



Woodland Primary Academy

Equality Information and Objectives 2026–2030

Version Control

Version	Date	Author	Changes made:
0.1	17.09.26	Mr C Howarth	Information updated based on the school's new vision, values, name and updated data.

Public Sector Equality Duty Annual Compliance Information 2026

School: Woodland Primary Academy

Academy Trust: The Quill C of E Trust

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Annual PSED information updated: September 2026

Next annual PSED review: By 30 March 2027

Equality objectives period: 2026–2030

Responsible leader: Headteacher

Governance oversight: Local Governing Body / The Quill C of E Trust

Executive Summary

Woodland Primary Academy is committed to ensuring equality of opportunity for every pupil and to creating an inclusive school community in which difference is understood, respected and valued.

Our vision is:

Empowering Every Child to Flourish

This is supported by our five school values:

Kindness • Honesty • Curiosity • Resilience • Responsibility

The school has reviewed its equality information during 2026 using pupil outcomes, SEND information, attendance, behaviour information, safeguarding evidence, pupil voice, curriculum monitoring and wider participation information.

Woodland has a particularly significant responsibility in relation to disability and SEND. Approximately **48.9% of pupils have an identified SEND need when pupils within the school's two SEND Units are included**. The school also serves an increasingly diverse community, with approximately **26% of pupils speaking English as an additional language** and approximately **47% eligible for free school meals**.

SEND, EAL and economic disadvantage are not themselves all protected characteristics under the Equality Act 2010; however, they provide important contextual information because barriers and disadvantage may overlap with protected characteristics.

Key strengths in 2026

Woodland's evaluation identifies **inclusion as a significant strength of the school**.

Evidence includes:

- a highly inclusive culture across mainstream classes and two specialist SEND Units;
- strong relationships between pupils and adults;
- well-established relational and restorative behaviour systems;
- established systems for recording, monitoring and responding to behaviour, bullying and prejudice-related concerns;
- reasonable adjustments embedded within SEND practice;
- a broad range of personal development, enrichment and leadership opportunities;
- high levels of pupil participation in lessons;
- strong safeguarding perceptions;
- effective use of pupil voice to evaluate provision.

Summer 2026 pupil voice provides further evidence:

- **88%** of pupils feel safe at school all or most of the time;
- **88%** agree or strongly agree that there is an adult they can talk to if worried;

- **98%** say teachers make sure everyone can participate in every or most lessons;
- **72%** feel included and respected all or most of the time, with a further **21%** saying this is the case some of the time;
- **77%** agree or strongly agree that they receive support with their feelings and wellbeing;
- **92%** agree or strongly agree that school helps them learn about healthy lifestyles, relationships and keeping safe;
- **73%** say clubs, trips and additional activities are available frequently or very frequently;
- **85%** would recommend the school to a friend moving into the area.

Qualitative responses also identify friendships, supportive adults, clubs, leadership opportunities, achievement and a sense of belonging as important features of school life.

The school's main equality development priorities are therefore focused on **building upon established strengths**, rather than addressing weaknesses in inclusion.

Our equality objectives for 2026–2030 are:

1. **Sustain strong inclusion for pupils with SEND and disabilities while further improving adaptive teaching and outcomes.**
2. **Improve attendance and reduce inequalities in persistent absence.**
3. **Sustain a strong culture of belonging, safety and respectful relationships while further strengthening pupil confidence in responses to bullying and unkind behaviour.**

Woodland will also create and publish a statutory **Accessibility Plan during 2026–27**.

1. Our Commitment to Equality

Woodland Primary Academy is committed to providing equality of opportunity for all members of our school community.

We aim to create an environment in which:

- everyone is treated with dignity and respect;
- discrimination and prejudice are challenged;
- pupils feel safe, included and valued;
- barriers to participation and achievement are identified and addressed;
- pupils with disabilities receive appropriate reasonable adjustments;
- difference and diversity are understood and respected;
- all pupils have access to an ambitious curriculum;
- all pupils have meaningful opportunities to participate in the wider life of the school.

