Equalities Policy
(including Equalities Information and Objectives)
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**Member of staff responsible
for this policy in consultation
with staff and governors:**   **Jo Redman**

**Governing Body Committee
responsible for review:**   **Children & Learning Committee**

Date of next review: **Spring 2028**

Date of next Appendix A + B review: **Spring 2027**

Ratified by Governing Body: **Spring 2026**

1. <u>Introduction</u>
We welcome our duties under the Equality Act 2010 (and subsequent amendments) as both a provider of education and as an employer.

We believe that all pupils and members of staff should have the opportunity to fulfil their potential whatever their background, identity and circumstances. We are committed to creating a community that recognises and celebrates difference within a culture of respect and co-operation. We appreciate that a culture which promotes equality will create a positive environment and a shared sense of belonging for all who work, learn and use the services of our school.   We recognise that equality will only be achieved by the whole school community working together – our pupils, staff, governors and parents/carers.

This document outlines the principles which will guide our approach to working with our federation community and enabling an open culture. For staff and prospective staff, this policy should be read in conjunction with the Employment Equality Policy.

2. <u>National and Legal Context</u>
We recognise that we have duties under the Equality Act 2010 in relation to the federation community to eliminate discrimination, advance equality of opportunity and foster good relations in relation to age (applicable only to staff), disability, race, religion and/or belief, gender, gender reassignment, pregnancy and maternity, sexual orientation and marital status (applicable only to staff).

We also recognise that we have a duty under the Education & Inspections Act 2006 to promote community cohesion, i.e. developing good relations across different cultures and groups.

We also appreciate that these duties reflect the international human rights standards as expressed in the UN Convention on Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

3. <u>School Context</u>
Westfields Infant School and Westfields Junior School are situated in Yateley; a town with a population of approximately 22,000. It is a somewhat fragmented community with no definite central location. As a school we recognise that this means we have to work especially hard to create and foster a feeling of community belonging and responsibility.

The area is served by ten local authority schools catering for a population diverse in socio-economic terms including a traveller site, half-way house, council and private housing and a registered charity providing accommodation and employment for disabled people. However, the population is predominantly of white, British background.

The core values of both schools within the federation underpin all that we do in preparing pupils to become safe, productive, sociable, happy and healthy citizens of the future.

4. <u>Principles</u>
To fulfil our legal obligations, we are guided by a number of principles.

4.1   All pupils, families and staff are of equal value. We see all pupils, potential pupils, their parents, and staff as of equal value:
- Whatever their age
- Whether or not they are disabled
- Whatever their religious and non-religious affiliation and/or faith background
- Whatever their ethnicity, culture, national origin or national status
- Whatever their gender
- Whatever their gender identity
- Whether they are currently pregnant or have recently given birth
- Whatever their sexual orientation
- Whatever their marital status

4.2   We recognise and respect difference
We recognise that treating people equally does not necessarily involve treating them all the same. We recognise that our policies, procedures and activities must not discriminate but must take account of

diversity and the kinds of barriers and disadvantage that staff, parents/carers or pupils may face in relation to their protected characteristics:

- Age – we value the diversity in age of staff, parents and carers.
- Disability – we note that reasonable adjustments may need to be made.
- Religion and belief – we note that reasonable requests in relation to religious observance and practice may need to be made and complied with.
- Ethnicity and race – we note that all have different experiences as a result of our ethnic and racial backgrounds.
- Gender – we recognise that girls and boys, men and women have different needs.
- Gender reassignment – we recognise an individual has the protected characteristic of gender reassignment if they are proposing to undergo, is undergoing or has undergone a process (or part of a process) for the purpose of reassigning their sex by changing physiological or other attributes of sex.
- Pregnancy and maternity – we believe that our staff, parents and carers should not experience any unfair disadvantage as a result of pregnancy, having recently given birth or having recently adopting a child.
- Sexual orientation – we respect that individuals have the right to determine their own sexual identity and that they should not experience disadvantage as a result of their preference.
- Marital status – we recognise that our staff, parents and carers may make their own personal choices in respect of personal relationships and that they should not experience disadvantage as a result of the relationships they have.

4.3   We foster positive attitudes and relationships, and a shared sense of cohesion and belonging.
We intend that our policies, procedures and activities should promote:
- positive attitudes and interaction between groups and communities different from each other
- an absence of harassment, victimisation and discrimination in relation to any protected characteristics

4.4   We observe good equalities practice in relation to staff.
We ensure that our policies and practices for all staff and potential staff throughout the employment lifecycle, i.e. from recruitment through to the cessation of employment and beyond, are applied fairly and consistently across all groups with full respect for legal rights, taking into account aspects applicable to particular groups (e.g. duty to make reasonable adjustments for disabled staff).

4.5   We aim to reduce and remove inequalities and barriers that already exist.
We intend that our policies, procedures and activities avoid or minimise any possible negative impacts and we aim to reduce inequalities that exist between groups and communities different from each other.

4.6   We consult and involve to ensure views are heard.
In our development of policies, we engage with groups and individuals, including pupils who are affected by a policy or activity to ensure that their views are taken into account. For policies and activities affecting pupils, we will take account of views expressed by children through: circle times, pupil conferencing and at school council meetings held at both schools; for parents, through parent governor representation and for staff, through staff governor representation. Where necessary, we will consult more widely with specific groups.

