



Equality Information Report (Public Sector Equality Duty)

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1. Introduction

- 1.1 The Public Sector Equality Duty came into force in April 2011 as a consequence of the Equality Act (2010). This report monitors progress against the Trust equality objectives as part of our duties under the Public Sector Equality Duty and as outlined in our Equality Objectives Statement for Publication document, July 2023.

2. Review of Equality Objectives

- 2.1 Our Equality Objectives reflect the Trust's priorities and draw upon available data and other evidence. They focus on those areas where we have agreed to take action to improve equality and tackle disadvantage.
- 2.2 Education South West set its Equality Objectives for the three-year period 2023 to 2026. A new set of objectives has been set for 4 years 2026-30.
- 2.3 Progress against our Equality Objectives is as follows:

3. To use performance data to monitor achievement and respond to variations between groups of children, subjects, key stages, trends over time in order to close identified gaps in attainment amongst disadvantaged children.

- 3.1 All schools undertake systematic analysis of attainment and progress across key groups, supported by a new Trust-wide primary assessment system which enables real-time tracking of disadvantaged, SEND, gender and EAL pupils.
- 3.2 There is clear evidence of improving attainment across phases: KS2 combined predicted 67% (above national 62%), EYFS GLD 78% (above national) and phonics predicted 90% vs national 80%, demonstrating strengthening provision.
- 3.3 At KS4, outcomes are broadly in line with national (Attainment 8 ~45.9), with some narrowing of PP gaps in individual schools, although gaps remain significant in Basics 5+ and combined measures.
- 3.4 Disadvantaged and SEND outcomes remain the key Trust risk, particularly KS2 combined and KS4 basics, and are central to the 2025–30 improvement strategy.
- 3.5 Increasingly granular analysis (including mobility, attendance and safeguarding links) is enabling earlier identification of pupils at risk of underachievement and more targeted intervention.
- 3.6 Attendance data shows gradual narrowing of PP attendance gaps over the past three years, supporting improved access to learning and, whilst persistent absence is falling, it remains a challenge.

4. To increase awareness and understanding by children of different communities and cultures through the PHSE curriculum, assemblies, and links to the PREVENT agenda and Rights Respecting Schools (RRS) initiative.

- 4.1 All schools are engaged in the UNICEF Rights Respecting Schools programme, embedding equality, rights and diversity through curriculum and school culture.
- 4.2 Personal development curricula across schools explicitly teach protected characteristics, diversity and life in modern Britain, supported by PSHE, RSHE and safeguarding programmes and are ready to teach the latest [Relationships Education, Relationships and Sex Education \(RSE\) and Health Education \(for introduction 1 September 2026\)](#).
- 4.3 A wide range of student-led equality initiatives (e.g. Diversity Ambassadors, anti-racism campaigns, Ramadan awareness, Pride events) are embedded across secondary schools.
- 4.4 The 11 by 11 programme provides structured cultural experiences (visits, global links, wider world learning), improving pupils' understanding beyond their local context.
- 4.5 Safeguarding reporting shows a significant increase in incidents logged under protected characteristics, reflecting improved awareness, staff training and confidence in reporting rather than increased incidence alone.

5. To promote and encourage participation throughout the Trust schools of the involvement by children in extra-curricular life of the academy, including leadership opportunities and to make positive contributions to school life.

- 5.1 The Trust's "11 by 11" entitlement ensures consistent access to enrichment across all schools, with participation now systematically tracked and analysed by group (PP, SEND, gender). Schools are encouraged to develop a universal offer across the 11 strands to ensure that all pupils participate.
- 5.2 Participation data shows improvement for disadvantaged pupils (21% of participation vs 25% cohort), with targeted strategies in place to close this gap and move toward over-representation.
- 5.3 Student leadership opportunities (conferences, ambassadors, councils) are embedded across the Trust, strengthening pupil voice, responsibility and engagement.
- 5.4 Community hub developments (e.g. Kingsbridge, Teign (including Rydon and Kingsteignton and Dartmouth) and targeted provision are removing barriers to participation, particularly for disadvantaged families.
- 5.5 Improved participation is linked to positive trends in attendance, behaviour and belonging, with Trust attendance rising year-on-year (90.80% → 91.51%).

