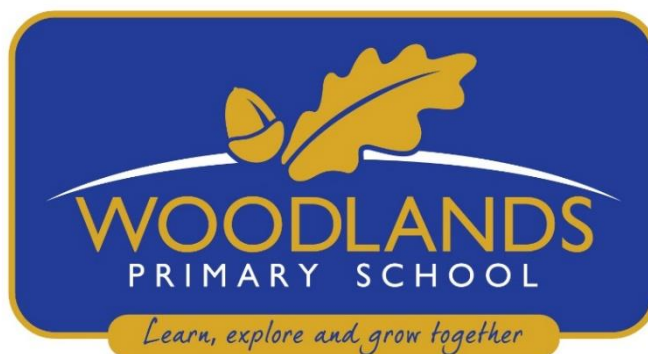


# Woodlands Primary School

## Public Sector Equality Duty statement for publication: Equality Objectives and Information



Written by	Vicki Lonie
Ratified by Governors	May 2024
Date for Review	May 2025
Signed – Chair of Governors	
Signed – Headteacher	
Is this an internal or external policy	External
Is this based on a model policy	No

This policy has been impact assessed by Mark Burns 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, marriage or civil partnership (in employment) and gender reassignment. 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.
4. Consult and involve those affected by inequality, in the decisions made to promote equality and eliminate discrimination – affected people could include parents, pupils, staff and members of the local community.

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.

### Equality Objectives for Woodlands Primary School

Woodlands Primary School has 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 acceptance and fairness, care and friendship, and pride in our learning. Our school rules: be ready, be respectful and be safe support this, as do our core values which include respect, care and community. We have two main threads which run through our wider curriculum: diversity and culture. Children build a deeper understanding of these concepts as they learn on their journey through the school.

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 develop understanding of diversity and culture across the school, as our curriculum's two 'big ideas'

**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 and action plans which are 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.

They are also met through:

- Our school vision and ethos
- Our school rules
- Our core values
- Role modelling by staff and peers
- Assemblies
- Promotion of British Values
- Personal, Social, Health and Economic Development
- Specific national curriculum lessons such as geography and English
- A focus on good-quality texts in every year to explore aspects of diversity
- Educational trips, visitors and speakers
- Extra-curricular activities such as clubs, charity work and work within the community

In addition, the pupil related data below, updated annually, shows the relevant data attainment and attendance data for pupils of different characteristics.

#### **Contextual data for 2023-24**

As of January 2024, Woodlands Primary School has 596 pupils.

- 12.24% of children receive Special Educational Needs and Disability (SEND) support. For comparison, the corresponding figure for previous years were:
  - Jan 2023 was 8.2%
  - Jan 2022 was 7.6%
  - Jan 2019 was 8.9%
  - Jan 2018 was 9.7%
- 24.3% of children receive Pupil Premium funding. For comparison, the corresponding figure for previous years were:
  - Jan 2023 was 21.7%
  - Jan 2022 was 18.8%
  - Jan 2019 was 9.2%
  - Jan 2018 was 5.8%
- 84.9% of pupils have a White British background, with 15.1% coming from other backgrounds.
- 6.1% of pupils have English as an Additional Language (EAL).
- The number of boys and girls in the school differs in favour of boys, (56% boys, 44% girls). The greatest gender imbalance is in Year 1 with 69% boys and 31% girls.

## Pupil related data for 2022-23

### Attainment and Progress

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. Below we show the figures for 2022 - 2023.

*Percentage of pupils achieving expected or above in KS2 SATs in 2022-23 (National figure in brackets)*

	All pupils (91 pupils)	Boys (43 pupils)	Girls (48 pupils)	EAL (8 pupils)	SEND Support (9 pupils)
Reading	73% (73%)	70% (70%)	76% (76%)	90% (70%)	33% (45%)
Writing	80% (71%)	72% (65%)	88% (78%)	80% (71%)	33% (34%)
Maths	80% (73%)	83% (74%)	78% (72%)	80% (77%)	56% (42%)
Combined	61% (60%)	60% (56%)	63% (63%)	70% (60%)	22% (24%)

### Attendance figures for 2022-23

Attendance levels for 2022-23 provided a school average of 94.1 % - an improvement on the previous year at 92.5%.

Some groups with protected characteristics fall below this:

- Children receiving SEND Support: 88.9% (increase from 2022)
- Pupil Premium 87.8%. (slight decrease from 2022)

The attendance team have been working hard on this in the following ways:

- Working closely with families
- Creating individualised plans
- Accessing and sharing training on Emotional Based School Avoidance
- Accessing support from external agencies such as Early Help
- Use of our nurture breakfast club
- Adjustments to hours/timings where required and agreed

Document History	
Date	Summary of changes
May 2000	Document created
May 2021	Data updated where available for 2019-20 (pupil numbers section only)
May 2022	Data updated where available for 2020-21
March 2023	Data updated for 2021-22
March 2024	Examples of how we meet the objectives and duty added. Data for attainment and attendance updated for 2022 -23 and contextual data for Jan 2024