4.7   We aim to foster greater community cohesion.
We intend that our policies, activities and curriculum foster greater social cohesion and provide for an equal opportunity to participate in public life irrespective of the protected characteristics of individuals and groups.

4.8   We base our practices on sound evidence.
We maintain and publish information annually to show our compliance with the public sector equality duty, set out under section 149 of the Equality Act 2010. Our current equality information can be found in Appendix A to this policy statement.

4.9   We set ourselves specific and measurable equality objectives.
We develop and publish specific and measurable objectives every four years based on the evidence that we have gathered (principle 8) and the engagement we have been involved in (principle 7).

The objectives can be found in Appendix B to this policy statement and take into account both national, county and school level priorities.

We will set ourselves new objectives every four years, but keep them under review and report annually on progress towards achieving them.

5. <u>Application of the principles within this policy statement:</u>
The principles outlined in the policy statement will be applied and reflected in relation to all staff matters:
- The delivery of the schools' curriculum
- The teaching and learning across both schools
- Our practice in relation to pupil progress, attainment and achievement
- Our teaching styles and strategies
- Our policies and practice in relation to admissions and attendance
- Our policies and practice in relation to staff
- Our care, guidance and support to pupils, their families and staff
- Our policies and practice in relation to pupil behaviour, discipline and exclusions
- Our partnership working with parents and family members
- Our contact with the wider federation and local community
- Our contact with the national and global community

6. <u>Addressing prejudice and prejudice-related bullying</u>
Both schools are opposed to all forms of prejudice including, but not limited to, prejudice related to protected characteristics. We will ensure that prejudice-related incidents in relation to staff and pupils are recorded and dealt with appropriately.

7. <u>Roles and responsibilities</u>
The governing body is responsible for ensuring that both schools comply with legislation, and that this policy and its related procedures and action plans are implemented and that arrangements are in place to deal with any concerns or unlawful action that arises.

The Executive Headteacher is responsible for implementation of this policy, ensuring that all staff are aware of their responsibilities and given appropriate training and support and for taking appropriate action in any cases of unlawful discrimination, harassment or victimisation.

All staff are expected to work in accordance with the principles outlined in this policy to:
- promote an inclusive and collaborative ethos in their practice
- deal with any prejudice-related incidents that may occur
- plan and deliver curricula and lessons
- support pupils in their class who have additional needs

Equalities Information   **Appendix A**

We recognise that the public sector equality duty has three aims, to:

- eliminate unlawful discrimination, harassment and victimisation and other conduct under the Act
- advance equality of opportunity between people who share a protected characteristic and those who do not
- foster good relations between people who share a protected characteristic and those who do not

We have considered how well we currently achieve these aims with regard to the protected groups under the Equality Act (age, disability, race, religion and/or belief, gender, gender reassignment, pregnancy and maternity, sexual orientation and marital status).

We have also involved staff, pupils, parents and others in the following ways:

- staff questionnaire
- parent questionnaire
- pupil questionnaire
- pupil conferencing
- involvement of pupils in school council meetings

Pupil-related data

Information – January 2026		
	Westfields Infant School	**Westfields Junior School**
Number on roll (all ages)	268	360
Gender	Girls – 116– 43% Boys – 152 – 57%	Girls 174 - 48% Boys 186 - 52%
Pupils with EHCP	7 – 2.6%	12 – 3.3%
Pupils with SEN Support (excluding EHCPs)	33 – 12.3%	50 – 13.9%
Disabilities	1 – 0.4%	2 – 0.6%
Disadvantaged	24 – 8.6%	51 – 14.2%
EAL	18 – 6.7%	27 – 7.5%
Ethnicity – White British	231 – 86.2%	309 – 85.8%
Ethnicity – Any Other White Background	7 – 2.6%	9 – 2.5%
Ethnicity – Any Other Mixed Background	8 – 3%	14 – 3.9%
Ethnicity – White and Asian	4 – 1.5%	3 – 0.8%
Ethnicity – White and Black African	2 – 0.7%	2 – 0.6%
Ethnicity – White and Black Caribbean	4 – 1.5%	1 – 0.3%
Ethnicity – Black African	n/a	3 – 0.8%
Ethnicity – Indian	4 – 1.5%	4 – 1.1%
Ethnicity – Chinese	2 – 0.7%	2 – 0.6%
Ethnicity – Bangladeshi	n/a	1 – 0.3%
Ethnicity – Pakistani	2 – 0.7%	1 – 0.3%
Ethnicity – Any Other Asian Background	n/a	4 – 1.1%
Ethnicity – Gypsy/Roma	3 – 1.1%	4 – 1.1%
Ethnicity – Any Other Ethnic Group	1 – 0.4%	3 – 0.8%
Religion and/or belief – Christian	49 – 18.1%	80 – 22.2%
Religion and/or belief – Roman Catholic	1 – 0.4%	30 – 8.3%
Religion and/or belief – Anglican/Church of England	12 – 4.4%	20 – 5.5%
Religion and/or belief – Hindu	3 – 1.1%	5 – 1.4%
Religion and/or belief – Muslim	3 – 1.1%	2 – 0.6%
Religion and/or belief – Sikh	2 – 0.7%	1 – 0.3%
Religion and/or belief – Greek Orthodox	4 – 1.5%	3 – 0.8%
Religion and/or belief – Orthodox Catholic/Eastern Orthodox	9 – 3.3%	n/a
Religion and/or belief – Ukrainian Orthodox	1 – 0.4%	1 – 0.28%
Religion and/or belief – Other Religion/Faith	3 – 1.1%	n/a
Religion and/or belief – No religion	181 – 67%	213 – 59.8%

