

Many congratulations!
on achieving the
Red Kite Alliance RED Award

School	<i>Gledhow Primary School, Leeds</i>
Date	<i>3rd July 2026</i>

Evidence has been submitted which demonstrates:

School-wide engagement			
1a Equality and diversity lie at the heart of the school's vision and ethos	✓	1d Active engagement of all staff and governors	✓
1b Effective whole-school leadership for equality and diversity	✓	1e Active engagement of pupils/students	✓
1c Up-to-date Equalities Policy, Information and Objectives	✓	1f Consultation with / positive engagement of parents/carers	✓
Actions to eliminate discrimination			
2a Effective strategies to create a respectful, inclusive culture	✓	2c Regular training for all staff and governors	✓
2b Robust policies and systems for tackling bullying, harassment and discrimination	✓	2d Representation of diversity through curriculum resources and displays	✓
Actions to advance equality of opportunity			
3a High aspirations and support for all pupils/students to achieve well	✓	3c Enhanced provision for transition, induction, support and transfer	✓
3b Support for personal development and positive behaviour	✓	3d Inclusive approaches to staff and governor recruitment, retention and development	✓
Actions to foster good relations			
4a All staff contribute to the planning/delivery of an inclusive and diverse curriculum	✓	4c Opportunities to engage with the wider community	✓
4b Opportunities to experience cultural diversity and develop as global citizens	✓	4d Opportunities to engage with positive role models from diverse backgrounds	✓

Feedback

Your RED Award 'Self-Evaluation Progress and Impact' review and your 'Evidence Pinboard' highlight the real commitment and focus which Gledhow Primary School has placed on equality and diversity in all areas of school life. It is clear that E&D enjoys a prominent place in both current practice and future planning, ensuring that your provision is not simply reactive or limited in scope. Rather, there are multiple examples of the ways in which you are working proactively to improve opportunities for all.

One key strategy that exemplifies these positive practices is your engagement with the 'Diversity Role Models' programme, ensuring that there is collective responsibility for E&D. Here, as in other key examples, careful consideration of the impact on pupils, staff, governors and the wider school community has been taken. With reference to this across your evaluation form and Evidence Pinboard, it is clear that this approach has been highly effective, and that your work towards the RED Award has benefited from effective leadership.

Many, many congratulations on all that you have done, and continue to do, to promote respect, equality and diversity at Gledhow Primary School, and to provide pupils with a truly inclusive environment that reflects the world around them. Keep up the great work!

1. School-wide engagement

The wide range of evidence submitted for this section highlights the breadth of the work you have undertaken to build strong foundations, in relation to E&D. This is clearly an important focus area for your school, which aligns closely with your core ethos and future plans, as highlighted through your three-year strategic school improvement plan, where E&D feature as a key priority. The aim to be 'inspirational' and 'relevant' marries with your determination to hear a multitude of stakeholder voices about E&D. This has included, for example, pupil voice activities, parent questionnaires, use of Class Dojo and staff voice, which suggest that you are committed to reflecting on the best ways to keep equality and diversity at the heart of your work as a school, supported by active governor engagement. You have also developed an impressive equalities webpage, further highlighting your commitment.

2. Actions to eliminate discrimination

Your evaluation of this area indicates that this strand is a particular strength. An element that consistently stands out is your engagement with Diversity Role Models, which has clearly been beneficial for pupils, staff and governors alike. It is positive to note that this has given staff more confidence when dealing with the sometimes difficult, or unfamiliar, aspects of E&D and that it has enabled pupils to feel 'represented'. Similarly, you have developed a comprehensive assembly programme which ensures that E&D themes are woven into planning throughout the year. This is a crucial element of E&D, helping to build a positive culture and provide pupils with a range of ways to see themselves as part of their school community and wider society. Diverse, vibrant displays, the use of PSHE floor books and work linked to Anti-Bullying Week also exemplify the strength of practice.

3. Actions to advance equality of opportunity

A range of strategies is included here that highlight a clear commitment to advance opportunities for all pupils, with particular focus on target groups. For example, references to monitoring and the use of data to identify key pupils is a strength. This is aided through your reference (and evidence) of key intervention initiatives, as well as things like enhanced transition planning and lovely ideas such as 'Inclusivity Icon Awards'. Additionally, it is very encouraging to see that consideration is placed on whether pupils from different groups benefit from different opportunities. Scrutiny of the demographic make-up of your staff / governing body likewise reflects an embedded commitment to E&D.

4. Actions to foster good relations

In this area, there is again a strong range of examples and evidence. One particular detail that stands out is the intention to prevent tokenistic policy. By working with pupils to discuss their personal experiences, customs, traditions and identity, you have created a greater potential for more significant impact. References to this taking place throughout the year, rather than simply on a few key calendared dates, is also noteworthy. Additionally, there are references to partnership activities with the local community and local schools. This highlights a proactive and cooperative ethos. Your mapping of E&D across the curriculum is similarly impressive. It is also very pleasing to see a wide range of visual evidence here, reflecting the breadth of pupil-focused opportunities that support E&D.

Recommended actions

- Continue to explore strategies to maximise representation in terms of staffing and governance.
- Consider whether it would be useful to feature your Equality Objectives more prominently on your equalities webpage (in addition to their inclusion in your Equality Policy).

Assessor

Sinclair Belle

Next steps

Your RED Award accreditation is valid until 2nd July 2029

Please continue to build on, and develop further, your excellent equalities' work. We hope that you will want to continue to engage with the RED Award, including by sharing your good practice with other RKA schools.

12 months before the expiry of your RED Award, we will encourage you to consider completing a new self-evaluation and action plan, to support you in applying for re-accreditation of the RED Award after three years.