



Wynndale Primary School

Equality Data & Objectives

Reviewed	January 2026
Date of next review	July 2026

Wynndale Primary School has used the data below in order to support the identification of any barriers to children accessing education provision, and to inform subsequent objectives and actions.

What is the school profile?

How many children are on roll

There are 229 children on roll at the school
--

Gender	
Girls	101
Boys	128

What information on children is collected by protected characteristics?

Ethnic categories	
Any other Asian	3
Any other White	1
Any other Mixed	2
White British	215
White & Asian	5
White & Black Caribbean	3

Home language	
English	228
Panjabi	3
Polish	1
Russian	1

SEN provision	
No specific educational need	198
Sen without a statement/EHCP	32

Primary Need Type			
Social, Emotional, Mental Health	4	Moderate Learning Difficulty	5
Autistic Spectrum Disorder	9	Dyslexia	1
Speech, Language & Communication	12	Vision Impairment	1

No information was available on the following protected characteristics

Gender reassignment-The school does not have any information on whether any of the children on roll had reassigned their gender as the question was never asked.

Sexual identity-The school does not have any information on whether any of the pupils on roll identified as Lesbian, Gay, Bi-sexual or Transgender, Queer (LGBTQ+) as the question has never been asked.

Using the monitoring information gathered, the school looked at the following to identify whether there were any obvious gaps or potential issues for pupils in relation to the protected categories

- Admissions
- Attendance
- Attainment
- Engagement in school activities
- Exclusions
- Prejudice related incidents
- Rewards & sanctions
- Representation on school bodies e.g. school councils

Objective 1: Understanding and Valuing Diversity

Equality Objective	To increase understanding of equality, diversity and inclusion by the whole staff community including SLT, Governors, staff, pupils and parents
Why	The school's SEND population is changing with an increasing proportion of pupils now demonstrating needs relating to communication and interaction or social, emotional and mental health. There is a need to educate the school community thereby developing greater understanding, tolerance and empathy in relation to the needs of neurodivergent pupils.
How	Develop staff understanding of DEIB through CPD linked to the 9 Protected Characteristics. CPD for all class teachers to improve their knowledge and understanding of how to remove potential barriers and maximise progress for SEND pupils. Sharply focused SEMH interventions are used to support individuals' specific areas of need in relation to the above areas. The aim of the interventions is to support pupils to better understand themselves for them to develop strategies to enable them to engage successfully and happily in school and the wider community. Parents are kept informed about the children's learning in relation to DIEB via displays, the school newsletter and parents' evenings.
Outcome	Staff have improved skills and understanding of DEIB and of the needs of SEND pupils and are more confident in adapting the curriculum to meet those needs. The whole school community, including staff, pupils and parents show respect and understanding to others.

Objective 2: Representation in the Curriculum

Equality Objective	To ensure curriculum provision positively reflects and celebrates diversity
Why	Our data indicates that the composition of our school is predominately White, British, Christian with minority representation in other ethnic and religious groups. One of the drivers underpinning our curriculum is Diversity – we have identified the above composition of our school and therefore planned to address this through our curriculum offer.
How	To address and celebrate our cultural diversity we will continue to deliver a PSHE/RSE Programme which explores and values cultural difference. This, alongside a robust RE syllabus which incorporates the use of both visitors and visits to different places of worship, as part of our school curriculum activities, will develop a deep understanding of other cultures. ‘No Outsider’s’ is used to support this. We will plan for focused events to learn and celebrate different religious and cultural events including Eid, Diwali, Lunar New Year etc. The curriculum will be the vehicle to teach pupils about British Values which extend beyond their own personal experience into areas such as citizenship, democracy and traditional folk heritage. We will audit and review our Literacy texts and class library within each year group to reflect diversity across all Protected Characteristics, where age appropriate. We will actively aim to instil aspiration and ambition in our pupils by exposing them to a wide range of cultural experiences including visits, visitors and wider opportunities.
Outcome	Pupils will progressively develop their understanding of, and empathy for, people from different regions, races, religions and cultures. The curriculum (through a range of learning opportunities) will provide a clear structure for promoting and championing the importance of diversity and racial equality.

Objective 3: Inclusive Participation

Equality Objective	To promote inclusive participation by ensuring all pupils can access clubs, trips and leadership opportunities regardless of background or need.
Why	Previous inclusion of all groups in school has been monitored and has been improving. This would be better if there was a more coherent plan and clear purpose for enrichment activities and a more determined policy to insist on inclusion at all levels.
How	Ensure that the current provision for personal development is coherently planned with even more explicit aims and intentions. This might include reflecting the cultural heritage of the children in school whilst also providing opportunities for learning about the culture of others. Ensure that disadvantaged pupils (including those with SEND, PP and BME) consistently benefit from the personal development opportunities provided. Inc. residentials and extra-curricular activities. (This will include an audit and subsequent action)
Outcome	For lack of attendance and involvement in residentials and extra-curricular to be proportionally less for targeted groups compared to whole school data. Staff to take proactive and determined steps to secure their inclusion. Planning ensures balance and has clearer intentions of different events in respect of purpose, protected characteristics and British values.