Our relational approach to behaviour and our expectations of being **Ready, Respectful and Safe** reinforce this commitment.

Equality does not necessarily mean treating everybody identically. Some pupils require different provision, adaptations or reasonable adjustments to enable them to access equivalent opportunities and participate fully in school life.

2. The Public Sector Equality Duty

Under section 149 of the Equality Act 2010, Woodland Primary Academy gives due regard to the need to:

1. Eliminate discrimination

Eliminate unlawful discrimination, harassment, victimisation and other conduct prohibited by the Equality Act.

2. Advance equality of opportunity

Advance equality of opportunity between people who share a protected characteristic and those who do not.

This includes having due regard to the need to:

- remove or minimise disadvantages;
- take steps to meet different needs;
- encourage participation where participation is disproportionately low.

3. Foster good relations

Foster good relations between people who share protected characteristics and those who do not, including:

- tackling prejudice;
- promoting understanding;
- challenging stereotypes;
- developing respect for difference.

3. Protected Characteristics

The Equality Act 2010 identifies nine protected characteristics:

- age;
- disability;
- gender reassignment;
- marriage and civil partnership;
- pregnancy and maternity;
- race;
- religion or belief;
- sex;

- sexual orientation.

In relation to pupils in schools, the relevant protected characteristics are principally:

- disability;
- race;
- religion or belief;
- sex;
- sexual orientation.

Woodland recognises that other factors including SEND, economic disadvantage, English as an additional language and vulnerability can overlap with protected characteristics and compound barriers experienced by individual pupils.

4. Woodland Primary Academy: Equality Context 2026

Woodland is a one-form-entry primary academy serving its local community.

The school has two specialist **SEND Units** alongside its mainstream classes.

Indicator	Woodland 2026 position	Equality relevance
Pupils with SEND, including SEND Units	Approx. 48.9%	Disability and accessibility are particularly significant considerations
SEND Units	2	Inclusion between specialist and mainstream provision is a significant strength and strategic priority
Pupils speaking English as an additional language	Approx. 26%	EAL may intersect with race, ethnicity, culture and religion
Pupils eligible for free school meals	Approx. 47%	Socioeconomic disadvantage can compound other barriers
FSM trend	Approx. 44% to 47%	Indicates increasing socioeconomic challenge
EYFS outcomes 2026	GLD broadly in line with national	Positive early-years outcomes
Phonics	Historically strong / above national	Strong early reading supports equality of access to the curriculum
KS2	Attainment remains a school improvement priority	Outcomes are considered carefully alongside the high proportion of SEND

Indicator	Woodland 2026 position	Equality relevance
Attendance	Below national in 2025–26	Outcome remains a priority despite strengthened systems

The school does not publish information where small numbers could enable individual pupils or families to be identified.

5. Annual PSED Compliance Information – Eliminating Discrimination

Woodland has well-established systems and an inclusive culture which support the elimination of discrimination, harassment and victimisation.

These include:

- an established Behaviour / Relationship Policy;
- consistent expectations of **Ready, Respectful and Safe**;
- relational and restorative responses to behaviour;
- explicit teaching of school values;
- systems for identifying, recording and responding to bullying and discriminatory or prejudice-related incidents;
- safeguarding systems which recognise additional vulnerability;
- established reasonable adjustments;
- individualised SEND provision;
- SEND Support Plans and EHCP implementation;
- specialist provision through two SEND Units;
- use of restorative scripts and conversations;
- trusted adults;
- pupil voice;
- behaviour monitoring and analysis;
- individual consideration when behaviour procedures are applied.

Behaviour evidence

School behaviour monitoring shows a sustained positive trend.

Behaviour incidents per pupil reduced from approximately:

4.46 → 2.26

Higher-level incidents have also reduced significantly in comparable monitoring periods.

The school has well-established recording, monitoring and follow-up processes. Behaviour is therefore considered a **strength within the school's equality provision**, while leaders continue to use pupil voice and incident analysis to refine practice.

