Equality Information and Objectives

"I am the vine, and you are the branches. If any remain in me and I remain in them, they produce much fruit."

John 15:5

Learning, growing and caring as part of God's family.

Jesus (the gardener) nourishes and tends us as we learn and grow, so that we can all flourish. As a vine, we are one, but all unique and special to Him. We care for each other, as God cares for us.

Introduction

This document sets out the equality information published by Scotforth St Paul's CofE Primary and Nursery School and our Equality Objectives for 2026–2030.

It should be read alongside our **Equality Policy**, which explains how the school meets its duties under the Equality Act 2010 and the Public Sector Equality Duty.

Our equality information is reviewed and updated annually. Progress towards our equality objectives is monitored annually, with objectives reviewed and republished at least every four years.

Our School Community

Scotforth St Paul's CofE Primary and Nursery School is a one-form-entry primary school with nursery provision, with 208 pupils on roll, including 19 in Nursery (October 2026).

The school population is approximately evenly balanced between boys (49.5%) and girls (50.5%).

Our school community is culturally and linguistically diverse. Of the 208 pupils, 81 (38.9%) are from ethnic backgrounds other than White British. Across Reception to Year 6, 68 pupils (36.0%) are recorded as having English as an additional language, with a wide range of home languages represented.

Across the school, 28 pupils (13.5%) are identified as having special educational needs, including five pupils with an Education, Health and Care Plan (EHCP).

A total of 28 pupils (13.5%) are recorded within the school's Expanded FSM and Targeted FSM categories.

Our school community includes families from Christian, Muslim, Hindu, Sikh and other religious backgrounds, alongside families with no religious affiliation. As religion or belief is not recorded for all pupils, this information provides only a partial picture of the school's religious diversity.

We consider this contextual information alongside evidence about pupils' attainment, attendance, behaviour, participation and experiences when evaluating equality of opportunity within the school.

What Our Equality Information Tells Us

Our demographic information reflects a culturally and linguistically diverse school community and highlights the importance of accessible communication, inclusive curriculum provision and responsive teaching.

During 2026–27, we will strengthen our approach to monitoring and evaluating equality of opportunity by establishing systematic analysis of pupils' attainment, progress, attendance, behaviour and participation in school life. This will enable us to identify potential barriers, evaluate the effectiveness of provision and inform future school improvement priorities.

Equality Objectives 2026-2030

OBJECTIVE 1 - Equality of opportunity and pupil outcomes

Objective: To promote equality of opportunity and improve outcomes for all pupils, particularly those who may experience barriers to learning.

Approach: Use assessment and pupil progress information to identify differences in attainment, progress and participation; agree and review approapriat responses.

Evidence of progress: Annual review of available group-level evidence; recorded actions and impact evaluations through pupil progress meetings and school improvement monitoring.

OBJECTIVE 2 - Inclusive curriculum and experiences

Objective: To ensure that the curriculum and wider school experiences reflect and celebrate the diversity of our school community.

Approach: Review curriculum content, resources and enrichment opportunities for representation, accessibility and equitable participation.

Evidence of progress: Curriculum review records; pupil voice; participation checks and actions where barriers are identified.

OBJECTIVE 3 - Respect, belonging and inclusion

Objective: To foster a school culture in which all members of the community feel valued, respected and included.

Approach: Promote positive relationships and challenge prejudice through Christian values, RE, PSHE, collective worship and consistent responses to incidents.

Evidence of progress: Annual review od prejudice-related incidents recorded on CPOMS, pupil feedback and evidence of actions taken.

OBJECTIVE 4 - Inclusive family communication and engagement

Objective: To strengthen communication and engagement with all families, ensuring that barriers to participation are identified and addressed.

Approach: Review the accessibility of school communications and opportunities for families to share views and participate, including consideration of language and accessibility barriers.

Evidence of Progress: Parent/carer feedback, communication review and documented adjustments or improvements.

Monitoring and Review

Progress towards our Equality Objectives will be monitored annually by school leaders and governors, drawing on evidence from pupil progress meetings, assessment information, attendance and behaviour monitoring, pupil and parent voice, and wider school improvement activities.

Findings will be used to evaluate the impact of our actions, identify areas for further development and inform school improvement priorities.

Our equality information will be reviewed and updated annually, with our Equality Objectives reviewed and republished at least every four years.

Approved by:	Finance & Staffing Committee	Date: 13th Oct 2026
Last reviewed on:	October 2026	
Next review due by:	October 2027	