

Equality Objectives (Jul 2023)

These objectives should be considered in conjunction with the Equality Policy (Jul 2022) and Equality Statement (Jul 2022)

Objective	Outcomes	Measures	Action (including who)	Progress Milestones		
				Jul 2023	Jul 2024	Jul 2025
<p>To ensure that the school's behaviour and attendance policies does not impact negatively on equality groups.</p>	<p>Strategies for supporting behaviour are deployed by staff before incidents develop and are adapted to the needs of the child.</p> <p>All children enjoy school and attend regularly.</p> <p>All children attend school regularly and where attendance is identified as an issue the underlying issues are established and addressed.</p> <p>Teaching staff are aware of and respond to racist incidents</p>	<p>Analysis of attendance figures and behaviour incidents indicate no specific groups are disproportionately represented.</p>	<p>Governors: Consider equality objectives when reviewing policies.</p> <p>Teachers: Ensure that positive praise and rewards are used alongside consequences.</p> <p>Teachers: Where individual children show patterns of poor behaviour engage with the family and child to better understand the situation and tailor a response</p> <p>HT, DHT & SL: Monitor attendance and behaviour as part of the safeguarding Friday meeting.</p> <p>Office: Transfer attendance data from Integris to Target Tracker for more detailed analysis.</p>	<p>Attendance Data</p> <p>Non-white British children attend school as much as white British children.</p> <p>Attendance meeting address cultural differences and parent understanding of attendance.</p> <p>Eth. White and Black African are significantly below which is a specific issue to this household, and we are working with the family (2023). This improved in 2024 and in 2025.</p> <p>PP children attend school on a slightly less regular basis than non-PP (2023), The gap between the attendance of PP children and non-PP children has decrease (2024). PP children's attendance is better than non-PP children (2025).</p> <p>SEN K children's attendance is slightly below the total percentage attendance, but SEN E see a higher level of absence given the medical needs associated with children in this group. Where children have large absence because of medical procedures work will be set for the children (2023). SEN K and E children's attendance has improved but remains just over 1% below those who are non-SEN (2024 & 2025).</p> <p>FSM children's attendance is slightly below the total percentage attendance (2023). Gap has narrowed (2024). FSM attendance is comparable to non-FSM (2025).</p> <p>Attendance for all groups is above national measures.</p> <p>Positive praise systems are engaged with to a mixed degree across the school. Positive language is regularly used to all children, but the communication of school successes is poorly communicated to parents.</p> <p>The School Council modified the OFSTED pupil survey and all pupils across the school carried this out. The themes in each year group were feedback to the PSHE lead.</p> <p>Overarching themes were that pupils felt safe, they enjoy school, they feel that if bullying happens then it is dealt with well and that they have an adult that they can talk to. The issues were that school trips can be loud on the bus, and falling out with friends (KS2) make them feel unsafe.</p>		

Equality Objectives (Jul 2022)

