

# PERRYMOUNT PRIMARY SCHOOL



**Perrymount Primary School**  
Growing together, learning forever.

## Equality and Diversity Policy

September 2023 – review date September 2024

# Perrymount Primary School

## Equality and Diversity Policy - September 2022

### Legal Duties

This document meets the requirements under the following legislation:

- The Equality Act 2010, which introduced the public sector equality duty and protects people from discrimination
- The Equality Act 2010 (Specific Duties) Regulations 2011, which require schools to publish information to demonstrate how they are complying with the public sector equality duty and to publish equality objectives

This document is also based on Department for Education (DfE) guidance: The Equality Act 2010 and schools.

### ETHOS

At Perrymount Primary School, we believe that all children should be guaranteed equal access to a broad and balanced curriculum regardless of gender, sexual orientation, race, culture, religion, social class, disability or special educational need. Both children and adults should expect to be treated fairly and have the same entitlement as every other child or person. They know this by what is said and what happens at an operational level.

Equality and diversity issues are integral to all we do. Everyone in the school knows that, if they think/feel that they are being treated unfairly and they think it may be to do with their gender, sexual orientation, race, religion, social class, disability or special educational need, they should say so, and they should expect this to be investigated and that any issues that emerge to be addressed.

Although the governing body and the head teacher are ultimately responsible for ensuring that discrimination doesn't occur, **ALL** employees have a responsibility to carry out their duties in accordance with this policy and work within statutory requirements.

### VALUING DIVERSITY

At Perrymount we believe that valuing diversity means actively recognising the strengths, talents and needs of every individual and every community. We nurture the potential of all and maximise the opportunities for all. We know that, despite legislation e.g. Disability Discrimination, Human Rights, Race Relations Act etc., discrimination still exists and it is for us to strongly address this, where it does.

We give our children and adults strategies to deal with it, to know how to address discrimination if they hear it in others and how to know that discrimination is completely unfair and, as such should not be tolerated.

### AIMS OF THE EQUALITIES AND DIVERSITY POLICY

- to provide an environment in which all our children/adults feel comfortable and at ease about their gender, sexual orientation, race, culture, religion, social class, disability, special educational need and/or background
- to instil in our children a tolerance, understanding and respect of all cultures, faiths, disabilities and ways of life and living
- to nurture cultural, religious and linguistic diversity
- to be aware of and support positively the languages and dialects spoken by our children and the adults in the school and at home
- to ensure that programmes of work cater for the individual needs of our children and that the curriculum is modified appropriately whenever appropriate
- to ensure that the needs of children with additional needs, including gifted children are catered for
- to ensure members of the senior leadership team are made aware of any issues which contravene the policy in order that they can tackle the issue appropriately

The Equality Act of 2010 lists certain characteristics that are protected

- age (for employees)
- disability
- race
- sex (including issues of transgender)
- gender reassignment
- maternity and pregnancy
- religion and belief,
- sexual orientation
- Civil Partnership / Same Sex Marriage (for employees)

## Understanding our school pupil community.

The following data is correct as of September 2023

How many children are on roll – 205

September 2022 figures are in **bold** – September 2021 figures in *italics*

### Ethnicity

White British	<b>48</b> <i>45</i>	White/Black Caribbean	<b>5</b> <i>10</i>	Indian	<b>1</b> <i>2</i>	Any other Black Background	<b>1</b> <i>2</i>
Irish	<b>0</b> <i>1</i>	White / Asian	<b>2</b> <i>1</i>	White / Black African	<b>2</b> <i>2</i>	Any other White Background	<b>1</b> <i>3</i>
Black	<b>16</b> <i>7</i>	Chinese	<b>0</b> <i>0</i>	Black Caribbean	<b>16</b> <i>19</i>	Any other Mixed Background	<b>6</b> <i>8</i>
White Eastern European	<b>7</b> <i>12</i>	Black African	<b>15</b> <i>17</i>	Not obtained	<b>25</b> <i>6</i>	Any other Asian Background	<b>1</b> <i>2</i>
Main groups identified by Scholarpack's school data							

### Areas of SEND and Disability

Problems with communication SLCN	<b>19</b> <i>11</i>	<i>Problems with hearing</i>	<b>0</b> <i>1</i>	Autism	<b>5</b> <i>5</i>		
Physical disability	<b>2</b> <i>3</i>	<i>Behavioural</i>	<b>0</b> <i>0</i>	Main groups identified by Scholarpack's school data			