Pupil voice

Indicator	2026
Feel safe all/most of the time	88%
Have a trusted adult – positive	88%
Staff deal with bullying quickly/fairly – positive	72%
Feel supported with wellbeing – positive	77%
Learn about safety, relationships and healthy lifestyles – positive	92%

Most pupils report positively about school safety and relationships.

Some pupils identified bullying, fairness and playground behaviour as areas where they would like further improvement. These responses are used as **improvement intelligence within an otherwise positive picture**, rather than evidence that systems are absent.

Evaluation

RAG:  GREEN

Woodland has established effective behaviour, safeguarding and anti-bullying systems.

The school's next step is to **increase pupils' confidence in the consistency and visibility of these established systems**, particularly regarding bullying and fairness.

6. Advancing Equality of Opportunity – SEND and Disability

Inclusion is a significant strength of Woodland Primary Academy.

Approximately **48.9% of pupils have identified SEND when pupils within the two SEND Units are included**, making inclusive practice central to the school's work.

Woodland advances equality of opportunity through:

- two specialist SEND Units;
- effective inclusion between specialist and mainstream provision where appropriate;
- SEND Support Plans;
- EHCP implementation and review;
- established reasonable adjustments;
- targeted adult support;

- external-agency involvement;
- adaptive teaching;
- accessibility considerations;
- individualised provision;
- regular monitoring;
- SEND pupil and parent voice;
- Forest School;
- Loose Parts Play;
- trips and visits;
- clubs;
- sporting activities;
- personal development;
- leadership opportunities;
- vulnerability monitoring.

The school's inclusive ethos is evident both in provision and pupils' perceptions.

Pupil voice

98% of pupils reported that teachers enable everyone to participate in lessons and activities in **every or most lessons**.

Pupil qualitative responses frequently referred positively to:

- friendships;
- staff support;
- being invited into games;
- clubs;
- leadership roles;
- achievement;
- confidence;
- feeling part of the school community.

Pupils also suggested ways provision could be made even stronger, including:

- additional individual help;
- modelling;
- sensory resources;

- fidget resources;
- calm spaces;
- wellbeing support.

These suggestions are being used to refine already established inclusive practice.

Evaluation

RAG: ● GREEN

Inclusion and participation are clear strengths.

The school's improvement focus is not whether pupils are included, but how established inclusive practice can be **further strengthened through consistently strong adaptive teaching and assessment.**

7. Curriculum Access and Achievement

Woodland expects all pupils to access an ambitious curriculum.

The school has strong foundations in:

- relationships;
- pupil participation;
- inclusion;
- early reading;
- engagement;
- reasonable adjustments.

Monitoring has identified adaptive teaching as an important next step in ensuring provision is consistently strong across the school.

Areas being further developed include:

- diagnostic assessment;
- checking misconceptions;
- modelling;
- appropriate practice;
- appropriate levels of challenge;
- adapting learning without unnecessarily lowering ambition.

Summer 2026 pupil voice showed:

Measure	Positive response
Understand learning in every/most lessons	83%

Measure	Positive response
Work is appropriately challenging in every/most lessons	79%
Know what they are good at/need to improve	83%
Teachers enable everyone to participate	98%

Evaluation

RAG: ● GREEN / ● AMBER

Access and inclusion: GREEN

Consistency of adaptive teaching: AMBER

This distinction better reflects the school position: pupils have strong access to learning, while the continued refinement of adaptive teaching remains an explicit School Improvement Plan priority.

8. Attendance and Equality

Attendance represents Woodland's clearest continuing equality improvement priority.

Whole-school attendance was **below national during 2025–26**.

However, the school has already strengthened its systems substantially.

Established processes include:

- designated attendance leadership;
- weekly attendance monitoring;
- identification of pupils below key thresholds;
- weekly monitoring of pupils below 94%;
- SEND, disadvantaged and vulnerable pupil-group monitoring;
- parent contact and intervention records;
- attendance recognition;
- family support;
- individual casework;
- consideration of reasonable adjustments;
- use of DfE attendance information and tools;
- Working with the RISE attendance teams;
- Working with Early Intervention Team;
- governor reporting.

The school therefore distinguishes clearly between:

Process

Many appropriate attendance systems are **already established**.