Objective	Outcomes	Measures	Action (including who)	Progress Milestones		
				Jul 2023	Jul 2024	Jul 2025
<p>To eliminate discrimination and harassment by identifying, responding to and reporting as necessary any incidents of discrimination or harassment on the grounds of equality status.</p>	<p>To achieve increased awareness and understanding of equality issues by staff, parents and pupils by publishing and promoting this equality scheme.</p> <p>Embed equality within the school community and provide members with a platform to raise concerns.</p>	<p>Governing body to monitor handling of any incidents of discrimination or harassment, on the basis of data provided termly by Headteacher.</p> <p>Consistent nil reporting is challenged by the Governing Body.</p>	<p>HT: Publishing the equality plan on the school website.</p> <p>HT: Scheduling regular discussions on equalities issues in staff meetings.</p> <p>DHT: Discussing the equality issues with the School Council.</p> <p>Gov: Regular review of our processes and procedures.</p> <p>HT: Refreshing staff awareness of processes and procedures relating to handling incidents of discrimination and harassment.</p> <p>HT: Review induction procedures to ensure full coverage of issues relating to handling incidents of discrimination and harassment.</p>	<p>Website</p> <p>Equality issues are discussed as part of the weekly safeguarding meeting.</p> <p>Staff report incidents of discrimination and harassment to SLT and actions are taken with the children and families of those involved.</p> <p>Online harassment is on the rise and has been address through two John’s training for children and parents but more needs to be done for Year 5 & 6.</p> <p>Inadvertent discrimination in younger age groups and from children with SEN is being addressed on an individual basis and through reinforcing the message of equality when studying other cultures.</p> <p>*School Council carried out an Online Safety meeting and discussed what is being used in their age groups, what they are allowed, how they are monitored at home. This was feedback to all teachers to include in their computing lessons (Spring 2023).</p> <p>“Pupils have a strong sense of equality. The school promotes pupils’ respect for diversity, which pupils demonstrate well in their work and play.” Ofsted May 2024</p> <p>Reporting arrangements and paperwork were reviewed by Ofsted during the inspection.</p>		

Equality Objectives (Jul 2022)

Objective	Outcomes	Measures	Action (including who)	Progress Milestones		
				Jul 2023	Jul 2024	Jul 2025
<p>To increase pupil participation, confidence and achievement by ensuring that our curriculum and topic planning reflects the school’s attitudes and values, that it reflects a diverse range of cultures, and that our displays around school also reflect the diversity of our curriculum.</p>	<p>Celebrate cultural events throughout the year to increase pupil awareness and understanding of different communities e.g. Diwali, Eid, Christmas.</p> <p>Children talk about stories from other cultures.</p> <p>Curriculum reflects modern Britain and introduces the wider world.</p>	<p>Regular analysis of attainment data and monitoring by different groups including gender, ethnicity, disability and special educational needs.</p> <p>Specific Curriculum coverage identified.</p>	<p>Phase Leaders: Reflecting equalities issue in subject plans each time the plans are reviewed.</p> <p>Teachers: Reflect equalities issues in their class planning.</p> <p>DHT: Ensuring that displays around school reflect the diversity of our school and the wider community.</p>	<p>In the curriculum there are a range of opportunities to explore equality issues. Additional information is provided below in the Curriculum Appendix and learning includes:</p> <p>The campaigns of activists show important issues of the day. For example, William Wilberforce highlighted Britain's role in the treatment of African slaves and Emmeline Pankhurst highlighted inequality between men and women.</p> <p>The Race Relations Act of 1965 is significant because it was the first piece of British legislation that dealt with issues of racism and discrimination. The act banned prejudiced behaviour in public places.</p> <p>Displays reflect the diverse curriculum.</p> <p>“Pupils are polite and well mannered. They are considerate of others and show respect, tolerance and understanding. Pupils do their best to follow the school’s behaviour code of being ‘kind, safe, polite and responsible’.” Ofsted May 2024</p>		

Equality Objectives (Jul 2022)

Objective	Outcomes	Measures	Action (including who)	Progress Milestones		
				Jul 2023	Jul 2024	Jul 2025
All children achieve their full potential.	To deliver on our commitment to seeing all individuals and groups of pupils making the best progress possible in our school including attainment of both boys and girls.	Regular (half-termly) analysis of data on attainment and progress by gender.	<p>We will do this in a number of ways including:</p> <ul style="list-style-type: none"> removing any gender bias from our resources and displays; providing texts and resources which are accessible to and attractive to both boys and girls; continuing our ongoing work to promote a growth mindset and using this to tackle gender differences in maths attainment and progress <p>To make our teaching accessible to both boys and girls, we will continue to:</p> <ul style="list-style-type: none"> begin a series of lessons by giving the 'big picture'; employ a variety of activities, and include active leaning elements; deliver work in bite-sized chunks, with 'brain breaks' and new starts; provide challenge, competition and short-term goals; give regular positive feedback and rewards; set writing tasks that are cross-curricular, that have been modelled first, and for which there are frames and scaffolds available. 	As curriculum expectation have risen the gap between boys and girls has shrunk with the boys performing better in many subjects when compared with the previous year (2023).	Girls attain better in all subject with the exception of PE (2025).	

