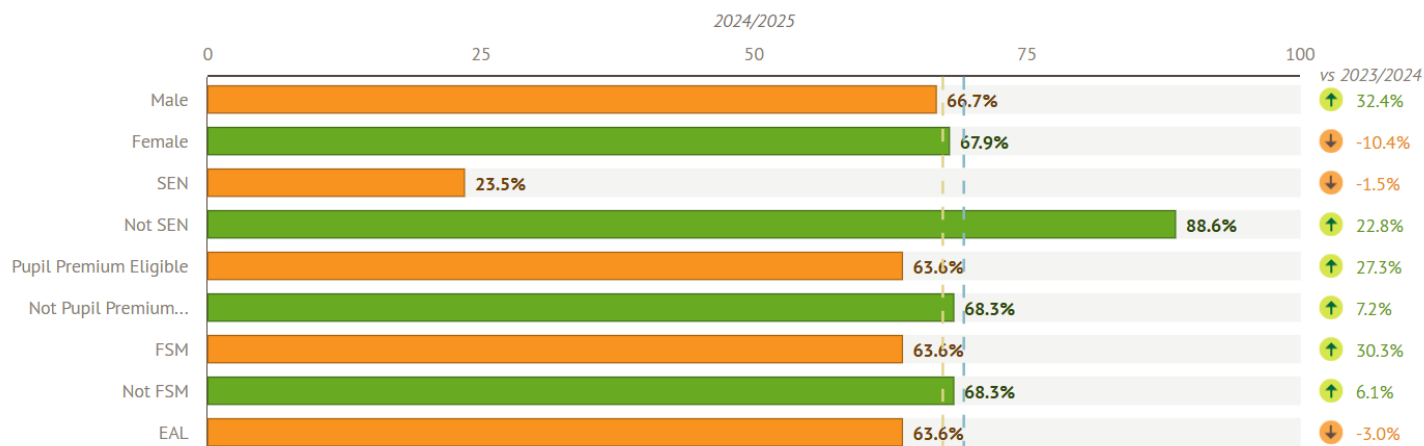


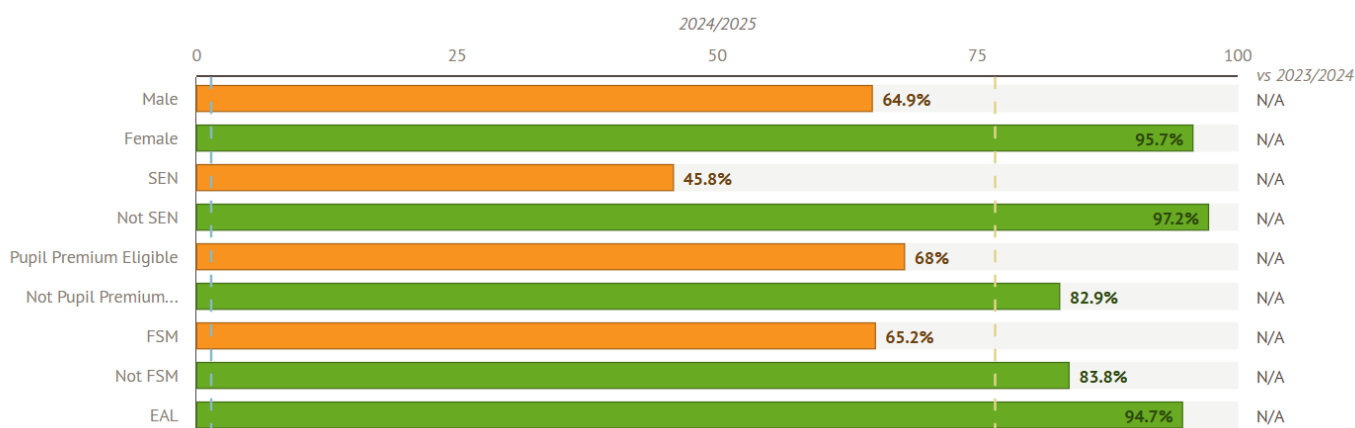
Year 1 data and summary – Equality Duty Plan Review 2024-25

Objective 1 – To narrow the gap in attainment between groups of children, for example girls and boys.