### Special Educational Needs

SEN Support		<b>29</b> (27 - 2022)	EHCP	<b>8</b> (7 - 2022)
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### Gender

Girls	<b>54.33%</b> (53.66% - 2022)	Boys	<b>45.67%</b> (46.34% - 2022)
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## Religion and Belief

Christian	<b>39</b> 45	Muslim	<b>32</b> 32	Sikh	<b>2</b> 3		
Buddhist	<b>0</b> 1	Hindu	<b>1</b> 1	No religion	<b>80</b> 87	Groups identified by Scholarpack's data	

No information was available on Gender Reassignment or Sexual Identity

## Legal Duties

The general duties under the Equality act 2010 are to  
Eliminate discrimination  
Advance equality of opportunity  
Foster good relations

In order to meet these duties we will look at the responsibilities of the whole school and analyse each protected characteristic.

School Community	Responsibility
Governing Body	Involving and engaging the whole school community in identifying and understanding equality barriers and in the setting of objectives to address these. Monitoring progress towards achieving equality objectives. Publishing data and publishing equality objectives.
Head teacher	As above including: Promoting key messages to staff, parents and pupils about equality and what is expected of them and can be expected from the school in carrying out its day to day duties. Ensuring that all school community receives adequate training to meet the need of delivering equality, including pupil awareness. Ensure that all staff are aware of their responsibility to record and report prejudice related incidents.
Senior Management Team	To support the Head as above Ensure fair treatment and access to services and opportunities. Ensure that all staff are aware of their responsibility to record and report prejudice related incidents.

School Community	Responsibility
Teaching Staff	<p>Help in delivering the right outcomes for pupils.</p> <p>Uphold the commitment made to pupils and parents/carers on how they can be expected to be treated.</p> <p>Design and deliver an inclusive curriculum</p> <p>Ensure that you are aware of your responsibility to record and report prejudice related incidents.</p>
Non-Teaching Staff	<p>Support the school and the governing body in delivering a fair and equitable service to all stakeholders</p> <p>Uphold the commitment made by the head teacher/principal on how pupils and parents/carers can be expected to be treated</p> <p>Support colleagues within the school community</p> <p>Ensure that you are aware of your responsibility to record and report prejudice related incidents</p>
Parents	<p>Take an active part in identifying barriers for the school community and in informing the governing body of actions that can be taken to eradicate these</p> <p>Take an active role in supporting and challenging the school to achieve the commitment given to the school community in tackling inequality and achieving equality of opportunity for all.</p>
Pupils	<p>Supporting the school to achieve the commitment made to tackling inequality.</p> <p>Uphold the commitment made by the head teacher on how pupils and parents/carers, staff and the wider school community can be expected to be treated.</p>
Local Community Members	<p>Take an active part in identifying barriers for the school community and in informing the governing body of actions that can be taken to eradicate these</p> <p>Take an active role in supporting and challenging the school to achieve the commitment made to the school community in tackling inequality and achieving equality of opportunity for all.</p>

## Summary of our Equalities Evidence

	Protected Characteristic - Race	
Aims of General Duty	What evidence do we have that we eliminate unlawful discrimination, harassment and victimisation.	<p>At Perrymount we believe it is important that the children feel proud of their culture, language, religion and skin colour, and respect those of their peers.</p> <p>Racist behaviour / comments are challenged and reported using school procedures.</p> <p>Attendance is analysed annually to ensure there is no significant difference between attendance of different ethnic groups in the school.</p> <p>Since 2021 Perrymount has adopted the Lewisham Equality Pledge. The implementation of this pledge can be seen in our curriculum, our reading material and focus upon the history of all cultures not just white European.</p> <p>In 2023 the Governing Body of the school adopted Lewisham's 'Race Inequality in Education Toolkit'. This ensures questions will be asked at each meeting regarding inequalities and how Perrymount is closing the gap.</p> <p>As teaching appointments became available we have actively sought to diversify our staff. Our teaching staff now has 33% of black teachers which has risen from 14% in 2021.</p> <p><b>See Appendix A</b></p>
	How do we advance equality of opportunity between people who share a protected characteristic and those who do not?	<p>The books and resources, such as dolls, jigsaws, cooking equipment, used in our school are chosen to reflect the ethnic diversity of the school and to show all communities and individuals within communities in a positive light.</p> <p>Support is provided for pupils where English is not their first language.</p>
	How do we foster good relations between people who share a	Festivals and customs associated with different cultures are explained and

