



## 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.
- 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.

- 2.4 All schools within the Trust report and identify gaps and trend analysis in relation to attainment and variations between groups of children. This analysis focuses on identifying any gaps in attainment in relation to disadvantaged pupils and non-disadvantaged pupils, males and females, and SEND pupils and non-SEND pupils, assessing trends over time and to take actions to close these gaps.
- 2.5 At Key Stage 4, almost all schools are forecasting a decrease in the Attainment 8 score for their Pupil Premium students compared to results from summer 2024 (based on 2024 coefficients). Both Teign School and South Devon UTC are forecasting a reduction in the gap between attainment for Pupil Premium vs Non-Pupil Premium students. Regarding Attainment 8 figures for gender, in two thirds of our secondary schools, females are forecast to achieve better than males.
- 2.6 Each secondary school continues to identify gaps and analyse trends on subject specific areas. Data is analysed by subject, male/female, disadvantaged/non-disadvantaged, SEN/non-SEN using 2019 performance data to date. This enables the Trust and schools to focus on gaps that are closing as well as gaps that are persisting. Relevant and targeted actions are then put in place, for example, targeted intervention groups held during tutorial time, the targeting of extra

maths using the online Sparx maths platform, and additional assignments. Use of the Sparx platform has been expanded to include Sparx Reader and Sparx Science to allow additional targeted intervention in English and Science, alongside Maths.

- 2.7 In primary provision, the Trust continues to analyse attainment gaps and trend analysis over time in order to identify and target actions to raise attainment amongst disadvantaged groups of pupils. Our new Primary Assessment tool that we have built this academic year allows us to easily analyse progress of our key groups including, gender, disadvantaged, English as an Additional Language and SEND Status.
- 2.8 Reading predictions across ESW primary schools at Key Stage Two remains slightly higher than Writing and Maths in almost all cases for the percentage at or above expected standard at Year 6.
- 2.9 At Year 1, two-thirds of our primary schools are forecasting that their pass rate in Phonics will be in-line of above the National Average for 2024 (based on March 2025 data).
- 2.10 Gaps do exist in some areas, but this is specific to each school. Schools level data is used to identify gaps and analyse trends on subject specific areas such as reading, writing and maths. The disadvantaged cohorts across Trust schools are small (apart from Dartmouth Academy Year 6 which is over 62% disadvantaged and Wynstream Primary School where 58% of the whole school is disadvantaged). Data is analysed by male/female, disadvantaged/non-disadvantaged, SEN/non-SEN and EAL/Non-EAL. This enables the Trust and schools to focus relevant and targeted actions to put in place to help close the gaps, for example, targeted small invention groups.

**a) 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.**

- 2.9 Education South West is proud to be a Rights Respecting Academy. All of our schools have UNICEF Rights Respecting accreditation, or are working towards accreditation, which recognises our commitment to creating safe and inspiring places to learn, where children are respected, their talents are nurtured and they are able to thrive.
- 2.10 The Convention has 54 articles that cover all aspects of a child's life and set out the civil, political, economic, social and cultural rights that all children everywhere are entitled to. It also explains how adults and governments must work together to make sure all children can enjoy

all their rights. Every child has rights, whatever their ethnicity, gender, religion, language, abilities or any other status.

- 2.11 Currently, we have five schools at bronze level accreditation, five schools with a silver award, three schools at gold standard level and one school working toward their bronze level accreditation.
- 2.13 All schools throughout the Trust have also continued to strengthen their PSHE curriculum as well as increase the awareness and understanding by pupils of different communities and cultures.
- 2.14 Within most of our secondary schools, Diversity Ambassadors champion to raise awareness of equality and diversity through events and initiatives. The intent is to promote and celebrate diversity in our schools and beyond.  
Initiatives have included:
- The 'Safer Space, Safer Place' project, where our students have worked with Young Devon to work towards making Newton Abbot a safer place, alongside Teignbridge District Council and the Neighbourhood Policing Team.
  - Three students from Coombeshead Academy winning 1<sup>st</sup> prizes in a national 'Show Racism the Red Card' competition.
  - Student led sessions with a focus on diversity, including sessions on 'Visible and Invisible Disabilities' and 'A Young Persons Experience of Observing Ramadan'.
  - A student-led assembly at Kingsbridge CC, focussing on Raising Awareness of Ableism.
  - Pride Month celebrations which highlight support for the LGBTQ+ community and encourage acceptance throughout our schools.
- 2.15 Trust schools also continue to celebrate our young carers through several joint events held throughout the year. This year, schools marked Young Carers Week in a variety of ways, and we continue to work with Devon Young Carers to support our students. In addition, schools organise their own young carers groups, some of which are supported by local groups such as Rotary International.

**b) 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.**

- 2.16 All Trust schools offer a range of after school and extra-curricular opportunities to enhance pupils' experiences at school. Schools throughout the Trust continue to promote and encourage children to make positive contributions to school life as well as recognise and

celebrate an environment that promotes equality and diversity. This has included whole school messages which have been delivered via Equality and Diversity assemblies across many of the schools within the Trust.

