



Public Sector Equality Duty Annual Report to the Governing Body

School:	Donisthorpe 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:

- (eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under this Act;
- advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it;
- 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:

	2022-2023	2023-2024	2024-2025
% Pupils male	47.8%	49.0%	49.2%
% Pupils female	52.2%	51.0%	51.8%
% SEND with EHCP	0%	1.5%	2.4%
% SEND support	15.6%	15.1%	14.6%
% with a physical disability	0%	0%	0%

	2022-2023	2023-2024	2024-2025
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?

In some year groups, there are significant differences in the proportions of boys to girls- current Y1/Y3/Y4/Y5/Y6. The school has discussed the implications of this, notably when teachers group pupils in lessons. We have developed a more flexible approach to groupings in class.

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.

	2022-2023	2023-2024	2024-2025
% White British	95.5%	95.1%	94.1%
% Other	4.5%	4.9%	5.9%
% Whose first language is English	98.0%	98.5%	98.6%
% Whose first language is not English	2.0%	1.5%	1.4%

	2022-2023	2023-2024	2024-2025
Number of bullying or prejudice incidents related to race or ethnicity	0%	0%	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?

The school is predominantly white British. Broadening the children's understanding of Global Citizenship and Diversity remains a priority for the school. We have embedded Everyone Belongs and Lyfta across the school. Adjustments have been made to curriculum to ensure that resources promote a range of difference.

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.

	2022-2023	2023-2024	2024-2025
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?

We are conscious that in our locality there is a risk of community members holding far right views. 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.

	2022-2023	2023-2024	2024-2025
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?

There have been no complaints from parents about any equality issue this school year.

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:	The lowest attendance is amongst WB girls.
Achievement:	PP children perform less well; however, they make strong qualitative progress
Behaviour: Red/yellow cards	The majority of pupils receiving Red/yellow cards are WB boys with SEND or SEND concerns

Behaviour: suspensions	Only one pupil was suspended in the year a significant reduction on 2023-2024
Behaviour: exclusions	None
Participation in activities:	A higher proportion of PP pupils this year are in EYFS/KS1 (30%), compared to the previous two academic years. A higher proportion of SEND pupils this year are in EYFS/KS1 (38%), compared to the previous two academic years. Majority of club opportunities for EYFS/KS1 come in Spring and Summer terms.

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?

No significant concerns.

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:	29
Male/female balance:	2:27
Main ethnic groups (10% or more):	White British
Staff with registered disability:	0
Staff pregnant or on maternity:	2

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

	2022-2023	2023-2024	2024-2025
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?

There have been no complaints from staff about any equality issue this school year.

Part 4: Progress against our Equality Objectives

The time period covered by our current objectives is:	January 2024 to January 2026
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Objective	Nature of objective	Actions and Progress
1	Ensure any gaps between girls' and boys' performance is narrowed (based on detailed knowledge of specific cohort)	In some year groups, there are significant differences in the proportions of boys to girls- current Y1/Y3/Y4/Y5/Y6. This means that comparisons in these year groups can be difficult.

	performance and closing any gaps found in data).	
2	Ensure all vulnerable groups are fully represented in clubs and school activities	There are now a higher proportion of Pupil Premium pupils this year are in EYFS/KS1 (30%), compared to the previous two academic years. A higher proportion of SEND pupils this year are in EYFS/KS1 (38%), compared to the previous two academic years. There has been a significant increase in the numbers of vulnerable groups attending clubs/school activities. School has used a strategic focus on increasing engagement in competitive sports opportunities and promoting participation in "festival" events designed to encourage reluctant sportspeople. Efforts have been made to engage Year 5/6 Pupil Premium families through initiatives such as Young Voices, which aim to foster greater involvement and attendance.
3	Ensure that individuals listed within the protected characteristics group are fully represented with in school- e.g. monitoring attendance at clubs and activities, positive statement on recruitment information	The school have produced a vulnerability map and has added the protected characteristics group to this to ensure that these groups are fully represented with in school. A positive statement on equality is included on recruitment information.