

Equality Objectives 2023-27

At the heart of our school is a belief that no one should ever be discriminated against or be excluded in any way due to being classed as having one of the protected characteristics, as laid out in the 2010 Equality Act.

The following objectives are from priorities that have been identified by school to help diminish any possibility of discrimination taking place against these protected characteristics. The analysis has mainly come from our end of KS2 performance data.

This ethos is lived out every day in our core value of respect.

1. Protected characteristic from the 2010 Equality Act: Sex.

The gender of a pupil should never be a barrier to opportunity or performance at Repton Primary School. However, Key Stage 2 data indicates that there is a gender gap between the attainment of girls and boys in reading, writing and maths. Girls perform better than boys in reading and writing at the end of KS2 in our school. However, boys outperform girls at the end of KS2 in our school in maths. It is worth noting that although girls and boys might be under-performing against each in our school they still might be performing better than girls or boys nationally.

	Reading		**Writing**		**Maths**	
	Boys	Girls	Boys	Girls	Boys	Girls
EXS	74%	79%	58%	86%	89%	71%
GD	26%	43%	11%	21%	21%	14%
Ave SC S	104.8	106.1	NA	NA	105.7	102.9

Objective: To reduce the gap between girls and boys at the end of KS2 in English and Maths by 2027.

Key:
EXS = achieving the expected standard
GD = achieving greater depth
Ave SC S = Average scaled score

Strategies for the next three academic years:

- Analyse internal data to see how boys and girls are performing in English and maths against each other.
- Scrutinise the English and maths curriculum to see if boys or girls get any more advantage against the other sex.
- Scrutinise work books to see the performance of girls and boys in English and maths.
- Talk to pupils across school to gauge their attitudes towards English and maths.
- Discuss with teachers the pedagogical approaches to the teaching of English and maths.
- Discuss the progress of girls and boys with teachers at termly pupil progress meetings and put interventions in place to support girls or boys.
- Analyse end of year data across year groups to see what the gender gap looks like across other year groups.
- Analyse end of KS2 data to see is the gender gap is closing.

2. Protected characteristic from the 2010 Equality Act: Race/Nationality.

Although Repton Primary school is predominantly white British (94%) it is important that it ensures there is not a gap between the attainment of pupils from other ethnic backgrounds versus WB pupils in reading, writing and maths. Being a pupil of a different race, nationality or culture should never be a barrier to opportunity and/or performance. The data below is from summer 2024.

	Reading		**Writing**		**Maths**	
	Non-WB	WB	Non-WB	WB	Non-WB	WB
EXS+	100%	77.4%	100%	54.8%	100%	74.2%
Ave SC S	108	105.5	N/A	N/A	107	103.2

Objective: To reduce the gap between WB and pupils from other ethnic backgrounds at the end of KS2 in English and Maths by 2027.

Key:
EXS+ = achieving the expected standard or better
Ave SC S = Average scaled score

Strategies for the next two academic years:

- Analyse internal data to see how pupils from other ethnic backgrounds are performing in English and maths against WB pupils.
- Scrutinise work books to see the performance of pupils from other ethnic backgrounds against WB pupils in English and maths.
- Talk to pupils across school to gauge their attitudes towards English and maths.
- Discuss the progress of all pupils and focus on pupils from other ethnic backgrounds with teachers at termly pupil progress meetings and put interventions in place to support pupils from non-WB backgrounds.
- Analyse end of year data across year groups to see what the gap looks like across other year groups between WB and non-WB pupils.
- Analyse end of KS2 data to see if this gap is closing.

3. Protected characteristic from the 2010 Equality Act: SEND/Disability

Repton Primary School is a fully inclusive school and the whole school community welcomes pupils from all backgrounds regardless of ability or need. The school is proud of its inclusivity and how it supports pupils with SEND. This should not be a barrier to opportunity, performance and/or success. Repton Primary School will ensure that there is never discrimination towards anyone that might have SEND. The school will attempt to close this gap as much as it can where there is a potential that SEND pupils can achieve age-related expectation at the end of KS2. Below is the data from summer 2024.

	Reading		**Writing**		**Maths**	
	Non-SEND	SEND	Non-SEND	SEND	Non-SEND	SEND
EXS+	77.4%	50%	54.8%	25%	74.2%	41.7%
Ave SC S	105.5	100.2	N/A	N/A	103.2	98.7

Objective: To reduce the gap between SEND and non-SEND pupils at the end of KS2 in English and Maths by 2027.

Key:
EXS = achieving the expected standard
GD = achieving greater depth
Ave SC S = Average scaled score

Strategies for the next two academic years:

- Analyse internal data to see how pupils identified with SEND are performing in English and maths against non-SEND pupils.
- Scrutinise work books to see the performance of pupils with SEND against non-SEND pupils in English and maths.
- Talk to SEND pupils across school to gauge their attitudes towards English and maths.
- Discuss the progress of all pupils and focus on pupils with SEND with teachers at termly pupil progress meetings and put interventions in place to support these.
- Analyse end of year data across year groups to see what the gap looks like across other year groups between SEND and non-SEND pupils.
- Analyse end of KS2 data to see if this gap is closing.

4. Protected characteristic from the 2010 Equality Act: Race
The adults that work at Repton Primary School are represented from the White British community. School wants to ensure that any recruitment that is made for any position in school encourages applications from individuals from a non-WB background.
Objective: To ensure that any employment opportunities within Repton Primary School include applicants from non-WB backgrounds in the shortlisting stage of the process.
Strategies for the next three academic years: • Ensure that any employment opportunities that arise within Repton Primary School are advertised as widely as possible beyond the school's own geographical local area. Derbyshire County Council adverts cover the whole of the Derbyshire area. • During the shortlisting stage ensure that individuals from non-WB backgrounds are considered for shortlisting to ensure that the school is striving to increase the diversity of its staff.

These objectives will be reviewed and this document will be updated annually.