

Sampford Peverell CofE Primary School Equality Duty Plan – End of Year 1 Review

Equality Objective 1 Outline the objective To narrow the gap in attainment between groups of children.				
Description of the improvement needed: <ul style="list-style-type: none">Disadvantage pupils underperform compared to all children and fall below the national average at the end of KS2 for attainment.Girls attainment in maths is slightly below boys.				
Key strategies that were planned to address this				
Action	Who was the lead	How was it monitored	How was it achieved	Impact
To continue to monitor and analyse pupil achievement by group and act on any significant trends or patterns in data.	SP	Data analysis Termly pupil progress meetings	Pupils are identified quickly so that support can be put in place.	Monitoring the gender trends in maths across all year groups has ensured that classes with a disparity between the attainment of girls and boys can be identified and supported.
To identify ways in which pupils need additional support.	All	Half termly SEND monitoring/reviews Termly pupil progress meetings Pupil conferencing Lesson drop ins	Staff work together to discuss what additional support is required.	Regular data analysis have enabled early identification of pupils requiring support.
To improve staffs' pedagogical understanding of questioning so that girls are encouraged to	SP	Lesson drop ins Pupils conferencing Staff meetings Half termly SEND monitoring/reviews	Staff are gaining a better understanding of how to use questioning to ensure the active participation of all. They are also	The questioning techniques are supporting active participation of all children and preventing certain

explain their mathematical thinking.			conscious of asking questions that do not allow certain children (boys) to dominate the lesson.	children (usually boys) from dominating the lesson. Teachers are targeting questions to girls and giving them time to explain their mathematical thinking which is encouraging more talk from girls in lessons.
--------------------------------------	--	--	---	---

Summary

While overall attainment for girls in maths is now broadly in line with boys across most year groups, disadvantaged (PP) pupils continue to underperform compared to their peers, and analysis shows that PP children in other year groups are also at risk of not achieving the expected standard. Last year, our single pupil premium child did not meet the expected standard in maths, highlighting the need for continued focus on adaptive teaching and intervention strategies. These findings suggest that our approach is working well in maintaining gender parity but further work is needed to close the gap for disadvantaged pupils.

Equality Objective 2

Outline the objective To improve the attendance between groups of children.

Describe the improvement that was 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 and SEND pupils)
- Reducing the number of term time holidays

Key strategies that were planned to address this

Action	Who was the lead	How was it monitored	How was it achieved	Impact
To regularly monitor attendance data to	SP/HE	Monthly attendance tracking using Arbor	Robust systems for monthly tracking	Persistent absence reduced; no key

identify trends and need, then implement early intervention and additional support to improve attendance (especially in our most vulnerable groups)		Class and pupil progress review meetings Meetings with parents	Early intervention for pupils at risk Parent meetings to address concerns	vulnerable groups below 95%; overall attendance remains above national average
To improve the attendance of disadvantaged pupils to give them the best chance of success	SP	Routine data analysis via Arbor LGB monitoring Pupil conferencing	Targeted meetings with parents Strategies shared to improve attendance	PP 95.8%, FSM 95.64%, SEN 96.85% (June 2025); attendance for disadvantaged pupils improved compared to previous year
To make our attendance expectation and the importance of regular attendance clear and understood by parents, pupils and teachers.	SP/HE	Data analysis Feedback from staff and parents	Regular communication through newsletters, termly letters, staff meetings, and pupil conversations	Stakeholders understand importance of attendance; term-time holiday requests reduced; Ofsted 2025 noted attendance well above national average
<p>Summary</p> <p>Attendance remains a strength of the school, consistently above national averages. Persistent absence has reduced, and disadvantaged groups (PP, FSM, SEN) show improved attendance (June 2025 - PP 95.8%, FSM 95.64%, SEN 96.85%). Regular monitoring and early intervention have been effective, supported by strong communication with parents and staff. Ofsted 2025 highlighted attendance as significantly above national figures. Continued focus will ensure further reduction in term-time holidays and maintain high attendance for all groups.</p>				

Equality Objective 3

Outline the objective 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 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 we need to expose our pupils to these through our books and curriculum offer. While pupil voice suggests our pupils recognise the value of diversity and tolerance/respect, they are less able to articulate specific differences including the protected characteristics, or examples of prejudice, bias and discrimination that different groups of people face.