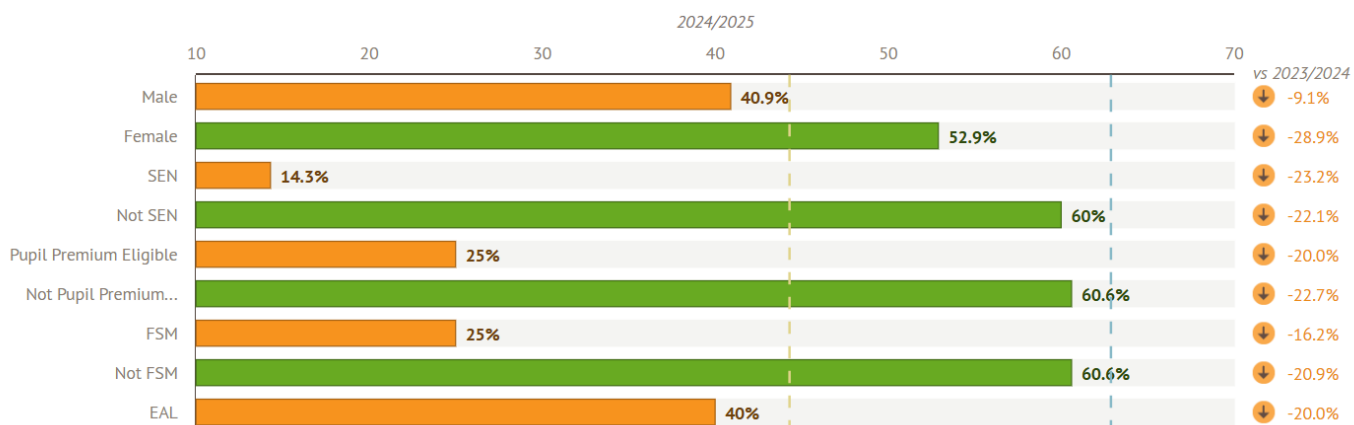
EYFS end of year data. Children who reached a good level of development:



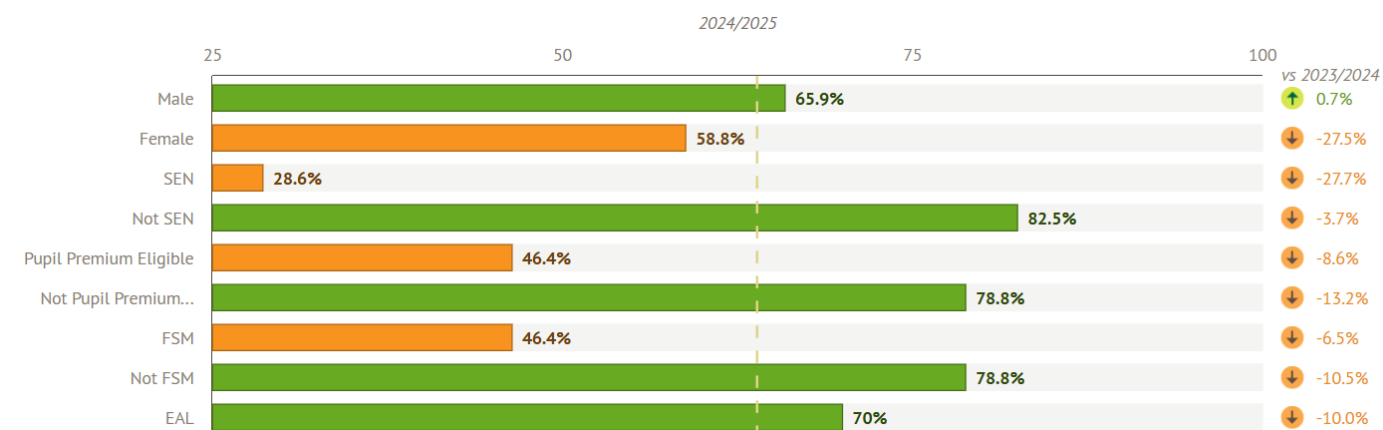
Phonics screening. Children who reached the expected standard:



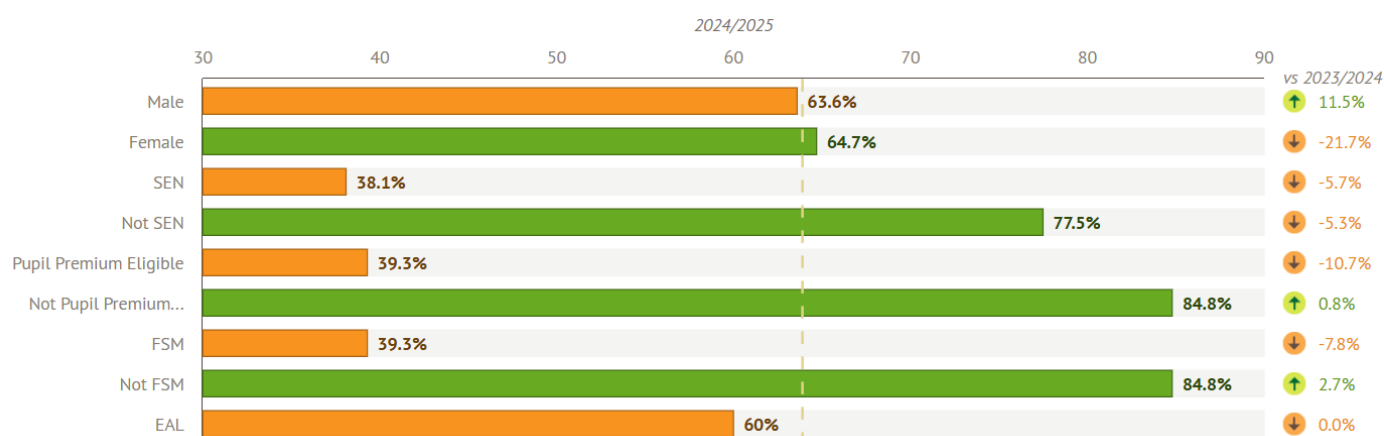
KS2 End of year SATs data. Children who achieved age related in all three areas – reading, writing & maths:



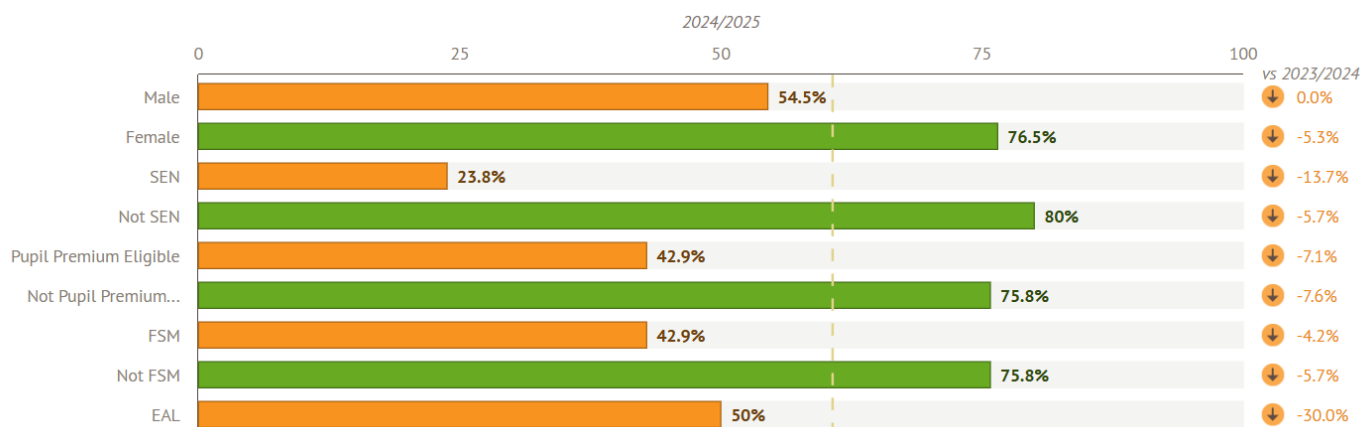
KS2 Maths breakdown (children who achieved ARE):



