



Annual Equality Act Statement 2026 and Published Equality Objectives 2026-2030

Background

This is our published information (June 2026) about our school and the ways in which we work to eliminate differences of outcome for groups with protected characteristics. It includes information about the work we do to promote equality and challenge discrimination.

A school is a public authority and therefore must comply with the Equality Act 2010. It must have due regard to:

- (a) eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under this Act;
- (b) advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it;
- (c) foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

The protected characteristics within this are:

- age;
- disability;
- gender reassignment;
- pregnancy and maternity;
- race;
- religion or belief;
- sex;
- sexual orientation

Schools are required to publish details of how they comply with the public sector equality duty, updating this every year; and also, their equality objectives, updating these at least every 4 years.

Part 1: Our School and its population

Elizabeth Woodville Primary School is a 1-form entry Primary School, based in Groby which is located approximately 5 miles northwest of Leicester City centre.

Our Vision and Values

Our vision and values outline our ambitions for pupils to fulfil their full potential. The school's ambitious curriculum underpins our belief that *all children* can 'strive for excellence.' We want all pupils to succeed and achieve their full potential; academically, physically and socially in an atmosphere where they can grow and acquire useful skills, values and attitudes. Mental health and wellbeing are the core of our approach. We teach children about their rights and about our core values:

'Striving for Excellence Together'

At Elizabeth Woodville Primary School, we work together to provide a supportive and stimulating learning environment, which enables every child to succeed.

We nurture natural curiosity for learning by offering a range of creative learning opportunities, based on the needs of our children, with progress and partnership being key.

Our passion lies in developing happy, motivated, independent, confident learners who reach their full potential.

We prepare children well for the opportunities, responsibilities, and experiences of later life through this explicit teaching, as well as through our Learning Attitudes. We celebrate individuality and the unique talents and characteristics of each child.

The British Values

Our school promotes and teaches the children to understand the British values of tolerance and mutual respect, democracy, individual liberty and the rule of law.

Part 1: Pupils Contextual Data

The school only holds data on pupils regarding age, disability, race/ethnicity and sex. The data held is as follows:

	2023-24	2024-25	2025-26
% pupils male	54%	52%	53%
% pupils female	46%	48%	47%
% SEND with EHCP	0.6%	0.5%	1%
% SEND support	14%	14%	16%
% with a physical disability	1%	1%	2%

	2023-24	2024-25	2025-26
Number of bullying or prejudice incidents related to disability	0	0	0
Number of bullying or prejudice incidents related to other SEN	0	0	0
Number of bullying or prejudice incidents related to a person's sex	0	0	0
Number of bullying or prejudice incidents related to a person's actual or alleged sexual orientation	0	1	1
Number of bullying or prejudice incidents related to gender reassignment	0	0	0

The school population consists of a slightly higher proportion of boys than girls. Teachers are

flexible in their seating plans and approaches, ensuring that boys and girls are mixed as much as possible.

We have noted a small increase in isolated prejudice incidents related to a person's actual or alleged sexual orientation. Each case is carefully investigated and managed with the support of parents. Pupils are supported to reflect through work to change behaviours and thinking.

We represent, discuss and welcome family diversity, and the positive aspects of diversity in families. We welcome the opportunity to discuss any perception that family diversity may be uncomfortable for members of the wider school community to accept; our priority is that every child feels safe and knows that we are committed to our legal duty to protect them from discrimination. Our 'Everyone's Welcome' and PSHE curriculum help pupils to understand about different families and the protected characteristics.

Pupils: Race and Ethnicity

All ethnicities are not represented if they are less than 1% in each year.