Attendance 2024-2025		
	Westfields Infant School	**Westfields Junior School**
Number on roll (all ages)	96.1%	96.4%
Girls	96.3%	96%
Boys	95.9%	96.8%
SEND	93.8%	95%
Disabilities	96%	96.5%
Disadvantaged	94%	94.5%
EAL	96%	97.5%
Ethnicity – White British	96.6%	96.5%
Ethnicity – White English	n/a	96.4%
Ethnicity – White Scottish	n/a	99%
Ethnicity – Any Other White Background	96.6%	97.4%
Ethnicity – Any Other Mixed Background	97.4%	97%
Ethnicity – White and Asian	94.4%	95.5%
Ethnicity – White and Black African	97.5%	98.4%
Ethnicity – White and Black Caribbean	94.3%	100%
Ethnicity – Black African	84%	95.5%
Ethnicity – Chinese	100%	96.7%
Ethnicity – Filipino	94.5%	n/a
Ethnicity – Indian	89%	95.4%
Ethnicity – Any Other Asian Background	91.3%	97.2%
Ethnicity – Gypsy	73.6%	93.2%
Ethnicity – Gypsy/Roma	88.7%	94%
Ethnicity – Roma	91.4%	n/a
Ethnicity – Any Other Ethnic Group	n/a	98.4%
Ethnicity – Other Asian	97.6%	n/a
Ethnicity – Other Ethnic Group	97.6%	100%
Ethnicity – Other Mixed Background	99.5%	n/a
Ethnicity – Pakistani	93.5%	99%
Ethnicity – Portuguese	99.2%	n/a
Religion and/or belief – Christian		
Religion and/or belief – Roman Catholic		
Religion and/or belief – Church of England		
Religion and/or belief – Hindu	No attendance data available	
Religion and/or belief – Muslim		
Religion and/or belief – Other		
Religion and/or belief – No religion		

Attainment: % of pupils achieving a Good Level of Development (GLD) at the end of EYFS (2025)		
	School	National
Attainment overall	GLD 78.7%	GLD 68.3%
Attainment by gender Girls	GLD 87.2%	GLD 75.3%
Attainment by gender Boys	GLD 71.4%	GLD 61.6%
Attainment by SEND	GLD 18.2%	GLD 28.9%
Attainment by Disadvantaged	GLD 37.5%	GLD 51.3%
Attainment by EAL, Ethnicity and Religion	Data not shown so individual pupils cannot be identified.	

Attainment: % of pupils achieving the expected standard in the Year 1 Phonics Screening Check (2025)		
	School	National
Attainment overall	Phonics 84%	Phonics 80%
Attainment by gender Girls	Phonics 85%	Phonics 84%
Attainment by gender Boys	Phonics 84%	Phonics 76%
Attainment by SEND	Phonics 27%	Phonics 43%
Attainment by Disadvantaged	Phonics 77%	Phonics 67%
Attainment by EAL, Ethnicity and Religion	Data not shown so individual pupils cannot be identified.	

Attainment: % of pupils achieving the expected standard in Reading, Writing & Maths (teacher assessment) at the end of KS1 (2025) (NATIONAL DATA NO LONGER AVAILABLE)		
	School	National
Attainment overall	Reading 78% Writing 78% Maths 74%	
Attainment by gender Girls	Reading 83% Writing 79% Maths 69%	
Attainment by gender Boys	Reading 73% Writing 77% Maths 79%	
Attainment by SEND	Reading 9% Writing 18% Maths 27%	
Attainment by Disadvantaged	Reading 55% Writing 36% Maths 45%	
Attainment by EAL, Ethnicity and Religion	Data not shown so individual pupils cannot be identified.	

Attainment: % of pupils achieving the greater depth standard in Reading, Writing & Maths (teacher assessment) at the end of KS1 (2025) (NATIONAL DATA NO LONGER AVAILABLE)		
	School	National
Attainment overall	Reading 27% Writing 18% Maths 21%	
Attainment by gender Girls	Reading 29% Writing 24% Maths 12%	
Attainment by gender Boys	Reading 25% Writing 13% Maths 29%	
Attainment by SEND	Reading 9% Writing 0% Maths 0%	
Attainment by Disadvantaged	Reading 0% Writing 0% Maths 0%	
Attainment by EAL, Ethnicity and Religion	Data not shown so individual pupils cannot be identified.	

