

Equality Objective 1

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

Describe the improvement that was needed

Fewer boys reach a Good Level of Development in the EY than girls. Likewise, disadvantaged children and those eligible for free school meals attain lower than their peers. On exit, at the end of Key Stage 2, these attainment gaps persist. To overcome these, a new model for teaching will be introduced and outcomes will be carefully tracked over time to ensure that any gaps are addressed.

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.	Chris Greenhall Class teachers	Data progress meetings twice a year (Feb & June)	Systematic review of data & targeting interventions	EYFS end of yr data showed a significant improvement in children achieving a good level of development for PP children (30.3% increase). The gap between SEND and non-SEND children is still vast and will be a priority going into next year. The gap between SEND/non-SEND is also an area to address in the Year 1 phonics screening, as well as the gap between male and female, with females outperforming the males by 30%. KS2 showed an increase in attainment for boys compared to the previous year, but on the whole, attainment was considerably lower for this cohort. Data for children who achieved age related expectations for all three areas is low for all groups.
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.	Ben Dawe - lead Coaching team Class teachers	BD monitor fortnightly engagement.	Coaching (in each 2 week cycle). Modelling and rehearsal/ deliberate practice of strategies to use in classrooms weekly.	Greater consistency in teaching across the school, leading to improved pupil progress. Stronger drop in observations, more accurate use of assessment leading to great progress for pupils.

To identify ways in which pupils need additional support.	All teaching staff Chris Greenhall/ Ben Dawe lead	Half termly	Staff meetings/ data meetings, TA training sessions, coaching and lesson drop ins.	Increased engagement and some increased progress for pupils with additional needs.
Summary Although there have been improvements in groups of children within the data, the attainment of all children at the end of KS2 remains too low. The introduction of the great model for teaching and the coaching program for teachers, although in it's infancy, are showing positive impacts upon practice. There are also plans for a more robust assessment system going into 2025-26 so that gaps can be addressed and interventions put in place earlier.				

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

Describe the improvement that was needed

Prior to this year, a change in staffing meant that a revised systematic approach to monitoring and challenging attendance is needed. Our attendance data for the 23/24 year was broadly in line with Devon statistics with an overall absence rate of 7.3% with 17% of our children being classed as persistently absent. Our disadvantaged children and SEN children 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 children 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 children in need of early intervention	Ben Dawe	Weekly	Regular review of attendance data, targeted support for families.	<ul style="list-style-type: none"> - 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.
To work alongside our local Attendance Improvement Officer to raise the attendance to the agreed Devon charter of 96%. Use the AIO expertise.	Ben Dawe	Half termly	Regular communication between the AIO and Ben Dawe.	<ul style="list-style-type: none"> - 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.
To set up effective systems to monitor and challenge attendance. Use the Attendance framework to inform practice.	Ben Dawe	Autumn term	Systems created by BD, BD & admin teach follow the system and attendance letters to families.	

Improve the culture of attendance in our school community	Ben Dawe	Ongoing	Build relationships with targeted families, attendance letters sent and the profile of attendance raised.	
Summary Overall, our attendance has been far too low, so our focus has been on putting systems in place to raise this. Where support has been put in place, improvements have been seen. In the future we will focus more on specific groups where attendance is an issue; continue using the systematised strategies to focus on early intervention and family engagement.				

Equality 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

Describe the improvement that was 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 children 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 children 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.	Becky Tucker Subject leads	Spring 2025	Becky liaised with subject leads and put the plan out as a proposal for feedback to all staff. Clear plan put in place and aligned with school calendar.	<ul style="list-style-type: none"> - 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.
To use assemblies to explore difference and diversity including the protected characteristics (whole school assemblies and class assemblies)	Becky Tucker & Chris Greenhall	Ongoing	Diversity and protected characteristics have been addressed through whole school assemblies this year. There is an assembly plan for the next academic year which also includes schools diversity week and religious festivals, making this learning more systematic. The Monday values assembly is then followed up in class assemblies later in the week where the children have a question to reflect on.	<ul style="list-style-type: none"> - Children are able to talk about the school values and can describe what they mean to us at Willowbrook. This will be developed further when working with a value a half term in the next academic year. - 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

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.	Becky Tucker alongside English lead – Verity Walker and PSHE lead – Kirsty Hughes	Summer 2025/ Autumn 2025	A text offer is in place which promotes a variety of role models and reflects the school's diversity. This will be reviewed half termly going into next year, to see if we can enrich the offer further. This include texts to be read for pleasure at the end of the day.	you want to be treated, no matter the disability or skin colour.
Ensure that the RE curriculum includes trips, visits and visitors from different faiths where possible. Plan these in to the RE Curriculum	Laura Barton – RE Lead	Termly	We worked alongside the local church to deliver a KS1 Christmas service. 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.	- Pupils show deeper understanding of faith communities and have a greater respect for diversity.
<p>Summary</p> <p>The personal development calendar, although in it's infancy, has a range of social, moral, spiritual and cultural opportunities planned in across the year which will be bult upon each year.</p> <p>There is a 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.</p>				

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.				
Describe the improvement that was 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 children who use racist terms without fully understanding their meaning. More needs to be done to educate the children 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 schools procedures.	Becky Tucker	As and when required.	Clear system shared with staff regarding reporting incidents. Becky monitors CPOMs and completes BPRI's accordingly. Social stories shared with children following incidents.	<ul style="list-style-type: none"> - Staff have reported incidents on CPOMs appropriately and alerted Becky Tucker (AHT) to report the BPRI. - 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

				<p>protected characteristics and the power of our words during the spring term.</p> <ul style="list-style-type: none"> - 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.
Monitor and identify trends in incidents and respond accordingly	Becky Tucker	Ongoing	BT attended anti-racism training delivered by Ana Barbosa Richards, the project coordinator for Ethnically Diverse Communities.	<ul style="list-style-type: none"> - We now have a directory of organisations that may be able to provide support should we identify particular trends. - Raised awareness through assemblies i.e. 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. -
<p>Summary</p> <p>The system in reporting incidents now feels robust, although more still needs to be done to ensure the children understand the power of their words. There are still too many children using racist terms without understanding their true meaning.</p>				

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

Describe the improvement that was 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.	Becky Tucker	Annually	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	Ongoing	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.	Chris Greenhall	As needed	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

A more inclusive and transparent workplace culture, improved staff engagement and wellbeing, and assurance that appointments and promotions support equality and school improvement.

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 residentials/ 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.