

Objective 1

To narrow the gap in attainment between groups of pupils, for example girls and boys.

Description of the improvement needed

In 2024-25, although there were improvements in the attainment of several pupil groups, the attainment of all pupils at the end of KS2 remained too low. The introduction of the Willowbrook model for great teaching and the coaching programme for teachers, although in its infancy, were showing positive impact on classroom practice. A more robust assessment system was introduced for 2025–26 to enable gaps to be identified earlier and targeted interventions implemented promptly.

Key strategies that were planned to address this

Action	Who was the lead	How was it monitored	How was it achieved	Impact
To monitor and analyse pupil achievement by groups, acting on any trends or patterns that may arise.	CG Class teachers	- Data analysis from Arbor and in-house assessments - Progress meeting notes and actions. Twice a year – Feb & June	Systematic review of data and targeted interventions	EYFS outcomes remain similar to last year, with 64.9% of pupils achieving a Good Level of Development (GLD). There was a significant improvement for EAL pupils (increased by 19%). The gap between SEND and non-SEND pupils remains considerable and will be a priority going into next year. There has been a significant improvement in the proportion of boys achieving the Year 1 Phonics Screening Check, with a 14% improvement (the gap between males and females was previously 30% and is this year less than 2%). The gap between SEND and non-SEND has narrowed slightly compared with the previous year, but is still an area to address.

				KS2 showed a slight increase in attainment of pupils achieving age related in all three areas of the curriculum, although the percentage increases across all groups is small (between 2-14%). The most noticeable increase is in EAL pupils (14%). Although attainment is similar at KS2 for all pupils, the attainment remains below the school's expectations. Progress appears to be in line with national averages for writing and above in reading/mathematics.
Enhance quality-first teaching through the creation of the Willowbrook Model for Great teaching to lead to pedagogical alignment across the school. Coaching will be used to embed key principles.	BD lead Class teachers	- Steplab analysis of drop-ins and coaching weekly - Book scrutiny and data analysis (triangulation with drop-ins) - LBG monitoring	• Staff CPD, whole staff rehearsal and instructional coaching have all led to increased pedagogical alignment across the school. • Core pedagogy has been established, and all teaching staff have embedded it into their routines. • A clear learning structure has also been developed and has started to be applied across the curriculum.	• All teaching staff have a toolkit of effective strategies to secure attention, drive thought, optimise communication and gather and give feedback. This has resulted in higher levels of pupil thinking and participation. • Coaching has allowed teachers to refine key elements of their core pedagogy to increase their effectiveness. • A clear lesson structure ensures that effective instruction principles are incorporated into every lesson. • The increased alignment allows for effective discussions between all teaching staff.
To identify ways in which pupils need additional support.	All CG/ CBe lead	- Data analysis through Arbor and through in-house assessment data	Staff meetings/ data meetings, TA training sessions, coaching and lesson drop-ins.	Increased engagement and some increased progress for pupils with additional needs.

		- Data/ progress meetings notes and actions - Steplab analysis of drop-ins and coaching - Annual EHCP reviews and meetings between SENDco/ Parents and SENDco/Teachers as and when needed. Half-termly		
Summary The school has continued to prioritise reducing attainment gaps through improved teaching, effective use of assessment and targeted support. While end of KS2 outcomes remain below the school's ambitions, there have been encouraging improvements for several groups, particularly pupils with English as an Additional Language and boys in the Year 1 Phonics Screening Check. The introduction of the Willowbrook Model for Great Teaching, alongside instructional coaching, has strengthened the consistency and quality of classroom practice across the school. More robust assessment systems and regular pupil progress meetings have enabled earlier identification of pupils requiring additional support. Reducing the attainment gap for pupils with SEND remains a key priority for the coming academic year, with continued focus on high-quality teaching, targeted interventions and effective deployment of support staff.				

