School Equalities Information- 2025

Introduction

Hugh Gaitskell Primary School is committed to promoting equality of opportunity. We recognise that we live in a diverse society and will offer everyone opportunities irrespective of sex, sexual orientation, gender reassignment, marital or civil partnership, age, disability, colour, race, nationality, ethnic or national origin, religion/belief, or political beliefs. As exemplified by our school motto: 'One World, One School', we take pride in the inclusive nature of Hugh Gaitskell Primary School.

Equality is more than just 'treating everybody equally'. It is about:

- Thoughtful Curriculum Design - How it promotes equalities and inclusion, underpins the British Values, avoids reinforcing stereotypes and equips children for adult life so they can make a positive contribution to society
- Pupil Voice - Do pupils report that bullying is rare? Do people get teased for wearing glasses? Do boys get told off more than girls? If someone had two mums, how would they be treated?
- Strong Safeguarding and Behaviour Policies - Challenging stereotypes and derogatory language

Our Ethos, Values & Vision

- Because we listen and celebrate what is both common and different, we have become a wiser, more inclusive school. Diversity is about all of us, and about us having to find a way to walk through this world together.
- We provide our pupils with the skills, empathy and integrity needed to thrive in our vibrant and ever-changing society.
- At Hugh Gaitskell Primary School, our children are inquisitive, imaginative and ambitious. We teach them to debate, compromise, and think creatively. They are confident learners and articulate speakers who stand up for equality and fairness. We nurture pupils and empower them to use their initiative, take risks, be self-sufficient and self-motivated. Our children are enthusiastic about the community they live in. They have a voice- they are powerful and they are strong.
- We raise aspirations, open children's eyes to both their immediate environment and the world beyond and we enable our children to live happy, healthy and productive lives. We do this by supporting, nurturing and inspiring our children through quality-first teaching strategies and providing a wealth of opportunities to enrich their life experiences.
- By working with our families, we create an inspirational environment where everyone is valued and successes are celebrated.

Our Vision

Together we will make the world a better place

"Every child deserves a champion:
an adult who will not give up on them, who understands the power of connection and insists they become the best they can possibly be." (Rita Pierson)
Alongside parents, we are that champion.
And it doesn't matter how much it takes, how easy or hard it might be because our passion is to champion every child that comes here.
We are their cheerleaders, their coaches, their biggest fans.
Our children live in a diverse world, a more connected world where they will meet people from all over the globe and speak different languages.
That world lives in our school.
We champion that diversity, we celebrate it, because it makes us all richer through new experiences, new adventures, new friends,
but it also teaches tolerance, understanding and respect.
One world, one school.
Our children will have a voice and they will become the champions of others, their community and their world.
They will make the world a better place.
They will say:
"I have things to do, people to impress and places to go.
I will be a better person when I leave-

I am powerful, I am strong

Contextual Information (as of May 2025)

Hugh Gaitskell Primary School is a large, complex school which meets the needs of an extremely diverse community with significantly higher than average numbers of BME pupils (82%). The pupil population is unique as it consists of an extremely wide mix of ethnicity, faith and socio-economic groups. 55% of children are EAL with 58 languages currently spoken in school.

Pupil mobility is one of the biggest challenges faced by the school. For example:

- To date, 72 children have entered this academic year outside of the usual intake (R-Y6) Of these 88% arrived well-below the expected standard and/or with additional needs
- In our current Year 6 cohort 40% of children (33) joined HGPS in Key Stage Two - many with significant needs
- 139 children currently in school (Y1-Y6) are officially 'mobile' having arrived since September 2022 (outside of the usual intake) - This is 30% of all pupils (Y1-Y6)
- Since September we have admitted 18 children into school who have come directly from overseas and 31 children that are new to English

Children enter and leave throughout the year which can be potentially disruptive for the classes as teachers and support staff have to adapt the provision to meet the needs of the new children. **As evidenced on the IDSR 2024, at 60% the school's stability is well below average.** Some of these families have relocated to the United Kingdom to flee from warzones or persecution and it is often clear that the children have been traumatised by their experiences. Other families of Black African origin are economic migrants in transit from Portugal, Italy, Spain and Belgium. Outward mobility is generally as a result of families being removed from temporary housing, relocated by the Home Office and, at times, fleeing domestic violence. Class teachers and additional adults in school have become extremely skilled at ensuring that new pupils have the appropriate level of both academic and pastoral support. Our mobile children make excellent progress but their performance is not able to contribute to the published progress data.

Hugh Gaitskell Primary School has a 72 place Nursery on site. Attainment on entry to school is significantly below the National average. In Autumn 2024, only 9% of Reception pupils were meeting age-related expectations and on-track to reach GLD. Socio-economic analysis of families illustrates that the pupil base deprivation is well above average. The school location deprivation indicator is in quintile 5 (most deprived) of all schools. Many children share their homes with large extended families.