Outcome

Attendance remained below national in 2025–26 and therefore remains a priority.

Evaluation

RAG: ● AMBER

The Amber judgement relates primarily to **outcomes rather than the absence of appropriate systems**.

The priority for 2026–27 is to demonstrate that increasingly robust processes translate into improved attendance and reduced persistent absence.

9. Wider Participation and Personal Development

Woodland has a broad and inclusive personal development offer.

This includes:

- Forest School;
- Loose Parts Play;
- Flight Path;
- educational visits;
- sporting opportunities;
- swimming;
- clubs;
- performances;
- pupil leadership;
- assemblies;
- outdoor learning;
- recognition and celebration.

73% of pupils said clubs, trips and additional activities were available frequently or very frequently.

Qualitative responses repeatedly celebrated:

- trips;
- clubs;
- Forest School;
- sports;

- swimming;
- leadership;
- certificates;
- achievements;
- opportunities to represent the school.

Evaluation

RAG: ● GREEN

Woodland provides a broad and inclusive personal development offer.

The school will continue to monitor participation to ensure that disability, SEND or other barriers do not limit pupils' access.

10. Fostering Good Relations and Belonging

Woodland has a strong relational and inclusive culture.

This is supported by:

- **Kindness, Honesty, Curiosity, Resilience and Responsibility;**
- Ready, Respectful and Safe;
- relational behaviour approaches;
- restorative conversations;
- collective worship and assemblies;
- PSHE and RSHE;
- curriculum teaching;
- pupil leadership;
- diverse texts and experiences;
- inclusive play;
- SEND inclusion;
- wider enrichment.

Pupil voice

72% of pupils felt included and respected **all or most of the time**.

A further **21%** reported feeling included and respected **some of the time**.

No pupils selected **never**.

Qualitative responses provide important additional evidence. Pupils frequently referred to:

- friendships;

- being included in games;
- supportive adults;
- clubs;
- leadership roles;
- achievement;
- increased confidence;
- being proud of their school.

Evaluation

RAG:  **GREEN**

Inclusion, belonging and relationships are established strengths.

The school will continue to use pupil voice to increase the proportion of pupils who report feeling included **consistently**, while recognising that the wider evidence demonstrates a strongly inclusive culture.

11. Behaviour and Equality

Behaviour systems are well established at Woodland.

The school's relational approach has contributed to significant improvements over time.

Recent evidence includes:

- behaviour incidents per pupil reducing from approximately **4.46 to 2.26**;
- significant reductions in higher-level incidents;
- positive relationships repeatedly identified through monitoring;
- established restorative approaches;
- consistent Ready, Respectful and Safe language;
- established recording and monitoring;
- staff follow-up systems;
- pupil access to trusted adults.

Pupil perceptions of behaviour also improved between 2025 and 2026.

Behaviour in lessons

2025: 48% all/most of the time

2026: 66% all/most of the time

Behaviour around school

2025: 53% all/most of the time

2026: 66% all/most of the time

Qualitative comments about bullying or fairness continue to be taken seriously, but sit alongside substantial evidence of improving behaviour and established systems.

Evaluation

RAG: ● GREEN

Behaviour systems and relational practice are a strength of Woodland.

The school will continue to refine consistency and pupil confidence through existing monitoring and pupil-voice systems.

12. 2026 Pupil Voice Equality Baseline

Equality indicator	2026 baseline	2030 aspiration
Feel safe all/most of the time	88%	≥95%
Have trusted adult – positive	88%	≥95%
Bullying dealt with quickly/fairly – positive	72%	≥85%
Included/respected all/most	72%	≥85%
Included/respected almost never/never	6%	≤3%
Participation enabled every/most lessons	98%	Maintain ≥95%
Appropriate challenge every/most lessons	79%	≥90%
Supported with wellbeing	77%	≥90%
Healthy lifestyles/relationships/safety	92%	Maintain ≥90%
Clubs/trips frequently/very frequently	73%	≥85%
School values demonstrated	74%	≥85%
Would recommend school	85%	≥90%

These aspirations support continuous improvement and should not be interpreted as suggesting that current inclusion arrangements are weak.

