PUBLIC SECTOR EQUALITY DUTY ANNUAL REPORT TO THE GOVERNING BODY		
Status:	Statutory	
Dates covered:	2025-26	

Part 1: Our School and Its Population

Background:

A school is a public authority and therefore must comply with the Equality Act 2010. It must have due regard to:

(a) eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under this Act;

(b)advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it;

(c)foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

The protected characteristics within this are:

- age;
- disability;
- gender reassignment;
- pregnancy and maternity;
- race;
- religion or belief;
- sex;
- sexual orientation

Schools are required to publish details of how they comply with the public sector equality duty, updating this every year; and also, their equality objectives, updating these at least every 4 years.

Part 1: Pupils Contextual Data

The school only holds data on pupils regarding age, disability, race/ethnicity and sex. The data held is as follows:

	2024-5	2025-6	2026-27
% pupils male	56%	48.2%	
% pupils female	44%	51.8%	
% SEND with EHCP	1%	1%	
% SEND support	6%	9%	
% with a physical disability	0	0	

	2024-5	2025-6	2026-27
Number of bullying or prejudice incidents related to disability	0	0	

Number of bullying or prejudice incidents related to other SEN	0	0	
Number of bullying or prejudice incidents related to a person's sex	0	0	
Number of bullying or prejudice incidents related to a person's actual or alleged sexual orientation	0	0	
Number of bullying or prejudice incidents related to gender reassignment	0	0	

Commentary on Sex and Disability data:

"Some of our classes have a predominance of either boys or girls. The school has carefully considered the potential impact of this on teaching and learning, particularly when grouping pupils by ability. To address this to ensure all pupils thrive, we mix groups flexibly, use teaching approaches that engage everyone, and check regularly that both boys and girls feel included and make good progress.

We use the *No Outsiders* programme in PSHE lessons to promote equality, celebrate diversity and ensure that all pupils feel included and respected, regardless of gender, background or belief. This supports pupils in developing tolerance, empathy and an understanding of difference.

Pupils: Race and Ethnicity

You do not need to list all ethnicities present in the school. We suggest you list groups with 5% or more of the NOR here.

	2024-5	2025-6	2026-27
% White British	2%	89.1%	
% whose first language is English	100%	98.2%	
% whose first language is not English	100%	1.8%	

	2024-5	2025-6	2026-27
Number of bullying or prejudice incidents related to race or ethnicity	0%	0%	

Race and Ethnicity: commentary

Our school community is predominantly White British. We actively address this by using the *No Outsiders* programme to ensure that everyone feels welcome, included and valued. In Years 3 and 4, pupils also take part in a linking project with a school in Leicester, giving them meaningful opportunities to build friendships and learn about different cultures. Through our RE curriculum, pupils visit a range of places of worship, and we celebrate cultural diversity through our collective worship programme. In partnership with our Be Skilled colleagues, Year 3 and 4 pupils visit Diseworth Hall to hear speakers from nine different faiths, broadening their understanding of and respect for world religions.

Context: Religion and Belief

Schools will not normally hold data about the beliefs of children or their parents, nor should they attempt to make estimates (for, example, on the basis of ethnicity). However, schools may hold incidental data which sheds light on how well they are managing issues of equality in this regard.

	2024-5	2025-6	2026-27
Number of prejudice or bullying incidents relating to religion	0	0	
Number of children who are withdrawn from RE and/or assembly	0	0	

Religion and Belief: commentary

Our RE curriculum is broad, balanced and sequenced to ensure pupils develop a secure understanding of Christianity and other world faiths. Through lessons, visits to places of worship, and opportunities to meet faith representatives, pupils gain respect for different religions and beliefs. As a result, pupils demonstrate tolerance, respect and curiosity towards people of all faiths and none. They can talk confidently about similarities and differences between religions, and they understand the importance of equality and inclusion in modern Britain.

Complaints:

This section is to record any complaints made by parents, in line with your complaints policy, about issues specific to equalities characteristics where prejudice was suggested.

	2024-5	2025-6	2026-27
Age	0	0	
Disability	0	0	
Sex	0	0	
Race/ethnicity	0	0	
Religion/belief	0	0	
Gender re-assignment	0	0	
Sexual orientation	0	0	

Complaints: commentary

No parents have raised any concerns regarding equality issues this academic year.

