

Wormley C of E Primary School
Review of equality objectives 2025

Objective	Protected Characteristic	Actions	Milestones	Review date
Children with SEND make good progress from their starting points	Disability	- Identify all the children with SEND - To support children with Spld through the use of assistive technology. - Review the impact of SEND provision	- Qualitative and quantitative information indicates that pupils with SEND make progress - Children on EHCP can discuss their progress - Interventions, provisions and plans are evaluated as having a good impact on pupils	July 2025
Evaluation	- All pupils with SEN have made progress, some significant - Pupils receiving a planned provision make an average of +1.15 points progress (scale 0-2) - Pupils with a learning plan make +1.28 points progress (scale 0-3) - Children in Puffin and Pelican class make very good progress Pelican Class - All pupils' EHCP targets were met, achieved and reviewed. Reviews show a progression story over the three terms or clearly indicate when and how the target was achieved. - All pupils' communication has improved, using visual communication appropriately with some pupils beginning to vocalise and/ or verbalise. - All pupils remain to be engaged in their learning for the duration of their time in Pelicans. Pupils are beginning to understand expectations, learning, and listening. Engaging back in class enabling them to be present and engaged during whole class carpet time for brief times during the day. - All pupils eat in the dinner hall with their peers with support. - All learning has been scribed using the prompting key allowing for clear understanding of how each piece of learning has been completed and to evidence the learning journey for each individual pupil. - All pupils have made progress on the early learning goals and IEALD assessment. - Some children have returned to the main classroom for all or some sessions. Puffin class - Personalised curriculum- planned and adapted where appropriate - Assessment shows small steps of progress from start points - Independent skills are taught, supported and children implement these skills well - Taught skills for active listening - teaching of listening - Basic skills are taught e.g. turn taking, answering questions, speaking to each other (tone, phrases), organisation of tasks and equipment/resources, resilience - Targeted support which is based on individual needs - EHCP, SP & L and learning plans - Involvement in learning plan targets and strategies to try - Nurture principles motivate learning - Building confidence to speak out and be themselves. - Elklan strategies embedded and implemented - Communications with parents- emails, phone calls and parent consultations to build good working and supportive relationships - Support strategies shared and supported in class- strong liaison with Class teachers and TA's- this includes transition support - Increase in pupil voice in EHCP and learning plan reviews and through local children's council Next steps - Continue to develop routines for early identification of pupils who might have an SEN - Ensure all provisions and plans are reviewed regularly and on time - Ensure interventions are well-matched to pupils - Develop strategies to manage the increasing workload to review EHCP plans - CPD for teachers to support the progress of SEN pupils, particularly ADHD - Broaden our specialist approach for pupils with exceptional needs by starting Heron class (Y2/3)			

