



PUBLIC SECTOR EQUALITY DUTY ANNUAL REPORT TO THE GOVERNING BODY

School:	Kilby St Marys CofE (Aided) Primary School
Dates covered:	May 2024- May 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

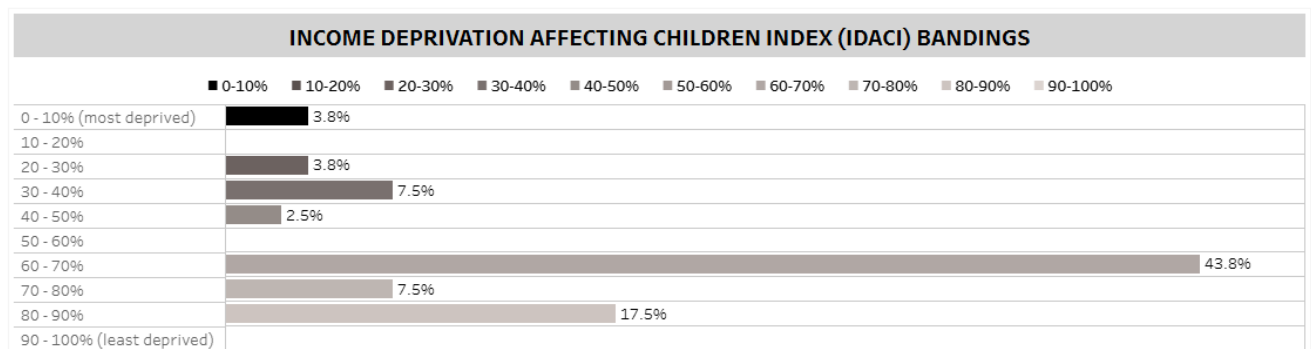
Schools are required to publish details of how they comply with the public sector equality duty, updating this every year; and also, their equality objectives, updating these at least every 4 years.

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:

	2022-3	2023-4	2024-5
% pupils male	54.7%	53.6%	52.5%
% pupils female	45.3%	46.4%	47.5%
% SEND with EHCP	4.0%	2.4%	1.3%
% SEND support	9.3%	10.7%	11.3%
% with a physical disability	0%	0%	0%

School deprivation levels:



	2022-3	2023-4	2024-5
Number of bullying or prejudice incidents related to disability		0	0
Number of bullying or prejudice incidents related to other SEN		0	0
Number of bullying or prejudice incidents related to a person's sex		0	0
Number of bullying or prejudice incidents related to a person's actual or alleged sexual orientation		0	0
Number of bullying or prejudice incidents related to gender reassignment		0	0

Commentary on Sex and Disability data:

The school's population is becoming more evenly distributed between males and females. However, there are some year groups where there is an in balance. In Year 4, there are more females than males (5 extra females), however, due to the mixed aged class structure, this evens out the swing. The school has discussed the implications of this, notably when grouping children. The school has a flexible approach to groupings so that they are always mixed.

There have been no incidents of bullying related to protected characteristics, however, there has been a small number of one off incidents of name-calling. Each case is carefully investigated for the origins of this, usually from older peer groups. We are addressing this in PSHE & Collective worship.

The number of SEND support is increasing. The number of EHCP has decreased, however there are a number of pupils who are awaiting outcomes from statutory assessment for EHCP.

Pupils: Race and Ethnicity

	2022-3	2023-4	2024-5
% White British	82.36%	76.2%	75%
BME	26.7%	26.2%	27.5%
Mixed/ Dual background	12%	11.9%	12.5%
Asian or Asian British	8%	9.5%	10%
Black or Black British	2.7%	2.4%	2.5%
% Any other backgrounds below 5%	11.76%	20.4%	17.8%
% whose first language is English	89.3%	94%	95%
% whose first language is not English	10.7%	6%	5.0%

	2022-3	2023-4	2024-5
Number of bullying or prejudice incidents related to race or ethnicity	0	0	0

Race and Ethnicity: commentary

The school is becoming more diverse this is gradual and groups blend well. We have adopted the 'no-outsiders' approach to promote community cohesion and prepare our children for life as global citizens.

Context: Religion and Belief

	2022-3	2023-4	2024-5
Number of prejudice or bullying incidents relating to religion		0	0
Number of children who are withdrawn from RE and/or assembly		0	**

Religion and Belief: commentary

There are no patterns or trends with religion and belief that are significant.