Equality Objective 2 To improve the attendance between groups of pupils, for example White British and Ethnically diverse pupils.
Description of the improvement needed Following changes in staffing, a revised and more systematic approach to attendance monitoring and challenge was required. Our attendance data for the 24/25 year was broadly in line with Devon statistics with an overall absence rate of 6.9% with 17% of our pupils being classed as persistently absent. Our disadvantaged pupils and SEN pupils are disproportionately impacted by poor attendance, as are boys in comparison to girls. This year we aim to improve our absence rate and reduce the number of pupils classed as persistently absent/severely persistently absent at Willowbrook across all groups. Through doing this, we want to create a positive culture around attendance and ensure all families value education for their child. In time, we will tackle specific groups if the gaps persist.
Key strategies that were planned to address this

Action	Who was the lead	How was it monitored	How was it achieved	Impact
To use attendance data to identify pupils in need of early intervention	BD	- Arbor data analysis through excel - Weekly meetings with admin staff to pick up trends and decide upon actions Weekly	• Weekly tracking of attendance data to ensure early intervention. • Regular attendance meetings have allowed a joined-up approach between admin and attendance lead. • Supportive contact for PA families and those at risk of PA	• Attendance lead has clear oversight over current attendance figures and who needs contacting. • Overall attendance (93.8%) increasing from last years (93.1%) - closing the gap to national average (94.5%) • Resulting in PA (14.1%) being below national average (15.8%)
To work alongside our local Attendance Improvement Officer to raise the attendance to the agreed Devon charter of 96%. Use the AIO expertise.	BD	- Data analysis at attendance meetings. - Looking a specific group of pupils and families to target. - AIO	• Partnership working with Emma Hamilton to begin with and then Justine Williams to discuss our cases. • AIO involvement once we have gone through our internal pathways.	• Ensured attendance lead is taking the correct steps to support and challenge families. • 4 AIO meetings have been held with PA families. 3 of which have shown sustained improvement since.
To set up effective systems to monitor and challenge attendance. Use the Attend framework to inform practice.	BD	- Headteacher to hold attendance lead (BD) to account.	• Attendance pathway has been amended as appropriate • Attendance strategy has been created to systematise the process. • Attend framework used in all letter 2 meetings.	• Ensure consistency in approach to all families • Attendance strategy allows for effective practice to be repeated and not left to chance. • The attend framework ensures that pupil and parent voice is gathered effectively.
Improve the culture of attendance in our school community	BD	- Informative/ supportive emails to targeted families. - Supportive meetings once families meet the threshold.	• Regular contact with all families around the importance of attendance.	• This has resulted in many families taking greater accountability for their pupils attendance.

		- Good attendance celebrated in the weekly celebration assembly.	• Supportive meetings with PA families have allowed their voices to be heard and an action plan to be created. • Contact with teachers around key pupils to target and support with attendance.	• This has led to attendance improvement in 87% of families worked with.
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Summary

The attendance strategy has continued to embed this year, and the positive progress made in recent years has continued. Our overall attendance remains below national but has improved again. Our level of persistently absent is now below national. There is still an attendance gap for key groups (e.g. disadvantaged and SEN), but these groups have still made an improvement in overall attendance.

Key groups

- The attendance of our white British pupils (93.1%) is broadly in line with our whole-school average. No significant difference is apparent between their attendance and other Ethnic groups (Chinese – 92.6%, Indian – 96.4%, Pakistani – 91%, black African – 97%).
- Disadvantaged pupil's overall attendance is still below the National average, but has improved to 91.5%
- Disadvantaged pupil's PA has dropped from 35% in 23-24 to a consistent 26% the last two years
- SEN pupil's overall attendance is still below the National Average, but has improved to 91.6%
- SEN PA has dropped from 33.5% in 23-24 to 22.5% last year and 21% this year.
- EAL overall attendance has improved to 96.3% and PA is at 6%
- Girls' attendance (95.1%) is higher than boys (92.9%). This is skewed by our severely absent pupils and if these were removed from the data set the remaining boys' attendance (95.1%) is higher than the remaining girls (94.4%).