The gap between the attainment and progress of PPF pupils in reading, writing and maths and their peers is diminishing.	Socio-economic disadvantage*	• PPG strategic lead • CPD for all teaching staff • Additional TA to support children • Targeted academic support	• Pupils in receipt of PPG will attain in line with their peers. • They will achieve national average progress scores in reading, writing and maths.	July 2025
Evaluation	National Performance Assessment EYFS • Good Level of Development ○ 85.7% of boys were demonstrating a GLD compared to 63.3% of girls. ○ Boys outperformed their peers nationally whilst girls were below their peers. ○ 88.9% of disadvantaged pupils were demonstrating a GLD compared to 71.4% of non disadvantaged. ○ Disadvantaged pupils outperformed their peers nationally whilst non disadvantaged were in line. KS1 • Phonics: ○ 81.6% of boys were working at the expected standard in RWM compared to 95.0% of girls. ○ Boys and Girls outperformed their KS1 peers nationally KS2 • RWM: ○ 78.1% of boys were working at the expected standard in RWM compared to 64.3% of girls. ○ 66.7% of disadvantaged pupils were working at the expected standard in RWM compared to 73.3% of non disadvantaged. ○ 13% of disadvantaged pupils were working at a higher standard for RW&M which is the same as non disadvantaged. ○ 12.5% of boys were working at a higher standard for RW&M compared to 14.3% of girls. • Reading ○ 87.5% of boys were working at the expected standard in Reading compared to 85.7% of girls. ○ 93.7% of disadvantaged pupils were working at the expected standard in Reading compared to 84.4% of non disadvantaged. ○ 40.0% of disadvantaged pupils were working at a higher standard for Reading compared to 55.6% of non disadvantaged. ○ 46.9% of boys were working at a higher standard for Reading compared to 57.1% of girls. • Writing: ○ 78.1% of boys were working at the expected standard in Writing compared to 78.6 % of girls. ○ 67.6% of disadvantaged pupils were working at the expected standard in Writing compared to 82.2% of non disadvantaged. ○ 13.3% of disadvantaged pupils were working at a higher standard for Writing compared to 20.0% of non disadvantaged. ○ 12.5% of boys were working at a higher standard for Writing compared to 25.0% of girls • Maths: ○ 90.6% of boys were working at the expected standard in Maths compared to 78.6 % of girls. ○ 93.3% of disadvantaged pupils were working at the expected standard in Maths compared to 82.2% of non disadvantaged. ○ 33.3% of disadvantaged pupils were working at a higher standard for Maths compared to 42.2% of non disadvantaged. ○ 53.1% of boys were working at a higher standard for Maths compared to 25.0% of girls • All groups (boys, girls, disadvantaged, non disadvantaged) outperformed their KS2 peers nationally in each subject Next steps • Consider how we will raise girls performance in EYFS • Learn from the successes of phonics progress and aim to attain above the national average • Detailed provision map for all children at risk of underachieving • Targeted maths support through Third space learning for pupils in Y4-6 • Daily reading in KS1 and KS2 • Targeted tutoring in Spring term • Target for Numberstacks intervention • Ongoing focus on sentence structures in writing • See Pupil Premium Strategy			

To support the children and staff well-being within the school ethos and culture	All	• Jigsaw curriculum • Celebrate mental health days through enrichment activities • SEMH interventions and referrals • Teacher CPD • Access to staff health services • Line management	• All children are provided with opportunities to develop their understanding of positive mental health • Staff report that they have someone to speak to if they need mental health support	July 2024
Evaluation	• The school was reaccredited with the National Children's Bureau Wellbeing Award. • Continued embedding of the Agents into daily learning and practices (see Tuesday CW/speak with children/ Friday recognition of agency). The language of the agents' social stories is becoming part of the children's language • Teaching of PSHE is effective. Book reviews of the children's responses to Jigsaw lessons were very impressive across the school. Children enjoy and engage well in discussion and debate. • Hello Yellow Day celebrated in Autumn Term • Pupil wellbeing is at the heart of our school improvement model. Children speak confidently about their feelings as a result of our thoughtful approach to wellbeing ('Wormley Primary School is exemplary in their positive and progressive response to pupil emotional and mental wellbeing,' HfL Wellbeing Visit, 2023) • Our Christian Ethos and collective worship has developed a deep understanding of our Christian values. • We are highly successful with vulnerable children such as Children Looked After, children who are economically disadvantaged or children with a SEN or disability (see HfL SEND visit). • We have a therapeutic approach to behaviour which has rights and responsibilities at the core. The children routinely participate in restorative approaches. • We are highly reflective and design high quality CPD opportunities using evidenced based-approaches e.g. lesson study, coaching, thinking circles. Next steps • Explore a range of ways to disseminate information on resilience to parents to enable parents to further support their children at home. • In classrooms, bring in line the language used across the school for reflection/calming areas. • Participate in Nip in the Bud project			
Take meaningful action to address diversity and race equity	Race	• Develop an effective strategic approach to race equity and anti-racism • Attend Race Equity Conference • Review the level diverse representation • Develop a wider representation of cultures and groups e.g. literature, images	• Children can discuss the importance of belonging and inclusion • The curriculum is more diverse and reflects the groups of children in our school community • Children are encouraged to reflect on spiritual and ethical issues, difference and diversity	July 2025
Evaluation	• SLT attended the Race Equality Conference which developed our knowledge and understanding of the concepts so that we are better able to plan to reduce and respond to issues of racism. • Teachers have improved the diversity of the curriculum and to consciously increase the representation of non-white people in images and texts. • We led a successful belonging project which encouraged the children to explore their own families and develop curiosity for other children's families. This was designed to develop greater understanding of differences yet help the children to find similarities in those differences. The project encouraged all the pupils to view their story as interesting and unique whether they had a story of migration or they had a very local history. The project aimed to make all children welcome no matter their family background, ethnicity or religion. It was titled We see you, we hear you, you belong. The feedback from the children was overwhelmingly positive and insightful. The outcome of the children's learning has followed them to their new classrooms. • INSET day to share learning with staff from the Great Representations Project. The school has invested in a range of resources so that our school environment and our school books represent all children including those with protected characteristics. We planned an enrichment project called # we belong for the summer term. This will involve families and lead to a cultural day where we celebrate one another's culture. • We shared our commitments and wrote an EDI policy and to commit attention and focus to our Equalities Plan.			