Complaints:

	2022-3	2023-4	2024-5
Age	0	0	0
Disability	0	0	0
Sex	0	0	0
Race/ethnicity	0	0	0
Religion/belief	0	0	0
Gender re-assignment	0	0	0
Sexual orientation	0	0	0

Complaints: commentary

There have been no complaints from parents about any equality issue in the last 3 years.

Part 2:

School Outcome data:

Achievement:	<p>* due to small numbers, this information is not reportable</p> <p>KS2 RWM combined for boys shows that they performed above the National (+9.5%) compared to girls (-14.4%)</p> <p>Boys significantly outperformed girls in Maths 83.3% of boys met the standard compared to 50% of the girls</p> <p>Historically (over the past 4 years since Covid) boys have outperformed girls in Mathematics.</p>
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Behaviour and attitudes:

Behaviour: suspensions	0
Behaviour: exclusions	0

Attendance 2024/2025:	Whole School: 95.7 PA:13.9% Severe Absence: 0% SEND Support: 96.4% SEND: EHCP: 100% FSM: 99.4%
Attendance 2023/2024:	Whole School: 94.4% PA: 21.1% Severe Absence: 1.32% SEND Support: 88.4% SEND: EHCP: 94% FSM: 95.7%
Attendance 2022/2023:	Whole School: 96.1% PA: 7.9% Severe Absence: 0% SEND Support: 93.6% SEND: EHCP: 95.7% FSM: 96.2%

School Outcomes: commentary

SEND & disadvantaged pupils attend exceptionally well. A range of strategies are used to support pupils to transition from home to school. Children with SEND anxiety needs have a greeter in the morning and arrive at school earlier. This gives them time to regulate and this has been a positive step in improving attendance for pupils with SEND.

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:

Number of staff employed:	17
Male/female balance:	2 males 15 females
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:

	2022-3	2023-4	2024-5
Number of complaints:	0	1	0
Protected characteristic(s) cited in the complaint:	0	Disability	0

Staff: commentary

There have been no complaints by staff this academic year.

Blind shortlisting processes are followed to ensure that there are no possibilities of unconscious bias in the school's recruitment processes.

Part 4: Progress against our Equality Objectives

Equality Objectives			
School: Kilby Primary School		Date: 2024-28	
Aspect of Equality Act 2010	Objectives	Action	Review
<p>(a) eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under this Act;</p> <p>(c) foster good relations between persons who share a relevant protected characteristic and persons who do not share it.</p>	By 2028, have a fully reviewed and implemented curriculum, ensuring representation of diversity.	<ul style="list-style-type: none"> - Introduce and embed the Kapow programme of learning for wider curriculum subjects - Develop English book spine to ensure diversity of texts and key authors/ cultures/ protected characteristics - Introduce and embed the LA 'Everyone's Welcome' programme to enhance the PSHE scheme - Literacy Tree Scheme launched in 2024/2025 to ensure that whole class texts are authentic 	<p>May 2025 review:</p> <ul style="list-style-type: none"> - Kapow launched in Summer Term - Autumn 2024 No Outsiders training delivered to staff - £350 new books were purchased to enrich the curriculum - £200 Story Corner donation used to embellish book corners with range of diverse books - Literacy Tree training May 2025
(b) advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it;	By 2028, attendance including PP is above the national average, SEND attendance is line with National average	<ul style="list-style-type: none"> - New attendance policy June 2024 - Monitoring processes developed to monitor and identify processes to support families - Identify pupils and cohorts and put - Newsletters to include attendance - Pastoral packages to support pupils with SEND SEMH need 	<p>May 2025 review:</p> <ul style="list-style-type: none"> - SEND attendance is 96.4% (above the National) - PP attendance is 99.4% (above the national) - EHCP 100% attendance

<p>(b)advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it;</p>	<p>By 2028, reduce the gender gap in KS2 expected pass rate for Mathematics so that girl perform inline with boys and both groups perform in line with national</p>	<ul style="list-style-type: none"> - Improve girls confidence and resilience in tackling reasoning and problem solving skills - Staff CPD on variations - Introduce pupil workbooks (instead of published White Rose ones) to enable pupils to make jottings and written reasoning - CPD for staff on the maths mastery approach - Maths lead to engage with the embedding phase of the TfM Maths Hub programme 	<p>May 2025:</p> <ul style="list-style-type: none"> - Maths lead has attended all training and delivered training to staff - Maths monitoring (girls pupil voice and book look) indicates...
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