Attendance Data

Integriris: Reports > Attendance > Analysis Reports > Attendance Return > Sort > Gender, FSM, SEN Stage, EAL; Reports > Attendance > Analysis Reports > Persistent Absence > Sorts > Gender, FSM, SEN Stage, EAL

29/6/2023	Atten %	1+ Auth.	1+ Un.	% Un.	
Totals	250	95.88	228	108	43.20
Eth.	1	100.00	0	0	0.00
Eth. Not Specified	2	96.84	2	1	50.00
Eth. Other Mixed Background	1	94.17	1	0	0.00
Eth. White And Any Other Asian Background	1	97.67	1	0	0.00
Eth. White And Any Other Ethnic Group	1	98.25	1	0	0.00
Eth. White And Black African	1	86.88	1	0	0.00
Eth. White And Black Caribbean	3	93.90	3	3	100.00
Eth. White Eastern European	5	97.37	4	2	40.00
Eth. White Other	5	96.32	4	1	20.00
Eth. White - British (inc English)	230	95.88	211	101	47.87
Eth. Not White – British (inc English)	20	95.87	17	7	41.18
Ever Pupil Premium - No	222	96.11	200	89	40.09
Ever Pupil Premium - Yes	28	94.03	28	18	64.29
Sen Stage - None	218	96.01	198	92	42.20
Sen Stage - N	7	97.58	6	4	57.14
Sen Stage - K	20	94.79	19	8	40.00
Sen Stage - E	5	92.47	5	3	60.00
Ever FSM - No	224	96.09	202	91	40.63
Ever FSM - Yes	26	94.05	26	16	61.54
EAL - No	246	95.87	225	105	42.68
EAL - Yes	4	96.35	3	2	50.00

2023/24	Atten %	1+ Auth.	1+ Un.	% Un.	
Totals	224	96.78	199	79	35.27
Eth.					
Eth. Not Specified	1	100.00	0	0	0
Eth. Other Mixed Background	1	96.84	1	0	0
Eth. White And Any Other Asian Background	2	98.95	2	0	0
Eth. White And Any Other Ethnic Group	3	97.89	3	0	0
Eth. White And Black African	1	91.32	1	0	0
Eth. White And Black Caribbean	2	95.66	2	2	100
Eth. White Eastern European	6	98.82	4	1	25
Eth. White Other	4	97.30	4	1	25
Eth. White - British (inc English)	203	96.70	183	73	35.96
Eth. Not White – British (inc English)					
Ever Pupil Premium - No	202	96.92	177	69	34.16
Ever Pupil Premium - Yes	22	95.56	22	10	45.45
Sen Stage - None	182	97.04	159	66	36.26
Sen Stage - N	7	95.66	7	3	42.86
Sen Stage - K	27	95.74	25	8	29.63
Sen Stage - E	8	95.16	8	2	25
Ever FSM - No	202	96.92	177	69	34.16
Ever FSM - Yes	22	95.50	22	10	45.45
EAL - No	218	96.75	193	78	35.78
EAL - Yes	6	97.81	6	1	16.67