13. Equality Objectives 2026–2030

Objective 1 – Sustain strong inclusion and improve outcomes for pupils with SEND and disabilities

2026 baseline

- approximately **48.9% SEND**, including SEND Units;
- two specialist SEND Units;

- strong whole-school inclusive culture;
- reasonable adjustments established;
- **98%** pupil perception of participation in every/most lessons;
- broad access to enrichment and personal development;
- adaptive teaching identified as a school improvement priority.

Actions

Woodland will:

- sustain high expectations and strong inclusion;
- strengthen adaptive teaching;
- further develop assessment and misconception checking;
- maintain effective reasonable adjustments;
- use SEND Support Plans and EHCPs effectively;
- monitor participation and outcomes;
- continue staff development;
- develop sensory and regulation provision where appropriate;
- monitor participation in wider opportunities;
- create and publish a statutory Accessibility Plan.

Success measures

By 2030:

- participation remains at or above **95%**;
- appropriate challenge rises towards **90%**;
- monitoring shows consistently effective adaptive teaching;
- reasonable adjustments remain embedded;
- SEND reviews demonstrate progress from individual starting points;
- participation in enrichment remains equitable;
- pupil and parent voice continues to demonstrate strong inclusion;
- the Accessibility Plan is implemented and reviewed.

RAG baseline

 **GREEN – strong current provision, with planned refinement**

Objective 2 – Improve attendance and reduce inequalities in persistent absence

2026 baseline

- attendance below national in 2025–26;
- strengthened attendance leadership;
- weekly monitoring established;
- pupils below thresholds routinely identified;
- SEND, disadvantaged and vulnerable groups monitored;
- parent contact and intervention systems established.

Actions

The school will:

- continue weekly monitoring;
- analyse SEND/disability and other relevant group attendance;
- identify individual barriers;
- make reasonable adjustments where appropriate;
- work with families;
- monitor intervention impact;
- use DfE tools;
- report attendance trends to governors.

Success measures

By 2030:

- whole-school attendance improves towards or above national;
- persistent absence reduces;
- identified group gaps narrow;
- individual interventions demonstrate impact;
- governors routinely evaluate attendance inequalities.

RAG baseline

 **AMBER – strong processes established, outcomes require improvement**

Objective 3 – Sustain strong belonging, safety and respectful relationships

2026 baseline

- strong inclusive culture;
- established relational behaviour systems;

- **88%** feel safe;
- **88%** have a trusted adult;
- **72%** feel included/respected all or most of the time;
- **92%** learn effectively about relationships, safety and healthy lifestyles;
- behaviour incidents have reduced significantly.

Actions

The school will:

- maintain relational practice;
- continue explicit values teaching;
- continue equality and diversity education;
- monitor prejudice-related incidents;
- continue established bullying monitoring;
- use restorative responses;
- maintain trusted-adult systems;
- further develop inclusive play;
- respond to pupil voice;
- repeat pupil surveys annually.

Success measures

By 2030:

- ≥95% feel safe;
- ≥95% identify a trusted adult;
- ≥85% report being included/respected all or most of the time;
- ≥85% agree bullying is handled quickly and fairly;
- prejudice-related incidents continue to be systematically recorded and followed up;
- qualitative pupil voice continues to demonstrate a strong sense of belonging.

RAG baseline

 **GREEN – established strength with ongoing improvement**

14. Equality Impact in Decision-Making

Woodland considers equality implications when making significant decisions, including decisions relating to:

- curriculum;

- behaviour;
- attendance;
- SEND provision;
- SEND Units;
- trips;
- clubs;
- staffing;
- uniform;
- premises;
- accessibility;
- technology.

For significant changes, leaders will continue to ensure that any potential disproportionate impact is considered and appropriate mitigations or reasonable adjustments are identified.

15. Accessibility and Reasonable Adjustments

Woodland already makes reasonable adjustments according to pupils' individual needs.

During **2026–27**, the school will formalise its longer-term accessibility priorities through the creation and publication of a statutory **Accessibility Plan**.