Attainment: % of pupils achieving scaled score of 100+ in Reading & Maths, expected standard in writing at the end of KS2 (2024)		
	School	**National**
Attainment overall	Reading 83% Writing 77% Maths 81%	Reading 75% Writing 72% Maths 74%
Attainment by gender Girls	Reading 78% Writing 78% Maths 80%	Reading 78% Writing 78% Maths 73%
Attainment by gender Boys	Reading 89% Writing 76% Maths 82%	Reading 72% Writing 66% Maths 75%
Attainment by SEND	Reading 33% Writing 17% Maths 50%	Reading 42% Writing 32% Maths 40%
Attainment by Disadvantaged	Reading 62% Writing 69% Maths 69%	Reading 63% Writing 59% Maths 61%
Attainment by EAL, Ethnicity and Religion	Data not shown so individual pupils cannot be identified.	

Attainment: % of pupils achieving scaled score of 110+ (a high scaled score in R&M or greater depth in Writing at end KS2 (2025)		
	School	**National**
Attainment overall	Reading 36% Writing 18% Maths 19%	Reading 33% Writing 13% Maths 26%
Attainment by gender Girls	Reading 33% Writing 18% Maths 7%	Reading 36% Writing 16% Maths 22%
Attainment by gender Boys	Reading 38% Writing 18% Maths 31%	Reading 31% Writing 10% Maths 30%
Attainment by SEND	Reading 0% Writing 0% Maths 0%	
Attainment by Disadvantaged	Reading 25% Writing 6% Maths 31%	
Attainment by EAL, Ethnicity and Religion	Data not shown so individual pupils cannot be identified.	

Staff data

As our schools employ less than 150 staff, the Governing Body is not required to publish information in relation to our staff.

Other information

Information	Evidence and commentary
Governor representation as at January 2026	50% Female, 50% Male 93% White British, 7% Black African

NOTE: The Equality Act 2010 (Specific Duties) Regulations 2011 require Governing Bodies to publish equality information on an annual basis.

Qualitative information

The school has published various policies on the schools' individual websites:

https://www.westfields-inf.co.uk/
https://westfieldsjuniorschool.co.uk/

These policies evidence the schools' commitment to the principles outlined in this policy and the public sector equality duty.

Date of publication of this appendix: Ratified Spring 2026
Date for review and re-publication: Spring 2027

Equality Objectives

We recognise that the public sector equality duty has three aims, to:
- eliminate unlawful discrimination, harassment and victimisation and other conduct under the Act
- advance equality of opportunity between people who share a protected characteristic and those who do not
- foster good relations between people who share a protected characteristic and those who do not

We have considered how well we currently achieve these aims with regard to the protected groups under the Equality Act (age, disability, race, religion and/or belief, gender, gender reassignment, pregnancy and maternity, sexual orientation and marital status).

We have also involved staff, pupils, parents and others in the following ways:
- staff questionnaire
- parent questionnaire
- pupil questionnaire
- pupil conferencing
- involvement of pupils in school council

Having referred to and analysed our equality information, we have set ourselves the following objective(s):

Objective 1	To regularly monitor and analyse pupil attainment and progress by gender, economic background (disadvantaged) and SEND and act on patterns in the data that require additional support for pupils
Why	We strive for all children to meet or exceed the aspirational targets set of them. Through our analysis of attainment and progress data, and as is the case nationally, there are some gaps between gender, economic background and SEND.
How	To monitor and analyse by gender, economic background and SEND, at the end of each term, the pupil attainment and progress is calculated for these groups of children which is then compared to the rest of the cohort. The information from this is acted upon when completing termly 'Intervention and Monitoring documents which is then reviewed during termly Pupil Progress Meetings.

2022-2023 Outcome (WJS)

GENDER		M+ Girls	M+ Boys	GD Girls	GD Boys
Year 3	Reading	82%	64%	25%	14%
	Writing	52%	36%	16%	0%
	Maths	64%	66%	25%	16%
Year 4	Reading	74%	91%	27%	42%
	Writing	68%	56%	13%	19%
	Maths	72%	84%	23%	35%
Year 5	Reading	89%	77%	49%	19%
	Writing	70%	61%	21%	7%
	Maths	69%	76%	20%	9%
Year 6	Reading	88%	88%	35%	42%
	Writing	73%	77%	20%	21%
	Maths	75%	85%	25%	38%

There are some differences in gender across the school although this is not consistent enough to be a trend.

SEND		M+ SEND	M+ Non-SEND	GD SEND	GD Non-SEND
Year 3	Reading	7%	85%	0%	23%
	Writing	0%	52%	0%	9%
	Maths	21%	73%	0%	24%
Year 4	Reading	33%	87%	0%	38%
	Writing	0%	69%	0%	17%
	Maths	22%	84%	0%	32%

Year 5	Reading	9%	94%	9%	38%
	Writing	0%	75%	0%	17%
	Maths	9%	82%	0%	32%
Year 6	Reading	60%	92%	10%	43%
	Writing	0%	86%	0%	22%
	Maths	30%	88%	10%	36%

You can see the attainment of children with SEND compared to their non-SEND counterparts. It is clear to see that the longer children with SEND are with us, progressing through the school, the greater the chance they have of achieving or exceeding End of Year Expectations.

