

# St Lewis' Catholic Primary School



## The School Mission Statement

To belong to our school community, to believe in ourselves and Jesus and to become all you are meant to be, following the footsteps of Christ

## Equality Objectives 2025 – 2029

This scheme is informed by our Equality policy and complies with the Equality Act 2010. It outlines both the data and current issues and actions relating to ethnicity, religion/belief and socio – economic factors of the community of St Lewis' Catholic Primary School. As an inclusive school we ensure that pupils are able to access the curriculum, make progress and encourage full participation in activities that are on offer to them.

The following school data was collated in October 2025.

Contextual Summary Statement (Full information is available in school)

#### School / Cohort profile

The school is 1/2 form entry school, with nursery provision for 3 and 4 year olds. Each class is taught by a full-time teacher or the equivalent. The staff profile is made up of a range of ages and levels of experience, but there are more female than male staff. The teachers are supported by a team of 7 Teaching Assistants.

Based on the average IMD ranking of the pupil cohort the school falls within decile 7. This means that on average the pupils live within the 7th deprivation decile. The children, however, come from an extensive catchment area and so consequently has a mixed socio – economic grouping.

Each cohort varies in the proportion of the number of children in each of the groups (Reception to Year 6) analysed below. The following information was accurate at the time of collection in October 2025.

<i>Gender</i>	Currently the school population mirrors the national population (January 25) although the gap in numbers of boys and girls is slightly higher.
<i>Religion/faith</i>	Baptised Catholic children make up 43% of the whole school population. The remaining children are Christian, of another faith or do not specify a religion.
<i>Special Educational Needs and Disabilities</i>	Currently, 14% of children have identified SEN with school support in place which is only slightly below the national percentage (14.8% - January 25). 3% of children have an EHCP which is slightly below the national percentage of 3.5% (January 25).
<i>Pupil Premium</i>	We receive pupil premium funding for 18% of children across the school. Up from 12% in Summer 2025. 18% of children are eligible for free school meals (not universal KS1) which is below the national percentage of 24.7% (January 25).
<i>Ethnicity and English as an additional language</i>	The percentage of children whose ethnic background has been defined by parents as something other than white British is 15%, remaining below the national percentage of 39.7% (January 25). The percentage of children with English as an additional language is 5%, again remaining below the national percentage of 23.4% (January 2025).

## **Bullying and Discrimination**

Our school has an anti-bullying policy supported by clear procedures for dealing with incidents of bullying and other behaviour. In addition to this we have child friendly policies which are more accessible to children. Any incidents of bullying are reported to the Local Authority and the Governing Body along with information about how it was dealt with. Any behaviour incidents which may take place are usually low level, however, all issues are dealt with immediately and a resolution sought, following the Behaviour Policy. Any issues which arise usually relate to friendship and conflict. Records are kept on CPOMS of any incidents which may take place.

## **Performance Trends**

Analysis of EYFS, KS1 and KS2 Data (3 year trends) is kept in school. As a school we carry out rigorous and regular monitoring and analysis of all pupils and their progress so that the Executive Headteacher, Head of School and all teaching staff can use the information to ensure the appropriate progress is made by all pupils irrespective of race, disability, socio-economic background, belief or gender. The progress of all groups of learners, including our most vulnerable children, are tracked and interventions put in to place to ensure that any barriers to learning, for whatever reason, are removed. The impact of these interventions is assessed regularly and informs future planning.

All data analysis informs teacher planning, whole school planning (eg support timetable, CPD) in addition to our School Improvement Plan. It also informs other action plans as appropriate and has helped to inform our equality objectives.

How we chose our Equality objectives:

Our Equality objective setting process has involved gathering evidence as follows:

- Pupil tracking and assessments
- Reports of any incidents (including behaviour records and exclusion record)
- Multi agency reports
- Inclusion in school activities eg clubs, visits etc
- IDSR/ ASP/ FFT data
- Child Protection, Child In Need and vulnerable children information

It has also included gaining information from the following sources:

- Parents – through meetings, review meetings
- Pupils through circle time, School Council, questionnaires, talking to them etc
- External agencies – school nurse, social care, speech & language therapists, occupational health, EP and other medical professionals
- Staff, Governing Body and Local Authority

Any information gained has been analysed in order to choose objectives that will fulfil our legal obligation to:

- 1) Promote equality of opportunity for members of identified groups
- 2) Eliminate unlawful discrimination, harassment and victimisation.
- 3) Foster good relations between different groups in terms of

- Ethnicity
- Religion or belief
- Socio-economic background
- Gender and gender identity
- Disability
- Sexual orientation
- Age

