



**WEEKE PRIMARY SCHOOL**  
**EQUALITIES INFORMATION**  
 Review of Objectives – March 2025

The Public Sector Equality Duty has three aims under the general duty for schools:

1. Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act.
2. Advance equality of opportunity between people who share a protected characteristic and those who do not.
3. Foster good relations between people who share a protected characteristic and those who do not.

We have considered how well we currently achieve these aims with regard to the protected groups under the Equality Act (race, disability, gender, gender re-assignment, age, pregnancy and maternity, marital status, sexual orientation, religion and belief and sexual orientation).

The objectives should also be read in conjunction with the school’s current equality information from which the objective was derived.

***Objective 1: To improve children’s understanding of cultural and social diversity through the curriculum, equipping them to be responsible, respectful, active citizens who contribute positively to society.***

Curriculum Review	Wider Curriculum Review	Social & Emotional Review
<ul style="list-style-type: none"> <li>- Our PSCE curriculum (CORAM Life Education) has an extensive range of diversity topics that enable all learners to widen their respect and understanding for diversity. These topics include:               <ul style="list-style-type: none"> <li>o When someone is feeling left out</li> <li>o Let’s celebrate our differences</li> <li>o What makes me ME!</li> <li>o Respecting differences</li> </ul> </li> <li>- Alongside the diversity within PSCE, the curriculum areas covered across the school in Computing, History, English, Art &amp; Music. Topics include:               <ul style="list-style-type: none"> <li>o Literature covered has included, <a href="#">Harriet Tubman</a>, <a href="#">Hidden Figures</a> &amp; <a href="#">Weslandia</a></li> <li>o Online safety supporting them in being responsible, respectful, active citizens who contribute positively to society</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- A whole school International Day gave the school the opportunity to understand, respect and appreciate the vast range of cultural heritage within our school context.</li> <li>- Feedback from all stakeholders was positive, particularly where parents welcomed the sharing of knowledge and understanding of other cultures and beliefs</li> <li>- We have had a range of visitors to school that support this objective including:               <ul style="list-style-type: none"> <li>o A female astro-physicist</li> <li>o A female professional footballer</li> </ul> </li> <li>- A workshop delivered by a visiting professional covered a range of topics to support diversity.</li> </ul>	<ul style="list-style-type: none"> <li>- Through the robust and consistent use of the school’s behaviour policy the school has effectively tackled any prejudice or inequality in relation to protected groups.</li> <li>- Analysis of data highlights 4 incidents in the past year with 2 being associated to race and other related to sexual orientation</li> </ul>

**Objective 2: Monitor the attainment & progress of girls in reading, writing and maths, including girls working at greater depth, across all year groups in the school, ensuring any patterns and trends are identified and acted on.**

Below is a review of the outcomes for children in relation to gender. Currently this is the most statistically reliable data set associated with protected groups under the Equality Act.

### Gender Comparison

<b>EYFS (48 pupils)</b>	<b>Reading (Female/Male)</b>		<b>Writing (Female/Male)</b>		<b>Maths (Female/Male)</b>	
<b>Good Level of Development (GLD)</b>	<b>75%</b>	<b>89%</b>	<b>75%</b>	<b>82%</b>	<b>75%</b>	<b>92%</b>

<b>Year 1 Phonics (58 pupils)</b>	<b>Reading Phonics (Female/Male)</b>	
<b>Age Related Expectation (ARE+)</b>	<b>90%</b>	<b>93%</b>

<b>Year 4 Multiplication Check (51 pupils)</b>	<b>Maths Multiplication (Female/Male)</b>	
<b>% of pupils who scored 25</b>	<b>56%</b>	<b>28%</b>