Disadvantaged		M+ Dis	M+ Non-Dis	GD Dis	GD Non-Dis
Year 3	Reading	33%	79%	0%	22%
	Writing	25%	47%	0%	9%
	Maths	33%	70%	0%	24%
Year 4	Reading	62%	85%	23%	36%
	Writing	31%	68%	8%	17%
	Maths	69%	79%	15%	31%
Year 5	Reading	69%	86%	15%	38%
	Writing	39%	70%	0%	17%
	Maths	31%	79%	0%	17%
Year 6	Reading	60%	87%	30%	45%
	Writing	50%	7%	20%	21%
	Maths	70%	76%	30%	28%

You can see the attainment of disadvantaged children compared to their non-disadvantaged counterparts. The gaps that were closing before Covid have widened. To address this, this a focus within the Strategic Plan across the writing and maths target. The MeMentor scheme has been reviewed and enhanced, the additional teacher in Year 6 focuses on supporting disadvantaged pupils and this group of children are monitored and focused upon during Pupil Progress Meetings.

2023-2024 Outcome (WIS & WJS)

GENDER		Achieved GLD Girls		Achieved GLD Boys	
EYFS		74%		72%	
GENDER		M+ Girls	M+ Boys	GD Girls	GD Boys
Year 1	Reading	79%	72%	24%	20%
	Writing	79%	77%	10%	24%
	Maths	79%	80%	10%	23%
Year 2	Reading	79%	83%	24%	27%
	Writing	76%	85%	10%	31%
	Maths	76%	79%	5%	13%
Year 3	Reading	78%	66%	17%	7%
	Writing	76%	66%	7%	21%
	Maths	61%	77%	15%	19%
Year 4	Reading	82%	64%	24%	11%
	Writing	64%	42%	18%	2%
	Maths	69%	69%	27%	18%
Year 5	Reading	78%	93%	24%	34%
	Writing	72%	61%	11%	18%
	Maths	72%	86%	22%	39%
Year 6	Reading	87%	70%	40%	16%
	Writing	77%	67%	21%	7%
	Maths	66%	72%	19%	12%

There are some differences in gender across the schools although this is not consistent enough to be a trend.

SEND	Achieved GLD SEND		Achieved GLD Non-SEND	
EYFS	0%		80%	
SEND	M+ SEND	M+ Non-SEND	GD SEND	GD Non-SEND
Year 1 Reading	0%	80%	0%	23%
Writing	0%	84%	0%	11%
Maths	0%	87%	0%	16%
Year 2 Reading	33%	91%	0%	31%
Writing	20%	89%	0%	25%
Maths	20%	90%	0%	11%

SEND	M+ SEND	M+ Non-SEND	GD SEND	GD Non-SEND
Year 3 Reading	20%	93%	0%	33%
Writing	10%	77%	0%	19%
Maths	20%	81%	0%	28%
Year 4 Reading	7%	81%	0%	22%
Writing	0%	65%	0%	11%
Maths	36%	81%	0%	30%
Year 5 Reading	38%	88%	0%	28%
Writing	0%	74%	0%	17%
Maths	25%	80%	0%	26%
Year 6 Reading	9%	92%	0%	34%
Writing	0%	89%	0%	23%
Maths	9%	79%	0%	20%

Apart from in Reception, Year 1 and Year 6, there is a consistent picture in terms of attainment of SEND children at M+. Children with SEND attain higher in reading and maths.

Disadvantaged	Achieved GLD Dis		Achieved GLD Non-Dis	
EYFS	67%		74%	
Disadvantaged	M+ Dis	M+ Non-Dis	GD Dis	GD Non-Dis
Year 1 Reading	56%	77%	0%	24%
Writing	56%	81%	0%	11%
Maths	56%	84%	0%	16%
Year 2 Reading	88%	81%	13%	27%
Writing	75%	78%	0%	10%
Maths	88%	90%	13%	26%

Disadvantaged	M+ Dis	M+ Non-Dis	GD Dis	GD Non-Dis
Year 3 Reading	87%	85%	7%	34%
Writing	27%	78%	7%	19%
Maths	54%	78%	7%	29%
Year 4 Reading	31%	77%	0%	22%
Writing	31%	58%	0%	10%
Maths	38%	81%	0%	29%
Year 5 Reading	64%	88%	7%	29%
Writing	50%	70%	7%	17%
Maths	71%	76%	14%	25%
Year 6 Reading	67%	85%	0%	35%
Writing	58%	81%	0%	23%
Maths	25%	79%	0%	21%

You can see the attainment of disadvantaged children compared to their non-disadvantaged counterparts. The EDHT is now in charge of both of the Pupil Premium Strategies so there is a more linked approach with shared resources and approaches.

	Whilst there are gaps in many year groups, it is pleasing to see the Year 2 cohort perform so impressively and the gaps are reducing year on year.