The plan will address:

1. increasing disabled pupils' participation in the curriculum;
2. improving the physical environment;
3. improving access to information.

Current position

Reasonable adjustments:  **GREEN**

Formal published Accessibility Plan:  **AMBER** – scheduled for completion and publication during **2026–27**

16. Staff

Woodland has fewer than 150 employees and is therefore not required under the specific PSED publication requirements to publish employee equality information.

The school nevertheless continues to meet its wider Equality Act responsibilities as an employer.

17. 2026 PSED Compliance Audit

RAG definitions

● **GREEN:** Requirement or practice securely established

● **AMBER:** Appropriate processes substantially in place but outcomes or a specific development action require further improvement

● **RED:** Requirement not adequately addressed

Compliance area	2026 evidence	RAG	Position / next action
Annual PSED information	Detailed annual information prepared	●	Publish
Equality objectives	Three evidence-based objectives	●	Publish and review annually
Objectives specific/measurable	Baselines and measures included	●	Maintain
Evidence-led objectives	SEND, pupil voice, attendance and behaviour data used	●	Maintain
Eliminate discrimination	Strong behaviour, safeguarding, SEND and relational systems	●	Maintain
Behaviour systems	Established monitoring, restorative practice and improving incident data	●	Maintain and refine
Bullying systems	Established reporting, monitoring and follow-up arrangements	●	Increase pupil confidence in consistency
Prejudice-related incidents	Existing behaviour/safeguarding systems support identification and follow-up	●	Continue regular review
Advance equality of opportunity	SEND Units, adjustments, inclusion and participation securely established	●	Maintain
Inclusion	Strong school culture supported by pupil voice and monitoring	●	Sustain
SEND/disability	Central strategic priority with extensive provision	●	Sustain
Reasonable adjustments	Embedded within SEND practice	●	Maintain
Pupil lesson participation	98% every/most lessons	●	Sustain
Wider participation	Broad enrichment and personal development offer	●	Maintain
Fostering good relations	Values, curriculum, relationships and pupil voice	●	Sustain

Compliance area	2026 evidence	RAG	Position / next action
Pupils feel safe	88% all/most	●	Continue improvement
Trusted adults	88% positive	●	Maintain and improve
Inclusion/belonging	Strong qualitative evidence and 93% at least sometimes included/respected	●	Seek further improvement in consistency
Wellbeing provision	Established support and positive pupil response	●	Refine through pupil voice
Equality within curriculum	PSHE, RSHE, assemblies, values and wider curriculum established	●	Continue curriculum review
Adaptive teaching	Access is strong; consistency remains SIP priority	●	Strengthen consistency
Appropriate challenge	79% every/most lessons	●	Improve through adaptive teaching
Attendance systems	Weekly monitoring, intervention and group tracking in place	●	Maintain processes
Attendance outcomes	Below national in 2025–26	●	Improve attendance and PA
Equality data	SEND, EAL, disadvantage, pupil voice, behaviour and outcomes monitored	●	Continue proportionate analysis
Small-number confidentiality	Explicitly recognised	●	Maintain
Accessibility Plan	To be created and published in 2026–27	●	Complete and publish
Governance oversight	Governance responsibility identified	●	Continue annual reporting
Significant decision-making	Equality considerations form part of leadership decision-making	●	Maintain proportionate evidence
Annual review arrangements	March 2027 review scheduled	●	Maintain

18. Overall 2026 PSED Evaluation

Overall PSED position: ● GREEN

Woodland has strong evidence that the three aims of the Public Sector Equality Duty are embedded within school practice.

Particular strengths

- a strongly inclusive culture;
- effective SEND provision;
- two SEND Units integrated within the wider school community;
- embedded reasonable adjustments;
- very high levels of lesson participation;
- positive relationships;
- strong safeguarding perceptions;
- established relational behaviour systems;
- improving behaviour data;
- established bullying and prejudice-related monitoring;
- broad personal development opportunities;
- strong use of pupil voice;
- established attendance processes;
- clear school values supporting respect and belonging.

