**A close up of a logo

AI-generated content may be incorrect.PUBLIC SECTOR EQUALITY DUTY ANNUAL REPORT TO THE GOVERNING BODY**

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| School: | Thurlaston CE (Aided) Primary School |
| Dates covered: | 2024-28 (updated autumn 2025) |

**Part 1: Our School and Its Population**

**Background:**

A school is a public authority and therefore must comply with the Equality Act 2010. It must have due regard to:

(a) eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under this Act;

(b)advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it;

(c)foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

The protected characteristics within this are:

* age;
* disability;
* gender reassignment;
* pregnancy and maternity;
* race;
* religion or belief;
* sex;
* sexual orientation

Schools are required to publish details of how they comply with the public sector equality duty, updating this every year; and also, their equality objectives, updating these at least every 4 years.

**Part 1: Pupils Contextual Data**

The school only holds data on pupils regarding age, disability, race/ethnicity and sex. The data held is as follows:

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| --- | --- | --- | --- | --- |
|  | 2024-5 | 2025-6 | 2026-7 | 2027-8 |
| % pupils male | 32% | 33% |  |  |
| % pupils female | 68% | 67% |  |  |
| % SEND with EHCP | 4% | 0% |  |  |
| % SEND support | 14% | 10% |  |  |
| % with a physical disability | 0% | 0% |  |  |

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| --- | --- | --- | --- | --- |
|  | 2024-5 | 2025-6 | 2026-7 | 2027-8 |
| Number of bullying or prejudice incidents related to disability | 0 |  |  |  |
| Number of bullying or prejudice incidents related to other SEN | 0 |  |  |  |
| Number of bullying or prejudice incidents related to a person’s sex | 0 |  |  |  |
| Number of bullying or prejudice incidents related to a person’s actual or alleged sexual orientation | 0 |  |  |  |
| Number of bullying or prejudice incidents related to gender reassignment | 0 |  |  |  |

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| **Commentary on Sex and Disability data:**  *Are there any trends or issues which need to be discussed? For example, are changes in disability raising new issues about access to buildings or the curriculum?*    The school population is increasingly female, especially in some classes. The school has discussed the implications of this, notably when teachers group pupils by ability in lessons. We have developed a more flexible approach to groupings so that they are always mixed.  We enter mixed genders in sporting competitions. We have enabled Class 3 and 4 to chose the playground they use so that more can access ball games making them more viable. (eg football). |

**Pupils: Race and Ethnicity**

*You do not need to list all ethnicities present in the school. We suggest you list groups with 5% or more of the NOR here.*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | 2024-5 | 2025-6 | 2026-7 | 2027-8 |
| % White British | 86.5% | 88.5% |  |  |
| % Indian | 1.2% | 1.3% |  |  |
| % Pakistani | 0% | 0% |  |  |
| % Black African | 0% | 0% |  |  |
| % whose first language is English | 93.1% | 91.1% |  |  |
| % whose first language is not English | 6.9% | 8.9% |  |  |

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| --- | --- | --- | --- | --- |
|  | 2024-5 | 2025-6 | 2026-7 | 2027-8 |
| Number of bullying or prejudice incidents related to race or ethnicity | 0 |  |  |  |

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| **Race and Ethnicity: commentary**  *Are there any patterns or trends with race and ethnicity that are significant? Are there any cultural barriers that affect your ability to meet the three duties outlined above?*  Those children who are EAL are predominantly speaking Eastern European languages. |

**Context: Religion and Belief**

Schools will not normally hold data about the beliefs of children or their parents, nor should they attempt to make estimates (for, example, on the basis of ethnicity). However, schools may hold incidental data which sheds light on how well they are managing issues of equality in this regard.