Equality Objective 3

Improve knowledge, skills and attitudes to enable pupils to appreciate and value difference and diversity, for example increasing understanding between pupils from different faith communities.

Description of the improvement needed

Our school community is made up of 69% White British and the further 31% being a mixture of Eastern European, Arab, Afghan, Turkish, Indian, white and black African; a diverse range of ethnicity. 49% of the school community identify as having no religion, with 23% being Christian, 12% Muslim, 4% other and 12% refused to say. Although there is a clear diversity within the school, not all the pupils are as tolerant and respectful of each other than we would like. With our new PSHE curriculum not yet embedded, a small but significant number of pupils lack effective role models and are not able to confidently describe how British values and school values lead them to be tolerant and respectful.

Key strategies that were planned to address this

Action	Who was the lead	How was it monitored	How was it achieved	Impact
Deliver a calendar for SMSC events in the school, including cultural events to increase pupil awareness and understanding of different communities e.g. Diwali, Eid, Christmas.	BT & subject leaders	- Pupil voice/ pupil conferencing - LBG monitoring	-PD calendar in place with subject leaders responsible for subject specific areas. - BT had oversight of all events and distributed responsibilities - Planned in to the school calendar from the start of the year. - Pupil voice gathered from all pupils from Years 1 – 6 bi-annually to evaluate the impact of our work in school.	-The PD calendar which is full of social, moral, spiritual and cultural opportunities has been implemented as planned, developing events from the last academic year. - Pupils can talk about the trips, experiences, visitors and school events when collecting pupil voice.
To use assemblies to explore difference and diversity including the protected characteristics (whole-school assemblies and class assemblies)	BT & CG	- Pupil voice/ pupil conferencing - LBG monitoring - One Decision assessments	-Diversity and protected characteristics have been addressed through the assembly plan that has been delivered this year. - Whole-school values assemblies on a Monday followed	-We have a good understanding of pupil's views through both single-sex groups for depth and breadth through the biannual PD survey for years 1-6. -Pupils can talk about the school values and can describe what they mean to us at Willowbrook.

			up with a class assembly on Wednesdays.	-Pupils can talk well about respect and diversity but are, as yet, unable to name the protected characteristics confidently.
Ensure that our text offer is culturally diverse. Ensure that the curriculum promotes role models that young people positively identify with, which reflect the school's diversity.	BT alongside English leads (CB/VW) PSHE lead (KH)	- Pupil voice/ pupil conferencing - LBG monitoring - One Decision assessments	-A book spine is in place which promotes a variety of role models and is beginning to reflect the school's diversity. This has been edited this year to enhance the PSHE units taught in each year group, although should be reviewed again into next year to ensure that all pupils feel represented in the literature that they are exposed to.	-When speaking to single-sex groups about how we learn about families being different and diverse, the responses included different skin colours, divorced parents, 2 Mums/ Dads, adopted and fostered pupils and disabilities. Both girl/ boy groups talked about treating people as you want to be treated.
Ensure that the RE curriculum includes trips, visits and visitors from different faiths where possible. Plan these in to the RE Curriculum	LB	- Pupil voice/ pupil conferencing - LBG monitoring	-Worked with the local church and priest to deliver a harvest festival in school and a KS1 Christmas service at the local church. Year 2 pupils also visited the local mosque. Increasing the amount of visits to religious spaces / inviting more speakers in to school from a variety of faiths continues to be an area to work on further.	-Pupils show a deeper understanding of faith communities and have a greater respect for diversity.
Summary This is the second year that we have implemented our personal development calendar, and we have been able to develop some of the events further. Overall, we have successfully strengthened pupils' awareness, understanding and appreciation of diversity through a rich programme of cultural experiences, assemblies, inclusive literature and RE opportunities. Pupils speak positively about respect, inclusion and different family and faith backgrounds. Further work is needed to deepen understanding of protected characteristics and broaden direct experiences of a wider range of faith communities.				

