



**WEEKE PRIMARY SCHOOL  
EQUALITY INFORMATION  
EQUALITY OBJECTIVE(S) REVIEW**

**DATE OF REVIEW (*March 2026*)**

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 regarding the protected groups under the Equality Act (disability; gender reassignment; pregnancy and maternity; race; religion or belief; sex; 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 PSCHE 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 PSCHE, 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, Harriet Tupman, Hidden Figures &amp; Weslandia</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- A whole school International Day gave the school the opportunity to understanding, respect and appreciate the vast range of cultural heritage within our school context. As a result, children of all backgrounds celebrated and shared their heritage and culture</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 Paralympian athlete</li> <li>o A whole-school International Day to celebrate the range of cultural heritage within our school context</li> </ul> </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>

Online safety supporting being responsible, respectful, active citizens who contribute positively to society		
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**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 sex. Currently this is the most statistically reliable data set associated with protected groups under the Equality Act.

### Sex Comparison

EYFS (39 pupils)	Good Level of Development (GLD)			Reading EXS			Writing EXS			Maths EXS		
	All children	Male	Female	All children	Male	Female	All children	Male	Female	All children	Male	Female
	81%	75%	90%	82%	75%	90%	82%	75%	90%	85%	80%	89%

Year 1 Phonics (48 pupils)	Reading Phonics		
	All Children (42)	Male (24)	Female (18)
	88%	89%	86%

Year 4 Multiplication Check (64 pupils)	% of pupils who scored 25		
	All children (22)	Male (12)	Female (10)
	35%	55%	45%

Key Stage 2 (63 pupils)	Reading		Writing		Maths		Science	
	Male	Female	Male	Female	Male	Female	Male	Female
Age Related Expectation (ARE+)	89% (32)	96% (26)	75%	96%	83%	100%	79%	96%
Av Scaled Score	108.89	110.04			108.43	109.41		
Greater Depth Outcome	49% (17)	63% (17)	11%	22%	49% (17)	52% (14)		

Key Stage 2 (63 pupils)	Age Related Expectation (ARE+) Combined Reading, Writing & Maths
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	<b>All children (51)</b>	<b>Male (25)</b>	<b>Female (26)</b>
	<b>81%</b>	<b>69%</b>	<b>96%</b>

### Ethnicity Comparison

Ethnicity groups vary dependent on numbers on roll in each cohort. The reports below reflect those group number greater than 6 in the given year groups. Where there is no data the ethnicity groups are below 6.

<b>EYFS (39 pupils)</b>	<b>Reading (Non-white British/ White British)</b>		<b>Writing (Non-white British/ White British)</b>		<b>Maths (Non-white British/ White British)</b>	
<b>Good Level of Development (GLD)</b>	<b>90% (9/10)</b>	<b>85%</b>	<b>90%</b>	<b>85%</b>	<b>90%</b>	<b>89%</b>

<b>Key Stage 2 (63 pupils)</b>	<b>Reading (Non-white British/ White British)</b>		<b>Writing (Non-white British/ White British)</b>		<b>Maths (Non-white British/ White British)</b>		<b>Science (Non-white British/ White British)</b>	
<b>Age Related Expectation (ARE+)</b>	<b>80%</b> <b>(8/10)</b>	<b>94%</b>	<b>70%</b>	<b>87%</b>	<b>100%</b>	<b>89%</b>	<b>90%</b>	<b>85%</b>
<b>Av Scaled Score</b>	<b>106.2</b>	<b>110.19</b>			<b>107.9</b>	<b>109.04</b>		
<b>Greater Depth Outcome</b>	<b>75%</b>	<b>57%</b>	<b>50%</b>	<b>17%</b>	<b>60%</b>	<b>54%</b>		

<b>Key Stage 2 (60 pupils)</b>	<b>Combined Reading, Writing &amp; Maths (Non-white British/ White British)</b>	
<b>Age Related Expectation (ARE+)</b>	<b>70%</b>	<b>83%</b>

### Attendance by Groups

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

Attendance/Groups	Female	Male	Non-White British	White British	Pupil Premium	Non-Pupil Premium
Overall Attendance	95%	95%	92%	95%	92%	96%
Authorised Absence	5%	4%	4%	4%	7%	4%
Unauthorised Absence	0.8%	0.8%	0.7%	0.7%	2%	1%

### Participation in Group Responsibilities

Groups	Female	Male	Non-White British	White British	Pupil Premium	Non-Pupil Premium
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School Council	67%	33%	8%	92%	17%	83%
Sports Leaders	64%	36%	9%	91%	27%	73%
Inclusion Team	50%	50%	40%	60%	20%	80%

## 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.	Raise awareness and challenge misconceptions through assemblies, displays and the curriculum. Staff training on diversity Celebrate differences
<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.	Use PSHE sessions to explore moral and ethical issues Provide a wide range of clubs and sports teams Clubs are actively promoted to children in all protected characteristics groups. Financial support to attend these groups is available for eligible families.
<b>Sex</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.	We organise a wide range of visitors into the school to promote diversity. Our school has completed the Hampshire 'Developing Better Value' project with the Speech, Language and Communication Team
<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.	