

Lawley Primary School

Equality Statement and Equality Objectives 2026–2029

Equality Statement

At Lawley Primary School, we welcome and value the diversity of our school community and are committed to ensuring equality of opportunity regardless of age, disability, race, religion or belief, sex, gender or sexual orientation. We recognise that pupils may experience multiple disadvantages and will work to remove barriers to participation, achievement and wellbeing. We are committed to promoting equality, diversity and inclusion for all members of our school community. We recognise our responsibilities under the Equality Act 2010 and the Public Sector Equality Duty to:

- Eliminate unlawful discrimination, harassment and victimisation.
- Advance equality of opportunity between people who share a protected characteristic and those who do not.
- Foster good relations between different groups.

Our analysis of pupil attainment data has identified areas where some groups of pupils are not achieving as well as their peers. These objectives are designed to ensure that all pupils, regardless of background, disability, gender, language or circumstance, have equal opportunities to succeed and thrive.

These objectives will be reviewed annually by governors and school leaders. Equality impact will be considered when reviewing policies, curriculum developments and school improvement priorities.

Equality Objective 1 JOP

Improve Outcomes for Pupils with SEND

Target

Increase attainment for pupils with SEND in reading, writing and mathematics, with a particular focus on writing, where outcomes are significantly below those of their peers.

Success Criteria

- Increase SEND attainment by at least 10 percentage points across reading, writing and mathematics.
- Reduce the attainment gap between SEND pupils and non-SEND pupils.
- Increase the number of SEND pupils achieving age-related expectations and exceeding expectations.

How Success Will Be Measured

- Termly attainment and progress data.
- Percentage of SEND pupils achieving ARE.
- Reduction in the attainment gap between SEND and non-SEND pupils.
- Intervention impact assessments.
- Pupil voice and parent feedback.

Actions / Reviews

- Strengthen adaptive teaching strategies in all classrooms.
- Review SEND provision maps termly.
- Ensure interventions are monitored for impact.

- Provide staff training on scaffolding, inclusion and reasonable adjustments.
- Review SEND progress through half-termly pupil progress meetings.

Next Steps

SENCO will use assessment information to identify barriers to learning and ensure that SEND pupils receive appropriate support that enables them to access the full curriculum successfully.

Equality Objective 2 CP

Reduce Attainment Gaps for Disadvantaged Pupils

Target

Reduce attainment gaps between disadvantaged pupils and their peers across reading, writing and mathematics.

Success Criteria

- Reduce attainment gaps to no more than 10 percentage points.
- Increase the proportion of disadvantaged pupils achieving age-related expectations.
- Increase opportunities for disadvantaged pupils to achieve greater depth standards.

How Success Will Be Measured

- Termly attainment and progress analysis.
- Comparison between disadvantaged and non-disadvantaged pupils.
- Pupil Premium strategy evaluations.
- Attendance and participation in interventions and enrichment.

Actions / Reviews

- Monitor disadvantaged pupils through termly pupil progress meetings.
- Monitor attendance and work alongside attendance lead to address issues arising.
- Monitor progress and wellbeing through regular (at least half termly) pupils voice sessions with PP lead.
- Target funding towards identified barriers through PP strategy.
- Prioritise disadvantaged pupils for pre-teaching, academic interventions and enrichment activities.
- Report progress to governors termly.

Next Steps

The school will evaluate the impact of Pupil Premium spending and ensure that disadvantaged pupils receive the support, opportunities and challenge needed to achieve outcomes in line with their peers.

Equality Objective 3 SH

Improve Writing Outcomes for Boys

Target

Reduce the gender gap in writing attainment and increase boys' engagement and achievement in writing.

Success Criteria

- Reduce writing attainment gaps between boys and girls to less than 10 percentage points.
- Increase boys achieving age-related expectations.
- Increase boys achieving greater depth in writing.

How Success Will Be Measured

- Termly writing attainment data.
- Writing moderation outcomes.
- Greater Depth achievement data.
- Book scrutiny and pupil voice findings.

Actions / Reviews

- Develop engaging writing opportunities through use of Pathways to Write using high-quality texts and vocabulary-rich curriculum experiences.
- Monitor boys' writing outcomes termly.
- Share effective practice across year groups.
- Specific writing CPD for all staff.
- Track progress of boys identified as at risk of underachievement.

Next Steps

English curriculum leader will review writing provision to ensure that boys are motivated, challenged and supported to achieve their full potential as writers.