<b>Key Stage 2 (60 pupils)</b>	<b>Reading (Female/Male)</b>		<b>Writing (Female/Male)</b>		<b>Maths (Female/Male)</b>		<b>Science (Female/Male)</b>	
<b>Age Related Expectation (ARE+)</b>	<b>80%</b>	<b>77%</b>	<b>87%</b>	<b>63%</b>	<b>80%</b>	<b>77%</b>	<b>87%</b>	<b>68%</b>
<b>Av Scaled Score</b>	<b>108.9</b>	<b>106.1</b>			<b>104.9</b>	<b>105.9</b>		
<b>Greater Depth Outcome</b>	<b>43%</b>	<b>33%</b>	<b>17%</b>	<b>0%</b>	<b>33%</b>	<b>30%</b>		

<b>Key Stage 2 (60 pupils)</b>	<b>Combined Reading, Writing &amp; Maths (Female/Male)</b>	
<b>Age Related Expectation (ARE+)</b>	<b>70%</b>	<b>57%</b>

### Attendance by Groups

Below is an outline of attendance across the whole school considering gender, ethnicity and pupils identified as Pupil Premium. Further information on Pupil Premium outcomes can be found in our school Pupil Premium website page.

<b>Attendance/Groups</b>	<b>Female</b>	<b>Male</b>	<b>Pupil Premium</b>	<b>Non-Pupil Premium</b>
<b>Overall Attendance</b>	<b>96%</b>	<b>96%</b>	<b>93%</b>	<b>97%</b>
<b>Authorised Absence</b>	<b>3%</b>	<b>3%</b>	<b>5%</b>	<b>2.5%</b>
<b>Unauthorised Absence</b>	<b>1.2%</b>	<b>1.2%</b>	<b>2%</b>	<b>1%</b>

## Participation in Group Responsibilities

Groups	Female	Male	Pupil Premium	Non-Pupil Premium
School Council	83%	17%	8%	92%
Eco Club	71%	29%	14%	86%
Sports Leaders	58%	42%	8%	92%
Inclusion Team	44%	56%	33%	67%

## Summary

Protected Characteristics	Aims of the general duty		
	What evidence do we hold that shows we eliminate unlawful discrimination, harassment and victimisation?	How do we advance equality of opportunity between people who share a protected characteristic and those who do not?	How do we foster good relations between people who share a protected characteristic and those who do not?
<b>Race</b>	School Policies (SEN, Equal Opportunities, PSHE) Data CPOMS	School Policies, Vision and Values Curriculum coverage and content Analysis of data/evidence Challenge stereotypes through our curriculum, PSHE, school visitors and assemblies	<ul style="list-style-type: none"> <li>• Raise awareness and challenge misconceptions through assemblies, displays and the curriculum.</li> <li>• Staff training on diversity</li> <li>• Celebrate differences</li> <li>• Use PSHE sessions to explore moral and ethical issues</li> <li>• Provide a wide range of clubs and sports teams</li> <li>• Clubs are actively promoted to children in all protected characteristics groups. Financial support to attend these groups is available for eligible families.</li> <li>• We organise a wide range of visitors into the school to promote diversity.</li> <li>• Our school has completed the Hampshire 'Developing Better Value' project with the Speech, Language and Communication Team</li> </ul>
<b>Disability</b>	School Policies (SEN, Equal Opportunities, PSHE) CPOMS Attendance data	School Policies, Vision and Values Curriculum SEN provision Analysis of data/evidence Challenge stereotypes through our curriculum, PSHE, school visitors and assemblies	
<b>Gender</b>	School Policies (SEN, Equal Opportunities, PSHE) Performance data CPOMS	School Policies, Vision and Values Curriculum Analysis of data/evidence Challenge stereotypes through our curriculum, PSHE, school visitors and assemblies	
<b>Religion and Belief</b>	School Policies (SEN, Equal Opportunities, PSHE, RE) Curriculum (PSHE, RE) CPOMS	School Policies, Vision and Values Curriculum Analysis of data/evidence Challenge stereotypes through our curriculum, PSHE, school visitors and assemblies	