

# Weeke Primary School

## 22.1 EQUALITIES INFORMATION

DATE OF PUBLICATION: MARCH 2024

The Public Sector Equality Duty 2011 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 reassignment, age, pregnancy and maternity, marital status, sexual orientation, religion and belief and sexual orientation).

This information should also be read in conjunction with our equality objective(s). In compiling this equality information we have:

- identified evidence of equality we already have within policies and practice;
- examined how we engage with the protected groups, identifying where practice could be improved;

**Pupil-related information**

Information	Evidence and commentary																					
Attainment in core subjects by gender and specific group 2022 - 2023	End of KS2 internal data July 2023 <table border="1" data-bbox="978 432 2063 727"> <thead> <tr> <th data-bbox="978 432 1339 475">Reading</th> <th data-bbox="1339 432 1700 475">Writing</th> <th data-bbox="1700 432 2063 475">Maths</th> </tr> </thead> <tbody> <tr> <td data-bbox="978 475 1339 518"><b>All children ARE+</b></td> <td data-bbox="1339 475 1700 518"><b>All children ARE+</b></td> <td data-bbox="1700 475 2063 518"><b>All children ARE+</b></td> </tr> <tr> <td data-bbox="978 518 1339 561">93%</td> <td data-bbox="1339 518 1700 561">80%</td> <td data-bbox="1700 518 2063 561">95%</td> </tr> <tr> <td data-bbox="978 561 1339 604"><b>Girls ARE+</b></td> <td data-bbox="1339 561 1700 604"><b>Girls ARE+</b></td> <td data-bbox="1700 561 2063 604"><b>Girls ARE+</b></td> </tr> <tr> <td data-bbox="978 604 1339 647">93%</td> <td data-bbox="1339 604 1700 647">80%</td> <td data-bbox="1700 604 2063 647">90%</td> </tr> <tr> <td data-bbox="978 647 1339 691"><b>Boys ARE+</b></td> <td data-bbox="1339 647 1700 691"><b>Boys ARE+</b></td> <td data-bbox="1700 647 2063 691"><b>Boys ARE+</b></td> </tr> <tr> <td data-bbox="978 691 1339 727">93%</td> <td data-bbox="1339 691 1700 727">80%</td> <td data-bbox="1700 691 2063 727">100%</td> </tr> </tbody> </table>	Reading	Writing	Maths	<b>All children ARE+</b>	<b>All children ARE+</b>	<b>All children ARE+</b>	93%	80%	95%	<b>Girls ARE+</b>	<b>Girls ARE+</b>	<b>Girls ARE+</b>	93%	80%	90%	<b>Boys ARE+</b>	<b>Boys ARE+</b>	<b>Boys ARE+</b>	93%	80%	100%
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Attainment in Maths/English – by ethnic group 2023	The number of children in ethnic minority groups (<5) is too small to make a comparison.																					
Attendance by pupil group	Overall attendance of disadvantaged children – 92% Overall attendance for those not disadvantaged – 96% Overall attendance of boys – 95% Overall attendance of girls – 96%																					
Participation in the student council by ethnicity 2023 2024	The school council is made up of six boys and six girls. There are no members from ethnic minority groups.																					

**Workforce information** (this is only required for schools with more than 150 staff)

**Other information**

<b>Information</b>	<b>Evidence and commentary</b>
Governor representation as at March 2024	The governing body is represented by eight females and five males. There are no members from ethnic minority groups.
Staff training and development	<p>There is a specific section of books in both the Key Stage One and Key Stage Two libraries, which include:</p> <ul style="list-style-type: none"><li>• authors from ethnic minority groups</li><li>• characters from ethnic minority groups</li><li>• stories which celebrate people in history from ethnic minority groups</li></ul> <p>This year we have introduced an Inclusion Council. This is made up of a group of children who represent different groups across the school. They look at aspects of the school which could be improved in order to promote inclusion.</p> <p>Staff development on how to learn about and celebrate diversity through our Religious Studies and PSHE curriculum.</p>