6. To raise awareness of the impact of bullying, especially where this relates to protected characteristics, including reducing the incidence of sexist, homophobic and racist language by children within the Trust.

- 6.1 All schools have robust systems for recording and responding to bullying, including anonymous reporting tools and explicit logging of protected characteristic incidents.
- 6.2 Pupil-led approaches (e.g. anti-bullying ambassadors, student campaigns, awareness events) are embedded across schools and drive cultural change.
- 6.3 Safeguarding data shows significant increases in logged bullying (online and verbal), largely due to improved systems and expectations rather than deterioration in behaviour.
- 6.4 Secondary suspensions have reduced over time, indicating improved behaviour culture and consistent expectations.
- 6.5 Primary suspensions have increased from a low base, largely involving SEND and disadvantaged pupils with complex needs, demonstrating increased pressure and the importance of targeted inclusion strategies.
- 6.6 Curriculum and assembly programmes explicitly address appropriate language, respect and equality, reinforcing expectations across the Trust.

7. To maximise the inclusion of learners with Special Educational Needs within mainstream provision, in order to build confidence as learners, promote independence and raise self-esteem.

- 7.1 All schools deliver high-quality adaptive teaching and early intervention, with support provided on need rather than diagnosis, ensuring inclusive access to the curriculum.
- 7.2 Strengthened systems for early identification of SEND, safeguarding and behaviour need are now embedded across the Trust.
- 7.3 Attendance for SEND pupils remains a concern (primary SEN E attendance declining to ~88%), This data increasing complexity of need nationally and locally.
- 7.4 Inclusion work is having positive impact in reduced secondary exclusions and improved attendance stability, although demand continues to rise.
- 7.5 Development of SEND hubs, outreach and alternative provision (e.g. KEVICC hub, place-based partnerships) is strengthening mainstream capacity.
- 7.6 Safeguarding data highlights increased need in mental health, family support and vulnerability, informing further targeted inclusion strategies.

8. To continue to value and support all staff within the Trust by promoting a culture where each employee is treated with respect and dignity and recognises the value that a diverse workforce can bring.

- 8.1 The ESW People Strategy embeds ethical leadership, staff voice and inclusive practice, promoting a respectful and values-driven culture.

- 8.2 Significant investment in professional development (instructional coaching, NPQs, leadership pathways) is improving consistency of teaching and leadership across the Trust.
- 8.3 Instructional coaching is now embedded in most schools, with over 60% cycle completion and strong staff-reported impact (86% report improved teaching).
- 8.4 Comprehensive wellbeing support (EAP, flexible working, wellbeing policies, surveys) ensures staff feel supported and valued.
- 8.5 Workforce data shows strong female representation (55.6% of leadership roles) and ongoing monitoring of diversity across the workforce.

9. To monitor the gender pay gap within the Trust and, if a gap exists, seek to explore any differentials and aspire to close the gap.

- 9.1 The Trust continues to publish and review gender pay gap data annually, ensuring transparency and accountability.
- 9.2 All staff are paid according to national pay scales, confirming equal pay for equal roles across the organisation.
- 9.3 The overall pay gap (50.2%) is primarily structural, reflecting the high proportion of women in part-time and support roles and the Trust's decision not to outsource services.
- 9.4 Workforce strategy (recruitment, progression, leadership development) continues to address underlying structural imbalance, with strong representation of women in leadership as a key strength.

10.Overall

- 10.1 Across the Trust, there is clear evidence of strengthening systems, improving outcomes and increasing inclusivity, with the key ongoing challenge being accelerating progress for disadvantaged and SEND pupils in line with Trust ambition.