New Moston Primary School

Equality Objectives 2026–2030

Control Sheet		
Approved By	Full Governing Body	
Date of Approval	Approved	
Next Review Date	September 2030	
Amendments and Adaptions		
Date	**Amended by?**	**Amendment Detail/Reason**

Introduction

New Moston Primary School is committed to ensuring that every member of our community is treated fairly, has access to the same opportunities and feels that they belong.

Our equality objectives support our vision:

Focused on Growth, Rooted in Pride

They reflect our commitment to creating an inclusive school environment, securing the fundamental knowledge and skills that every child needs, removing barriers to participation and preparing pupils to contribute positively to modern Britain.

Progress against these objectives will be reviewed annually and reported to the governing body.

Objective 1: Equality in fundamental knowledge and skills

By July 2030, reduce differences in attainment and progress in reading, phonics and mathematics between identified pupil groups, particularly pupils with SEND and any groups identified through analysis of sex and ethnicity.

Why this matters

Secure foundational knowledge and skills open access to the wider curriculum. Pupils who experience barriers to learning should receive timely, high-quality support so that differences do not become established or widen over time.

We will:

- analyse phonics, reading fluency, writing and mathematics outcomes by SEND, sex and ethnicity;
- identify inequalities at the earliest possible point, including through assessment in Reception and Key Stage 1;
- ensure that pupils who fall behind receive prompt, evidence-informed keep-up support;
- ensure reasonable adjustments allow disabled pupils and pupils with SEND to demonstrate what they know;
- evaluate whether interventions improve pupils' access to everyday classroom teaching;
- provide staff development in responsive teaching, adaptive practice and the effective use of assessment.

Measures of success

- Published and internal assessment information is analysed by relevant pupil group at least termly.
- At least 90% of pupils identified as being at risk of falling behind receive documented keep-up support within the same half-term.
- Differences between identified groups and their peers reduce from the school's 2026 baseline.
- No identified group shows a sustained decline in phonics, reading fluency or mathematics outcomes over two consecutive assessment points.
- Monitoring shows that reasonable adjustments are consistently understood and implemented.

Objective 2: An inclusive and accessible learning environment

By July 2028, ensure that classrooms, shared spaces, routines, communication and learning resources are designed to enable pupils with a wide range of needs and protected characteristics to participate successfully in school life.

Why this matters

The quality and organisation of the school environment can create or remove barriers. Calm, purposeful and predictable spaces particularly support pupils with disabilities, sensory needs, communication needs and neurodivergent pupils, while maintaining high standards for everybody.

We will:

- complete an accessibility and inclusion audit of classrooms, shared areas and key school routines;
- consider physical, sensory, communication and curriculum accessibility;
- establish clear expectations for calm, organised and purposeful learning environments;
- ensure signs, displays and important information are accessible and representative;
- involve pupils, including pupils with SEND, in evaluating the environment;
- incorporate accessibility and equality considerations into decisions about refurbishment, resources and new systems;
- review the school's accessibility plan alongside this objective.

Measures of success

- All classrooms and shared spaces are audited by December 2026.
- Identified actions are prioritised within the school's accessibility and premises plans.
- At least 90% of high-priority, reasonably achievable actions are completed by July 2028.
- Pupil voice shows an annual improvement in the proportion of pupils with SEND who report that they can access learning, understand routines and feel that they belong.
- Any difference between the responses of pupils with SEND and pupils without SEND reduces from the 2026 baseline.
- Learning walks demonstrate consistent use of agreed inclusive environmental standards.

Objective 3: Belonging, representation and respect

By July 2029, ensure that the curriculum, wider reading offer and school environment enable pupils to encounter and understand a broad range of cultures, religions, families, disabilities and contributions to society.

Why this matters

A knowledge-rich curriculum should both broaden pupils' horizons and help them understand the community and society in which they live. Meaningful representation must be built into what pupils learn rather than limited to occasional events or celebration days.

We will:

- audit curriculum plans, texts, resources, displays and enrichment opportunities;
- identify where pupils learn about different protected characteristics through appropriate curriculum content;

- ensure that pupils encounter diverse authors, artists, scientists, leaders, historical figures and contemporary role models;
- teach pupils the knowledge and vocabulary needed to recognise stereotypes, prejudice and discrimination;
- use assemblies, PSHE, relationships education, religious education and the wider curriculum to foster respect;
- respond consistently to discriminatory language and incidents;
- seek pupil and family views about representation and belonging.

Measures of success

- A curriculum representation audit is completed by April 2027 and reviewed annually.
- Every year group has planned, meaningful opportunities to learn about diversity and protected characteristics through the taught curriculum.
- Subject leaders can explain how curriculum choices broaden pupils' knowledge without relying on tokenistic activities.
- Pupil voice demonstrates that pupils increasingly see themselves and others represented positively in school.
- At least 90% of pupils report that they feel respected and that adults respond when unkind or discriminatory language is used.
- Records demonstrate that discriminatory incidents are identified, challenged, recorded and followed up consistently.

Objective 4: Equal participation, attendance and school experience

By July 2030, reduce differences in attendance, persistent absence, enrichment participation and wider school involvement between pupils with protected characteristics and their peers.

Why this matters

Pupils cannot benefit fully from the curriculum when barriers prevent them from attending or participating. Disability, medical needs, anxiety, cultural circumstances and other factors may affect pupils' experiences differently. Equality does not always mean providing exactly the same support to every child.

We will:

- analyse attendance and persistent absence by SEND, disability, sex and ethnicity;
- identify whether particular groups are under-represented in clubs, trips, leadership opportunities, performances and other enrichment;
- consult families to understand barriers rather than make assumptions about them;
- use reasonable adjustments and individual support plans where appropriate;
- monitor the impact of pastoral and attendance support;
- ensure that cost, disability, medical needs or communication barriers do not unnecessarily prevent participation;
- provide alternative or additional support where this is necessary to secure equality of opportunity.

Measures of success

- Attendance, persistent absence and participation data are reviewed termly by pupil group.
- The persistent-absence difference between identified groups and their peers reduces from the September 2026 baseline.

- Pupils with SEND and disabled pupils are proportionately represented in clubs, trips and pupil leadership opportunities, or individual barriers and actions are documented.
- All trips and enrichment activities include advance consideration of accessibility and reasonable adjustments.
- Parent and pupil feedback demonstrates increased confidence that individual needs are understood and appropriately supported.