use of homophobic language.
- The number of incidents of the use of homophobic language is now minimal.

Next Steps:

- We continue to ensure that the curriculum challenges all stereotypes, prejudice and discrimination.

DISADVANTAGED

- School has 43% PP children, considerably above the national average of approximately 26%.

Summary information

Data from summer 2024

EYFS – EYFS – 56% of disadvantaged children achieved GLD compared to **51%** of nationally disadvantaged children (gap of +5%) and **68%** of **ALL** children (gap of -12%).

Out of the 8 children who did not make GLD, 3 were on our SEND register (2 had EHCPs).

Area	School (18)	National
Communication & Language	57%	67%
PSE	61%	73%
Physical Development	72%	74%
Literacy Goals	57%	54%
Maths Goals	67%	62%

Phonics

	Disadvantaged	Non-disadvantaged
Passed	11/13 85%	18/22 82%

Yr 4 Multiplication Check

	Disadvantaged (23)	Non-disadvantaged (37)
100% (25/25)	10 43%	26 70%
80-96% (20+)	9 39%	7 19%
Below 80%	4 18%	4 11%

End of Key Stage Attainment

Disadvantaged children achieving EXS & GD in R, W & M compared to **National** levels of **disadvantaged** children at end of **KS2** –
27 children

%	Reading		Writing		Maths		Comb	
	School	National	School	National	School	National	School	National
EXS	83	63	55	59	76	61	55	47
GD	37	21	11	7	15	15	11	4

ALL children's KS2 National levels (GD) : R 75% (33%) W 72% (13%) M 74% (26%) C 62% (8%)

Impact of our activities:

- See Pupil Premium Strategy

Next Steps:

- See Pupil Premium Strategy

Consultation and engagement

We aim to engage and consult with pupils, staff, parents and carers, and the local community so we can develop our awareness and information, learn about the impact of our policies, set equality objectives and improve what we do.

Our main activities for consulting and engaging are:

Newsletters, surveys, children's council, assemblies, school website, school Instagram, parental engagement activities.

Our equality objectives

The Equality Act 2010 requires us to publish specific and measurable equality objectives. Our equality objectives are based on our analysis of data and other information. Our equality objectives focus on those areas where we have agreed to take action to improve equality and tackle disadvantages.

We will regularly review the progress we are making to meet our equality objectives.

Equality objective 1: To ensure the progress made by disadvantaged children equals or exceeds progress made by non-disadvantaged.

Actions:

- Termly monitoring of progress and attainment of this group of children so that timely and relevant action can be taken as a result.

Equality objective 2: To continue ensuring the whole school oracy focus supports children with SEND and children from minority ethnic backgrounds.

Actions:

- Teachers to adapt oracy learning to ensure the needs of ALL children are met.
- Lesson observations show ALL children take an active role in oracy learning.
- Writing data shows the impact of oracy learning.

Equality objective 3: To monitor and analyse pupil achievement by race, gender and disability termly and act on any trends or patterns in the data that require additional support for pupils.

Actions:

- Termly monitoring of progress and attainment of these groups.
- Immediate investigation of any trends or patterns to ascertain causes and identify the need for intervention.