	- A guest speaker from Kick It Out spoke with the children around equity and racism. The children responded positively to this. Next steps - Complete audits of our provision which should equip us with ideas, strategies and approaches to address any inequity. - Seek further CPD from the LA around			
Address gender achievements gaps	Gender	- Develop boys' writing - Investigate girls achievement in maths - Improve gaps in EYFS profile	Where there are gender groups with significant gaps in achievement, the gaps are reduced	July 2025
Evaluation	KS1 - Phonics: 81.6% of boys were working at the expected standard in RWM compared to 95.0% of girls. - Boys and Girls outperformed their KS1 peers nationally KS2 - RWM: 78.1% of boys were working at the expected standard in RWM compared to 64.3% of girls. 12.5% of boys were working at a higher standard for RW&M compared to 14.3% of girls. - Reading 87.5% of boys were working at the expected standard in Reading compared to 85.7% of girls. 46.9% of boys were working at a higher standard for Reading compared to 57.1% of girls. - Writing: 78.1% of boys were working at the expected standard in Writing compared to 78.6 % of girls. 12.5% of boys were working at a higher standard for Writing compared to 25.0% of girls - Maths: 90.6% of boys were working at the expected standard in Maths compared to 78.6 % of girls. 53.1% of boys were working at a higher standard for Maths compared to 25.0% of girls - All groups (boys, girls, disadvantaged, non disadvantaged) outperformed their KS2 peers nationally in each subject Next steps - Explore the prior attainment of pupils in Y1 to see if there is a trending lower performance of boys - Catch up boys in Y1 not attaining phonics - Explore girls attainment in RWM at the expected level KS2			
To continue to build all pupils vocabulary and narrow the language gaps of disadvantaged pupils	Socio-economic background	- NELI, Early Talk Boost, Word Aware Elklan - High quality texts - Explore vocabulary - Language Games - Plan for teaching new vocabulary – identifying words on the planning sequences	- Children are exposed to a wide range of words and phrases - Children have a greater understanding of texts because they understand the vocabulary - Vocabulary walls/word mats become a useful resource for children	July 2025
Evaluation	- Whole class NELI used to support all children in YR to complement YN NELI - greater focus on developing vocabulary through stories and practising of language in the curriculum - Talk Boost groups continue to be in place for targeted pupils - TalkBoost: Y2 -Significant progress (+1.6) KS2 Significant progress (+2.0). - Wellcomm: Nursery- Good progress (+1.0) Reception- significant progress (+1.7) Y1 Good progress (+1.1) Next steps - All the above interventions will be used again to address the needs of the appropriate children. - alk Boost to be offered to child in Y2 who are below the target but Provide support for children still not at age related expectations.			

* Although socioeconomic disadvantage is not a protected characteristic under the Equality Act 2010, Wormley is committed to protect all members of this group from discrimination
<https://wormleyprimary.co.uk/public-sector-equalities-duty-psed/>