- 2.17 Trust schools continue to celebrate diversity and to celebrate difference through various ways throughout the school year. For instance, involvement in the 'Show Racism the Red Card' campaign, supporting local charities in their initiatives to help local refugees and supporting refugee aid. All secondary schools support our LGBTQ+ pupils and communities including holding dedicated pride events in Pride Month.

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

- 2.18 All children have the right to feel safe in school and it is the duty of every member of staff to protect the interests of children and to try and prevent any form of bullying.
- 2.19 All schools record and act on any incident of bullying, including specifically logging any racist incident should they occur. At secondary schools there is also use of online reporting forums such as 'whisper' to ensure pupils can anonymously report concerns.
- 2.20 All schools within the trust also target anti-bullying messages, use of correct language in assemblies and school-wide initiatives. For example, antibullying ambassadors are at the fore front of promoting and organising initiatives such as anti-bullying week.

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

- 2.21 All schools within the Trust work hard to ensure that all children feel welcome through a broad and balanced curriculum that is adapted and, where necessary, differentiated to ensure progress for the individual children in our care.
- 2.22 Trust schools pride themselves on meeting the needs of the individuals in front of them without requiring formal diagnosis or labels before support can be instigated. Staff work closely together to ensure they are effectively trained in meeting the needs of individuals with very

high-quality teaching provision which focuses on understanding the learning that is taking place, identifying gaps in learning, and acting swiftly to intervene where necessary.

- 2.23 Inclusion and SEN teams, together with pupil support and safeguarding teams liaise to ensure effective provision is in place for individuals. Schools also work very closely with wider partners including parents, advisory services, software companies, social services and others to ensure that they understand the needs of the individual and that the provision in place is of the highest quality.

**e) 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 where recruitment, retention, career development, progression, benefits, pay, terms and conditions of employment, redundancy and disciplinary are determined on the basis of capability, qualifications, experience, skills and productivity.**

- 2.24 Education South West operates as an equal opportunities employer, and does not discriminate in any way regarding recruitment, performance management and employee career development opportunities. Its policies in these areas are freely published

- 2.25 The Trust continues to be committed to ensuring that its recruitment and selection processes do not disadvantage or discriminate against applicants because of the protected characteristics of age, disability, gender, gender re-assignment, marriage or civil partnership, pregnancy or maternity, race, religion or belief and sexual orientation. Reasonable adjustments in line with the Equality Act are put in place where requested.

- 2.26 Regular reviews of salaries versus the market by educational sector, professional field or geographical locality is undertaken in order to ensure recruitment and retention of the best people for the right role. Likewise, with regards to career development, all employees are actively encouraged to undertake training where relevant to their job roles.

- 2.27 As a Trust we are committed to supporting all our employees and have policies in place to do this. For instance, the following policies (not an exhaustive list) show the Trust's commitment to providing equality of opportunity in employment and to developing working practices that

supports our employees - Staff Wellbeing Policy, Menopause Policy, Flexible Working Policy, Maternity, Paternity, Adoption, Parental & Shared Parental Leave Policy, Recruitment and Selection Policy.

- 2.28 There is also in place an Employee Assistance Programme (EAP) that is available to all employees within the Trust. This offers support to our employees and their families with confidential access to services. As part of this programme health referrals and support for mental health is available.

**f) Endeavour to ensure that the staff body is reflective of the demographics of the local community and in particular focus on the representation of women in leadership roles.**

- 2.29 Education South West endeavours to ensure its employees reflects, as far as possible, the demographics of the local community.
- 2.30 The Trust is fortunate to have attracted a high percentage of its leadership roles as women in headteacher, heads of school, senior leadership team and senior management roles. In September 2024, 55.6% of the leadership roles were females.
- 2.31 For local demographic and social reasons outside of our control, it is predominately women who apply for, and are appointed to, many of the Trust's part-time, term-time and relatively lower paid roles. In September 2024 out of 911 total employees, 73.1% of these are women.
- 2.32 The Trust will continue to monitor its staff body and assess its reflectiveness with the local demographics especially in relation to ethnicity, age, gender and disability.

**g) 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.**

- 2.33 The Trust continues to monitor and report on the gender pay gap annually with the report being published and available on the Trust website. Data continues to be uploaded to the government database and the figures become public record.
- 2.34 Staff in all roles, whether teachers or staff other than teachers, are paid on nationally agreed pay scales. All staff, whether male or female, are paid at the same rate for the same job.



- 2.35 The method of calculating the statistics shows the overall headline statistic for ESW to be a supposed pay gap of 54.2% (March 2024 fig). This is a slight increase on the March 2023 figure of 54.0%. However, these figures can be highly misleading as a figure in itself, and in comparison, with other schools and Trusts, because ESW does not outsource any services.
- 2.36 All catering and cleaning staff are directly employed, unlike in many similar organisations. For local demographic and social reasons outside of our control, it is predominately women who apply for, and are appointed to, many of these part-time, term-time and relatively lower paid roles.