Bickleigh-on-Exe C of E Primary School

Equality Plan – End of Year 1 Review

Objective 1

To narrow the gap in attainment between groups of children.

2024/25 – started and on track

Description of the improvement needed:

- The attainment gap between the different groups of children in our setting broadly reflects that of the national picture. Greater precision is needed in supporting staff how to use adaptive teaching to 'close' the attainment gap between these groups.

Key strategies to address this

Action	Who?	When?	Resources and training needs/costs	How will this be monitored? What are the success criteria?
To continue to monitor and analyse pupil achievement by group and act on any significant trends or patterns in data.	SB	Termly	Data analysis Progress meetings	- Through routine data analysis - Through pupil progress meetings • Where there are gaps, these will be narrowed through effective monitoring and intervention.
To identify ways in which pupils need additional support.	All	Half termly	Progress meetings Lesson observations Learning walks Staff meetings	Precise adaptive teaching requirements needed to cater for needs of children in classes will be evident through: - Progress meeting notes and staff meeting records/minutes. - Lesson observation records • The data release at the end of the academic year will demonstrate pupil progress. • The Pebbles assessment tool will be implemented and show incremental progress.
To implement regular coaching sessions for both teachers and teaching assistants to develop	SB	Half termly	Staff meetings Coaching sessions	- Through incremental coaching sessions - Through teacher and TA meetings

teaching and learning strategies in class				- Books will illustrate the methods through which pupils have engaged with the learning process

Year 1 Summary

The pupil groups disadvantaged, low prior attainers, and middle prior attainers frequently fall below the minimum cohort threshold, meaning their attainment and progress cannot be robustly evaluated. Where analysable, Key Stage 2 results for these groups show no red flags or statistically significant concerns, and multi-year summaries indicate broadly steady performance relative to national benchmarks.

Although our analysis identifies no attainment or progress risks and presents a stable performance picture, it is important that we continue provide high quality support to our most disadvantaged groups.

Equality Objective 2

To improve the attendance between groups of children.

2024/25 – started and on track

Description of the improvement needed:

Our key focus areas for the year, based on a review of the school's historic attendance information available, have been identified as:

- Reducing the number of children who are persistently absent (all groups)
- Improving the attendance of our most vulnerable groups (namely our pupil premium pupils).

Key strategies to address this

Action	Who?	When?	Resources and training needs/costs	How will this be monitored? What are the success criteria?
To regularly monitor attendance data to identify trends and need, then implement early intervention and additional support to improve attendance (especially in our most vulnerable groups)	WH / SB	Monthly	Data sheets PP funding Inclusion team bursary (£1,000)	- Through monthly attendance tracking using robust systems - Through class and pupil progress review meetings with class teacher - Through meetings with parents • No key vulnerable groups will have persistent absence of below 90% • Each child who is/was a persistent absentee towards the beginning of the year will have increased and improved attendance as the year progresses (unless there is an obvious reason or exemption for this that the school is aware of).

Year 1 Summary

SEN attendance remains a significant strength. In 2024/25, pupils with SEND achieved **94.8% attendance**, remaining **well above the national figure of 92.4%** despite a slight decline from the previous year's 96.7%. This indicates that, although attendance dipped slightly, the school continues to outperform national benchmarks for this group and maintains effective support structures.

FSM6 attendance also shows improvement but remains an area for continued focus. Attendance for disadvantaged pupils rose sharply from **79.9% in 2023/24 to 89.2% in 2024/25**, yet still sits **below the national average of 92.4%**. The very small cohort means data should be interpreted cautiously, but the upward trend suggests that targeted interventions are beginning to have an impact, and further work is needed to close the remaining gap with national levels.

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.

2024/25 – started and on track

Description of the improvement needed:

Our setting is a smaller than average primary school within the context of rural Devon. The school is an important aspect of the village and actively builds strong links within the local community. Both the school and local community are largely made up of people from a limited range of backgrounds, cultures, and religions and as such there is a risk that children are not exposed to a rich variety of differences.

Key strategies to address this

Action	Who?	When?	Resources and training needs/costs	How will this be monitored? What are the success criteria?
Develop and implement an improved reading spine that promotes and celebrates human diversity linked, in part, to the protected characteristics. In addition, as part of this work, a review of the school's library will be undertaken with only books stored that align with the principles of the school's new reading spine.	CP	Ongoing	Staff training and release time for subject lead to roll out and embed into curriculum offer English lead school library audit and review	Half-termly through a routine monitoring schedule conducted by the school's leadership team. Children able to confidently talk about and celebrate diversity.
Ensure all pupils are given the opportunity to make a positive contribution to the life of the school e.g. through involvement in the school council (by election).	SB	Ongoing	Staff time to enable these opportunities. Development of tracking sheets and	- Tracking and monitoring of attendance at clubs, events, and school initiatives available for children to participate in – termly. Subsequently: • Working with children (in particular, the most vulnerable groups) our club selection/offer will align to their interests and participation will increase as a result.

