

Equality Information and Objectives

2026 to 2029



“Our school is a place where we all come together as one community to learn, have fun and make lasting friendships all under God’s love and care”

Approved by:	Governing Board	Date: Autumn 2026
Annual information:	September 2026	Next update: September 2027
Objectives:	2026 to 2029	Review: September 2029

Draft for governing board approval

Purpose and duties

These objectives set out how we will improve equality of opportunity, remove barriers and strengthen belonging for pupils, families and staff between September 2026 and August 2029. They reflect our Catholic ethos, the needs of our school community and the evidence gathered through assessment, attendance, safeguarding, pupil and parent voice, and school review.

Under the Equality Act 2010, we have due regard to the need to eliminate unlawful discrimination, harassment and victimisation; advance equality of opportunity; and foster good relations between people who share a relevant protected characteristic and those who do not. We consider individual circumstances, make reasonable adjustments for disabled pupils and staff, and address disadvantage promptly. We publish information about how we meet the duty annually and publish equality objectives at least every four years.

Our objectives focus on disability, race and other relevant protected characteristics alongside overlapping barriers such as disadvantage and language. We will use group information proportionately and protect confidentiality where numbers are small.

Annual equality information September 2026

This section explains how St Lawrence has regard to the equality duty in its current work. It covers pupils, families and staff. It will be updated at least annually; the 2026 to 2029 objectives that follow have a separate review cycle.

Our community and the evidence we consider

St Lawrence is a two form entry Catholic primary school with a nursery. The school serves a multilingual community: approximately 93 to 94 per cent of pupils speak English as an additional language, with more than 40 languages represented. The school also serves families experiencing socioeconomic disadvantage and has substantial SEND provision. These contextual figures should be checked against the current school census before publication.

Leaders and governors consider assessment, attendance, SEND provision reviews, participation, safeguarding and behaviour records, and pupil, parent and staff feedback. They examine patterns for relevant groups where the data is reliable, including intersections of disability, ethnicity and disadvantage. We do not publish small group counts or case details that could identify children or staff.

Eliminating discrimination and responding to concerns

Staff are expected to challenge discriminatory language, bullying and harassment, record concerns through the school's systems and follow them up with the children and families concerned. Safeguarding, behaviour and complaints processes provide routes to raise concerns. Leaders review patterns and take action through supervision, teaching, reasonable adjustments or policy changes as needed. Recruitment, appraisal and professional development arrangements are intended to treat staff and applicants fairly; individual adjustments are considered where needed.

Advancing opportunity and removing barriers

The school identifies learning needs through assessment and SEND reviews and works with families to plan support and reasonable adjustments. Teaching, intervention, the Ark provision and a calmer lunchtime space help pupils who need different approaches to access learning and school life. Leaders review the impact of provision and pupil premium spending, including whether pupils can join trips, clubs, worship and other activities. Accessible communication and language support are considered for families who would otherwise find it harder to participate.

The school's overall 2026 key stage 2 outcomes were 75 per cent for reading, writing and mathematics combined, 86 per cent in reading, 82 per cent in writing and 95 per cent in mathematics. These whole cohort figures show the wider attainment context; they do not establish whether gaps between groups have narrowed. The autumn 2026 group analysis will set baselines and annual milestones for the objectives below.

Fostering good relations and belonging

Our Catholic mission and the Saint Lawrence Way promote dignity and respect. RE, PSHE, assemblies and the wider curriculum provide opportunities to learn about different backgrounds and challenge stereotypes. Pupil voice, family contact and school events help leaders check whether children and families feel welcome and able to participate. The school will use the 2026/27 pupil and staff feedback as a baseline for measuring improvement.

Review and publication

Senior leaders will review relevant group information and barriers during the year and report the main findings and actions to governors. The school will update this public section by September 2027, using verified school data and a summary of actions and impact. The SEND information report, accessibility plan and pupil premium strategy provide further detail on related provision and should be linked alongside this document on the school website.

Equality objectives September 2026 to August 2029

1 Improve access and outcomes for pupils with SEND and disabilities

Outcome: By August 2029, increase the proportion of pupils with SEND who meet their agreed individual learning and participation goals, using the 2026/27 baseline. Review attainment and progress alongside participation in lessons, trips, worship, clubs and school life each term.

Actions: Identify barriers early; agree and review reasonable adjustments and provision with families and pupils; train staff in adaptive teaching and communication; use the Ark and other appropriate support where needed.

Evidence: Termly provision reviews and pupil progress records; participation audit; pupil and family feedback; governor review of trends and actions.

2 Narrow gaps in learning and attendance

Outcome: By August 2029, narrow identified gaps in attainment, progress and attendance for disadvantaged pupils and relevant protected groups against the 2026/27 baseline. Set annual milestones from the autumn 2026 data and review them termly.

Actions: Use assessment to identify gaps early; direct teaching, intervention and family support where evidence shows need; review the impact of pupil premium and attendance support, including for pupils with overlapping needs.

Evidence: Termly analysis of attainment, progress and attendance by relevant groups; intervention evaluations; annual pupil premium and governor reviews.

3 Improve communication and participation for families

Outcome: By August 2029, increase participation in school events, consultations and parent communication among families who face language, disability or other access barriers, compared with a 2026/27 baseline.

Actions: Use plain English, translated or interpreted support where appropriate, accessible formats and a range of ways to respond; check whether Arbor communications reach families and help parents who need support to use them.

Evidence: Annual parent feedback and participation data; communication access checks; records of changes made in response to families.

4 Strengthen belonging and challenge prejudice

Outcome: By August 2029, improve pupil and staff feedback on safety, respect and belonging from the 2026/27 baseline, and show timely responses to reported discriminatory incidents.

Actions: Teach respect through RE, PSHE, assemblies and the curriculum; reflect the languages and cultures of our community; train staff to identify and respond to prejudice, bullying and discriminatory language; listen to pupil voice.

Evidence: Annual pupil and staff surveys; curriculum review; anonymised incident patterns and follow-up; termly reporting to leaders and governors.

Oversight and review

The headteacher and senior leadership team will coordinate delivery. Subject leaders, the SENDCo, the designated safeguarding lead and all staff will contribute through their areas of responsibility. The governing board will review progress at least annually, challenge gaps and approve revised objectives. The school will update its published equality information annually and review these objectives by September 2029, or sooner if evidence shows a need to change them.