

PUBLIC SECTOR EQUALITY DUTY ANNUAL REPORT TO THE GOVERNING BODY



School:	Orchard Community Primary School
Dates covered:	September 2025-26

Instructions: this form will bring together the key data for an annual equality duty progress report. All the data included within it should be already available to you. The most important parts of the form are the grey boxes, where you provide a brief commentary on any emerging issues. The report should be discussed and agreed by the governing body or the trustees and then published on the website.

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

Schools can complete this section in line with the annual census. Most of the data included here will be already gathered for other purposes.

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	48.63	51.37	48.73
% pupils female	51.37	48.63	51.27
% SEND with EHCP	0	0.61	1.58
% SEND support	10.64	11.25	12.66
% with a physical disability	0.91	1.22	1.27

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

No trends. Nothing to be discussed.

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	85.4%	85.4%	85.13%
% Any other white	5.5%	6.1%	5.38%
% whose first language is English	93.62	93.92	96.2
% whose first language is not English	6.38	6.08	3.80

	2022-3	2023-4	2024-5
Number of bullying or prejudice incidents related to race or ethnicity	2 (same perpetrator and same target)	3 (same perpetrator and same target - incidents were close together and pupils were being closely monitored)	0

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?

No

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	0	0	0

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?

No

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	0
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?

No

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:	Attendance for FSM and PPG children is slightly lower than non FSM children (4.21% lower FSM/4.19% lower PPG). Children with an EHCP have significantly lower attendance (75.43%) than those without SEND (97.02%) and those with Sen Support (92.54%). However, a significant percentage of these are on reduced timetables to support their needs.																												
Achievement:	Gender • Reading - Girls are performing better in Y1, 2, 3, 4. Boys are stronger in Y5. Equal in Y6. • Writing - Girls are performing better in Y1, 2, 3, 5 & 6. Boys are stronger in Y4. • Boys R & W is weaker in Y3 due to all 5 SEND Support being boys and the majority of LA being boys (15/17) • Maths - Boys stronger in Y2, 4, 5, 6. Again, due to Y3 LA boys, girls are performing better. SEND: % pupils working at Expected/ARE <table><tr><th>Year Group</th><th>Reading</th><th>Writing</th><th>Maths</th></tr><tr><td>1</td><td>40</td><td>40</td><td>60</td></tr><tr><td>2</td><td>25</td><td>50</td><td>75</td></tr><tr><td>3</td><td>20</td><td>20</td><td>20</td></tr><tr><td>4</td><td>50</td><td>50</td><td>50</td></tr><tr><td>5</td><td>55</td><td>22</td><td>44</td></tr><tr><td>6</td><td>75</td><td>33</td><td>78</td></tr></table> BME, EAL not gap analysed as numbers are too small.	Year Group	Reading	Writing	Maths	1	40	40	60	2	25	50	75	3	20	20	20	4	50	50	50	5	55	22	44	6	75	33	78
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1	40	40	60																										
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6	75	33	78																										
Behaviour: removal from lessons ¹	Pupils with SEND, notably ADHD or ASD, often receive a bespoke, personalised curriculum that means that they do not access the same classroom provision – they have something different to meet their needs. They are therefore removed from the classroom if the learning is not suitable, and they have become dysregulated and need an alternative activity.																												
Behaviour: suspensions	Pupils with SEND, notably ADHD or ASD.																												
Behaviour: exclusions	Pupils with SEND, notably ADHD or ASD.																												
Participation in activities: ²	SEND = 5.14% PP = 2.56%																												

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?

¹ You may wish to amend this indicator, depending on how your behaviour system operates.

² By this we mean participation in extra activities such as sports teams, after school clubs, trips etc. For example, do girls and boys participate equally in extra-curricular activities? If not, why not?

Challenging behaviours, resulting in suspension or exclusion, have all related to pupils with very complex SEND needs - notably ADHD or ASD.

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:	49
Male/female balance:	10.2% male/ 89.8% female
Main ethnic groups (10% or more):	WBRI
Staff with registered disability:	3
Staff pregnant or on maternity:	2

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	0
Protected characteristic(s) cited in the complaint:	0	0	0

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?

No

Part 4: Progress against our Equality Objectives

The time period covered by our current objectives is:	3 years – due for review in January 2028
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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	To monitor and analyse pupil achievement by race, gender and disability and act on any trends or patterns in the data that require additional support for pupils.	Actions include rigorous data tracking, targeted interventions, and fostering an inclusive environment. By analyzing patterns in academic performance, we can identify specific areas where certain groups of students may be underperforming and tailor support accordingly. Summative data is analysed termly. We then develop individualised learning plans for students who

		are identified as needing extra support. These plans are tailored to the specific needs of each student, taking into account their learning preferences, background, and any disabilities they may have. We provide access to specialized support services, such as speech therapy, occupational therapy, or counselling, for students who need them. The above actions are always ongoing.
2	To raise levels of attainment in core subjects for vulnerable learners.	As above. We continuously monitor the progress of students who are receiving interventions to assess the effectiveness of the support. We regularly evaluate the impact of targeted interventions and make adjustments as needed. We train teachers on how to create inclusive classrooms and adapt their teaching strategies to meet the diverse needs of all students. The above actions are always ongoing.
3	To review levels of parental and pupil engagement in learning and school life, across all activities to ensure equity and fairness in access and engagement.	Engage parents and the wider community in efforts to support student achievement and promote inclusivity. We regularly review school policies and procedures to ensure they are equitable and inclusive to all students and their families. The above actions are always ongoing.
4	To promote understanding and respect for differences.	We have created a school culture that celebrates diversity and promotes respect for all students. We have one rule: respect. Whilst British Values and their importance are well embedded and remain high profile across school, we have introduced the 'No Outsiders' approach to teaching about diversity, equality and values through Leicestershire County Council's 'Everyone's Welcome' scheme. Children have a deep understanding of values such as respect, kindness, tolerance etc. and as a result embody them in order to contribute positively in modern Britain. Children learn in an inclusive environment where they are able to develop a sense of enjoyment and fascination when learning about themselves, others and the world around them through our curriculum offer. The RE curriculum gives pupils extensive opportunities to find out about faiths, customs and the way that people live. Pupils are given opportunities to compare and to share their views. No forms of discrimination are tolerated. Teachers challenge stereotypes and the use of derogatory language in lessons, through the curriculum and around the school. Our pupils engage with views, beliefs and opinions that are different from their own in considered ways. They show respect for the different protected characteristics as defined in law and no forms of discrimination are tolerated. Celebrating difference is therefore fundamental to our work and children are taught to celebrate and embrace difference within our school community. Because of this and the inclusive ethos of the school, children thrive together and understand

		that difference is positive, and characteristics make people unique. As a result, our pupils understand, appreciate and respect difference in the world and its people, celebrating the things we share in common across cultural, religious, ethnic and socio-economic communities. Assemblies and workshops led by representatives from different religious groups ensures that pupils understand a context beyond school in relation to British Values and SMSC themes. Further assemblies have focused on raising awareness of issues linked to equality and diversity, such as Autism, Dyslexia and Diabetes. We enrich the curriculum so that it celebrates difference, enables pupils to gain an understanding of right from wrong, and ensures that pupils develop a strong moral core as they move into each new phase of learning therefore.
5	To create a thorough accessibility plan for pupils new to the school with a range of needs and disabilities	We have increased the extent to which pupils with disabilities can participate in the curriculum. We continue to develop the physical environment to enable pupils with disabilities to take better advantage of the education, benefits, facilities and services we provide. We continue to improve the availability of accessible information to pupils and families with disabilities.