

RUCSTALL PRIMARY SCHOOL
EQUAL OPPORTUNITIES INFORMATION
Review of Objectives – March 2026

The Public Sector Equality Duty has three aims under the general duty for schools:

1. Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act.
2. Advance equality of opportunity between people who share a protected characteristic and those who do not.
3. Foster good relations between people who share a protected characteristic and those who do not.

We have considered how well we currently achieve these aims with regard to the protected groups under the Equality Act (race, disability, gender, gender re-assignment, age, pregnancy and maternity, marital status, sexual orientation, religion and belief and sexual orientation).

The objectives should also be read in conjunction with the school's current equality information from which the objective was derived.

Objective 1: To improve the attainment of pupils in receipt of Pupil Premium so that the attainment gap is closed between these children and those children who do not qualify for Pupil Premium.

Below is a review of the outcomes for children in relation to PUPIL PREMIUM. Currently this is the most statistically reliable data set associated with protected groups under the Equality Act.

Pupil Premium Comparison

<i>EYFS (29 pupils)</i>	<i>English (PP/Non-PP)</i>		<i>Maths (PP/Non-PP)</i>	
<i>Good Level of Development (GLD)</i>	75%(3)	92% (22)	50% (2)	96% (24)
<i>Didn't meet GLD</i>	25% (1)	8% (2)	50% (2)	4% (1)

<i>Year 1 Phonics (28 pupils / 4 disadvantaged)</i>	<i>Reading Phonics (PP/Non-PP)</i>	
<i>Age Related Expectation (ARE+)</i>	93%	100%

<i>Year 4 Multiplication Check (29 pupils / 3 disadvantaged)</i>	<i>Maths Multiplication (PP/Non-PP)</i>	
<i>% of pupils who scored 25</i>	67%	77%
<i>% of pupils who scored over 20</i>	67%	85%

There were no disadvantaged students in the 24-25 KS2 cohort

Attendance by Groups

Below is an outline of attendance across the whole school considering gender, ethnicity and pupils identified as Pupil Premium. Further information on Pupil Premium outcomes can be found in our school Pupil Premium website page.

Attendance/Groups	Pupil Premium	Non-Pupil Premium
Overall Attendance	94%	97%
Authorised Absence	2.3%	2.5%
Unauthorised Absence	3.7%	0.8%

Participation in Group Responsibilities

Groups	Pupil Premium	Non-Pupil Premium
Pupil Leadership Team	1	11
House captains	2	6
Play Leaders	5	15
Librarians	3	6
Young Interpreters	5	4
Equality and rights advocates	2	2

Summary

Protected Characteristics	Aims of the general duty		
	What evidence do we hold that shows we eliminate unlawful discrimination, harassment and victimisation?	How do we advance equality of opportunity between people who share a protected characteristic and those who do not?	How do we foster good relations, between people who share a protected characteristic and those who do not?
Race	School Policies (SEN, Equal Opportunities, PSHE) Data CPOMS	School Policies, Vision and Values Curriculum coverage and content Analysis of data/evidence Challenge stereotypes through our curriculum, PSHE, school visitors and assemblies	• Raise awareness and challenge misconceptions through assemblies, displays and the curriculum. • Ensure diversity is represented in our curriculum. • Celebrate differences • Use PSHE sessions to explore moral and ethical issues • Provide a wide range of clubs and sports teams • Clubs are actively promoted to children in all protected characteristics groups. Financial support to attend these groups is available for eligible families. • We organise a wide range of visitors into the school to promote diversity.
Disability	School Policies (SEN, Equal Opportunities, PSHE) CPOMS Attendance data	School Policies, Vision and Values Curriculum SEN provision Analysis of data/evidence Challenge stereotypes through our curriculum, PSHE, school visitors and assemblies	
Gender	School Policies (SEN, Equal Opportunities, PSHE) Performance data CPOMS	School Policies, Vision and Values Curriculum Analysis of data/evidence Challenge stereotypes through our curriculum, PSHE, school visitors and assemblies	
Religion and Belief	School Policies (SEN, Equal Opportunities, PSHE, RE) Curriculum (PSHE, RE) CPOMS	School Policies, Vision and Values Curriculum Analysis of data/evidence Challenge stereotypes through our curriculum, PSHE, school visitors and assemblies	

Objective: To ensure all families can understand school communications so that every pupil has equal access to opportunities, regardless of their home language.

Progress to Date:

As our school community becomes more linguistically diverse, we have strengthened the ways we communicate with families whose first language is not English. We currently:

- Maintain a list of families for whom language is a barrier.
- Provide letters written in simple language with visuals and bullet points.
- Offer additional reminders and explanations for new or unfamiliar events.
- Use Google Translate in the school office, supported by bilingual teaching assistants.
- Provide a translation tool on the school website to increase accessibility.
- Have a website page directly linked to supporting parents which includes a lot of resources for parents where language is a barrier.

Support for Pupils with EAL:

- Teachers use Google Translate to support understanding during lessons.
- The *Young Interpreters Scheme* trains pupils to assist with communication in assemblies and to help identify ways to make the school more inclusive.
- Key vocabulary is shared with families in advance so pupils can pre-learn topic words.
- Daily retrieval practice, visuals and videos help reinforce learning.
- The *Equality and Rights Advocates (ERAs)* group represents diverse pupil voices, working with the AHT to review policies and create child-friendly versions.