2024-2025 Outcome (WIS & WJS)

GENDER		Achieved GLD Girls		Achieved GLD Boys	
EYFS		88%		81%	
GENDER		M+ Girls	M+ Boys	GD Girls	GD Boys
Year 1	Reading	75%	72%	15%	20%
	Writing	83%	62%	13%	8%
	Maths	75%	82%	3%	16%
Year 2	Reading	83%	73%	29%	25%
	Writing	79%	77%	24%	13%
	Maths	69%	79%	12%	29%
Year 3	Reading	74%	83%	24%	27%
	Writing	71%	79%	7%	17%
	Maths	74%	90%	14%	23%
Year 4	Reading	84%	89%	30%	43%
	Writing	79%	68%	14%	23%
	Maths	84%	96%	21%	45%
Year 5	Reading	77%	67%	36%	16%
	Writing	64%	53%	15%	5%
	Maths	64%	74%	17%	23%
Year 6	Reading	80%	84%	20%	29%
	Writing	78%	76%	18%	18%
	Maths	64%	82%	7%	27%

There are some differences in gender across the schools although this is not consistent enough to be a trend.

SEND		Achieved GLD SEND		Achieved GLD Non-SEND	
EYFS		17%		94%	
SEND		M+ SEND	M+ Non-SEND	GD SEND	GD Non-SEND
Year 1	Reading	18%	82%	0%	20%
	Writing	0%	81%	0%	11%
	Maths	36%	84%	0%	11%
Year 2	Reading	9%	87%	0%	29%
	Writing	18%	86%	0%	20%
	Maths	27%	81%	0%	24%
SEND		M+ SEND	M+ Non-SEND	GD SEND	GD Non-SEND
Year 3	Reading	31%	89%	0%	31%
	Writing	31%	85%	0%	15%
	Maths	38%	92%	0%	23%
Year 4	Reading	50%	93%	17%	40%
	Writing	17%	85%	0%	15%
	Maths	67%	93%	0%	38%
Year 5	Reading	16%	88%	0%	34%
	Writing	0%	75%	0%	13%
	Maths	26%	80%	0%	25%
Year 6	Reading	42%	88%	0%	28%
	Writing	17%	86%	0%	21%
	Maths	25%	81%	0%	19%

Apart from in Year 5, where there are a higher number of children with significant needs, attainment for children with SEND is stronger in KS2, with children with SEND attaining more strongly the longer they are in school and with a number of years of support to

address needs and enable progress. Children with SEND attain higher in reading and maths.

Disadvantaged		Achieved GLD Dis		Achieved GLD Non-Dis	
EYFS		50%		82%	
Disadvantaged		M+ Dis	M+ Non-Dis	GD Dis	GD Non-Dis
Year 1	Reading	69%	82%	15%	20%
	Writing	54%	81%	8%	11%
	Maths	70%	84%	8%	11%
Year 2	Reading	55%	87%	0%	29%
	Writing	36%	86%	0%	20%
	Maths	45%	81%	0%	24%

Disadvantaged		M+ Dis	M+ Non-Dis	GD Dis	GD Non-Dis
Year 3	Reading	67%	80%	0%	28%
	Writing	67%	77%	0%	14%
	Maths	89%	82%	11%	20%
Year 4	Reading	69%	92%	11%	44%
	Writing	42%	82%	5%	23%
	Maths	79%	93%	11%	39%
Year 5	Reading	36%	79%	7%	30%
	Writing	29%	65%	0%	12%
	Maths	29%	77%	0%	24%
Year 6	Reading	63%	86%	13%	27%
	Writing	69%	78%	6%	20%
	Maths	63%	75%	19%	16%

You can see the attainment of disadvantaged children compared to their non-disadvantaged counterparts. The EDHT is now in charge of both of the Pupil Premium Strategies so there is a more linked approach with shared resources and approaches and a focus on supporting the high % of disadvantaged children who have SEND needs. Whilst there are gaps in many year groups, it is pleasing to see the Year 3 cohort perform so impressively and the gaps are reducing year on year.

2025-2026 Outcome (WIS & WJS)	

Objective 2	To improve outcomes for all pupils through addressing inaccuracies and quality of writing with a specific focus on spelling, punctuation, grammar and handwriting.
Why	Upon reflection of our data (internal) in recent years, gaps created by school closures need to be prioritised to improve attainment particularly in writing.
How	Over recent years, attainment in writing has been and continues to be a focus, having its own target in the Strategic Plan. There are a number of whole school strategies and approaches in place to support all pupils in attaining best outcomes in writing and rigorous moderating and monitoring takes place to assess the outcome.
2022-2023 Outcome (WJS)	<table><tr><td>WRITING</td><td>M+</td><td>GD</td></tr><tr><td>Year 3</td><td>44%</td><td>8%</td></tr><tr><td>Year 4</td><td>63%</td><td>16%</td></tr><tr><td>Year 5</td><td>65%</td><td>14%</td></tr><tr><td>Year 6</td><td>76%</td><td>21%</td></tr></table> Strategies that have been implemented and will continue to be focused upon include enhanced learning journeys based on a varied and diverse literacy spine, reviewed progression documents, a new spelling scheme, reviewed progression documents, rigorous assessment procedures with a range of monitoring tasks (including internal and external moderation) quality first teaching led by effective professional development of the