Key strategies that were planned to address this

Action	Who was the lead	How was it monitored	How was it achieved	Impact
To use assemblies and Rainbow Day to explore difference and diversity including the protected characteristics.	SP	Pupil voice 1Decision assessment	Delivered themed worships and Rainbow Day activities focused on equality, diversity, and protected characteristics	Children are developing their understanding of diversity and value difference through the curriculum. Ofsted 2025 stated: " <i>Pupils develop a mature appreciation of equality, difference and respect.</i> "
To ensure books and stories represent diverse communities and the protected characteristics.	SP	Subject reviews Staff meetings	Invested in books from different cultures and communities in 2024 WBD storyteller focused on diverse tales	Curriculum resources now include a wider range of faiths and cultures; most pupils show greater awareness of diversity and some can

				articulate examples of bias and prejudice
To celebrate cultural events throughout the year.	SP/KS	Curriculum overviews Worship overview	Incorporated cultural celebrations into worship and class sessions Updated school calendar to include key events	Pupil's awareness of different communities and their traditions is being increased.
To provide trips and visits related to other faiths.	ALL	Trips overview Curriculum overviews	Spring 2025: Y5/6 trip to Mosque and Cathedral; Y4/5 trip to Synagogue	Pupils gained first-hand experience of different faiths and can articulate similarities and differences between these.
Summary Children are developing their understanding of diversity and, through our curriculum, value difference and diversity. Assemblies and Rainbow Day have provided structured opportunities to explore protected characteristics. Investment in books from different cultures and communities in 2024, alongside plans for further additions and a WBD storyteller focused on diverse tales, has enriched classroom resources. Cultural events marked during worship and class sessions have broadened pupils' awareness of the world beyond their immediate experience. Trips to a Mosque, Cathedral, and Synagogue in Spring 2025 offered authentic experiences, and plans to invite faith representatives into school will deepen this further. Ofsted 2025 noted that " <i>Pupils develop a mature appreciation of equality, difference and respect.</i> " Pupils can now articulate differences, identify examples of bias and prejudice, and explain how to overcome these.				

Equality Objective 4

Outline the objective 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

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 that were planned to address this

Action	Who was the lead	How was it monitored	How was it achieved	Impact
To continue to identify, respond, and report racist incidents through the school's safeguarding procedures	SP/KS	LGB monitoring CPOMS reports reviewed by safeguarding team Trend analysis	Through our curriculum, children are taught what racism is and the importance of kindness and respect Incidents logged on CPOMS and addressed promptly	Accurate recording and reporting ensures incidents are addressed; trends identified for proactive intervention
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.	SP/KS	Ongoing monitoring of CPOMS entries Staff feedback Safeguarding audits	All staff trained on NPD in September and revisited throughout the year Clear guidance on CPOMS tagging and reporting procedures	Staff are confident in what constitutes bullying, prejudice and racial incidents and report consistently Improved clarity and accuracy in safeguarding records

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.

Equality Objective 5

Outline the objective 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

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, equity and diversity

Key strategies that were planned to address this

Action	Who was the lead	How was it monitored	How was it achieved	Impact
To publish and promote the Equality Plan through the school website and educate/inform staff and governors through training sessions.	SP	LGB monitoring LGB minutes Website checks Staff feedback	Equality Plan updated and shared at LGB meetings Published on school website Staff and governors informed through training	All staff and governors are aware of the Equality Plan; staff can articulate how equality, equity, diversity and inclusion are promoted
To use staff voice to determine areas for further development	SP	LGB monitoring Staff feedback	Staff feedback reviewed to identify areas for improvement Staff know how to raise concerns with Headteacher or Trust	Staff comment positively on support received Staff feel they work in an inclusive environment

To actively promote equality across all groups within our workforce.	All	Ongoing monitoring of low-level behaviour concerns Staff feedback	Shared expectations on reporting low-level behaviour concerns; revisited during staff meetings and NPD sessions	Staff feel confident to recognise and report low-level behaviour incidents Patterns identified and addressed through training
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.				