



Woodlands Infant School

Annual Equality Objectives Progress Review 2025-26

Equality Objective	Actions completed	Evidence and Impact	Next steps
Objective 1: <i>Continue to raise awareness of other faiths through assemblies, visits from faith leaders or funded visits to places of worship.</i>	The school strengthened its partnership with St. James' Church, which delivered an assembly each half term. Curriculum review and sequencing: A new RE scheme was purchased. Units of work were mapped out across the year to ensure coverage of different faiths and provide opportunities for our children to revisit faiths during their time at Woodlands. Assemblies and workshops: Parents and members of the school community were invited to contribute to pupils' learning about faiths, beliefs and significant religious celebrations. Looking through a diversity lens across different subjects. We reviewed who we learn about across non-core subjects to ensure diversity and representation. Teaching about mutual respect, individual liberty and tolerance of different faiths and beliefs was connected to the school's Pocket Principles and everyday expectations. Staff reinforced respectful language and addressed stereotypes or misconceptions sensitively when they arose.	Pupils have greater opportunities to see themselves represented and to learn about lives and beliefs that may be different from their own. Informal pupil discussions and curriculum monitoring indicate that pupils are increasingly able to talk about difference using the language of respect, kindness, fairness and belonging. Assembly records, newsletters, displays and examples of curriculum resources demonstrate that pupils encounter faith, culture and diversity through several aspects of school life. RE and PSHE/RSHE curriculum maps, medium-term planning and subject-leader monitoring show increased attention to balanced representation and age-appropriate vocabulary. Children are increasingly able to identify similarities and differences without presenting one faith, culture or family structure as the norm. The work supports a respectful school culture in which curiosity is encouraged and misconceptions can be explored safely rather than ignored.	St. James Church has agreed to increase visits to school next academic year and support with the teaching / delivery of RE units in KS1. Introduce a short, structured pupil-voice activity so that leaders can compare pupils' understanding over time. Maintain a clear assembly and enrichment overview showing the range of faiths and beliefs represented across the year. Secure further visits from faith representatives and/or visits to places of worship, with opportunities for pupils to ask questions and reflect afterwards – look at how we can represent Jewish and Muslim communities more. Continue auditing books, displays and curriculum examples to ensure representation is balanced, authentic and free from stereotypes.
Objective 2: <i>Improve attendance rates for SEND and PP pupils</i>	Regular, focused monitoring - The school's attendance team met regularly and considered whole-school, group and individual attendance. The SENDCo contributed where additional needs or reasonable adjustments were relevant. Relational communication with families - We strengthened our approach through teacher follow-up calls, half-termly attendance information, improvement and celebration letters, meetings and clear staff scripts. Communications were revised to combine high expectations with curiosity about barriers and a practical offer of support.	School attendance data shows attendance for Pupil Premium children and pupils with SEND has increased on this time last academic year. As at the end of May 2026, attendance for pupils with SEND had risen to 93.6%, compared with 90.9% at the same point in the previous academic year. Attendance for pupils eligible for Pupil Premium had increased to 93.1%, also compared with 90.9% at the same point in the previous year. Final subgroup figures will be confirmed through the school's end-of-year attendance analysis and reported to governors in the autumn term.	Continue regular subgroup monitoring and report termly to governors on attendance, persistent absence and the proportion of pupils reaching 96% or above. Evaluate the impact of individual attendance support plans at agreed review points and record clearly which actions have made the greatest difference. Maintain the involvement of the SENDCo / Inclusion lead where disability, regulation, family circumstances or additional needs create barriers.

