

St. Peter's C.E. Primary School  
Equality Statement and Objectives 2024 - 2027



*'Let Your Light Shine'*  
**Matthew 5:16**

At St Peter's we believe that our children can **shine** as we strive for every member of our family to succeed and flourish through our values centred curriculum; to enable our children to grow in confidence with God's **love**, to **challenge** each other and ourselves and be **inspired** to love God and learning, as disciples of Jesus Christ.



### Equalities Statement

At Chorley St. Peter's C.E Primary School we are committed to:

- promoting equality of opportunity
- eliminating discrimination and harassment
- valuing diversity and promoting positive relationships
- providing an inclusive education which enables all pupils to develop their full potential
- meeting the requirements of the Equality Act 2010.



### The Equality Act 2010

The Equality Act 2010 replaces previous anti-discrimination legislation with a single Act. The Equality Duty is set out in section 149 of the Act. It replaces the three previous public sector equality duties – for race, disability and gender – and covers the following protected characteristics:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership (but only in respect of eliminating unlawful discrimination)
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

We ensure that we have due regard to the need to:

- eliminate unlawful discrimination, harassment and victimisation and other conduct that is prohibited by the Act
- advance equality of opportunity between people who share a characteristic and those who don't
- foster good relations between people who share a characteristic and those who don't.



## School Policies

LINK to: [Single Equality Policy](#)

The Governing Body will ensure, that in the cycle of policy reviews, that policies and practices are scrutinised to identify the effects they have on individuals or groups of people in relation to equality.



## Aims of the School

At St. Peter's CE Primary School, we aim to:

- inspire an enthusiasm for learning
- make a difference to the lives of all learners
- build lasting memories.



## Values and Vision

We are an inclusive school where pupils, parents, staff, governors, the local authority and local services work in partnership to meet the needs of the community. We celebrate the positive contribution made by different social, ethnic and linguistic groups.

We believe that members of our community should: -

- have an entitlement to a quality education within a safe, attractive, clean and orderly learning environment,
- have access to a broad, balanced and challenging curriculum,
- enjoy learning, achieve high standards and reach their potential,
- be taught and supported by highly skilled and motivated staff,
- be valued, respected and treated fairly,
- show tolerance and respect towards others,
- receive praise and encouragement and grow in confidence,
- be responsible for their own learning and behaviour,
- understand the need for good personal relationships and healthy living,
- have access to a full range of extended school's services including childcare, health and social care, lifelong learning, family learning, study support and an out of hours' programme of sports and arts activities,
- be enabled to make a positive contribution to the community and the wider world.



## Staff and Governors demonstrate our values and commitment to equality by:

- ensuring acceptable behaviour,
- responding to incidents and complaints in a proactive way,
- providing access to services, facilities and information,
- recruiting and employing people fairly,
- meeting specific needs.



**Equality objective 1:** *To successfully narrow the gap in writing both in terms of attainment and progress as children move through the school to be more in line with reading and maths outcomes.*

**Why we have chosen this objective:**

This objective was chosen following careful analysis of both external (National) and internal data. A gap was identified between attainment and progress in writing outcomes compared with reading and maths outcomes.

**To achieve this objective we plan to:**

Improve the quality of opportunities for high quality purposeful writing.  
Increase the opportunities for cross-curricular writing and writing for a purpose.  
Develop the use of time effective interventions specific to age-related expectations..

**Progress we are making towards achieving this objective:**

Development of the English Curriculum Maps across the whole-school to support teaching and learning  
Review of the LTP for English with year group specific books  
To develop purpose and audience for writing  
CPD for staff including TA's to support with sentence structure/Year group expectations  
In-house intervention programmes – to be monitored effectively  
Literacy monitoring completed with a focus on English skills (including book scrutiny/pupil interviews/ lesson walk through)  
Practical opportunities implemented to impact on the children's writing  
Writing is celebrated through Golden Book winners  
Effectively use the Primary Sentence Toolkit document across school  
Spelling working walls and weekly taught spelling lessons  
'Bucket list' in place to provide experiences to write about  
Wide range of visitors into school to inspire writing  
Boys writing groups and talk boost fully set up and implemented in KS1  
Booster groups identified for Year 6 in English  
Neli in EYFS to support speaking and listening skills  
External training providers brought into school for CPD  
Well selected external training for staff for CPD

**Equality objective 2:** *Narrow the gap between pupil premium and non-pupil premium by the end of KS2.*

**Progress we are making towards achieving this objective:**

Time given for teaching staff within teams to plan time effective interventions in all Key Stages.

Early reading books have been purchased to ensure that early reading skills are embedded.

Read with Me! Reading project in EYFS to develop early reading for pleasure.

EYFS vocabulary boxes to support language development.

Wellcom/ Neli/ Dough Time is used to support early speaking and listening.

Drawing Club is used to develop speaking and listening and writing outcomes.

Data from baseline EYFS has improved and shows that support in place is starting to have an impact.

To develop oracy throughout the curriculum

To develop and ensure spoken outcomes are prevalent across the curriculum

**Why we have chosen this objective:**

This objective was chosen following careful analysis of both external (National) and internal data. A gap was identified between the performance of pupil premium and non-pupil premium children and focus and interventions are needed to narrow this gap.

**To achieve this objective we plan to:**

Develop the use of time effective intervention classes/year groups to accurately support learning to close the gap.

Catch-up funding to be used to identify PP children to attend interventions.

Further develop language skills through speaking and listening opportunities, for example Minute of Me, Riddle Me Month.

Use of music to inspire development of language.

Implement Drawing Club and Dough Time into the Infants where appropriate.

Develop greater early reading opportunities in EYFS and KS1 through consistent guided reading, regular modelled reading by adults, adults hearing the children reading

Class novels for whole class shared reading – all children having a copy of the text.

Visiting the library and taking books home.

Read with Me – books to promote shared reading with parents to develop reading for pleasure.

Development of ‘phonic bags’ to support early reading skills.

Reading Bible stories as shared reading.

Daily storytelling with use of actions.

Volunteers across school to hear children read on a regular basis.

**Equality objective 3:** *Increase pupil understanding of multi-cultural communities, world faiths and world views within the local community and globally*

**Why we have chosen this objective:**

Work within our whole-school curriculum the British values and SMSC development over time has evolved. Having identified an increasing number of children with English as an additional language and ever changing world events it is essential that children develop an understanding of life within a multi-cultural society including faith and non-faith communities. This objective links with the Blackburn Diocese/Understanding Christianity scheme of work.

**Progress we are making towards achieving this objective:**

Staff training on multi-cultural Christianity from the diocese.  
Faith Street display showing work from different faiths on main corridor.  
Work within Blackburn Diocese scheme of work is in place and used.  
Cultural Day  
English LTP updated and adapted to meet the needs of the children within the curriculum.  
Consistently supporting the Bible society and charities.  
Working towards the equality mark.

**To achieve this objective we plan to:**

Develop opportunities within the curriculum to celebrate life within a multi-cultural society through experience opportunities  
Work on targets set from the equality audit  
Develop children's understanding of global citizenship  
Use visits and visitors to enhance the teaching of Non-Christian faiths  
Author visit  
Cultural Days  
People of inspiration.  
Link made within the community  
Use of texts in English and the wider curriculum  
Charitable events  
Support children in their personal development of courageous advocacy through global citizenship and global neighbours  
Creating links globally  
Upper Key Stage 2 Faith Trail

Worship Group to be working towards to Arch Bishop's Young Leader's Award