Objective	Which group (s) with protected characteristics will this benefit?	Actions and who will be involved	Timescales	General Duties addressed	Impact
To improve our children's knowledge and understanding of the diverse community we live in to promote acceptance and equality for all	We will be focusing on the following areas of the community: LGBTQ + People of different religions People of different ethnic backgrounds	<ul style="list-style-type: none"> <li>Identify opportunities in the curriculum to look at other cultures / countries, study famous people from ethnic minorities and with a variety of abilities and to celebrate diversities</li> <li>Members of the community invited in to share with children knowledge about their own religions</li> <li>To celebrate cultural and ethnic diversity within school and wider Warrington community</li> <li>To use a range of equality texts as part of RSHE</li> <li>Audit resources in school especially books to ensure that they reflect the diverse world around us</li> </ul>	Ongoing	1,2,3	<p>Greater understanding and knowledge of differences between all will result in increased acceptance, equality and respect for all</p> <p>The school ethos and curriculum promotes respect for differences within the school community</p>

		<ul style="list-style-type: none"> <li>• Staff training on Gender Equality and awareness of LGBTQ+</li> <li>• Use collective worship as an opportunity to celebrate a range of cultures, beliefs and countries</li> <li>• Use of the Little People, Big Dreams and Amazing People Schools resources throughout the curriculum</li> </ul> <p>EHT, HOS, teaching staff, governors, pupils and parents all involved</p>			
To ensure that the needs of all children, including vulnerable children are met and they are not disadvantaged due to or despite of their gender, race or disability	We will be focusing on all groups from the community but most specifically: Vulnerable Gender Race disability	<ul style="list-style-type: none"> <li>• Assessment, tracking and analysis data used to plan interventions and support as needed</li> <li>• ELSA to work with targeted children and families</li> <li>• Clear intervention programmes in place informed by data analysis and knowledge of the child</li> <li>• Narrow these gaps in attendance rates between these groups and others (including EAL)</li> <li>• Attendance procedure / Attendance reports and actions</li> <li>• Refer to objective 4</li> </ul> <p>EHT, HOS , Governors</p>	Updated each term	2	The needs of all children from all groups will be met. This will include social and emotional in addition to academic Any barriers to learning will be removed All groups will be provided with equality of Opportunities
Ensure all children have equal access to all aspects of the curriculum and that all groups are making good progress	All groups with specific focus on vulnerable pupils	<ul style="list-style-type: none"> <li>• Termly assessments</li> <li>• Pupil progress meetings</li> <li>• SLT analysis and feedback to staff</li> <li>• Intervention support informed by analysis</li> <li>• Modify provision in order to meet all children's needs and interests</li> </ul> <p>Class teachers, SENDCO, parents</p>	Updated each term	2	<p>All barriers or potential barriers to attending after school clubs are removed resulting in more targeted children attending these clubs</p> <p>Advance equality of opportunity between people who share</p>

					protected characteristics and those who do not
Ensure equality of opportunity at after school clubs	All groups with specific focus on vulnerable pupils	<ul style="list-style-type: none"> <li>• Wide range of after school clubs with places for large number of children are available</li> <li>• All vulnerable children offered first places</li> <li>• Monitoring and encouragement to take up places</li> <li>• No charge for vulnerable children</li> <li>• Regular monitoring to check on drop out rate</li> </ul> <p>Class teachers, SLT</p>	Updated each term	2	<p>All barriers or potential barriers to attending after school clubs are removed resulting in more targeted children attending these clubs</p> <p>Advance equality of opportunity between people who share protected characteristics and those who do not</p>
To raise children's awareness of diversity globally through development of the curriculum	All groups with specific reference to: People of different religions People of different ethnic backgrounds	<ul style="list-style-type: none"> <li>• Identify opportunities in the curriculum to look at other cultures / countries, study famous people from ethnic minorities and with a variety of abilities and to celebrate diversities</li> <li>• Black History Month, World Religions, Disability Awareness Day, Disability History Month / CAFOD</li> <li>• As a Catholic school we aim to develop our children's appreciations of a range of world religions through the teaching of other religions and to join in and mark special celebrations in the different religious calendars</li> <li>• To celebrate cultural and ethnic diversity within school and wider global community</li> <li>• To use a range of equality texts as part of RSHE</li> <li>• Celebrate diversity and equality through teaching and the</li> </ul>	Annually	3	Pupils are more aware of diversity globally as a result of an expanding curriculum. It is our aim that all children grow up to be respectful, tolerant and caring citizens who promote equality and celebrate diversity

		<p>development of displays around school</p> <ul style="list-style-type: none"> <li>• Audit resources in school especially books to ensure that they reflect the diverse world around us</li> <li>• Use of the Little People, Big Dreams and Amazing People Schools resources throughout the curriculum</li> <li>• Staff training</li> </ul> <p>EHT, HOS, teaching staff, governors, pupils and parents all involved</p>			
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