	2023-24	2024-25	2025-26
% White British	72%	74%	70%
% Other White Background	Less than 1%	Less than 1%	Less than 1%
% Indian	7%	7%	10%
% Asian and AOE	3%	3%	3%
% Bangladeshi	0%	0%	0%
% Black African	0%	0%	0%
% Black Caribbean	0%	0%	0%
% Chinese	1%	1%	1%
% Chinese and AOE	1%	1%	1%
% White and Black African	1%	1%	1%
% White and Indian	3%	3%	2%
% White and Asian	3%	3%	3%
%ABRI	Less than 1%	1%	2%
% whose first language is English	87%	87%	86%
% whose first language is not English	13%	13%	14%

	2023-24	2024-25	2025-26
Number of bullying or prejudice incidents related to race or ethnicity	1	0	2

The vast majority of our pupils are from a White British background. Our 'Everyone's Welcome,' PSHE, RSE and RE curriculum helps children to gain a wide and varied view of the world around them beyond their white British families. Our academic calendar is carefully planned to celebrate events and traditions from a wide range of culture and religions. Our growing diverse demographics

have supported us in harnessing the power of parents to deliver workshops and events about varying cultures, traditions and religions. Pupils in all year groups learn about other cultures, experiences and traditions in other subjects such as English, Music, Art and Design, DT, History and Dance (PE).

Context: Religion and Belief

Schools will not normally hold data about the beliefs of children or their parents. However, we hold incidental data as below:

	2023-24	2024-25	2025-26
Number of prejudice or bullying incidents relating to religion	0	0	0
Number of children who are withdrawn from RE and/or assembly	0	0	0

Complaints

The table below shows any complaints made by parents, in line with our complaints policy, about issues specific to equalities characteristics where prejudice was suggested.

	2023-24	2024-25	2025-26
Age	0	0	0
Disability	0	0	0
Sex	0	0	0
Race/ethnicity	0	0	0
Religion/belief	0	0	0
Gender re-assignment	0	0	0
Sexual orientation	0	0	0

Part 2: School Outcome data

Attendance: <i>(% only analysed for groups of 3% or more, 1% of school population).</i>	Attendance is high across ethnic groups WBR (97.5, 144 pupils), Indian (97.4%, 20 pupils), Asian AOEG (95.9%, 6 pupils), White and Asian (94.7, 7 pupils). Boys and girls have comparably excellent attendance (97%+). Children with SEND (95.6%) have slightly lower attendance than children without SEND (97.7%). These differences are managed through a carefully planned strategy as outlined in our attendance policy.
Achievement:	Attainment in KS2 (2025) in RWM combined was similar for boys and girls. Girls 94% EXS+ compared to Boys 92%. (At GDS girls 25% outperformed boys 14%, although both were above national) The performance of children at SEND Support is an area of focus with 100% making expected progress from their starting points. However, we have the ambition of further reducing the attainment gap for SEND pupils to national.
Behaviour: suspensions	Suspensions are higher for SEND/ PP combined groups than any other pupil groups. Suspensions are higher for boys in 2025/26, although higher for girls in 2024/25. The school is working with multi agencies to support these pupils and their families.
Behaviour: exclusions	None in this academic year. 1 permanent exclusion in 2024/25. 1 permanent exclusion in 2023/24

Participation in activities	Club data to follow
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Staff

Number of staff employed:	24
Male/female balance	3/21
Main ethnic groups	WBR (92%), Indian (4%), Chinese (4%)
Staff with registered disability:	1 (4%)
Staff pregnant or on maternity:	0

We are aware that the staff is far less diverse than the pupil population and that it is predominantly female. We work hard in our recruitment to appeal to all ethnicities and genders.

All staff and governors undertake appropriate training about inclusion, equality and safeguarding. There is a clear understanding of the relationship between extreme perspectives of stigma and discrimination and when to make a referral.

All members of staff have responsibility for equalities and for meeting equality objectives. All staff take responsibility for anti-discriminatory good practice.

There is good equal opportunities practice in the recruitment and promotion of staff.

Number of complaints made by staff where prejudice was a factor in the complaint

	2023-24	2024-25	2025-26
Number of complaints	0	0	0
Protected characteristic(s) cited in the complaint	0	0	0

Our Equality Objectives (2021-2025)- Progress Review

This review covers the period between July 2025 and July 2026.