	protected characteristic and those who do not?	celebrated and the children’s ethnic backgrounds and interests used wherever possible in our delivery of our curriculum.
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Protected Characteristic - Sex		
Aims of General Duty	What evidence do we have that we eliminate unlawful discrimination, harassment and victimisation.	<p>At Perrymount we are aware that in life and in our society many areas have been stereotyped e.g. boys and football, girls and cookery. We provide a curriculum where girls and boys have equal access to all areas of the curriculum we offer.</p> <p>Data is analysed annually to ensure that we are aware of any significant differences between the achievements of boys and girls. <b>See Appendix B</b></p> <p>Where data shows a significant difference, this is further analysed in order to ascertain reasons.</p> <p>We monitor for fairness ensuring that junior governors, good work assemblies have a fair distribution of boys and girls.</p> <p>We conform to equal pay legislation.</p> <p>No roles are advertised as gender specific.</p>
	How do we advance equality of opportunity between people who share a protected characteristic and those who do not?	<p>In order to support the above, our resources are audited to see that they address stereotyping. Children and adults (for example at times of recruitment for adults) are not discriminated against and recruitment practices are fair and transparent.</p> <p>All extracurricular activities are open to boys and girls and uptake is monitored.</p>
	How do we foster good relations between people who share a protected characteristic and those who do not?	<p>SRE curriculum covers gender issues.</p> <p>We ensure children see equal opportunities in action and that they see males and females in a range of roles.</p> <p>The balance of male and female teachers is now 20% male – 80% female.</p>



<b>Protected Characteristic – Gender Reassignment</b>		
Aims of General Duty	What evidence do we have that we eliminate unlawful discrimination, harassment and victimisation.	While it is rare that young people want to undergo gender reassignment at Perrymount we will ensure that gender variant pupils or the children of transgender parents are not singled out or given treatment that is less favourable than treatment given to other pupils.
	How do we advance equality of opportunity between people who share a protected characteristic and those who do not?	The school would provide a supportive environment for those unhappy with their birth gender.
	How do we foster good relations between people who share a protected characteristic and those who do not?	We would encourage the participation of transsexual employees in all organisational activities.

<b>Protected Characteristic - Disability</b>	
Aims of General Duty	<p>What evidence do we have that we eliminate unlawful discrimination, harassment and victimisation.</p> <p>As members of staff we realise that it is important to identify the needs of children with special educational needs or disabilities at the earliest opportunity so that suitable learning programmes and strategies can be devised and the curriculum modified so that that they can be effectively used in meeting the above needs. Individual pupil progress is monitored and assessed regularly and strategies are modified accordingly to support individual children with learning needs. Close links with the parents/carers of children with special educational needs are maintained and the expertise of our staff; and of the relevant outside agencies such as the Educational Psychologist, Clinical Psychologist and Speech and Language Therapist etc. are utilised to assist us in meeting the needs of our children.</p> <p>In July 2022 the school was rewarded the</p>

		achievement of Centre of Excellence for its work on inclusion.
	How do we advance equality of opportunity between people who share a protected characteristic and those who do not?	We assess our curriculum in order to ensure it is accessible to pupils with a disability and seek professional advice and training to support both our teaching and pupil learning. We actively seek advice and support from the LA and access a range of appropriate resources to aid pupils with a disability in their learning.
	How do we foster good relations between people who share a protected characteristic and those who do not?	We make reasonable adjustments where possible to ensure children and parents with disabilities are able to access the school. Any new building work is DDA compliant.

Protected Characteristic – Religion and Belief		
Aims of General Duty	What evidence do we have that we eliminate unlawful discrimination, harassment and victimisation.	At Perrymount we teach our children/adults to understand and value the religions and religious beliefs and practices of their peers. Negative attitudes are not tolerated. Absences for religious celebrations are approved. Data is analysed annually for Year 2 and 6 to ensure that we are aware of any significant differences between the achievements of different religions. <b>See Appendix B</b> If the data shows a difference, this is further analysed in order to ascertain whether this is a school issue or cohort specific. This is reported to Governors annually.
	How do we advance equality of opportunity between people who share a protected characteristic and those who do not?	We visit a variety of places of worship Church, Gurdwara, Mandir, Mosque, Synagogue, Temple as part of our RE work, we learn songs in a range of other languages

		to celebrate cultural diversity.
	How do we foster good relations between people who share a protected characteristic and those who do not?	School events actively encourage people of all faiths to attend and religious festivals are marked through school assemblies.