5/6/2025	Atten %	1+ Auth.	1+ Un.	% Un.	
Totals	265	96.38	230	99	37.36
Eth.					
Eth. Not Specified	1	94.97	1	1	100
Eth. Other Mixed Background	1	87.50	1	1	100
Eth. White And Any Other Asian Background	2	97.96	2	0	0
Eth. White And Any Other Ethnic Group	3	97.90	3	0	0
Eth. White And Black African	1	92.45	1	0	0
Eth. White And Black Caribbean	2	96.35	2	0	0
Eth. White Eastern European	6	97.80	4	5	83.33
Eth. White Other	5	96.22	230	99	37.36
Eth. White - British (inc English)	243	96.35	210	89	36.63
Eth. Not White – British (inc English)					
Ever Pupil Premium - No	239	96.37	205	93	38.91
Ever Pupil Premium - Yes	26	96.49	25	6	23.08
Sen Stage - None	215	96.59	185	78	36.28
Sen Stage - N	8	95.34	8	3	37.50
Sen Stage - K	32	95.46	27	13	40.63
Sen Stage - E	10	95.54	10	5	50
Ever FSM - No	235	96.40	201	92	39.15
Ever FSM - Yes	30	96.29	29	7	23.33
EAL - No	258	96.34	223	96	37.21
EAL - Yes	7	97.80	7	3	42.86

Curriculum

This is not an exhaustive list of everything taught within our curriculum.

Unit(s)	Learning
Movers and Shakers	The campaigns of activists show important issues of the day. For example, William Wilberforce highlighted Britain's role in the treatment of African slaves and Emmeline Pankhurst highlighted inequality between men and women.
Maafa	The Race Relations Act of 1965 is significant because it was the first piece of British legislation that dealt with issues of racism and discrimination. The act banned prejudiced behaviour in public places. Campaign groups worked to have other areas of discrimination included in the act and, in 1968, it was made illegal to refuse a person a house, mortgage or job because of their race. The act was eventually replaced by the Equality Act 2010, which covers racial discrimination, but also other kinds of intolerance, such as discrimination against gender, disability, sexual orientation or religion.
Maafa	Discrimination is treating someone unfairly on the grounds of their gender, sexual orientation, race or age. Teasing is making fun of or provoking someone. Bullying is hurting or frightening someone over a period of time. Aggressive behaviour is acting in a violent, angry way towards someone. These actions can come in many forms, such as cyberbullying, prejudice-based language and trolling. People who carry out these acts often have low self-esteem and self-worth. Victims can suffer long term consequences, such as damage to their physical, mental and emotional health and reputation.
Maafa	Learn about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced.
	Learn about discrimination: what it means and how to challenge it.
Maafa	Examine the nature and consequences of discrimination, teasing, bullying and aggressive behaviours.
Maafa	Topic-specific abstract terms include abolish, chattel, colonisation, diaspora, discrimination, emancipation, enslavement, indigenous, maafa, rebellion, resistance and slavery.
Maafa	Throughout the 20th century, black people from territories in the British Empire were recruited and invited to Britain. Troops came to fight in both World Wars, people of the Windrush generation arrived to help rebuild Britain after the Second World War and nurses were recruited to establish the NHS. Black people who came to live in Britain suffered racial discrimination, and many were treated unfairly.
Invasion	Bias is the act of supporting or opposing a person or thing in an unfair way.
Groundbreaking Greeks	Bias is the act of supporting or opposing a person or thing in an unfair way. A balanced argument is a response to a question or statement where you

consider both viewpoints about a historical event or person.

