



Equality Data and Objectives

2025-26

Porchester Junior School has used the following process to assist in identifying some of the barriers to our pupils in accessing education provision.

Understanding Our School Community – Pupils

What is the school profile?

- How many children are on roll at the school?

Number of Pupils on Roll (Year 3 to Year 6)	176
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What information on pupils is collected by protected characteristics?

Using the Arbor data, the following information was available:

Ethnic Categories					
White British 129	Bangladeshi 2	Arab Other 1	Black African 5	Chinese 2	Indian 4
Latin/ South/ Central American 1	Pakistani 5	White and Asian 1	White and Black African 1	White and Black Caribbean 8	Other White Background 5
Any other Black Background 1	Other Mixed Background 7	Other Ethnic Group 4			

Disability/SEND Categories

Communication and Interaction	Autism	Speech and Language	Social, Emotional and Mental Health	Cognition and Learning	Sensory/Physical	Specific Learning Difficulty
12	6	3	8	4	3	1

Special Educational Needs (SEND)

No SEN	86% (152)
SEN Provision/SEN Support	13% (22)
EHCP	1% (2)
Total Number of Pupils with SEN	24

Gender

Girls	80
Boys	96

Religion and Belief

Christian	Church of England	Muslim	Sikh	Buddhist
14	30	13	1	1
Hindu	Other Religion	No Religion	No Information Provided	Refused
1	5	78	31	2

No Information was available on the following protected characteristics:

Gender Reassignment – The school did not have any information on whether any of the children on roll had reassigned their gender. The school agreed to seek further support and guidance on how and when to monitor.

Sexual Identity – The school did not have information on whether any of the pupils on roll identified as Lesbian, Gay, Bi-sexual or Transgender (LGBT) as the question had never been asked. The school agreed to seek further advice and guidance from local and national specialists on how and when to ask pupils this question and how to use the data sensitivity when collected.

Equality Objective One: Through curriculum opportunities and wider school life, the school will promote positive attitudes towards cultural differences (race)

Why

73% of our pupils are White British. Therefore, we want to ensure that our children have a strong understanding of other countries and cultures.

How

We are going to:

- Continue the review of the Porchester Curriculum to ensure that it is outward-facing and research led at its core.
- Continue to ensure that our curriculum principles remain at the heart of our children's learning. Our curriculum is built around the KORE framework: Knowledge, Opportunities, Reading, and Equality and Equity. Through Knowledge and Equality and Equity, we provide our children with the understanding and awareness needed to appreciate diversity and actively promote racial equality.
- Ensure our curriculum's concept on diversity fosters children's understanding of various cultures and encourages positive attitudes towards racial equality.
- Through regular monitoring, establish that the planned SMSC/BV ½ termly texts in each year group are having the impact of challenging stereotypes, discrimination and prejudice; promoting equality of opportunity and diversity, respect and tolerance.
- Assemblies are used to reinforce the school values which celebrates, protected characteristics, difference and diversity
- Continue to purchase texts that deal with racial diversity to add to the already well-established bank of books
- Ensure that displays and published material are multi-racial

- Monitor that British Values is a golden thread through subjects across the curriculum as indicated on the long-term plan and that BV links are made in assemblies
- Ensure that incidents that arise are dealt with proactively and discussed as part of the weekly staff meeting (Safeguarding is a weekly agenda item)
- Use any incidents that arise as learning opportunities for both staff and children
- Continue to have a zero tolerance approach to incidents related to the use of inappropriate language related to race and ethnic equality
- Monitor that the PSHE Programme of study is delivered regularly across school
- Ensure that 'Picture News' board is relevant to current news items. Challenge staff not to avoid difficult issues that arise in the media.
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Outcome

- All children and families at Porchester feel valued and respectful.
- Children have a thorough understanding of the local and wider community and embrace cultural similarities and differences.
- Incidents involving the inappropriate language linked to racial equality are rare.

Equality Objective Two: Through curriculum opportunities and wider school life, school will promote an understanding and appreciation of others' religious beliefs (Protected Characteristic: Religion)

Why

- 45% of our school community have declared no religion or refusal to declare.

How

We are going to:

- Continue the review of the Porchester Curriculum to ensure that it is outward-facing at its core.
- Through monitoring, ensure that the R.E curriculum focuses on a deeper understanding and acceptance of varying faiths in every year group.
- Continue to ensure that our curriculum principles remain at the heart of our children's learning. Our curriculum is built around the KORE framework: Knowledge, Opportunities, Reading, and Equality and Equity. Through Knowledge and Equality and Equity, we provide our children with the understanding and awareness needed to appreciate diversity and actively promote equality towards all religions.

- Ensure our curriculum's concept on diversity fosters children's understanding of various cultures and encourages positive attitudes towards all religions
- Monitor that whole school assembly planning allows for a greater awareness of religious diversity, including a range of faith visitors.
- Continue to purchase texts that deal with religious diversity to add to the already well-established bank of books.
- Monitor that British Values is a golden thread through subjects across the curriculum and that British Values links are made in assemblies.
- Ensure that incidents that arise are dealt with proactively and discussed as part of the weekly staff meeting and briefing.
- Use any incidents that arise as learning opportunities for both staff and children.
- Continue to have a zero tolerance approach to incidents related to the use of inappropriate language related to religious beliefs.
- Monitor that the RE and PSHE Programme is delivered regularly across school.
- Plan visits to places of worship feature in our annual events across school.

Outcome

- Our children will display positive attitudes towards people of different religions and faiths.
- Children's understanding and knowledge of a range of religions and faiths will be seen as an opportunity to celebrate diversity.
- Our children's awareness and tolerance will grow through being well-informed.