The percentage of children with SEND (36% and rising) is also well above the local and National averages and many have significant needs including Autism and SEMH. We had thirteen children with an Education, Health and Care Plan (EHCP) in the last academic year- six of these transferred to specialist provision (by year group) and two made the transition to high school. Currently, we have 5 children with EHCPs- with several other children at various stages of this process. Across school, 40 pupils (most in EYFS and KS1) identified as having ASD and/or Communication and Interaction (CI) difficulties. An increase in the number of high-need SEND children entering school over the last three years has drastically changed the profile of the school, with children presenting increasing evidence of the requirement for Specialist Provision. The Local Authority has recognised these additional challenges and this is evident through the number of transitions to specialist places given following information we have provided. Specifically, we have made 44 EHCP requests since January 2020. 27 children have moved on to specialist provision including one pupil still waiting to be admitted - 11 of these have been at Secondary School stage. We have had 28 EHCPs made final since the last Ofsted inspection.

Understanding Our School Community: Pupil Information

January 2025 Census (a three year comparison)

Pupils on roll	Spring 2023	Spring 2024	Spring 2025
	Number of pupils	Number of pupils	Number of pupils
Total pupils on roll (including Nursery)	583	570	565
Total pupils on roll (Y1- Y6)	462	453	450
Females	289	280	271
Males	294	290	294

Pupils on roll with SEND provision (Census Data)

Pupils on roll	Spring 2023	Spring 2024	Spring 2025
	Number of pupils	Number of pupils	Number of pupils
SEND Provision- Education, health and care plan (code E)	5	5 (now 8)	6
SEND Provision- SEND support (code K)	207	175	180
Total number of pupils with SEND (codes E, K)	212	180	186
No Special Educational Need	371	390	379

Pupils on roll with the following as their PRIMARY NEED	Spring 2023	Spring 2024	Spring 2025
	Number of pupils	Number of pupils	Number of pupils
Specific learning difficulty	108	81	74
Moderate learning difficulty	0	1	1
Severe learning difficulty	0	2	0
Profound & Multiple learning difficulty	0	1	0
Social, emotional & mental health	18	19	30
Speech, Language & communication	41	34	32
Multi-sensory impairment	0	0	0
Hearing impairment	2	3	2

Vision impairment	1	0	1
Physical disability	4	4	6
Autistic Spectrum Disorder	37	35	39
Other difficulty/disability	1	0	1

First Language (Census Data)

The school speaks 61 different languages. The five most common languages are highlighted.

Pupils on roll	**Spring 2025**	**Pupils on roll**	**Spring 2025**
	Number of pupils		**Number of pupils**
Acholi	2	Latvian	1
Akan/ Twi-Fante	1	Manding/Malinke	4
Akan (Fante)	2	Malayalam	5
Akan (Twi/Asante)	14	Nzema	1
Albanian/ Shqip	1	Other Language	3
Amharic	4	Pashto/Pakhto	9
Arabic	14	Pahari (Pakistan)	1
Arabic (Iraq)	2	Panjabi	13
Bengali	14	Panjabi (any other)	1
Bengali (any other)	1	Polish	24
Bulgarian	1	Portuguese	8
Caribbean Creole English	1	Persian/Farsi	6
Chinese	3	Farsi/Persian (any other)	3
Chinese (Cantonese)	1	Dari Persian	5
Czech	6	Romani (international)	2
Dutch/Flemish	1	Romanian	19
English	247	Russian	3
Ewe	1	Slovak	6
French	0	Spanish	12
Fula/Fulfulde-Pulaar	3	Tswana/Setswana	2
German	2	Sundanese	1

Greek	2	Swahili (any other)	1
Hungarian	1	Swedish	2
Hindi	0	Tamil	2
Igbo	5	Tigrinya	3
Italian	12	Turkmen	1
Kashmiri	2	Turkish	1
Kurdish	19	Urdu	54
Lithuanian	8	Yoruba	2

Ethnicity

The school has 16 out of 17 possible ethnic groups

Pupils on roll	**Spring 2025**	**Pupils on roll**	**Spring 2025**
	Number of pupils		**Number of pupils**
Bangladeshi	21	White and Asian	21
Chinese	4	White and Black African	18
Indian	7	White and Black Caribbean	10
Other Asian	53	Any other Ethnic Group	8
Kashmiri Pakistani	59	White Irish	0
Other Pakistani	53	White British	102
Black African	135	White Eastern European	52
Black Caribbean	10	White Western European	10
Any other black background	2	White Other	4
Any other mixed background	5	Gypsy/Roma	3