	<b>Protected Characteristic – Sexual Orientation</b>	
Aims of General Duty	What evidence do we have that we eliminate unlawful discrimination, harassment and victimisation.	At Perrymount we will ensure that all pupils or children who have parents who are of the LGBT community are not singled out or given treatment that is less favourable than treatment given to other pupils.
	How do we advance equality of opportunity between people who share a protected characteristic and those who do not?	In order to support the above, our resources are audited to see that they address stereotyping Children and adults (for example at times of recruitment for adults) are not discriminated against and recruitment practices are fair and transparent.
	How do we foster good relations between people who share a protected characteristic and those who do not?	Our SRE curriculum deals sensitively with children’s questions relating to sexual orientation and resources used to challenge stereotypes.

	<b>Protected Characteristic – Pregnancy and Maternity (employee only)</b>	
Aims of General Duty	What evidence do we have that we eliminate unlawful discrimination, harassment and victimisation.	No woman will be treated differently for being pregnant or on maternity leave.
	How do we advance equality of opportunity between people who share a protected characteristic and those who do not?	Pregnant women will be allowed to attend all medical appointments and their absence will not count against their position at school when analysing attendance.
	How do we foster good relations between people who share a protected characteristic and those who do not?	A risk assessment is completed on all pregnant staff to ensure their safety and what support school could reasonably provide.

	<b>Protected Characteristic – Civil Partnership / Same Sex Marriage (employee only)</b>	
Aims	What evidence do we have that we eliminate unlawful discrimination,	Employee’s marital status will not be considered at times of recruitment so that

	harassment and victimisation.	no one is discriminated against and that recruitment practices are fair and transparent.
	How do we advance equality of opportunity between people who share a protected characteristic and those who do not?	In order to support the above, our resources are audited to see that they address these issues and that we teach the children a broad definition of what makes a family.
	How do we foster good relations between people who share a protected characteristic and those who do not?	We would encourage the participation of civil partnership / same sex marriage employees in all organisational activities.

<b>Protected Characteristic – Age (employee only)</b>		
Aims of General Duty	What evidence do we have that we eliminate unlawful discrimination, harassment and victimisation.	No member of staff will be treated unfavourable due to their age. Age will not be considered at times of recruitment so that no one is discriminated against and that recruitment practices are fair and transparent.
	How do we advance equality of opportunity between people who share a protected characteristic and those who do not?	At Perrymount we will not label staff members into a specific age group and no associated language will be permitted. No employee will be treated differently because of their age. The age of an employee is not a basis that can be used for disciplinary action.
	How do we foster good relations between people who share a protected characteristic and those who do not?	We seek to encourage intergenerational links for example singing carols at community events. Each year we take part in remembrance ceremony to remind us of what has gone before and links to British Values.

### Addressing Prejudice Related Incidents

This school is opposed to all forms of prejudice and we recognise that children and young people who experience any form of prejudice related discrimination may fair less well in the education system. We provide both our pupils and staff with an awareness of the impact of prejudice in order to prevent any incidents. If incidents still occur we address them immediately and report them via **My Concern** and address as laid out in our **Positive Behaviour policy**.

### **Responsibility**

Promoting Equality is the whole schools community responsibility:

**We will ensure that the whole school community is aware of the Equality and Diversity Policy by publishing it on our website. The head teacher will inform parents that they can either read this information via the website or obtain a printed copy from the office. This policy will also become part of the schools information pack that is given to prospective employees**

### **Breaches**

Breaches to this statement will be dealt with in the same ways that breaches of other school policies are dealt with, as determined by the head teacher and governing body.

### **Monitor and Review**

Annually.

Review September 2024



## Appendix A

### February 2021

#### Embedding Race Equality – Pledge

We are expecting all Lewisham schools to publicly sign up to a pledge to Embed Race Equality and address Black Caribbean heritage and Black and Minority Ethnic under achievement. – Lewisham Learning

This will entail a commitment to:

- Targeting ambitious outcomes for Black Caribbean heritage and Black and Minority Ethnic pupils.
- Reducing exclusions of Black Caribbean heritage pupils at all ages.
- Leaders and governors taking a whole school approach to embedding race equality.
- Transparent reporting and sharing of borough wide data trends.
- Working together in new ways and sharing good practice to embed race equality in our school cultures and curriculum.
- Actively developing high quality relationships with Black Caribbean heritage and Black and Minority Ethnic pupils and their parents.
- Improving Black representation in school leadership and governing bodies
- Lewisham schools holding each other to account. Lewisham Learning and Lewisham Council will internally support and challenge, including reporting annually to the Council, on the progress that is being made across Lewisham.