Maafa; Britain at War	Different types of bias include political, cultural or racial.
Sow, Grow and Farm	Farming challenges for developing countries include poor soil, disease, drought and lack of markets. Education, fair trade and technology are ways in which these challenges can be reduced.
Maafa	Know what a stereotype is, and how stereotypes can be unfair, negative or destructive.
Dynamic Dynasties; Groundbreaking Greeks	Beliefs can prompt an individual to take action, such as to fight for change, fight wars, oppress or free individuals or groups of people, create temples and tombs or protest against injustice.
Frozen Kingdoms; Britain at War	An achievement or discovery may be significant because it affects the lives of other people or the natural world; moves human understanding forward; rights wrongs and injustices or celebrates the highest attainments of humans.
Bright Lights, Big City; Human Senses; School Days; Plant Parts	It is important to get along with other people. Listening to other people's points of view and compromising are essential skills in working and playing cooperatively. Listen to other people and play and work cooperatively.
Coastline	Everyone has different strengths. However, it is important to learn from experiences to develop new strengths and strategies. Recognise that people have different strengths, but can also reflect upon and learn from their experiences.
Movers and Shakers	People have different opinions, feelings and views. It is important to be able to express these views, as well as being respectful of others, to have successful relationships. Demonstrate that they can share opinions and feelings and explain views through discussions with one other person and the whole class.
Movers and Shakers	People's behaviour can affect others in both positive and negative ways and can also affect people's rights. It is important to always consider the effect of behaviour on others. For example, shouting out in class prevents others from learning. Recognise that a person's behaviour, both positive and negative, can directly affect the rights of others.
Misty Mountain, Winding River	Resources, such as clean water, food, housing and medical services, can be interrupted due to wars or natural disasters. Lack of access to these resources can cause starvation, the spread of disease, poverty and homelessness. Describe how interrupted access to resources can affect individuals or communities.
Sow, Grow and Farm	A debate is a serious discussion of a subject in which many people take part. In a debate, facts and opinions are used to support a viewpoint. Topical issues might include global warming or whether a school uniform should be worn. Debate topical issues, problems and events that are of concern to them as individuals and to society.

Maafa Diverse means showing a great deal of variety. Communities are made up of a diverse range of people that bring their own cultural influences, interests, celebrations and skills. Recognise how a place is enriched by the diversity of the people that live there.

Attainment & Progress

2021/22 - Males

Age Related Expectation Summary Report

Y2, Y3, Y4, Y5, Y6, Y7 - Males (106 pupils)

106 pupils	Missing Assessment	Below	On Track	Higher
Spoken Language	3 (2.8%)	23 (22.3%)	56 (54.4%)	24 (23.3%)
Reading	3 (2.8%)	33 (32.0%)	33 (32.0%)	37 (35.9%)
Writing	3 (2.8%)	43 (41.7%)	35 (34.0%)	25 (24.3%)
Mathematics	3 (2.8%)	28 (27.2%)	32 (31.1%)	43 (41.7%)
Science	3 (2.8%)	20 (19.4%)	57 (55.3%)	26 (25.2%)
Art and Design	3 (2.8%)	25 (24.3%)	56 (54.4%)	22 (21.4%)
Computing	3 (2.8%)	18 (17.5%)	57 (55.3%)	28 (27.2%)
Design and Technolog..	3 (2.8%)	17 (16.5%)	56 (54.4%)	30 (29.1%)
Geography	3 (2.8%)	26 (25.2%)	47 (45.6%)	30 (29.1%)
History	3 (2.8%)	21 (20.4%)	52 (50.5%)	30 (29.1%)
Languages	39 (36.8%)	21 (31.3%)	36 (53.7%)	10 (14.9%)
Music	3 (2.8%)	19 (18.4%)	66 (64.1%)	18 (17.5%)
Physical Education	3 (2.8%)	15 (14.6%)	44 (42.7%)	44 (42.7%)
Religious Education	3 (2.8%)	22 (21.4%)	55 (53.4%)	26 (25.2%)
PSHE	3 (2.8%)	19 (18.4%)	59 (57.3%)	25 (24.3%)

2022/23 - Males

Age Related Expectation Summary Report

Y1, Y2, Y3, Y4, Y5, Y6 - Males (99 pupils)