Specific areas for continued improvement

These are principally about **improving outcomes and refining already established practice**, rather than addressing absent systems.

● Attendance outcomes

Attendance remained below national during 2025–26 despite strengthened processes.

● Adaptive teaching

Inclusion and participation are strong, but consistency of adaptation, modelling and challenge remains a school improvement priority.

● Accessibility Plan

Reasonable adjustments are already embedded, but a formal statutory Accessibility Plan will be created and published during 2026–27.

The school will also continue to use pupil voice to strengthen confidence around bullying, wellbeing and belonging, while recognising these areas sit within an overall positive picture of school culture.

19. 2026–27 Equality Action Tracker

Action	Lead	Deadline	Evidence	RAG
Publish Equality Information and Objectives	Headteacher	Autumn 2026	Website	●
Record governance review/approval	Headteacher / Chair	Autumn 2026	Minutes	●
Maintain established behaviour and prejudice monitoring	DSL / Behaviour Lead	Ongoing	Termly analysis	●
Maintain restorative and relational behaviour approaches	SLT / All staff	Ongoing	Monitoring / pupil voice	●
Maintain SEND reasonable adjustments	SENDSCO / Staff	Ongoing	SEND monitoring	●
Maintain broad inclusive enrichment offer	PD Lead / SENDSCO	Ongoing	Participation information	●
Continue equality and diversity through PSHE/RSHE and curriculum	PD/Curriculum Leads	Ongoing	Curriculum evidence	●
Strengthen adaptive teaching	SLT / Curriculum Leads	2026–27	Monitoring	●
Improve appropriate challenge and modelling	Teachers / SLT	2026–27	Learning walks/books/pupil voice	●
Continue weekly attendance monitoring	Attendance Lead	Weekly	Attendance records	●
Improve whole-school attendance and PA outcomes	Attendance Lead / Headteacher	2026–27	Attendance data	●
Continue SEND/disadvantaged attendance analysis	Attendance Lead	Termly	Group analysis	●
Create and publish Accessibility Plan	SENDSCO / Headteacher	2026–27	Website / plan	●
Repeat pupil questionnaire	SLT	Summer 2027	Survey	●
Review progress against equality objectives	Headteacher / Governors	Spring/Summer 2027	Governance report	●
Update annual PSED information	Headteacher	By 30 March 2027	Website	●

20. Annual Progress Record

Objective	2026 baseline	Current RAG	Key 2026–27 focus
SEND/disability access and outcomes	Strong inclusion; 98% participation; reasonable adjustments established		Sustain inclusion and strengthen adaptive teaching
Attendance equality	Strong monitoring systems but 2025–26 attendance below national		Translate processes into improved outcomes
Belonging, safety and respectful relationships	Strong inclusive culture; positive behaviour trend; 88% safe		Sustain strengths and increase pupil confidence further

21. Monitoring and Governance

The Headteacher has operational responsibility for ensuring equality remains embedded in school practice.

The Local Governing Body and The Quill C of E Trust provide governance oversight.

Governors receive assurance regarding:

- PSED publication;
- equality objectives;
- SEND and disability;
- attendance;
- behaviour;
- safeguarding;
- pupil voice;
- reasonable adjustments;
- curriculum access;
- personal development;
- progress against school improvement priorities.

Equality is integrated within normal school evaluation and improvement processes rather than treated as a stand-alone initiative.

22. Publication and Review

This document constitutes Woodland Primary Academy's:

Annual Public Sector Equality Duty Compliance Information 2026

and

Equality Objectives 2026–2030

Published: September 2026

Next annual equality information review: By 30 September 2027

Equality objectives next formally reviewed/re-published: No later than 2030

Objectives may be revised sooner where evidence demonstrates that priorities have changed.

Related Woodland Documents

This document should be read alongside:

- **Accessibility Plan – to be created and published during 2026–27**
- Relationship Policy
- SEND Policy
- SEND Information Report
- Safeguarding and Child Protection Policy
- Attendance Policy
- RSHE/PSHE information
- Curriculum information
- Admissions information
- Complaints Policy
- School Improvement Plan

Next annual review: September 2027