*After the death of George Floyd Lewisham education established a task force to address matters that are directly affecting black lives in our community.*

*At Perrymount we know it is a school's main duty to educate and help improve the lives of all its students. However, for a long time nationally the gap between what black students achieve compared to others is lacking and we must do all we can to help rectify this situation. This pledge expresses our commitment to do so - Governors and staff of Perrymount.*

## Appendix B

### Perrymount Whole School Data Summary 2021-2022

In line with government policy, due to the effect of COVID, data will not be published for the academic year 2022-23.

### Perrymount Whole School Data Summary 2022-2023

#### Reading

Whole School Overall		
Class	Working Towards	Expected
Year 1.	20% (6)	80% (23)
Year 2.	29% (8)	71% (20)
Year 3.	22% (4)	78% (15)
Year 4.	30% (9)	70% (20)
Year 5.	32% (9)	68% (19)
Year 6.	18% (5)	82% (23)

#### Writing

Whole School Overall		
Class	Working Towards	Expected
Year 1.	27% (8)	7% (21)
Year 2.	36% (10)	64% (18)
Year 3.	27% (5)	73% (14)
Year 4.	48% (14)	52% (15)
Year 5.	32% (9)	68% (19)
Year 6.	14% (4)	86% (24)

#### Numeracy

Whole School Overall		
Class	Working Towards	Expected
Year 1.	27% (8)	73% (21)
Year 2.	32% (9)	68% (19)
Year 3.	29% (7)	71% (71)
Year 4.	45% (13)	55% (16)
Year 5.	32% (9)	68% 19)
Year 6.	11% (3)	89% (25)



## Perrymount Whole School Data Disadvantaged Pupils

### Reading

Disadvantaged Pupils				
Class	Working Towards		Expected	
	Disadvantaged	Non-Disadvantaged	Disadvantaged	Non-Disadvantaged
Year 1.	40% (4)	11% (2)	60% (6)	89% (17)
Year 2.	23% (3)	33% (5)	77% (10)	67% (10)
Year 3.	14% (1)	25% (3)	86% (6)	75% (9)
Year 4.	40% (6)	21% (3)	60% (9)	79% (11)
Year 5.	31% (4)	33% (5)	69% (9)	67% (10)
Year 6.	18% (2)	18% (3)	82% (9)	82% (14)

### Writing

Disadvantaged Pupils				
Class	Working Towards		Expected	
	Disadvantaged	Non-Disadvantaged	Disadvantaged	Non-Disadvantaged
Year 1.	40% (4)	21% (4)	60% (6)	79% (15)
Year 2.	23% (3)	47% (7)	77% (10)	53% (8)
Year 3.	28% (2)	25% (3)	72% (5)	75% (9)
Year 4.	53% (8)	43% (6)	48% (7)	57% (8)
Year 5.	31% (4)	33% (5)	69% (9)	67% (10)
Year 6.	18% (2)	12% (2)	82% (9)	88% (15)

### Numeracy

Disadvantaged Pupils				
Class	Working Towards		Expected	
	Disadvantaged	Non-Disadvantaged	Disadvantaged	Non-Disadvantaged
Year 1.	30% (3)	26% (5)	70% (7)	74% (14)
Year 2.	23% (3)	40% (6)	77% (10)	60% (9)
Year 3.	28% (2)	50% (6)	72% (5)	50% (6)
Year 4.	53% (8)	36% (5)	47% (7)	64% (9)
Year 5.	31% (4)	33% (5)	69% (9)	67% (10)
Year 6.	18% (2)	6% (1)	82% (9)	94% (16)





## Perrymount Whole School Data Gender

### Reading

Gender				
Class	Working Towards		Expected	
	Girls	Boys	Girls	Boys
Year 1.	13% (2)	29% (4)	87% (13)	71% (10)
Year 2.	24% (4)	36% (4)	76% (13)	64% (7)
Year 3.	25% (2)	18% (2)	75% (6)	82% (9)
Year 4.	28% (5)	36% (4)	72% (13)	64% (7)
Year 5.	14% (2)	43% (6)	86% (12)	57% (8)
Year 6.	8% (1)	25% (4)	92% (11)	75% (12)