99 pupils	Missing Assessment	Below	On Track	Higher
Spoken Language	0 (0%)	23 (23.2%)	47 (47.5%)	29 (29.3%)
Reading	0 (0%)	28 (28.3%)	43 (43.4%)	28 (28.3%)
Writing	0 (0%)	37 (37.4%)	36 (36.4%)	26 (26.3%)
Mathematics	0 (0%)	26 (26.3%)	24 (24.2%)	49 (49.5%)
Science	0 (0%)	18 (18.2%)	49 (49.5%)	32 (32.3%)
Art and Design	0 (0%)	23 (23.2%)	58 (58.6%)	18 (18.2%)
Computing	0 (0%)	7 (7.1%)	60 (60.6%)	32 (32.3%)
Design and Technolog..	0 (0%)	17 (17.2%)	57 (57.6%)	25 (25.3%)
Geography	0 (0%)	22 (22.2%)	51 (51.5%)	26 (26.3%)
History	0 (0%)	18 (18.2%)	49 (49.5%)	32 (32.3%)
Languages	34 (34.3%)	19 (29.2%)	37 (56.9%)	9 (13.8%)
Music	0 (0%)	11 (11.1%)	71 (71.7%)	17 (17.2%)
Physical Education	0 (0%)	13 (13.1%)	41 (41.4%)	45 (45.5%)
Religious Education	0 (0%)	17 (17.2%)	48 (48.5%)	34 (34.3%)
PSHE	0 (0%)	12 (12.1%)	62 (62.6%)	25 (25.3%)

Key Stage 1 children are not taught French hence the missing assessmnet figure.

2021/22 - Female

Age Related Expectation Summary Report

Y2, Y3, Y4, Y5, Y6, Y7 - Females (101 pupils)

101 pupils	Missing Assessment	Below	On Track	Higher
Spoken Language	4 (4.0%)	8 (8.2%)	55 (56.7%)	34 (35.1%)
Reading	4 (4.0%)	16 (16.5%)	35 (36.1%)	46 (47.4%)
Writing	4 (4.0%)	21 (21.6%)	42 (43.3%)	34 (35.1%)
Mathematics	4 (4.0%)	21 (21.6%)	39 (40.2%)	37 (38.1%)
Science	4 (4.0%)	15 (15.5%)	61 (62.9%)	21 (21.6%)
Art and Design	4 (4.0%)	5 (5.2%)	52 (53.6%)	40 (41.2%)
Computing	4 (4.0%)	11 (11.3%)	75 (77.3%)	11 (11.3%)
Design and Technolog..	4 (4.0%)	4 (4.1%)	64 (66.0%)	29 (29.9%)
Geography	4 (4.0%)	12 (12.4%)	65 (67.0%)	20 (20.6%)
History	4 (4.0%)	9 (9.3%)	57 (58.8%)	31 (32.0%)
Languages	41 (40.6%)	13 (21.7%)	38 (63.3%)	9 (15.0%)
Music	4 (4.0%)	8 (8.2%)	71 (73.2%)	18 (18.6%)
Physical Education	4 (4.0%)	9 (9.3%)	70 (72.2%)	18 (18.6%)
Religious Education	4 (4.0%)	12 (12.4%)	57 (58.8%)	28 (28.9%)
PSHE	4 (4.0%)	5 (5.2%)	60 (61.9%)	32 (33.0%)

2022/23 - Females

Age Related Expectation Summary Report

Y1, Y2, Y3, Y4, Y5, Y6 - Females (104 pupils)

104 pupils	Missing Assessment	Below	On Track	Higher
Spoken Language	1 (1.0%)	12 (11.7%)	57 (55.3%)	34 (33.0%)
Reading	1 (1.0%)	21 (20.4%)	50 (48.5%)	32 (31.1%)
Writing	1 (1.0%)	26 (25.2%)	49 (47.6%)	28 (27.2%)
Mathematics	1 (1.0%)	27 (26.2%)	39 (37.9%)	37 (35.9%)
Science	1 (1.0%)	16 (15.5%)	67 (65.0%)	20 (19.4%)
Art and Design	1 (1.0%)	5 (4.9%)	66 (64.1%)	32 (31.1%)
Computing	1 (1.0%)	9 (8.7%)	71 (68.9%)	23 (22.3%)
Design and Technolog..	1 (1.0%)	9 (8.7%)	69 (67.0%)	25 (24.3%)
Geography	1 (1.0%)	11 (10.7%)	70 (68.0%)	22 (21.4%)
History	1 (1.0%)	8 (7.8%)	69 (67.0%)	26 (25.2%)
Languages	41 (39.4%)	14 (22.2%)	46 (73.0%)	3 (4.8%)
Music	1 (1.0%)	7 (6.8%)	76 (73.8%)	20 (19.4%)
Physical Education	1 (1.0%)	7 (6.8%)	67 (65.0%)	29 (28.2%)
Religious Education	1 (1.0%)	10 (9.7%)	62 (60.2%)	31 (30.1%)
PSHE	1 (1.0%)	8 (7.8%)	63 (61.2%)	32 (31.1%)

