

Hythe Primary School; Single Equality Statement (SES)

1. Introduction

At Hythe Primary School, welcome the equality duties on schools. We believe that all pupils and members of staff should have the opportunity to fulfill their potential whatever their background, identity and circumstance. We are committed to creating a community that recognises and celebrates difference within a culture of respect and cooperation. We appreciate that a culture which promotes equality in relation to all protected characteristics (age, disability, gender reassignment, marriage or civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation) will create a positive environment and a shared sense of belonging for all who work, learn and use the services of our school. Our commitment to equality and diversity is a fundamental part of our drive towards excellence.

We recognise that equality will only be achieved by the whole school community working together – our learners, staff, governors and parents in particular.

Throughout this Statement, ‘parents’ can be taken to mean mothers, fathers, carers and other adults responsible for caring for a child.

The school is committed to:

- dealing firmly with any incidents of discrimination, harassment and victimisation**
- enabling equality of opportunity to access the school curriculum, extra curricular activities, resources, staff vacancies, training opportunities etc**
- recognising the value of a diverse and inclusive school community**
- ensuring that staff and pupils within the school operate within the requirements of equality legislation and where necessary deal firmly with breaches of this statement and its principle through pupil and staff discipline procedures**
- ensuring support is provided to pupils and staff where a formal complaint or grievance is submitted**

This Single Equality Statement sets out how our school intends to:

- eliminate discrimination, harassment and victimisation
- advance equality of opportunity
- and foster good relations

in a holistic and proactive way and in line with our duties under the Equality Act 2010. It also sets out how we will publish information and objectives to demonstrate our commitment to and compliance with the Public Sector Equality Duty.

The Statement is based on the core principles that its effectiveness will be determined by

- active involvement with key stakeholders, not just in developing this Statement but also in its review and implementation
- proactive leadership
- prioritising activities that produce specific, tangible improved outcomes
- removal of attitudinal and cultural barriers

2. Information gathering

We will collect a broad range of qualitative and quantitative information to monitor our policies and practice and to demonstrate our progress in equality, inclusion and community cohesion. Our single equality approach helps us to more effectively monitor our progress and performance, as our pupils and staff may face more than one barrier to achieving their full potential. We will consider the information we have collected about our school, where possible, in the context of national and county information.

The following data is taken from the DfE School and College Performance Data website (correct as published February 2026)

115916	School unique reference number
Hampshire	Local authority name
850	Local authority number
2113	Establishment number
8502113	DfE number
Hythe Primary School	School name
School Road	School address (1)
Hythe	School address (2)
	School address (3)
Southampton	School town
SO45 6BL	School postcode
Open	School open / closed status
Maintained school	Type of school / college eg maintained school
Community school	School Type eg Voluntary Aided school
1	Does the school provide primary education? (0 = No, 1 = Yes)
4	Lowest age of entry
11	Highest age of entry
Mixed	Indicates whether it's a mixed or single sex school
257	Total number of pupils on roll

131	Number of girls on roll
126	Number of boys on roll
50.97%	Percentage of girls on roll
49.03%	Percentage of boys on roll
11	Number of eligible pupils with an EHC plan
4.28%	Percentage of eligible pupils with an EHC plan
47	Number of eligible pupils with SEN support
18.29%	Percentage of eligible pupils with SEN support
8	No. pupils where English not first language
249	No. pupils with English first language
0	No. pupils where first language is unclassified
3.10%	% pupils where English not first language
96.90%	% pupils with English first language
76	No. pupils eligible for free school meals
76	Number of pupils eligible for FSM at any time during the past 6 years
257	Total pupils for FSM Ever
29.57%	Percentage of pupils eligible for FSM at any time during the past 6 years
5.1	Percentage of overall absence
14.5	Percentage of enrolments who are persistent absentees

The following tables show the school's latest end of KS2 SATs results compared to National and County outcomes (correct at time of publication February 2026).

Subject	% attaining Age-Related Expectation (ARE)			% attaining Greater-Depth Standard (GDS)		
	Hythe Primary	LA	National	Hythe Primary	LA	National
Reading	80%	75%	75%	29%	34%	33%
Maths	78%	74%	74%	27%	25%	26%
GPaS	73%	71%	73%	18%	27%	30%
Writing (Teacher assessed)	71%	72%	72%	18%	14%	13%
Reading, Writing, Maths combined	62%	61%	62%	16%	8%	8%

We recognise that the public sector equality duty has three aims, to:

- eliminate unlawful discrimination, harassment and victimisation and other conduct under the Act
- advance equality of opportunity between people who share a protected characteristic and those who do not
- 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).

