



PUBLIC SECTOR EQUALITY DUTY ANNUAL REPORT TO THE GOVERNING BODY

School:	St Mary's Church of England Primary School
Dates covered:	August 2024 to July 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	59.1%	56.05%	52.07%
% pupils female	40.81%	43.95%	47.93%
% SEND with EHCP	2.73%	2.16%	3.3%
% SEND support	11.95%	11.15%	12.54%
% with a physical disability	0.34%	0.36%	0.33%

	2022-3	2023-4	2024-5
Number of bullying or prejudice incidents related to disability	0	1	1
Number of bullying or prejudice incidents related to other SEN	0	0	0
Number of bullying or prejudice incidents related to a person's sex	0	0	0
Number of bullying or prejudice incidents related to a person's actual or alleged sexual orientation	0	0	0
Number of bullying or prejudice incidents related to gender reassignment	0	0	0

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?

None

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.

	2022-3	2023-4	2024-5
% White British	67.71%	61.88%	61.88%
% Black African	7.17%	11.21%	11.21%
% Any Other White Background	10.31%	9.42%	9.42%
% whose first language is English	84.75%	80.27%	79.26%
% whose first language is not English	15.25%	19.73%	20.74%

	2022-3	2023-4	2024-5
Number of bullying or prejudice incidents related to race or ethnicity	0	2	2

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?

As can be seen from our school demographics, our school has become increasingly more diverse. Diversity is a priority for school as is Global Citizenship which is one of our key drivers. We have embedded 'Everyone's Welcome!' which we started in 2021. Adjustments have been made to the curriculum to ensure resources promote a range of differences.

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.

	2022-3	2023-4	2024-5
Number of prejudice or bullying incidents relating to religion	0	0	0

Number of children who are withdrawn from RE and/or assembly	1	3	3
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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 are mindful of the prevent agenda and encourage staff to report concerns if needed.

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.

	2022-3	2023-4	2024-5
Age	0	0	0
Disability	0	0	0
Sex	0	0	1
Race/ethnicity	0	0	0
Religion/belief	0	0	0
Gender re-assignment	0	0	0
Sexual orientation	0	0	0

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?

We have one complaint which was unsubstantiated once investigated.

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.

	Are there any significant variations between different groups, and if so, how are you responding?
Attendance:	Pupil group Your Attendance/ Similar schools' median Attendance All pupils 95.2%, 94.9% Pupils with free school meals (FSM) 92.8% 92.1% Pupils with no FSM 96%, 96% Pupils with special educational needs (SEN) support 93.5%, 92.7% Pupils with no SEN support 95.4%, 95.5%
Achievement:	PP/SEND children perform less well in some year groups: however, they make strong qualitative progress.
Behaviour: removal from lessons ¹	The majority of pupils are boys with SEND needs.
Behaviour: suspensions	None
Behaviour: exclusions	None
Participation in activities: ²	This is income related.

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?

There is a higher proportion of pupils with SEND in Year 1 which is likely to impact outcomes in 2029/30.

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:	43
Male/female balance:	5:38
Main ethnic groups (10% or more):	White British
Staff with registered disability:	0

Staff pregnant or on maternity:	1
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Number of complaints made by staff where prejudice was a factor in the complaint:

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

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?

All staff need up to date EDI training which is planned for Autumn 2.

Part 4: Progress against our Equality Objectives

The time period covered by our current objectives is:	September 2025-September 2027
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*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.*

Objective	Nature of objective	Actions and Progress
1	Ensure our curriculum promotes a range of differences.	The Curriculum Lead to audit the curriculum. Anti-bullying Working Party to audit texts in school.
2	Ensure all staff are fully trained.	Planned for Autumn 2.
3	Ensure all vulnerable groups are fully represented in clubs and activities.	Office to monitor.