### Writing

Gender				
Class	Working Towards		Expected	
	Girls	Boys	Girls	Boys
Year 1.	20% (3)	36% (5)	80% (12)	64% (9)
Year 2.	29% (5)	45% (5)	71% (12)	55% (6)
Year 3.	37% (3)	18% (2)	63% (5)	82% (9)
Year 4.	39% (7)	64% (7)	61% (11)	36% (4)
Year 5.	21% (3)	36% (6)	79% (11)	64% (9)
Year 6.	8% (1)	19% (3)	92% (11)	81% (13)

### Numeracy

Gender				
Class	Working Towards		Expected	
	Girls	Boys	Girls	Boys
Year 1.	20% (3)	36% (5)	80% (12)	64% (9)
Year 2.	23% (4)	45% (5)	77% (13)	55% (6)
Year 3.	75% (6)	18% (2)	25% (2)	82% (9)
Year 4.	39% (7)	55% (6)	61% (11)	45% (5)
Year 5.	21% (3)	43% (6)	79% (11)	57% (8)
Year 6.	8% (1)	12% (2)	92% (11)	88% (14)



### Perrymount Whole School Ethnicity Black African

#### Reading

Ethnicity – Black African				
Class	Working Towards		Expected	
	Black African	Non Black African	Black African	Non Black African
Year 1.		21 % (6)	100% (1)	79% (22)
Year 2		32% (8)	100% (3)	68% (17)
Year 3	25% (1)	20% (3)	75% (3)	80% (12)
Year 4		32% (9)	100% (1)	68% (19)
Year 5	17% (1)	36% (8)	83% (5)	64% (14)
Year 6	33% (1)	16% (4)	67% (2)	84% (21)

#### Writing

Ethnicity – Black African				
Class	Working Towards		Expected	
	Black African	Non Black African	Black African	Non Black African
Year 1		29% (8)	100% (1)	71% (20)
Year 2		40% (10)	100% (3)	60% (15)
Year 3	25% (1)	27% (4)	75% (3)	73% (11)
Year 4		50% (14)	100% (1)	50% (14)
Year 5	50% (3)	27% (6)	50% (3)	73% (16)
Year 6	67% (2)	8% (2)	33% (1)	92% (23)

#### Numeracy

Ethnicity – Black African				
Class	Working Towards		Expected	
	Black African	Non Black African	Black African	Non Black African
Year 1		21% (6)	100% (1)	79% (22)
Year 2	33% (1)	32% (8)	67% (2)	68% (17)
Year 3	50% (2)	40% (6)	50% (2)	60% (9)
Year 4		46% (13)	100% (1)	54% (15)
Year 5	50% (3)	27% (6)	50% (3)	73% (16)
Year 6	33% (1)	8% (2)	67% (2)	92% (23)



## Perrymount Whole School Ethnicity Black Caribbean

### Reading

Ethnicity – Black Caribbean				
Class	Working Towards		Expected	
	Black Caribbean	Non Black Caribbean	Black Caribbean	Non Black Caribbean
Year 1	67% (2)	15% (4)	33% (1)	85% (22)
Year 2	67% (2)	24% (6)	33% (1)	76% (19)
Year 3		22% (4)	100% (1)	78% (14)
Year 4	100% (1)	29% (8)		71% (20)
Year 5		35% (9)	100% (2)	65% (17)
Year 6		20% (5)	100% (3)	80% (20)

### Writing

Ethnicity – Black Caribbean				
Class	Working Towards		Expected	
	Black Caribbean	Non Black Caribbean	Black Caribbean	Non Black Caribbean
Year 1	67% (2)	23% (6)	33% (1)	77% (20)
Year 2	67% (2)	32% (8)	33% (1)	68% (17)
Year 3	50% (1)	26% (4)	50% (1)	77% (13)
Year 4	100% (1)	46% (13)		54% (15)
Year 5		35% (9)	100% (2)	65% (17)
Year 6		15% (4)	100% (2)	85% (22)

### Numeracy

Ethnicity – Black Caribbean				
Class	Working Towards		Expected	
	Black Caribbean	Non Black Caribbean	Black Caribbean	Non Black Caribbean
Year 1	67% (2)	33% (6)	33% (1)	77% (20)
Year 2	67% (2)	28% (7)	33% (1)	72% (18)
Year 3	50% (1)	59% (7)	50% (1)	59% (10)
Year 4	100% (1)	39% (12)		61% (16)
Year 5		35% (9)	100% (2)	65% (17)
Year 6		11% (3)	100% (2)	89% (23)