Pupil-related data – Hythe Primary School January 2026 Census

Number on roll		238
Gender	Male	114
	Female	124
Ethnicity	Any other ethnic group	1
	Gypsy Roma	6
	Indian	1
	Sri Lankan Sinhalese	2
	White & Black African	1
	White & Black Caribbean	1
	White & Indian	1
	White European	2
	Any other mixed background	4
	Black African	2
	White & Asian	3
	Any other white background	7
	White English/British	207
First Language	English	229
	Hungarian	2
	Polish	2
	Sinhala	2
	Spanish	2
	Tamil	1
SEND status	EHCP	10
	SEN support	43
	None	185
Pupil Premium Indicator	FSM/Ever6	71
	Service/Ever3	5
	PLAC	2

Further Performance Data and links to DfE data can be found in the Key Information section on our school website. The school has published various policies on the school’s internet site at <https://www.hytheprimaryschool.co.uk/page/?title=Policies&pid=37> which evidence the school’s commitment to the principles outlined in this policy and the public sector equality duty.

At Hythe Primary School we collect and use the following data to ensure equal opportunities for all:

- local catchment area demographics
- pupil involvement: extracurricular activities/ clubs/ monitor roles
- admissions information

- Attendance data
- Records of attainment and progress
- Any other relevant information, such as: behaviour logs, incidents of discrimination or bullying
- Feedback from staff/pupil/parent surveys
- CPD records
- Assembly themes

3. Using equality information

We use the information collected to

- **evaluate how well we comply with all our duties under the Equality Act**
- **assess the potential and actual impact of policies and procedures**
- **decide where positive action may be appropriate**
- **identify priorities, set equality objectives and update our accessibility plan**
- **monitor progress towards meeting these objectives and implementing our accessibility plan**
- **inform future action.**

Current information shows us that:

- **Outcomes for ‘all pupils’ in EYFSP, Phonics (Y1) and KS2 (Y6) are all broadly in line with or above National/Local Authority (LA) data comparatives.**
- **There is a difference in outcomes between males and females at EYFSP, Y1 phonics, Y4 MTC and KS2 writing.**
- **Pupils in the disadvantaged groups do not attain as highly as their peers in writing (including GPaS).**
- **AT the end of Y4, pupils are not yet secure with their multiplication recall.**
- **In EYFSP pupils in receipt of FSM (not universal) attained well above the comparative LA data.**
- **In year 1 Phonics assessments, outcomes for SEN pupils was greater than the LA comparative data..**
- **At the end of KS2, attainment was broadly in line or above LA comparative data for most pupil groups.**
- **Attendance for all pupil groups was above 92% with the highest attendance being for Looked After Children at 96.8% and ‘Not disadvantaged’ pupils at 96%.**

From this academic year 2024/25 data, the school has prioritised:

- **Raising outcomes for girls at EYFSP, Phonics assessment and End of KS2 writing.**
- **Raising outcomes in writing for disadvantaged pupils (including GPaS)**
- **Raising outcomes in maths for SEN pupils**
- **Raising outcomes in the MTC for all pupil groups**

The objective(s) set for the next four years are therefore to

- **Revise topics, including text drivers and continuous provision activities to enthuse girls in EYFSP, phonics and writing.**
- **Carefully select intervention groups, targeting specific pupil groups, in writing and maths.**
- **Further CPD for teachers in LKS2 to improve teaching and learning of multiplications.**
- **To enhance the children's understanding of the full breadth of protected characteristics under the Equality Act (race, disability, gender, gender re-assignment, age, pregnancy and maternity, marital status, sexual orientation, religion and belief and sexual orientation).**

These objectives are reflected in Hythe Primary's School Improvement Plan and will be updated at least every four years (reviewed termly). The SIP targets are shared on the school's website. We will try to respond positively to any request made for a copy in another format.

NB Only where schools have a large staff group is it likely to be necessary for the school to consider setting a staff or employment related objective. Schools should use the action plan on page 20 of the Public Sector Equality Duty Workbook to develop a strategy to achieve these objectives and this plan should be incorporated into the School Improvement Plan.