New Tools and Interventions:

We have recently introduced *Widgit Online* to strengthen vocabulary development. Teaching assistants have been trained, and teachers will complete their training this term. Widgit provides visual symbols, supports key vocabulary, and can show words in both English and a pupil's home language to deepen understanding.

Pupils who arrive with little or no English receive six weeks of initial support from EMTAS, helping them to settle and access learning quickly.

Conclusion:

Although strong systems are in place, the increasing diversity of our school means this objective will remain a priority. Continued

development is essential to ensure all families fully understand school communication and that every pupil has equal access to the opportunities we offer.

Objective: To ensure that all pupils have their chosen gender respected and supported within the school and its community.

Review Note: This objective is currently under review as we await the outcomes of the proposed revisions to Keeping Children Safe in Education (KCSIE) 2026. These updates are expected to provide further clarity and guidance on how schools should appropriately support and respond to gender-questioning children.

School Commitment: While this review is ongoing, the school remains fully committed to ensuring that all children feel safe, valued, and supported. Our priority is to create an environment where every pupil is treated with dignity and their wellbeing is at the centre of our practice.

Objective: To celebrate at least one religious observance for the core religions within the school: Christianity (inc. Roman Catholics), Hinduism and Islam.

Table of Faith & Festival Celebrations at School

Activity / Event	Religion	Festival / Event	What Happened at School
Nativity Performances	Christianity	Christmas	EYFS/KS1 children performed the Nativity story.
KS2 Christmas Carol Concert at St Mary's Church	Christianity	Christmas	KS2 pupils sang traditional Christmas carols in church.
Christmas Lunch	Christianity	Christmas	Children and staff shared a festive Christmas meal.
Pantomime Performance	Christianity (cultural)	Christmas season	A pantomime troupe performed a Christmas-themed show.
PTFA Christmas Fair	Christianity	Christmas	A school fair with festive stalls, activities, crafts, and treats.
Armistice Day Reflection	All faiths and beliefs	Remembrance	Whole school paused for reflection on those who served; learning around remembrance.
Two-Minute Silence	All faiths and beliefs	Remembrance	Pupils observed a silence as part of national remembrance.
Learning about the Unknown Warrior	All faiths and beliefs	Remembrance	Children learned about the Unknown Warrior grave and its significance.
Pupil at Basingstoke Remembrance	Christianity	Remembrance	A pupil represented the school at a community

Service	(tradition-linked)		remembrance ceremony.
Christmas Festivities Mentioned (books, upcoming events)	Christianity	Christmas	Children participated in Christmas-themed activities, including reading festive books.
Start of Ramadan	Islam	Ramadan	Children learned about and celebrated the beginning of Ramadan.
Celebration of Holi	Hinduism	Holi	Children joined in celebrating Holi, the festival of colours.
Easter Story Performance (St Mary's Church)	Christianity	Easter	A visiting church group performed the Easter Story for pupils.
Easter Fayre	Christianity	Easter	Easter-themed fayre with stalls, games and seasonal activities.
Easter Egg Hunt (March)	Christian-linked	Easter	Children completed a clue-based Easter Egg Hunt.
Easter Egg Hunt (May)	Christian-linked	Easter	Annual Easter egg search (delayed by rain), involving clue solving.
Celebrating the Start of Ramadan (February newsletter)	Islam	Ramadan	School acknowledged and celebrated the beginning of the holy month.
Holi Celebration Event for Children (February newsletter)	Hinduism	Holi	A Holi event was held for children with themed activities.
Easter Egg Non-Uniform Day	Christianity	Easter	Pupils wore non-uniform in exchange for donating an Easter egg.
PTFA Easter Mini-Fayre	Christianity	Easter	After-school mini-fayre with Easter activities and games.

This year we **met our objective** to celebrate at least one religious observance for the core religions in our school—**Christianity (including Roman Catholic traditions), Hinduism and Islam**—through a balanced calendar of whole-school and class-based experiences. For **Christianity**, pupils took part in multiple celebrations across the year, including EYFS/KS1 **Nativity** performances, a **KS2 carol concert at St Mary's Church**, **Christmas lunch**, and seasonal activities such as a **PTFA Christmas fair** and a **pantomime**; later in the year, children engaged with the **Easter Story** performed by a visiting church team, alongside an **Easter Fayre** and **Easter Egg Hunts** that encouraged family and community involvement. We also ensured representation of **Islam** by **celebrating the start of Ramadan** with pupils, recognising the beginning of the holy month and providing age-appropriate learning and reflection. In parallel, we celebrated **Hinduism** through a dedicated **Holi celebration event for children**, marking the festival of colours with themed activities and learning. In addition, our community ethos included moments of **national remembrance** (e.g., **Armistice Day** observance and the **two-minute silence**), which helped pupils understand how faith traditions often inform civic rituals. Looking ahead, we will **continue to celebrate faiths** by planning an annual, inclusive festival calendar, sustaining partnerships with local faith groups (e.g., St Mary's Church), and embedding short, age-appropriate learning sequences around key observances so that every child can **learn about, respect and experience** the traditions represented in our community each year.