			cost to manage/ administration.	• Working with parents (in particular, with those who have children in the most vulnerable groups) barriers to children's participation will be overcome.
Celebrate cultural events throughout the year to increase pupil awareness and understanding of different communities.	SB	Annually	Whole staff inset session. Ongoing SLT time to develop values planner.	• Development of a school values planning document to map out the school year, which will ensure that cultural days and celebrations are included and aligned to this. • Termly through purposeful governor 'value visits' • Evidence (through engaging with staff and children) that these events will serve as a catalyst for subsequent learning and make purposeful links to other school work/initiatives (in line with values planning document). • Through celebrations in school newsletter

Year 1 Summary

Children are developing a stronger understanding of diversity and are increasingly able to appreciate and value difference. Our well-sequenced Assembly, PSHE and RE curriculums have provided structured, age-appropriate ways for pupils to explore a wide range of beliefs, cultures and worldviews beyond their immediate rural community. Through carefully planned lessons, assemblies and whole-school themes, pupils regularly encounter examples of difference and are supported to discuss fairness, respect and inclusion with growing confidence.

High-quality RE teaching has introduced pupils to major world faiths through enquiry-led units, helping them understand both similarities and distinctiveness between traditions. PSHE learning has deepened this by enabling pupils to consider stereotyping, discrimination and how to challenge prejudice. As a result, pupils are increasingly able to articulate what diversity means, talk respectfully about people from different backgrounds and identify when attitudes or behaviours may be biased or unfair. Together, these curriculums are broadening pupils' horizons and building the knowledge, skills and attitudes needed to thrive in a diverse society.

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.

2024/25 – started and on track

Description of the improvement needed:

We report all incidents of bullying, prejudice, and racism through the correct channels. Ensuring that accurate information is being captured and reported is an area of constant focus and improvement to support with this.

Key strategies to address this

Action	Who?	When?	Resources and training needs/costs	How will this be monitored? What are the success criteria?
To continue to identify, respond, and report racist incidents through the school's safeguarding procedures.	RP / SB	As and when required	INSET and staff training sessions on what to report.	• Termly monitoring as part of routine governor visits to ensure that governors are informed of any incidents. • Ongoing monitoring of patterns, by safeguarding team, with feedback regularly provided to staff.
To set expectations for all staff on how BPRI (bullying, prejudice and racial incidents) issues should be recorded and actioned in line with new streamlined CPOMS classification tags.	SB and RP	September 2024	INSET and staff training sessions. External trainer to deliver input on BPRI to staff	• Clarity and consistency in staff understanding of new systems and procedures in place. • Ongoing routine monitoring of CPOMS system by safeguarding team.

Year 1 Summary

All incidents of bullying, prejudice, and racism have been recorded and reported through CPOMS in line with safeguarding procedures. Staff training delivered in September and revisited during the year has ensured clarity and consistency in reporting. Monitoring of CPOMS entries shows accurate classification and timely response to incidents.

Curriculum and school values continue to reinforce kindness, respect, and awareness of racism. Leaders can now identify patterns and trends, enabling proactive intervention and adjustments to curriculum where needed.

Objective 5

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

2024/25 – started and on track

Description of the improvement needed:

We have identified the following areas to develop to make our workplace fully inclusive:

- As a school we do this naturally, but we do not make this explicit or explicitly conscious.
- We are an inclusive and accepting school but do not always actively promote equality and diversity

Key strategies to address this

Action	Who?	When?	Resources and training needs/costs	How will this be monitored? What are the success criteria?
Publish and promote the Equality Plan through the school website and educate/inform staff and governors through training sessions.	SB	Annually	Equality plan Action plan Review document. Governor's meeting Governor's report.	• Equality plan published, and staff and governors to be aware of it. • Action plan made known to staff and governors.
To ensure that our curriculum promotes role models that young people positively identify with, which reflect the nine protected characteristics (types of discrimination).	SB	Ongoing	Curriculum plans Observations Staff meetings External visitors and workshops Assemblies Visitors into school	- Ongoing SLT monitoring walks. • Children able to confidently talk about the achievements of a wide representation of diverse inspirational people. • Children able to make purposeful connections, recognising that the protected characteristics are not (and never should be) a barrier to success or possibility of achieving success.

Year 1 Summary

The Equality Plan has been published on the school website and shared with governors, ensuring visibility and accountability. Staff training and LGB discussions have strengthened understanding of equality, equity, diversity and inclusion. Staff voice has been used effectively through feedback, confirming that staff feel supported and know

how to raise concerns. Clear expectations for reporting low-level behaviour concerns have improved consistency and confidence among staff. Monitoring shows that the workplace is inclusive and proactive in addressing issues.