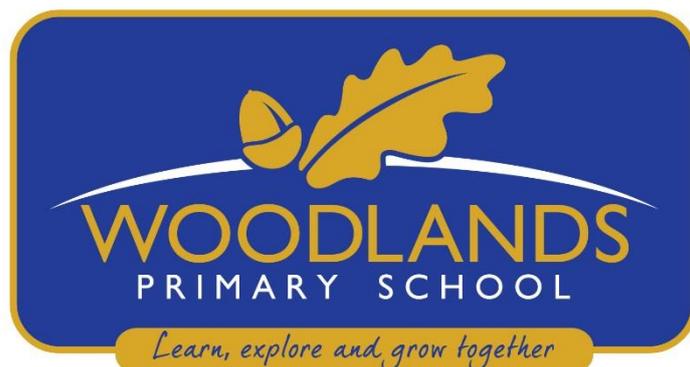


Woodlands Primary School

Public Sector Equality Duty statement for publication: equality objectives and information



Written by	Graeme Reynolds
Ratified by Governors	May 2020
Date for Review	May 2021
Signed – Chair of Governors	
Signed – Headteacher	

This policy has been impact assessed by Vicki Lonie in order to ensure that it does not have an adverse effect on race, gender or disability equality.

Public Sector Equality Duty

The Equality Act 2010 introduced a single Public Sector Equality Duty (PSED) that applies to public bodies, including local-authority maintained schools such as Woodlands Primary School, and extends to certain protected characteristics - race, disability, sex, age, religion or belief, sexual orientation, pregnancy and maternity and gender reassignment. This combined equality duty came into effect in April 2011. It has three main elements. In carrying out their functions, public bodies are required to have due regard to the need to:

1. Eliminate discrimination, harassment, victimisation and other conduct that is prohibited by the Equality Act 2010.
2. Advance equality of opportunity between people who share a protected characteristic and people who do not share it.
3. Foster good relations across all protected characteristics – between people who share a protected characteristic and people who do not share it.

Schools are [required to publish](#):

- Details of how they are complying with the PSED, which should be updated each year; and
- Their equality objectives, which are updated at least once every 4 years.

This statement is designed to meet these two requirements.

Under specific duties set out in previous equality legislation, schools were required to produce equality schemes in relation to race, disability and gender. Under the specific duties there are no requirements to create equality schemes, but Woodlands Primary School still produces a separate Single Equality Scheme, which is referenced in this document.

Equality Objectives for Woodlands Primary School

Woodlands seeks to have an ambitious and diverse curriculum which develops a deep knowledge and provides strong challenge in all subjects for all pupils. The ethos of the school includes respect for ourselves, each other and our community through tolerance and fairness, care and friendship, and pride in our learning. This clearly reflects our commitment to fully including, respecting and supporting all members of our school community whatever their cultural background, belief, gender, race or disability.

Based on our analysis of our equality information we have set ourselves the following objectives:

Objective 1: To ensure that challenge is inherent in every lesson for all learners and the school can evidence strong progress for all pupils across the curriculum irrespective of pupils' starting points.

Objective 2: To consolidate and share staff expertise in providing support for pupils with SEMH needs.

Objective 3: To ensure that attendance is high (above at least 95%, and aiming for above 96.5%) and cases of persistent absenteeism reduce for all groups of children.

These objectives feed into the School Improvement Plan which is monitored regularly by the Senior Leadership Team and the Governing Body. Details of school policies and the school curriculum that show how the school is meeting these objectives can be found on the school website. In addition, the pupil related data below, updated annually, shows the relevant data attainment and attendance data for pupils of different characteristics.

Pupil related data for 2018-19

Overall pupil numbers:

As of September 2019, Woodlands Primary School has 645 pupils.

- 8.2% of children receive SEND (Special Educational Needs and Disability) support.
- 89% of pupils have a White British background, with 11% coming from other backgrounds.
- 6.2% of children have English as an Additional Language (EAL).
- The number of boys and girls in the school is more or less equal, (52% boys, 48% girls). The greatest gender imbalance is in Year R with 54% boys.

Attainment and Progress (relevant for objectives 1 and 2)

Overall student levels of attainment are at or above national averages. Group analysis of school data shows the progress and attainment of specific groups – all of which, bar those needing SEND support, achieve above the national average. However, where the number in a group is small, such as those for EAL and SEND support, any generalisations have to be made carefully.

Percentage of pupils achieving Expected or above in KS2 SATs (National figure in brackets)

	All pupils (91 pupils)	Boys (43 pupils)	Girls (48 pupils)	EAL (5 pupils)	SEND Support (14 pupils)
Reading	80% (73%)	76% (69%)	84% (78%)	83% (73%)	36% (73%)
Writing	85% (78%)	76% (72%)	94% (85%)	100% (78%)	29% (78%)
Maths	85% (79%)	84% (78%)	86% (79%)	100% (79%)	43% (79%)
Combined	75% (65%)	67% (60%)	82% (70%)	83% (65%)	14% (65%)

Attendance figures (relevant for objective 3)

Attendance levels are good with a school average of 96.3%.

Some groups with protected characteristics fall just below this:

- Children receiving SEND Support: 93.6%
- Children with English as an Additional Language: 96.2%