Objective 1: Advance Equality of opportunity
To increase pupil, staff and governor awareness of legal and human rights and the responsibilities that underpin society.
Why we have chosen this objective:
To increase awareness of the equal rights and protected characteristics across all groups within school and how it affects each individual
To achieve this objective, we plan to:
Ensure that pupils, staff and governors are aware of the 'Rights of the Child' including their role and responsibilities to support these.
Progress we made towards this objective:
The PSHE curriculum has been revised to include learning units regarding human rights. This has been regularly reinforced through ongoing assemblies. Pupils now have a stronger understanding of their own rights and those of others.

Objective 2: Eliminating Discrimination
To continue to ensure that SLT and the Governors are clear about their responsibilities in the recruitment and selection of staff.
Why we have chosen this objective:
To ensure that recruitment procedures continue to provide equality for candidates and that the recruiting panel recruit the best person to the role.
To achieve this objective, we plan to:
Continue to undertake Equality Impact Assessments on policies/procedures relating to recruitment and staffing and ensure alignment with LA/national guidance. Seek feedback from candidates on the recruitment process indicates fairness.
Progress we have made towards this objective:
Recruitment equality procedures continue to be robustly followed. Strong indication of satisfaction in the interview process from applicants and new starters.

Objective 3: Eliminating Discrimination
To ensure difference and diversity (LGBTQ+) is understood and accepted and homophobia is challenged.
To prevent and respond to all hate incidents and prejudiced based bullying.
Why we have chosen this objective:
To ensure difference and diversity (LGBTQ+) is understood and accepted and homophobia is challenged. To ensure our pupils continue to feel safe as they know that incidents will be dealt with promptly and fairly.
To increase staff awareness of how to deliver programmes of support
To achieve this objective, we plan to:
Ensure continuing professional development for staff to develop skills in identifying and challenging prejudice-based bullying, including homophobia and transphobia
Progress we are made towards this objective:
The 'Everyone's Welcome' programme has been well embedded in the school's PSHE curriculum raising pupils' understanding of diversity. Review of incident reports demonstrates a low level of LGBTQ discriminatory incidents. Staff training on vigilance to ensure high awareness of any potential incidents. Pupil voice discussions and annual governor monitoring show a strong sense of safety in school.

Objective 4: Eliminate Discrimination

To have in place a reasonable adjustment agreement for all pupils and staff with disabilities to ensure any disadvantages they experience are addressed.

Why we have chosen this objective:

The number of pupils with SEN and disabilities at school is growing and therefore we want to ensure our provision is highly accessible through making reasonable adjustments.

To achieve this objective, we plan to:

To ensure pupils and staff with disabilities are well supported with reasonable adjustments improving their working experiences.

Progress we are making towards this objective:

Reasonable adjustments are reviewed for pupils through EHC annual reviews, IEP review and through pupil progress meetings. Strong links with external agencies have ensured support has been highly personalized to pupils' needs.

Reasonable adjustments provided for staff which have supported them in work.

Objective 5: Fostering Good Relations

To promote good relations between people from different backgrounds.

Why we have chosen this objective:

We aim to increase our pupils' understanding of diversity, beyond their immediate local community.

To achieve this objective, we plan to:

Develop an improved understanding of Leicester and the diversity within it. To foster continued links with schools in other countries to share cultural opportunities

Progress we are making towards this objective:

We have reviewed the cultural capital experiences offered to pupils across all subjects to ensure they represent diverse cultures.

Completed a review of the programme of assemblies to promote tolerance, friendship, and understanding of a range of religions and cultures

Our Equality Objectives (2026-2030)- Progress Review

Here are our newly set Equality objectives for the upcoming 4 years. Progress towards the objectives will be reviewed in July 2027.