2021/22 - Males

Age Related Expectation Summary Report

Y2, Y3, Y4, Y5, Y6, Y7 - Males (106 pupils)

106 pupils	Missing Assessment	Below	On Track	Higher
Spoken Language	3 (2.8%)	23 (22.3%)	56 (54.4%)	24 (23.3%)
Reading	3 (2.8%)	33 (32.0%)	33 (32.0%)	37 (35.9%)
Writing	3 (2.8%)	43 (41.7%)	35 (34.0%)	25 (24.3%)
Mathematics	3 (2.8%)	28 (27.2%)	32 (31.1%)	43 (41.7%)
Science	3 (2.8%)	20 (19.4%)	57 (55.3%)	26 (25.2%)
Art and Design	3 (2.8%)	25 (24.3%)	56 (54.4%)	22 (21.4%)
Computing	3 (2.8%)	18 (17.5%)	57 (55.3%)	28 (27.2%)
Design and Technolog..	3 (2.8%)	17 (16.5%)	56 (54.4%)	30 (29.1%)
Geography	3 (2.8%)	26 (25.2%)	47 (45.6%)	30 (29.1%)
History	3 (2.8%)	21 (20.4%)	52 (50.5%)	30 (29.1%)
Languages	39 (36.8%)	21 (31.3%)	36 (53.7%)	10 (14.9%)
Music	3 (2.8%)	19 (18.4%)	66 (64.1%)	18 (17.5%)
Physical Education	3 (2.8%)	15 (14.6%)	44 (42.7%)	44 (42.7%)
Religious Education	3 (2.8%)	22 (21.4%)	55 (53.4%)	26 (25.2%)
PSHE	3 (2.8%)	19 (18.4%)	59 (57.3%)	25 (24.3%)

2021/22 - Female

Age Related Expectation Summary Report

Y2, Y3, Y4, Y5, Y6, Y7 - Females (101 pupils)

101 pupils	Missing Assessment	Below	On Track	Higher
Spoken Language	4 (4.0%)	8 (8.2%)	55 (56.7%)	34 (35.1%)
Reading	4 (4.0%)	16 (16.5%)	35 (36.1%)	46 (47.4%)
Writing	4 (4.0%)	21 (21.6%)	42 (43.3%)	34 (35.1%)
Mathematics	4 (4.0%)	21 (21.6%)	39 (40.2%)	37 (38.1%)
Science	4 (4.0%)	15 (15.5%)	61 (62.9%)	21 (21.6%)
Art and Design	4 (4.0%)	5 (5.2%)	52 (53.6%)	40 (41.2%)
Computing	4 (4.0%)	11 (11.3%)	75 (77.3%)	11 (11.3%)
Design and Technolog..	4 (4.0%)	4 (4.1%)	64 (66.0%)	29 (29.9%)
Geography	4 (4.0%)	12 (12.4%)	65 (67.0%)	20 (20.6%)
History	4 (4.0%)	9 (9.3%)	57 (58.8%)	31 (32.0%)
Languages	41 (40.6%)	13 (21.7%)	38 (63.3%)	9 (15.0%)
Music	4 (4.0%)	8 (8.2%)	71 (73.2%)	18 (18.6%)
Physical Education	4 (4.0%)	9 (9.3%)	70 (72.2%)	18 (18.6%)
Religious Education	4 (4.0%)	12 (12.4%)	57 (58.8%)	28 (28.9%)
PSHE	4 (4.0%)	5 (5.2%)	60 (61.9%)	32 (33.0%)

