



The Vale Federation

July 2025 - Equalities Report and Update

Statement of Intent

We welcome our duties under the Equality Act 2010. The school's general duties with regard to equality are:

- Eliminating discrimination.
- Fostering good relationships.
- Advancing equality of opportunity.

We will not discriminate against, harass or victimise any staff member, pupil, prospective pupil, or other member of the school community because of their:

- Sex.
- Age.
- Race.
- Disability.
- Religion or belief.
- Sexual orientation.
- Gender reassignment.
- Pregnancy or maternity.
- Marriage and civil partnership.

We aim to promote pupils' spiritual, moral, social and cultural development, with special emphasis on promoting equality and diversity, and eradicating prejudicial incidents for pupils and staff. Our school is committed to not only eliminating discrimination but also increasing understanding and appreciation for diversity.

For further information please see our Equalities Policy, and separate staff and pupils Equality, Equity and Diversity Policies.

Our school vision and values

Through a multi-professional approach, we will create a high quality, inclusive, happy, and safe school environment where pupils with a range of learning difficulties are:

- Inspired to engage in learning
- Enabled to realise their greatest level of independence and emotional resilience
- Supported to recognise and celebrate their achievements now and in the future



Our school values are:

- **Determination**
- **Excellence**
- **Courage**
- **Trust**
- **Friendship**
- **Respect**
- **Equity**
- **Kindness**

Our school profile (NB correct at September 2024) – pupils

Category	Booker Park No. Pupils (242)	Booker Park % Pupils	Stocklake Park No. Pupils (105)	Stocklake Park % Pupils
EAL	61	25.2	17	16.2
Disadvantaged	80	33.1	46	43.8
Female	61	25.2	20	19.0
Male	181	74.8	85	81.0
Any other Asian background	6	2.5	3	2.9
Any other Black background	0	0.0	1	1.0
Any other Ethnic group	4	1.7	2	1.9
Any other Mixed background	4	1.7	5	4.8
Any other White background	15	6.2	4	3.8
Bangladeshi	3	1.2	0	0.0
Black – African	14	5.8	5	4.8
Black – British	0	0.0	0	0.0
Black – Caribbean	0	0.0	1	1.0
Black – Welsh	0	0.0	0	0.0
Chinese	0	0.0	0	0.0
Gypsy/Roma	0	0.0	2	1.9
Indian	7	2.9	3	2.9
Pakistani	56	23.1	22	21.0
Refused	1	0.4	0	0.0
Traveller of Irish Heritage	1	0.4	2	1.9
White – British	101	41.7	50	47.6
White – Irish	4	1.7	0	0.0



White and Asian	8	3.3	2	1.9
White and Black African	3	1.2	1	1.0
White and Black Caribbean	11	4.5	2	1.9

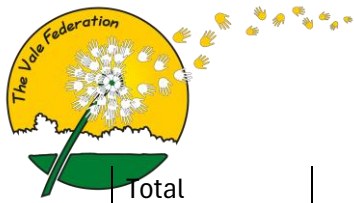
Our school profile (NB correct at September 2024) - staff

GENDER				
	MALE	FEMALE	% MALE	% FEMALE
BOOKER PARK	10	146	6.4	93.6
STOCKLAKE	9	62	12.7	87.3
V.FED	12	16	42.9	57.1
Total	31	224	12.2	87.8

AGE (male)								
	UNDER 20	20-29	30-39	40-49	50-59	60-69	70-79	Total
BOOKER PARK	0	2	3	1	3	1	0	10
STOCKLAKE	0	2	3	2	2	0	0	9
V.FED	1	1	3	1	5	1	0	12
Total	1	5	9	4	10	2	0	31
%	3.2	16.1	29.0	12.9	32.3	6.5	0.0	100

AGE (female)								
	UNDER 20	20-29	30-39	40-49	50-59	60-69	70-79	Total
BOOKER PARK	2	15	47	40	33	8	2	147
STOCKLAKE	0	8	14	22	9	9	0	62
V.FED	1	0	8	4	2	1	0	16
Total	3	23	69	66	44	18	2	225
%	1.3	10.2	30.7	29.3	19.6	8.0	0.9	100

ETHNICITY (male)	WHITE BRITISH	WHITE OTHER	BLACK AFRICAN	WHITE & BLACK CARIBBEAN	ANY OTHER BACKGROUND	RATHER NOT STATE
BOOKER PARK	8	1	1			
STOCKLAKE	7		1	1		
V.FED	11				1	



Total	26	1	2	1	1	0
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ETHNICITY (Female)	WHITE BRITISH	WHITE OTHER	WHITE IRISH	BLACK AFRICAN	White & Black Carrib	ASIAN PAKISTANI	ASIAN INDIAN	ASIAN OTHER	MIXED OTHER	RATHER NOT STATE
BOOKER PARK	114	11		1	3	10	3	1	1	2
STOCKLAKE	41	1	1	4	1	6	3	2		2
V.FED	12		1	1		1				
Total	167	12	2	6	4	17	6	3	1	4

Similar to other schools, especially special schools, there is a much higher percentage of female staff to male, especially in classrooms, in contrast to the pupil make-up which is far more heavily weighted towards males than females. White British is the highest ethnicity reported in the pupil cohort, with Pakistani being the other significant representation at over 20% in both schools. This contrasts with the staff make-up which is overwhelmingly White British at over 75% for both male and female. Pakistani staff make up less than 10% of the staff population, none of whom are male.

Report against current objectives (set July 2021)

- **Communication**

Communication is a broad theme that features centrally in our School Development Plans every year. It is a fundamental pillar within our curriculum across the federation, and there have been numerous actions and initiatives over the course of the period from when this objective was set in relation to this theme. Most recently, work has focused on developing core vocabulary with all children across both schools. All staff have this core vocabulary on lanyards worn around their neck and make use of them through lessons every day. Many staff are using this competently and comprehensively on a daily basis, and many children are, as a result, also making use of this as a tool. New members of staff are trained in their use, but where agency staff are employed, this knowledge can sometimes be lacking. Curriculum areas such as reading and writing are based on communication and so work that develops reading and writing also supports communication. Both schools have focused on reading over the summer term, with links to developing communication.

- **Training**

Within a special school environment, there is an ever-present need for training and development of staff, with changing pupil needs, new teaching strategies being developed, and new guidance or expectations sent through from the government on a regular basis. Over the past year there has been significant development to how train



staff across the federation, with an in depth 10-week induction process for new staff, and a new monthly programme of training. This has largely been well met, although the portfolio system we wanted to put in place alongside this has suffered some technical glitches. The increase in capacity for education staff in terms of contracts and hours worked has also helped train more people in the many of the fundamental aspects of the work we do. However, there continues to be a proportion of the workforce who do not attend training, and this remains a focus of ongoing work.

- **Pupil Voice**

Over the past couple of years, we have tried to capture the wants and needs of the children across both schools through pupil surveys. No matter how they are differentiated though, they continue to feel at best tokenistic and essentially without purpose. The level of cognitive and social functioning required to meaningfully respond to even a simple question such as 'Do you like school?' is beyond the majority of our children. We do work hard to advocate for our pupils through the 'All About Me' section of their EHCPs, and at Annual Review, and we further capture views through school council meetings. These have not been consistent across either school this academic year. Our focus going forward is to develop our EHCP and Annual Review practices, to capture pupil voice at an individual level.