Objective 1: Advancing Equality of Opportunity / Eliminating Discrimination
To further improve access to the curriculum and participation for pupils with SEND (including visual/hearing impairment, autism, sensory needs and SLCN) through strengthened Quality First Teaching (QFT), targeted interventions and reasonable adjustments.
Why we have chosen this objective:
By successfully completing these objectives Elizabeth Woodville will be able to further review and improve our inclusive practice, particularly for pupils with visual and hearing impairments, autism, SLCN and SEMH needs. This will ensure pupils can consistently access high-quality teaching and participate fully in lessons and enrichment activities.
To achieve this objective, we plan to:
<ul style="list-style-type: none">• Audit current QFT classroom practice for SEND accessibility (visual, hearing, autism, SLCN, SEMH). Identify gaps in differentiation, classroom layout, sensory provision and communication supports.• Provide whole-staff training on inclusive QFT strategies (visual/hearing adjustments, autism-friendly pedagogy, SLCN scaffolds, sensory regulation strategies).• Monitor impact through termly progress meetings and update provision maps; review and revise accessibility plan.
Progress we are making towards this objective:
<i>To be reviewed July 2026.</i>

Objective 2: Advancing Equality of Opportunity
To reduce differential attainment and engagement for identified pupil groups (pupils with SEND, pupil premium, boys in reading/writing, girls in maths and our small EAL cohort) by using targeted assessment, curriculum adaptation and family engagement so all groups make accelerated progress.
Why we have chosen this objective:
To continue our school's strong focus on ensuring equity by supporting all pupils to achieve their full potential. We believe that our approach of targeted analysis, curriculum adaptations and family engagement will narrow attainment and engagement gaps for our identified groups (SEND cohorts, boys in some areas, and EAL pupils), raising attainment and reducing discrepancy in progress measures.
To achieve this objective, we plan to:
<ul style="list-style-type: none">• Analyse attainment and engagement data by characteristic (SEND, gender, EAL, PP) and identify target cohorts each year (e.g. boys in reading/writing in Y5-6, EAL pupils, SEN support pupils).• Adapt curriculum sequences and use retrieval practice to support identified cohorts (e.g., vocabulary progression, reading texts matched to boys' interests, scaffolded writing frames).• Conduct termly moderation and assessment meetings to check progress and refine approaches for target pupils.• Report to governors and include equality objective progress in annual reports.
Progress we are making towards this objective:
<i>To be reviewed July 2026.</i>

Objective 3: Eliminating Discrimination

To promote understanding, respect and positive relationships across diverse groups in the school community (protected characteristics and identity differences) through an expanded PSHE/RSE, cultural capital, and whole-school approach.

Why we have chosen this objective:

To ensure that our pupils are well-prepared for an ever-changing and diverse society and that they consistently display our inclusive values in their interactions with other people.

To achieve this objective, we plan to:

- To map current PSHE/RSE, Picture News and Everyone's Welcome content to ensure explicit teaching on identity, protected characteristics, empathy and bystander approaches
- Deliver a whole-school programme of assemblies and enrichment events (visits, visitors, places of worship) that broaden cultural capital and include representation of protected characteristics.

Progress we are making towards this objective:

To be reviewed July 2026.

Objective 4: Fostering Good Relations

To strengthen our equality and anti-bias curriculum to further deepen pupils' understanding of difference, increase mutual respect and reduce discriminatory incidents.

Why we have chosen this objective:

- To ensure the curriculum reflects diverse cultures, beliefs and protected characteristics.
- To provide leaders and governors with clear summary of how our school curriculum delivers a curriculum which promotes diversity, equality and anti-bias.

To achieve this objective, we plan to:

- To implement anti-bias training and restorative approaches for staff and pupils.
- To review the curriculum to ensure a strong focus on anti-bias and equality messages.
- To use the impact data and clear reporting and recording systems to review the impact of our training with clear reporting and recording of discriminatory incidents.

Progress we are making towards this objective:

To be reviewed July 2026.