	Leaders recognised that attendance is linked to a pupil's sense of safety, regulation and belonging. Nurture provision, transition planning and individual support were therefore used alongside attendance procedures, particularly for pupils with additional needs / SEMH needs.	Whole-school attendance for 2025–26 was approximately 95.4%. End-of-year monitoring showed that attendance improved for both pupils eligible for Pupil Premium and pupils with SEND compared with the previous year. Concerns were identified earlier and support was better matched to the reasons for absence rather than relying solely on generic reminders or sanctions. Records demonstrate systematic review of vulnerable groups and quicker identification of pupils whose attendance was beginning to decline. Nurture and relational approaches helped pupils re-engage and supported attendance without lowering expectations for access to education. Case records show a graduated response that includes contact with families, offers of support, review meetings, personalised plans and referrals where required. Half-termly reports, letters, teacher contact and coffee-morning activity provide evidence of more consistent communication and a stronger shared message about attendance.	Further strengthen transition planning for pupils whose attendance may be vulnerable when moving classes or settings. Continue recognising improvement as well as high attendance so that messages remain motivating and inclusive.
Objective 3: Increase opportunities for diverse parent and carer voice in school life and decision-making	A wider range of engagement routes. Parents and carers were able to contribute through face-to-face meetings, telephone conversations, surveys, ClassDojo, newsletters, workshops, coffee mornings and individual appointments. Flexible routes reduced reliance on attendance at a single formal event. The school provided focused opportunities including SEND and attendance coffee mornings, phonics and reading workshops, transition meetings, new-parent information and support for families at key points of change. These events combined information-sharing with opportunities for parents to ask questions and raise concerns. The Inclusion Lead, teachers, office staff and senior leaders used established relationships to invite participation from families who might be	Records of parent workshops, coffee mornings, new-parent and transition events show a broad programme of engagement across the year. This meant parents had more opportunities to engage in ways that suited their circumstances, including those unable or reluctant to attend formal meetings. ClassDojo messages, surveys, emails, meeting notes and direct feedback provide several forms of parent voice rather than reliance on one annual questionnaire. Examples of revised attendance communications, transition information and parent guidance demonstrate that feedback has led to practical changes. SEND and attendance records show that targeted conversations with families contributed to	Use a simple, proportionate record of participation in key consultations and events to identify groups that may be underrepresented, while protecting confidentiality. Continue targeted invitations and personal contact rather than relying solely on general messages. Introduce at least one focused parent group or listening activity during the year and publish a brief “You said, we did” response. Maintain translated or supported communication where this removes a barrier to participation.

	less likely to respond to a general survey or attend a large meeting. Information was shared through several formats and staff offered explanation, translated support or flexible appointment arrangements where needed. Transition booklets and parent-facing materials were reviewed to make expectations and support clearer. ClassDojo and Microsoft Sway enabled families to translate published information into their preferred language, reducing barriers for some parents with EAL. The school website was redesigned to make information easier to locate and to provide clearer guidance and routes for parents to contact the school or access support. Regular reporting to parents and carers on the local authority Early Help offer.	personalised support and earlier identification of barriers. Feedback received through informal and formal routes indicates that parents value accessible communication and opportunities to speak directly with familiar staff. Participation has broadened, but the school does not yet record engagement consistently enough to demonstrate whether every underrepresented group is participating proportionately. This is the principal area for further development.	
--	---	--	--

Overall evaluation

The school has made positive progress towards all three equality objectives during 2025–26. Work to improve the representation of faiths, beliefs and diverse experiences has become increasingly embedded within the curriculum and wider school life. Attendance improved for pupils eligible for Pupil Premium and pupils with SEND, supported by earlier identification, relational communication and more personalised responses to barriers. Parents and carers were offered a broader range of ways to communicate with and contribute to the school.

The objectives remain relevant and will continue during 2026–27. The principal areas for further development are strengthening the systematic collection of pupil and parent voice, extending engagement with a broader range of faith communities and recording subgroup attendance and parent-participation measures more precisely.

Equality objectives originally approved: 25 June 2025

Annual progress review completed: July 2026

Scheduled for governor review: September 2026

Next annual progress review: July 2027

Full review of equality objectives due by: June 2029