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| --- | --- | --- | --- | --- |
|  | 2024-5 | 2025-6 | 2026-7 | 2027-8 |
| Number of prejudice or bullying incidents relating to religion | 0 |  |  |  |
| Number of children who are withdrawn from RE and/or assembly | 0 |  |  |  |

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| **Religion and Belief: commentary**  *Are there any patterns or trends with religion and belief that are significant? Are there any cultural barriers that affect your ability to meet the three duties outlined above?*  We have a very small number of pupils who follow faiths other than Christianity. There are a number who would not align themselves to any formal belief system. |

**Complaints:**

*This section is to record any complaints made by parents, in line with your complaints policy, about issues specific to equalities characteristics where prejudice was suggested.*

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| --- | --- | --- | --- | --- |
|  | 2024-5 | 2025-6 | 2026-7 | 2027-8 |
| Age | 0 |  |  |  |
| Disability | 0 |  |  |  |
| Sex | 0 |  |  |  |
| Race/ethnicity | 0 |  |  |  |
| Religion/belief | 0 |  |  |  |
| Gender re-assignment | 0 |  |  |  |
| Sexual orientation | 0 |  |  |  |

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| **Complaints: commentary**  *Are there any patterns or trends with parental complaints that are significant? Are there any issues that reflect on your ability to meet the three duties outlined above?*  There have been no complaints from parents about any equality issue this school year.  School has not received any formal complaints in writing. Concerns have all been dealt with without recourse to the formal complaints procedures. |

**Part 2: School Outcome data**

*You do NOT need to report in detail information that is held in other places, for example the attendance or achievement for every type of ethnicity. You should briefly comment on the most important patterns or trends in your school currently that show how well you are meeting the three duties.*

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|  | Are there any significant variations between different groups, and if so how are you responding? |
| Attendance: | The group of Pupil Premium Pupils have a higher than average percentage of persistent absence. However, given the small numbers involved one child can skew it greatly. (Before being PP pupils these pupils had poor attendance.) |
| Achievement: | Given the small numbers involved percentages do not give a fair reflection of how different groups achieve. |
| Behaviour: removal from lessons | Behaviour across all groups is excellent now.  2024/25 had a child with behavioural difficulties because he needed specialist provision. The child transferred to specialist provision during the spring of 2025 |
| Behaviour: suspensions | The above child had a 5 day suspension |
| Behaviour: exclusions |  |
| Participation in activities: |  |

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| **School Outcomes: commentary**  *Are there any patterns or trends in any area of your outcomes that are significant? For example, are there significant issues affecting the performance of any relevant group of pupils? Are there any barriers that affect your ability to meet the three duties outlined above?* |

**Part 3: Staff**

Employers with over 250 staff are required to report on the gender pay gap. The school does not meet this level.

The school does not collect staff information about several aspects of the protected characteristics. Available information is as follows:

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| Number of staff employed: | 14 |
| Male/female balance: | 12 Female / 2 Male |
| Main ethnic groups (10% or more): | White British |
| Staff with registered disability: | 0 |
| Staff pregnant or on maternity: | 0 |

Number of complaints made by staff where prejudice was a factor in the complaint:

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| --- | --- | --- | --- | --- |
|  | 2024-5 | 2025-6 | 2026-7 | 2027-8 |
| Number of complaints: | 0 |  |  |  |
| Protected characteristic(s) cited in the complaint: | 0 |  |  |  |

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| **Staff: commentary**  *Are there any patterns or trends regarding staff that are significant? Are there any issues that affect your ability to meet the three duties outlined above?*  Though we have only a small number of male staff, the number is quite good for a small primary school. We have had a staff member return from maternity this year and 2 new staff members were also on maternity last year. |

**Part 4: Progress against our Equality Objectives**

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| The time period covered by our current objectives is: | 2025 to 2028 |

*For each of your objectives,* ***briefly*** *summarise the actions you have taken and the progress you have made over the past year. Take account of any issues within your accessibility plan in terms of making the curriculum, buildings and information accessible to all.*

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| Obj | Nature of objective | Actions and Progress |
| 1 | Reduce the gaps in attendance (and persistent absence) between the group of Pupil Premium and SEND pupils to the group of all other pupils. | Identify pupils  Work with parents to understand and mitigate the perceived barriers to attendance. |
| 2 | Increase opportunities for all pupils to access more competitive sports. | Ensure membership of LSLSSP to enter competitions. Apply to take part in competitions. Use Sport Premium to pay for transport to venues. Consider joining with other small schools. |
| 3 | Endeavour to provide parents who use English as an Additional Language with access to school communications in a format they can understand either through translation or further explanation. | Use Classdojo as much as possible to communicate with parents so those that need it can use the translate function. |