Equality Objective 4 CP

Improve Inclusive Teaching and Curriculum Access

Target

Further develop high-quality inclusive teaching so that all vulnerable learners (SEND and disadvantaged pupils) can access an ambitious curriculum and achieve positive outcomes.

Success Criteria

- Evidence of effective adaptive teaching in all classrooms.
- Reduction in the number of pupils working below age-related expectations.
- Improved progress for vulnerable groups.
- Increased participation in wider curriculum opportunities.

How Success Will Be Measured

- Learning walk evidence.
- Book scrutiny findings.
- Lesson observations.
- Pupil voice surveys.
- Attainment and progress information.

Actions / Reviews

- Conduct regular learning walks focused on inclusion.

- Review curriculum accessibility.
- Provide continued professional development for staff.
- Monitor intervention and classroom provision.
- Seek pupil voice from vulnerable groups.

Next Steps

Curriculum leaders and SENCO will evaluate the effectiveness of teaching adaptations and ensure that barriers to learning are identified and removed promptly.

Equality Objective 5 MA

Maintain Strong Outcomes for Pupils with English as an Additional Language (EAL)

Target

Maintain the high attainment of EAL pupils while ensuring full participation in all aspects of school life.

Success Criteria

- Maintain attainment in line with or above whole-school averages.
- Ensure EAL pupils participate fully in enrichment, leadership and wider curriculum opportunities.
- Monitor progress and attainment termly.

How Success Will Be Measured

- Annual attainment analysis.
- Participation data for clubs, trips and leadership roles.
- Parent and pupil surveys.

Actions / Reviews

- Continue effective language-support strategies.
- Monitor attainment and participation termly and summarise annually.
- Ensure curriculum resources reflect the diversity of the school community.
- Encourage pupil voice and parental engagement.

Next Steps

EAL leader will ensure that the school will continue to celebrate linguistic diversity and monitor outcomes to ensure EAL pupils maintain high levels of achievement and inclusion.

Equality Objective 6 IW

Promote Inclusion, Respect and Understanding of Diversity

Target

Continue to ensure all pupils develop a strong understanding of equality, diversity, inclusion and respect through the curriculum, assemblies, wider school experiences and daily interactions. Continue to promote an inclusive culture where all pupils feel valued, represented and able to contribute positively to school life.

Success Criteria

- All pupils can explain and demonstrate the school's values of respect, inclusion and acceptance.
- Pupils show an age-appropriate understanding of diversity and protected characteristics.
- Reduction in any prejudice-related incidents, discriminatory language or exclusionary behaviours.
- Positive pupil voice demonstrates that pupils feel safe, respected and that they belong within the school community.
- Diversity and inclusion are visible and reflected throughout the curriculum and wider school environment.

How Success Will Be Measured

- Annual and termly pupil surveys.
- Pupil voice interviews and focus groups.
- Behaviour, safeguarding and bullying records.
- Curriculum scrutiny and learning walks.
- Governor monitoring visits and reports.
- Parent feedback and community engagement opportunities.

Actions / Reviews

- Continue to embed equality, diversity and inclusion themes within PSHE, RE and the wider curriculum.
- Ensure curriculum resources and texts reflect a diverse range of cultures, backgrounds, disabilities, family structures and experiences.
- Celebrate national and international events that promote diversity and inclusion.
- Provide assemblies and enrichment activities that promote respect, tolerance and understanding.
- Review behaviour and safeguarding records termly to identify trends or concerns.
- Gather pupil voice at least termly to assess pupils' understanding of equality and inclusion.
- Report progress annually to governors and review actions where necessary.

Next Steps

PSHE/Behaviour and Wellbeing Leader will review the extent to which diversity and inclusion are embedded throughout the curriculum and wider school life. They will identify further opportunities to strengthen pupils' understanding of equality, celebrate differences and ensure all pupils feel represented, respected and included within the Lawley Primary School community.

Overall Monitoring and Governance Arrangements

Leadership Responsibility

- Headteacher
- SENDCo
- Pupil Premium Lead
- Senior Leadership Team – Curriculum leader and EAL lead.
- Governing Body

Reporting Schedule

- **Termly:** Progress reported to SLT and Governors.
- **Annually:** Equality objectives reviewed and published.
- **2028:** Full review and renewal of Equality Objectives.

Evidence Used to Measure Impact

- Attainment data
- Progress data
- SEND reviews
- Pupil Premium evaluations
- Learning walks and book scrutiny
- Pupil voice
- Parent voice
- Participation and attendance information