Religion and Belief

Pupils on roll	**Spring 2025**	**Pupils on roll**	**Spring 2025**
	Number of pupils		**Number of pupils**
Christian	200	Muslim	232
Buddhist	3	Sikh	2

Hindu	4	No religion	65
Jewish	0	Other religion	7

No information was available on the following protected characteristics:

- **Gender Reassignment-** the school does not hold any information on whether any of the children on roll had reassigned their gender
- **Sexual Identity-** the school does not hold any information on whether any of the children on roll identified as Lesbian, Gay, Bi-sexual or Transgender

Understanding the information gathered:

Using the information gathered, we have looked at the following to identify whether there are any obvious gaps or potential issues in relation to the protected characteristics:

- **Admissions**
- **Attainment**
- **Attendance**
- **Exclusions**
- **Prejudice related Incidents**

Admissions:

Approximately **18%** of the population of Leeds is of an ethnic minority background. **82%** of pupils at Hugh Gaitskell Primary School are from an ethnic minority background. As is evident from the context data detailed above, the school is highly inclusive.

Attainment:

At Hugh Gaitskell Primary School, we continually monitor and assess the impact of teaching and learning on pupil progress and attainment. With regard to protected characteristics:

Gender	
Males outperform Females (Y1-Y6)	***Females outperform Males (Y1-Y6)***
No gap in maths	No gap in Maths Reading (by 11%) Writing (by 10%)
First Language	
EAL outperform no-EAL (Y1-Y6)	***No-EAL outperform EAL (Y1-Y6)***
No gap in reading Writing (by 8%) Maths (by 4%)	No gap in reading

Ethnic Minority Background	
BME outperform White British (Y1-Y6)	***White British outperform BME (Y1-Y6)***
Writing (by 2%) Maths (by 6%)	Reading (by 10%)
Special Educational Needs and/or Disabilities	
The attainment gap between SEND & non-SEND is narrowing in most subject areas in most year groups (see Summer 1 2025 data)	

Attendance:

Hugh Gaitskell Primary School's attendance target is 96%. Our attendance data shows that there is no significant difference in attendance percentages for the following groups.

- EAL (EAL higher than non-EAL by 0.4%)
- BME (BME higher than White British by 1.9%)
- Gender (females higher than males by 1.4%)
- SEND (Non-SEND higher than SEND by 1.8%)

Exclusions:

Based on the Census Data January 2025, there were two short, Fixed-Term Exclusions and no permanent exclusions. There are no flagged issues in terms of protected characteristics.

Prejudice Related Incidents:

During this academic year, there have been six prejudice-related incidents:

- Five racial remarks have been reported
- One homophobic remark has been reported
- One sexist remark has been reported

Equalities Action Plan- 2024/25

Priorities			
Objective	***Issue***	***Action/s***	***When/Who?***
To improve writing outcomes for boys - starting in Early Years	**Boys' Attainment:** Reflecting last year's Reception cohort (and the National picture), girls at the end of Reception continue to outperform boys in most Learning Goals- with the exception of 'People, Cultures & Communities' where boys marginally outperform girls.	Immediate identification of those children falling behind in writing- to start in Nursery. Intervention planned Plan more opportunities for shared or modelled writing (e.g. writing a class book about an experience/trip) Most areas of both indoor and outdoor provision to promote writing/ mark-making - e.g. writing in role Host parent writing workshops - provide resources for children to write at home Research ways of making literacy more appealing for boys in EYFS	**Support from EY Consultant** **EYFS Leader** **Ongoing**
To diminish the attainment gap between boys and girls across school	Although the attainment gap between boys and girls is narrowing, the following areas are causing concern: Boys' writing in Y1 (reflecting end of EY outcomes). Girls outperform boys in reading and writing across school.	Teachers use data dashboards and Insight analysis to identify off-track girls/boys in their classes. Leaders ensure writing planning, resources, texts and delivery is increasingly effective in engaging boys. Pupil Voice is integral. Year 6 Girls' Workshops led by Johnson & Johnson	**Ongoing- teachers** **HT, SDHT, AHTs, Year Leaders** **DePuy Johnson & Johnson**

		to build confidence. Leaders to support and challenge teachers during Pupil Progress Meetings. Assessment coordinator to monitor data and report Headlines to SLT/staff/ Governors	**HT, SDHT, AHTs, Year Leaders** **SDHT**
To eradicate prejudice-related incidents.	Although very few incidents have been recorded (especially considering the school is three-form-entry and mobility is high), the aim is to eradicate prejudice-related incidents.	Follow LA guidelines for monitoring and recording incidents. Analyse frequency of incidents and individuals involved to look for recurring patterns. Deal with incidents according to policy Raise awareness of all forms of bullying and in particular prejudice related bullying Maintain high profile of zero-tolerance and encourage pupils to report prejudice related incidents	**Ongoing – HT and SLT**