KS2 Reading breakdown (children who achieved ARE):



KS2 Writing breakdown (children who achieved ARE):



Objective 2- To improve the attendance between groups of children, for example White British and Ethnically diverse children.

- Overall attendance is currently 93.6% this is up from 92.8% last year. However, below National of 94.5%
- Persistent absence (PA) is at 13.5% (however 9 of the 71 PA children no longer attend the school and 11 are in nursery and not yet school age - this skews the overall figure. This is down from 29% in 22-23 and 19% in 23-24. This is below this year's national average of 15.5%. In terms of PA per year group, there are 11 in Nursery, 8 in Reception, 8 in Y1, 3 in Y2, 11 in Y3, 4 in Y4, 7 in Y5, 9 in Y6.
- 40 families have received attendance support.
- 31 families have attended attendance meetings.
- 8 children have been referred to the Attendance Improvement Officer (AIO).
- The other 32 families that have been supported have shown some progress since support began.

- Overall, our attendance has been far too low, so our focus has been on putting systems in place to raise this. In the future we will focus more on specific groups where attendance is an issue.

Objective 3 – Improve knowledge, skills and attitudes to enable children to appreciate and value difference and diversity, for example increasing understanding between pupils from different faith communities.

- A personal development calendar full of social, moral, spiritual and cultural opportunities and experiences for the children is in place ready for 2025-26. Many of these events have been in place for this academic year in it's infancy.
- We worked alongside the local church to deliver a KS1 Christmas service. This was planned to take place in the church setting, but plumbing work meant this was not possible this year. Year 2 children have visited a local Mosque. Increasing the amount of visits to religious spaces is on the action plan of the RE lead in school to improve in the next academic year. This also includes invited more speakers in to school from a variety of faiths.
- Diversity and protected characteristics have been addressed through whole school assemblies this year. There is an assembly plan for the next academic year in it's infancy which also includes schools diversity week and religious festivals, making this learning more systematic.
- When speaking to single-sex groups about how we learn about families being different and diverse, the responses included adopted children, divorced parents, disabilities, 2mums/ 2 dads, different skin colours and extended families. Both girl/ boy groups talked about treating people as you want to be treated, no matter the disability or skin colour.
- Plan in place to conduct a school wide individual survey to gather more breadth of pupil voice in the next academic year. Quantifiable data will therefore be available for this objective next year.

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.

- We have had 11 racist incidents that have been reported to Devon County Council via the BPRI (Bullying, prejudice and racism incidents) form. All of these 11 incidents have involved the use of a racial slur that is usually directed at black people. On one occasion, this word was used towards another child who is Indian ethnicity, but all the other occasions have been white males directed at other white males. Children have been using this term as a throw-away comment and not fully understanding it's meaning or the repercussions of their words. Many of these children have heard the term being used in the community and are copying this. Once picking up this pattern, we directed our whole school assemblies towards protected characteristics and the power of our words during the spring term.
- All of the above incidents were dealt with by speaking with the children and the parents, using social stories to support the child to understand the impact of their words. There is only 1 repeat offender where we have reported 2 incidents and there is significant SEND need in half of the offenders.
- Staff have reported incidents on CPOMs appropriately and alerted Becky Tucker (AHT) to report the BPRI.
- Becky Tucker attended anti-racism training delivered by Ana Barbosa Richards, the project coordinator for Ethnically Diverse Communities. We now have a directory of organisations that may be able to provide support.