	whole staff team and an additional member of the teaching team in Year 6 (initially prioritising pupils in receipt of PP).
2023-2024 Outcome (WIS & WJS)	<table><tr><td>WRITING</td><td colspan="2">Achieved ELG Writing</td></tr><tr><td>EYFS</td><td colspan="2">80%</td></tr><tr><td>WRITING</td><td>M+</td><td>GD</td></tr><tr><td>Year 1</td><td>79%</td><td>10%</td></tr><tr><td>Year 2</td><td>78%</td><td>9%</td></tr><tr><td>Year 3</td><td>70%</td><td>18%</td></tr><tr><td>Year 4</td><td>55%</td><td>9%</td></tr><tr><td>Year 5</td><td>68%</td><td>16%</td></tr><tr><td>Year 6</td><td>78%</td><td>20%</td></tr></table> Within EYFS, gross and fine motor skill development has been a focus within the team to support the children's writing capabilities. To add, Drawing Club has been introduced to promote a creative and engaging approach to writing. Within KS1, the focus has been on enhancing learning journeys and ensuring feedback is effective in addressing children's next steps. Writing has continued to be a target in the strategic plan for the junior school. The focus this year has been on supporting those who are writing below year group expectations and much work has taken place on supporting children with scaffolds, modelling, intervention and 1:1 feedback.
2024-2025 Outcome (WIS & WJS)	<table><tr><td>WRITING</td><td colspan="2">Achieved ELG Writing</td></tr><tr><td>EYFS</td><td colspan="2">81%</td></tr><tr><td>WRITING</td><td>M+</td><td>GD</td></tr><tr><td>Year 1</td><td>71%</td><td>10%</td></tr><tr><td>Year 2</td><td>78%</td><td>18%</td></tr><tr><td>Year 3</td><td>75%</td><td>12%</td></tr><tr><td>Year 4</td><td>73%</td><td>19%</td></tr><tr><td>Year 5</td><td>59%</td><td>10%</td></tr><tr><td>Year 6</td><td>77%</td><td>18%</td></tr></table> Within EYFS, gross and fine motor skill development has continued to be a focus within the team to support the children's writing capabilities. To add, Drawing Club has been enhanced after its introduction to promote a creative and engaging approach to writing. Within KS1, the focus has continued to be on enhancing learning journeys and ensuring feedback is effective in addressing children's next steps. Writing has continued to be a target in the strategic plan for the junior school. The focus this year has continued to be on supporting those who are writing below year group expectations with children identified, writing outcomes assessed and specific tailored writing groups being planned for by the EDHT and teaching delivered by the EDHT and HLTAs. Work has also continued in class with supporting children with scaffolds, modelling, intervention and 1:1 feedback.
2025-2026 Outcome (WIS & WJS)	

Objective 3	**To focus on those arriving in school as low attaining, particularly with speech and language needs**
Why	Due to the impact of school closures and limited extended services, we have found that more children are entering our school with increased needs, particularly in the area of speaking and listening which impacts the success of children progressing with their reading and writing.
How	We thoroughly monitor children's attainment before they arrive at our school, using information provided to us. In addition to this, we monitor children's attainment each term. We provide children support with speech and language needs using SpeechLink and children requiring further speech and language support are timetabled to work with our Speech and Language trained LSA.

2022-2023 Outcome (WJS)	Reading	N	W	C	M	GD	M+
	Year 3 Autumn	20%	6%	18%	42%	14%	56%
	Year 3 Spring	21%	1%	12%	46%	19%	65%
	Year 3 Summer	21%	1%	6%	53%	19%	72%

Writing	N	W	C	M	GD	M+
Year 3 Autumn	17%	12%	23%	39%	9%	48%
Year 3 Spring	21%	9%	23%	39%	8%	47%
Year 3 Summer	28%	6%	22%	36%	8%	44%

Maths	N	W	C	M	GD	M+
Year 3 Autumn	11%	16%	21%	36%	17%	53%
Year 3 Spring	11%	11%	18%	44%	16%	60%
Year 3 Summer	13%	7%	16%	44%	21%	65%

Progress through the year is evident from the termly data and at the end of the year, Year 3 attainment was mostly in line with Years 4-6. Speech and Language support was provided for 12 children in Year 3 using Speech Link. At the end of the year, 4 out of the 12 no longer required speech and language provision but will continued to be monitored. All new children to the school arriving during the year were assessed using Speech Link and intervention was provided if required.

2023-2024 Outcome (WIS & WJS)

EYFS - ELGs	Autumn	Spring	Achieved ELG
Listening, Attention and Understanding	88%	88%	89%
Speaking	87%	86%	93%
Word Reading	71%	77%	84%
Comprehension	79%	86%	90%
Writing	78%	79%	80%
Number	84%	83%	88%
Numerical Patterns	81%	81%	90%

Progress through the year is evident from the termly data in all ELGs. 7 children (8%) arrived at our school requiring Speech and Language intervention. This reduced to 6 children (7%) by the end of the year. All children in Reception were assessed using Speech Link at the end of the year and 6 children were identified as requiring intervention.