2024/25 - Males

Age Related Expectation Summary Report

Y1, Y2, Y3, Y4, Y5, Y6 - Males (123 pupils)

123 pupils	Missing Assessment	Below	On Track or higher	Higher
Spoken Language	1 (0.8%)	38 (31.1%)	84 (68.9%)	11 (9.0%)
Reading	1 (0.8%)	44 (36.1%)	78 (63.9%)	13 (10.7%)
Writing	1 (0.8%)	48 (39.3%)	74 (60.7%)	8 (6.6%)
Mathematics	1 (0.8%)	39 (32.0%)	83 (68.0%)	19 (15.6%)
Science	1 (0.8%)	22 (18.0%)	100 (82.0%)	18 (14.8%)
Art and Design	1 (0.8%)	32 (26.2%)	90 (73.8%)	5 (4.1%)
Computing	1 (0.8%)	17 (13.9%)	105 (86.1%)	15 (12.3%)
Design and Technolog..	1 (0.8%)	21 (17.2%)	101 (82.8%)	6 (4.9%)
Geography	1 (0.8%)	32 (26.2%)	90 (73.8%)	11 (9.0%)
History	1 (0.8%)	28 (23.0%)	94 (77.0%)	9 (7.4%)
Languages	55 (44.7%)	32 (47.1%)	36 (52.9%)	5 (7.4%)
Music	1 (0.8%)	27 (22.1%)	95 (77.9%)	2 (1.6%)
Physical Education	1 (0.8%)	9 (7.4%)	113 (92.6%)	20 (16.4%)
Religious Education	1 (0.8%)	27 (22.1%)	95 (77.9%)	11 (9.0%)
Combined	Missing Assessment in one or more 55 (44.7%)	Below in one or more 50 (73.5%)	On Track or higher in all 18 (26.5%)	Higher in all 0 (0%)

2024/25 - Females

Age Related Expectation Summary Report

Y1, Y2, Y3, Y4, Y5, Y6 - Females (113 pupils)

113 pupils	Missing Assessment	Below	On Track or higher	Higher
Spoken Language	1 (0.9%)	20 (17.9%)	92 (82.1%)	15 (13.4%)
Reading	1 (0.9%)	27 (24.1%)	85 (75.9%)	23 (20.5%)
Writing	1 (0.9%)	35 (31.3%)	77 (68.8%)	13 (11.6%)
Mathematics	1 (0.9%)	43 (38.4%)	69 (61.6%)	14 (12.5%)
Science	1 (0.9%)	15 (13.4%)	97 (86.6%)	14 (12.5%)
Art and Design	1 (0.9%)	7 (6.3%)	105 (93.8%)	19 (17.0%)
Computing	1 (0.9%)	13 (11.6%)	99 (88.4%)	12 (10.7%)
Design and Technolog..	1 (0.9%)	13 (11.6%)	99 (88.4%)	11 (9.8%)
Geography	1 (0.9%)	22 (19.6%)	90 (80.4%)	15 (13.4%)
History	1 (0.9%)	23 (20.5%)	89 (79.5%)	10 (8.9%)
Languages	39 (34.5%)	20 (27.0%)	54 (73.0%)	8 (10.8%)
Music	1 (0.9%)	14 (12.5%)	98 (87.5%)	10 (8.9%)
Physical Education	1 (0.9%)	12 (10.7%)	100 (89.3%)	12 (10.7%)
Religious Education	1 (0.9%)	14 (12.5%)	98 (87.5%)	13 (11.6%)
Combined	Missing Assessment in one or more 39 (34.5%)	Below in one or more 42 (56.8%)	On Track or higher in all 32 (43.2%)	Higher in all 0 (0%)