- In the summer term, we invited Ellen Tout, Gypsy, Roma, Traveller & Showmen Advisory Teacher, to deliver an assembly to the whole school. With recent illegal encampments taking place in the Arena car park opposite school, we felt it important to raise awareness.

Objective 5 - To provide a supportive and inclusive working environment for all, actively promoting equality, diversity and inclusion in the workplace.

- Equality Duty Plan and policy for 2024-25 is published on the website and has been shared with the LGB.
- Staff are asked for feedback through a variety of channels – through staff meetings and informal conversations. The newly appointed team leaders are a valuable channel for this feedback.
- Staff have completed a trust survey to ask about career aspirations and movement around different schools.

Engagement of extra-curricular activities

Term	How many clubs?	Pupils attending a club
Aut 1	8 free	196
Aut 2	4 free	86
Spring 1 & 2	7 free	136
Sum 1	10 free	176
Sum 2	11 free + 3 that parents have to pay for	227 +

- Although there are a high proportion of children attending a club during most of the academic year, It is often the same children who are attending clubs each term and the same children not attending any. A system for monitoring and tracking the groups of children attending clubs has been set up ready for the next academic year.
- A system to be able to monitor and track the children/ different groups is now in place ready for 2025-26 to make this easier to track.
- School council are going to ask the children what kind of clubs they would like to see next year during a family morning at the end of the summer term. A clearer plan of clubs for across the year to be put in place for September rather than it being sporadic every half term. Clear expectations for staff regarding clubs also to be put in place for 2025-26.
- System for children to book on to clubs and for them to be allocated has been created and is ready for the next academic year. Dates for clubs starting/ending and when communications go to parents are mapped into the school calendar for next year. A description of the club to be included in the initial clubs letter.
- Becky Tucker to meet neighbouring school during the summer term to discuss potential to work together to provide more clubs for our community.

Attendance to residential/ trips

- Y6 are going to London for 2 nights in July 2025. 51/61 children in the year group are attending. Those not attending are not due to finances, but down to family choice/ the child not wanting to attend.

- Y3 went to Exmoor for 2 nights, 42 children stayed and 3 attended for the day times but did not sleepover. 14 children did not attend. Although this is a high proportion not attending, there is a high SEND need in the cohort, where this residential was not appropriate to be able to meet their needs.
- Year 4 are camping on the field at the end of the Summer term, but it is not yet known the number of children attending.
- A plan for residentials going into next year is as follows:
 - Year 3 sleep in the school hall for 1 night
 - Year 4 camp on the school field for 1 night
 - Year 5 have a 2night residential on Dartmoor doing adventurous activities
 - Year 6 have a 2night residential in London seeing the sights

- The following trips/ experiences have taken place for each of these year groups:

Reception	Walk around local area World of country life Astrodome in school Space night
Year 1	Shillingford Farm
Year 2	Mosque visit Rosemoor gardens
Year 3	Exmoor residential Kents Cavern
Year 4	Farmwise RAMM museum Escot Camping on the field African drumming workshop Walkability
Year 5	Astrodome in school Decider skills workshops Ancient Greece workshop
Year 6	Exmouth beach London residential Bikeability St James Sister Act performance
Choir	Young Voices at the O2 in London Cathedral mass rehearsal at Ivybridge community college Cathedral performance
Young carers	Cookery trip
Millionaire readers	Waterstones trip termly
Sporting events	RWC girls rugby Bee netball Cricket Santa run U9 football Cross country Football league matches

Other key changes

- After liaising with all stakeholders, we have redesigned our school values and have introduced these 6 to the children: respect, community, curiosity, compassion, resilience and aspiration. A PD plan that has these values at the forefront has been designed for 2025-26.