Equality Objective 4

Monitor and track incidents of bullying, prejudice and racism, including reporting incidents to the local authority. Reviewing the common themes, using data to understand the link between incidents and irregular attendance, and adjust our curriculum and intervention in response.

Description of the improvement needed

Systems and processes for dealing with and reporting racist incidents have previously not been robust enough. Although the number of incidents are minimal, they are not insignificant. There are a small minority of the pupils who use racist terms without fully understanding their meaning. More needs to be done to educate the pupils in their words and actions to reduce the number of incidents.

Key strategies that were planned to address this

Action	Who was the lead	How was it monitored	How was it achieved	Impact
Ensure there are clear systems to identify, respond and report racist incidents following the school's procedures.	BT	- CPOMs monitoring - Pupil voice/ pupil conferencing - LGB monitoring	-Clear systems in place which staff are familiar with. -Revised CPOMs categorisation has made monitoring easier. - BT monitors CPOMs and completed BPRI's accordingly. -Social stories shared with pupils and families following incidents.	-Staff have reported incidents on CPOMs appropriately and alerted Becky Tucker (AHT) to report the BPRI. - We have had 6 racist incidents that have been reported to Devon County Council via the BPRI (bullying, prejudice and racism incidents) form. (This is nearly 50% fewer than last year, when we had 11 incidents).
Monitor and identify trends in incidents and respond accordingly	BT	- CPOMs monitoring - Pupil voice/ pupil conferencing - LGB monitoring	-Class teachers and Julie Berry (co-regulation TA) addressed incidents through social stories and liaising with	No repeat offenders.

			parents. BT monitored this and ensured that we reported accurately.	
Summary The system in reporting incidents is robust and staff deal with incidents appropriately so that there are no repeat offenders. Although the number of incidents has reduced significantly, some pupils continue to use racist language without fully understanding its impact. This remains an area for continued education and preventative work.				

Objective 5 To provide a supportive and inclusive working environment for all, actively promoting equality, diversity and inclusion in the workplace.				
Description of the improvement needed More can be done to actively promote equality, diversity and inclusion in the workplace. Rather than work being assumed, it needs to be made explicit and planned for rather than incidental. Staff voice must be used more to determine the development of the school.				
Key strategies that were planned to address this				
Action	Who was the lead	How was it monitored	How was it achieved	Impact
Publish and promote the Equality Plan through the school website. All staff and Governors are aware of the plan.	BT	- LGB meeting/ monitoring - Equality objectives and actions shared with all staff.	Written by Becky Tucker, shared with Chris Greenhall, followed by governors and rest of staff.	Staff aware of the objectives and how we are tackling them.
Use staff voice to determine areas for further development, through multiple channels of communication.	SLT	- Ventrus trust monitoring - LGB monitoring - Staff surveys	Actively seeking staff feedback after events – in person, through email or through weekly staff updates/ surveys.	Staff voice has strengthened trust and collaboration, ensuring development priorities are relevant and widely implemented, improving teaching quality and staff wellbeing.

All staff appointments and promotions are made based on merit and ability and in compliance with the law.	CG	- Ensure tasks and questions give candidates the best opportunities to share their skills and unique qualities. - Ensure a wide range of people are involved in candidate selection to ensure a broad range of opinions are considered.	Robust appointment process following trust policies.	Appointments and promotions are fair, transparent, and legally compliant, strengthening staff trust, reducing risk, and ensuring the best candidates support school improvement.
Summary There is a more inclusive and transparent workplace culture, improved staff engagement and wellbeing, and assurance that appointments and promotions support equality and school improvement. Plans for half-termly staff surveys to gather feedback on all aspects of school are in place for the next academic year.				