Part 2: School Outcome data

	Are there any significant variations between different groups, and if so how are you responding?
Attendance:	Our disadvantaged pupils currently have a lower attendance rate than their peers. To address this, we use Pupil Premium funding to

	employ an attendance officer who works closely with families to overcome barriers and support children to attend school more regularly. In addition, we offer a free breakfast club for all Pupil Premium pupils, ensuring they have a positive, settled start to the school day. As a result, we are beginning to see improved attendance and readiness to learn among this group.
Achievement:	There are no significant gaps between boys and girls Non-disadvantaged pupils' attainment is higher than non-disadvantaged in writing and maths Pupils with SEN make good progress from their starting points
Behaviour: removal from lessons	Pupils are given time out to reflect on their behaviour if required. OFSTED 2024 described the children's behaviour as exemplary.
Behaviour: suspensions	There have been 1 this academic year.
Behaviour: exclusions	0
Participation in activities:	All pupils have access to extra-curricular activities.

School Outcomes: commentary

Outcomes at the school for year 6 data are significantly above National and Leicestershire.

Part 3: Staff

Employers with over 250 staff are required to report on the gender pay gap. The school does not meet this level.

The school does not collect staff information about several aspects of the protected characteristics. Available information is as follows:

Number of staff employed:	14
Male/female balance:	11 female 3 male
Main ethnic groups (10% or more):	White British 100%
Staff with registered disability:	0
Staff pregnant or on maternity:	0

Number of complaints made by staff where prejudice was a factor in the complaint:

	2024-5	2025-6	2026-27
Number of complaints:	0	0	
Protected characteristic(s) cited in the complaint:	0	0	

Staff: commentary

We acknowledge that our staff is less diverse than in many schools and predominantly female. To promote inclusivity and ensure positive representation, our three male teachers work across all year groups, providing strong role models for all pupils and contributing to their personal development and aspirations. In addition, we actively consider diversity within our recruitment and staff development processes, seeking to ensure that pupils encounter a broad range of role models that reflect the wider community.

Part 4: Progress against our Equality Objectives

The time period covered by our current objectives is:	September 2026 – August 2030 (reviewed annually; formally refreshed by September 2030)

Obj	Nature of objective	Actions and Progress
1	To narrow gaps in attainment and progress for disadvantaged pupils and pupils with SEND, while maintaining ambitious expectations for all.	Analyse reading, writing and mathematics outcomes by pupil group each term, including progress from individual starting points. Use the Pupil Premium strategy, SEND provision maps and assessment reviews to identify barriers and adapt teaching. Success measure: documented termly reviews show timely intervention and narrowing gaps wherever comparable group sizes allow meaningful analysis.
2	To improve attendance and reduce persistent absence among disadvantaged pupils and pupils with SEND.	Review attendance for pupil groups monthly and individual pupils at risk more frequently. Work with families, the attendance officer and external partners to remove barriers; maintain access to breakfast provision where eligible. Success measure: improved attendance and reduced persistent absence against the 2025–26 baseline, with case-level evidence of impact.
3	To ensure that all pupils, regardless of sex, disability or other protected characteristics, can access and succeed in the full curriculum.	Analyse participation, attainment and pupil voice by relevant groups at least termly. Review adaptive teaching, reasonable adjustments and accessibility of learning, trips and clubs. Success measure: identified participation or outcome disparities have recorded actions and follow-up evaluations; pupils report that they can participate and belong.
4	To develop pupils' understanding of equality, difference and respectful relationships and to challenge prejudice consistently.	Use No Outsiders/Everyone's Welcome, PSHE, RE, collective worship, curriculum texts, visits and the Year 3/4 school-linking project. Record and analyse prejudice-related incidents and pupil voice termly, including incidents that do not meet the threshold for bullying. Success measure: pupils can explain respect and inclusion in age-appropriate terms; incidents are addressed, monitored and used to inform prevention.
5	To secure equitable participation in enrichment, leadership opportunities and wider school life for disadvantaged pupils and pupils with SEND.	Monitor uptake of clubs, educational visits, pupil leadership and enrichment by pupil group each term. Consult families and pupils about financial, practical, sensory and other barriers; provide reasonable adjustments and targeted support. Success measure: participation gaps reduce against the 2025–26 baseline, or individual barriers are addressed and documented.

Monitoring and accountability: The headteacher and governing body will review progress against these objectives annually, using anonymised group data where cohort sizes permit and avoiding publication of information that could identify individual pupils. Baselines and numerical targets will be confirmed from verified 2025–26 data. These objectives complement the school's annual Public Sector Equality Duty information report.