### Perrymount Whole School Ethnicity White British Boys

#### Reading

Ethnicity – White British Boys				
Class	Working Towards		Expected	
	White British Boys	Non White British Boys	White British Boys	Non White British Boys
Year 1		31% (4)	100% (1)	69% (9)
Year 2	17% (1)	60% (3)	83% (5)	40% (2)
Year 3		22% (2)	100% (2)	78% (7)
Year 4		44% (4)	100% (2)	56% (5)
Year 5	34% (1)	55% (6)	66% (2)	45% (5)
Year 6	25% (1)	25% (3)	75% (3)	75% (9)

#### Writing

Ethnicity – White British Boys				
Class	Working Towards		Expected	
	White British Boys	Non White British Boys	White British Boys	Non White British Boys
Year 1		38 % (5)	100% (1)	62% (8)
Year 2	40% (2)	50% (3)	60% (3)	50% (3)
Year 3		22% (2)	100% (2)	78% (7)
Year 4	50% (2)	71% (5)	50% (2)	29% (2)
Year 5	34% (1)	45% (5)	66% (2)	55% (6)
Year 6	25% (1)	17% (2)	75% (3)	83% (10)

#### Numeracy

Ethnicity – White British Boys				
Class	Working Towards		Expected	
	White British Boys	Non White British Boys	White British Boys	Non White British Boys
Year 1		38% (5)	100% (1)	62% (8)
Year 2	40% (2)	50% (3)	30% (3)	50% (3)
Year 3		22% (2)	100% (2)	78% (7)
Year 4	50% (2)	100% (4)	50% (5)	
Year 5	34% (1)	45% (5)	66% (2)	55% (6)
Year 6		17% (2)	100% (4)	83% (10)



## Perrymount Year 2 and 6 Data on Main Religions of School

### Reading

Religious Background – Christian				
	Working Towards		Expected	
Class	Christian	Non-Christian	Christian	Non-Christian
Year 2	34% (1)	28% (7)	66% (2)	72% (18)
Year 6	34% (1)	16% (4)	66% (2)	84% (21)

Religious Background - Muslim				
	Working Towards		Expected	
Class	Muslim	Non-Muslim	Muslim	Non-Muslim
Year 2	40% (2)	26% (6)	60% (3)	74% (17)
Year 6	27% (1)	18% (4)	83% (5)	82% (18)

Religious Background - Sikh				
	Working Towards		Expected	
Class	Sikh	Non-Sikh	Sikh	Non-Sikh
Year 2		29% (8)		71% (20)
Year 6	100% (1)	15% (4)		85% (23)

### Writing

Religious Background – Christian				
	Working Towards		Expected	
Class	Christian	Non-Christian	Christian	Non-Christian
Year 2	34% (1)	36% (9)	66% (2)	64% (16)
Year 6	34% (1)	12% (3)	66% (2)	88% (22)

Religious Background - Muslim				
	Working Towards		Expected	
Class	Muslim	Non-Muslim	Muslim	Non-Muslim
Year 2	40% (2)	35% (8)	60% (3)	65% (15)
Year 6	17% (1)	14% (3)	83% (5)	86% (19)

Religious Background - Sikh				
	Working Towards		Expected	
Class	Sikh	Non-Sikh	Sikh	Non-Sikh
Year 2		36% (10)		64% (18)
Year 6		15% (4)	100% (1)	85% (23)



## Numeracy

Religious Background – Christian				
	Working Towards		Expected	
Class	Christian	Non-Christian	Christian	Non-Christian
Year 2	34% (1)	32% (8)	66% (2)	68% (17)
Year 6	34% (1)	8% (2)	66% (2)	92% (23)

Religious Background - Muslim				
	Working Towards		Expected	
Class	Muslim	Non-Muslim	Muslim	Non-Muslim
Year 2	40% (2)	30% (7)	60% (3)	70% (16)
Year 6		14% (3)	100% (6)	86% (19)

Religious Background - Sikh				
	Working Towards		Expected	
Class	Sikh	Non-Sikh	Sikh	Non-Sikh
Year 2		32% (9)		68% (19)
Year 6		11% (3)	100% (1)	89% (24)