4. Involvement of staff, pupils, and parents

a) Developing our Statement

The involvement of a diverse group of people has been instrumental in shaping our Single Equality Statement. We have strived to involve the full diversity of our school and community, recognising that people who share a protected characteristic are best placed to identify key issues for us to address.

In developing our Statement, we have involved staff, pupils, parents and others in the following ways: -

- *focus groups*
- *questionnaires*
- *involvement of the school council (pupils)*
- *staff surveys*
- *contact with parents*

These activities have involved people with protected characteristics, including people with disabilities, different genders, from different ethnic groups and both children and adults. We have tried to ensure that a diversity of people have been involved and will continue to review/update this statement with the views of less represented groups such as people from a broader range of religions/beliefs.

b) Ongoing involvement

We have strategies in place to promote the participation of pupils, parents, staff and others in decision-making and in making a positive contribution to school life. We will embed equality and inclusion into these strategies so that learners, parents and others from diverse backgrounds are appropriately involved in shaping provision and improving practice. We will consult pupils, parents, staff and others where there is an individual need or requirement to do so e.g. reasonable adjustments and auxiliary aids, and seek expert advice where it is difficult for us to respond positively.

We will ensure that outcomes from all involvement activities inform the action taken by the school's senior leadership team.

Other stakeholders (pupils, parents, staff and governors) will be involved in improving practice through:

- *the embedding of equality and inclusion into our pupil voice (school council) meetings and other staff meetings*
- *providing support for 'hard to reach' groups, for example disengaged young people, looked after young people and disabled young people*
- *addressing under-representation on the student council or on the governing body*
- *involving learners, parents, staff and others in developing policy and practice where equality issues are key e.g. bullying policies*
- *working alongside other local schools to ensure best practice, by increasing the representatives from protected groups to better reflect the community diversity.*

5. Monitoring and evaluating the Single Equality Statement

We will regularly monitor and evaluate the implementation of our Single Equality Statement and our objective(s), using the information which we publish annually. This information also allows our local community to see how the school is advancing equality of opportunity.

We want this Statement to be a 'whole organisational' document that drives forward equality and achieves improved outcomes. We will therefore ensure that the objectives we set and the proposed action to achieve them are incorporated in our School Improvement Plan. As such, our progress will have regular oversight by the senior leadership team and the governing body

We will formally review, evaluate and revise this Single Equality Statement and our objective(s) every four years. This process will again involve staff, learners, parents and others who reflect the full diversity of the school community.

6. Key school policies and procedures

School policies where consideration of equality issues is likely to be particularly relevant are;

7. Roles and responsibilities

The governing body will

- **monitor the implementation of the Statement and the objective(s) to check progress and assess impact on staff, learners, parents and others**
- **ensure that all governors are aware of their legal responsibilities under equality legislation**
- **approve the equality information to be published annually and the objectives to be published every four years**
- **check that implementation of the Statement and objectives achieves improved outcomes for people who share a protected characteristic and fosters good relations between them and those who do not share that characteristic**

The head teacher will

- **provide proactive leadership to create a community that recognises and celebrates difference within a culture of respect and cooperation**
- **ensure staff, pupils, parents and any other interested stakeholders are aware of this Statement and their roles and responsibilities in implementing it**
- **monitor to ensure effective implementation of the Statement and objective(s)**
- **provide regular reports for governors on progress and performance**
- **allocate appropriate responsibilities, and provide suitable training and development for staff to implement this Statement**

The senior leadership team will

- **drive forward implementation of the Statement and action to achieve the objective(s)**
- **support staff to carry out their role in implementing this Statement**
- **provide effective leadership on equality issues**
- **respond in a timely and appropriate manner when dealing with any incidents of discrimination, harassment or victimization**

All staff will

- **recognise that they have a role and responsibility in their day-to-day work to**
 - **eliminate discrimination, advance equality and foster good relations**
 - **challenge inappropriate language and behaviour**
 - **tackle bias and stereotyping**

- respond appropriately to incidents of discrimination and harassment and report these
 - respond appropriately to the needs of pupils, parents, staff and others with protected characteristics
- and encourage pupils to do the same.
- highlight to the senior leadership team any staff training or development that they require to carry out the above role and responsibilities

For further information, or to request this Statement in an alternative format, please contact:

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Date statement approved by GB:

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