Reading	N	W	C	M	GD	M+
Year 3 Autumn	9%	19%		52%	19%	71%
Year 3 Spring	9%	7%		60%	24%	84%
Year 3 Summer	8%	7%		56%	30%	86%

Writing	N	W	C	M	GD	M+
Year 3 Autumn	10%	19%		56%	15%	71%
Year 3 Spring	10%	19%		55%	16%	71%
Year 3 Summer	10%	20%		52%	18%	70%

Maths	N	W	C	M	GD	M+
Year 3 Autumn	6%	25%		52%	17%	69%
Year 3 Spring	6%	23%		47%	25%	72%
Year 3 Summer	6%	20%		49%	25%	74%

Progress through the year is evident from the termly data and at the end of the year, Year 3 attainment was mostly in line with Years 4-6. Speech and Language support was provided for 16 children in Year 3 using Speech Link. At the end of the year, 8 out of the 12 no longer required speech and language provision but will continued to be monitored. All new children to the school arriving during the year were assessed using Speech Link and intervention was provided if required.

2024-2025 Outcome (WIS & WJS)	EYFS - ELGs		Autumn	Spring		Achieved ELG

EYFS - ELGs	Autumn	Spring	Achieved ELG
Listening, Attention and Understanding	80%	84%	87%
Speaking	84%	84%	92%
Word Reading	75%	80%	91%
Comprehension	85%	88%	92%
Writing	74%	74%	81%
Number	84%	88%	93%
Numerical Patterns	79%	91%	92%

Progress through the year is evident from the termly data in all ELGs. 7 children (8%) arrived at our school requiring Speech and Language intervention. This reduced to 4 children (4%) by the end of the year. All children in Reception were assessed using Speech Link at the end of the year and 5 children were identified as requiring intervention.

Reading	N	W	C	M	GD	M+
Year 3 Autumn	4%	18%		63%	14%	77%
Year 3 Spring	4%	7%	12%	52%	23%	75%
Year 3 Summer	3%	8%	10%	53%	26%	79%

Writing	N	W	C	M	GD	M+
Year 3 Autumn	8%	14%		69%	9%	78%
Year 3 Spring	8%	2%	11%	66%	11%	77%
Year 3 Summer	9%	2%	13%	63%	12%	75%

Maths	N	W	C	M	GD	M+
Year 3 Autumn	6%	18%		63%	13%	76%
Year 3 Spring	4%	4%	11%	63%	16%	79%
Year 3 Summer	4%	3%	10%	63%	19%	82%

Progress through the year is evident from the termly data and at the end of the year, Year 3 attainment was mostly in line with Years 4-6. Speech and Language support was provided for 9 children in Year 3 using Speech Link. At the end of the year, 7 out of the 9 no longer required speech and language provision but will continued to be monitored. All new children to the school arriving during the year were assessed using Speech Link and intervention was provided if required.

2025-2026 Outcome (WIS & WJS)	

Objective 4	To improve pupil understanding of ethnic diversity
Why	We pride ourselves with our curriculum which, whilst we ensure we plan for and teach the statutory content set out in the EYFS and National Curriculum, is adapted, enhanced and enriched for our children within our community. Ensuring our curriculum reflects modern Britain and all of its diversity is important for our children and developing their knowledge and understanding of our country as well as the importance of celebrating difference and diversity is key.
How	Following a review of our curriculums, we will develop a federation wide action plan, which will include a review of our literature spines to ensure we provide our children with diverse reading materials (in classrooms and our school libraries) as well as identification of opportunities to celebrate and develop understanding of inclusion and diversity. We will plan and deliver assemblies to promote difference and diversity. Displays around the school and images selected for IWB slides and resources will reflect our modern British society.
2022-2023 Outcome (WJS)	• Planning for PSHE was reviewed and improved. • The literature spine was reviewed and improved. • An audit was carried out by SLS and new reading materials were ordered and delivered. In addition to this, a competition was entered and £1000 of difference and diversity reading books were won. These books have been displayed in the library.

	• Diversity display was created. • Whole school assemblies have followed a wide range of themes and religions. • World Religion Day and Empathy Day took place in 2022. • British Values poster made and on display in every classroom. • HT is a member of the HT I&D Steering Group
2023-2024 Outcome (WIS & WJS)	• Planning for PSHE was reviewed and improved across Federation. • The literature spine was reviewed and improved across Federation. • Whole school assemblies have followed a wide range of themes and religions across Federation. • World Religion Day across the Federation took place. • British Values poster made and on display in every classroom in WIS. • EHT is a member of the HT I&D Steering Group.
2024-2025 Outcome (WIS & WJS)	• Planning for PSHE continued to be reviewed and improved across Federation. • The literature spine was reviewed and improved across Federation. • £250 was spent on supplying a range of diversity books to each of the class libraries at WIS. • Whole school assemblies have continued to follow a wide range of themes and religions across Federation. • World Religion Day across the Federation took place. • A visit from a Paralympian took place at WJS.
2025-2026 Outcome (WIS & WJS)	

Date of review: Spring 2026
Date for review: Spring 2027
Date for re-publication: Spring 2028
NOTE: The Equality Act 2010 (Specific Duties) Regulations 2011 require Governing Bodies to publish equality objectives at intervals of no more than four years but schools should publish detail on progress towards these objectives on an annual basis and publish this detail on the school's internet site.