

Lower Halstow Primary School

Equality Information and Annual Statement 2026

Published in accordance with the Equality Act 2010 and Public Sector Equality Duty

1. Introduction

At Lower Halstow Primary School, we are committed to ensuring equality of opportunity, fostering positive relationships and eliminating discrimination for all members of our school community. We aim to create a culture where every child, family, member of staff and governor feels valued, respected and able to achieve their potential regardless of background, identity or circumstance.

This annual statement is published in accordance with:

- The Equality Act 2010.
- The Public Sector Equality Duty (PSED).
- The Equality Act 2010 (Specific Duties) Regulations 2011.
- Department for Education guidance, including the *Maintained Schools: Governance Guide*.
- The school's Equality Objectives 2024-2028. [\[lower-hals...ent.sch.uk\]](#), [\[gov.uk\]](#)

The governing body recognises its responsibility to demonstrate due regard to the need to:

1. Eliminate unlawful discrimination, harassment and victimisation.
 2. Advance equality of opportunity between those who share a protected characteristic and those who do not.
 3. Foster good relations between people from different backgrounds.
[\[equalityhu...rights.com\]](#), [\[assets.pub...ice.gov.uk\]](#)
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2. School Context

Lower Halstow Primary School is a community primary school for pupils aged 4 to 11 and is part of the Federation of Lower Halstow Primary School and Newington CE Primary School. The school has approximately 200 pupils on roll and serves the local village and surrounding communities. The school promotes the values of **Respect, Honesty, Kindness and Perseverance**, which underpin its inclusive ethos. [\[get-inform...ice.gov.uk\]](#), [\[lower-hals...ent.sch.uk\]](#)

The school's vision is to provide a friendly, caring and welcoming environment where learning and development are at the heart of all decision-making and where every child is prepared for a successful future. [\[lower-hals...ent.sch.uk\]](#)

3. Protected Characteristics

The school has regard to the protected characteristics defined within the Equality Act 2010:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation [\[assets.pub...ice.gov.uk\]](#)

For schools, particular consideration is given to pupils in relation to disability, race, religion or belief, sex, gender reassignment, pregnancy and maternity. [\[assets.pub...ice.gov.uk\]](#), [\[equalityhu...rights.com\]](#)

4. How We Meet the Public Sector Equality Duty

Eliminating discrimination

The school:

- Maintains policies and procedures that promote equality and inclusion.
- Monitors incidents of discriminatory behaviour and bullying.
- Ensures safeguarding arrangements protect vulnerable pupils.
- Implements reasonable adjustments for pupils, staff and visitors with disabilities.
- Maintains an Accessibility Plan to improve access to education, the physical environment and information. [\[lower-hals...ent.sch.uk\]](#), [\[assets.pub...ice.gov.uk\]](#)

Advancing equality of opportunity

The school:

- Monitors pupil achievement and participation.
- Identifies and addresses barriers affecting disadvantaged pupils and pupils with SEND.

- Provides targeted support and intervention where required.
- Ensures access to the full curriculum and wider enrichment opportunities for all learners. [\[files.ofsted.gov.uk\]](#), [\[equalityhu...rights.com\]](#)

Fostering good relations

The school:

- Promotes respect and understanding through its curriculum.
 - Develops pupils' spiritual, moral, social and cultural understanding.
 - Celebrates diversity and encourages positive relationships across the school community.
 - Encourages pupils to show care, respect and consideration for others. [\[files.ofsted.gov.uk\]](#), [\[lower-hals...ent.sch.uk\]](#)
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5. Equality Information

The governing body reviews a range of information to evaluate the impact of equality policies and practice, including:

- Pupil attainment and progress data.
- SEND participation and outcomes.
- Attendance and persistent absence data.
- Behaviour, exclusion and bullying records.
- Participation in extracurricular activities and educational visits.
- Staff recruitment, retention and professional development information where appropriate.
- Feedback from pupils, parents, staff and governors. [\[gov.uk\]](#), [\[equalityhu...rights.com\]](#)

Current Context

Information available through the Department for Education indicates that:

- The school has approximately 200 pupils on roll.
- The gender split is broadly 50/50 with annual variations.
- 16% of pupils are eligible for free school meals.
- 15 – 20% of pupils have a Gypsy, Roma, Traveller heritage.
- 36% pupils have SEND with a significant minority having disabilities or needs which require specialist teaching in adapted spaces to secure access to the curriculum.

The school continues to monitor whether any group of pupils experiences barriers to participation, achievement, attendance or wellbeing and takes action where necessary.

6. Accessibility and Inclusion

Lower Halstow Primary School is committed to improving accessibility for all users.

The school website accessibility statement confirms commitments to:

- Accessible website design.
- Keyboard navigation.
- Readable text and suitable colour contrast.
- Ongoing review of digital accessibility.
- Compliance with relevant accessibility requirements wherever reasonably practicable. [\[lower-hals...ent.sch.uk\]](#)

The school's Accessibility Plan supports continuous improvement in access to:

1. The curriculum.
2. The physical environment.
3. Information for pupils, parents and visitors with disabilities. [\[lower-hals...ent.sch.uk\]](#), [\[assets.pub...ice.gov.uk\]](#)

7. Progress Against Equality Objectives (2024-2028)

Objective 1: Continue to close attainment gaps for children in receipt of Pupil Premium funding and those with SEND

Progress:

- Daily protected reading sessions have been implemented in Key Stage 2 using the Complete Comprehension scheme to strengthen reading outcomes. [\[FINAL-Equa...298145 \(1\) | PDF\]](#)
- Provision for pupils who continue to struggle with phonics in Key Stage 2 has been reviewed by an Educational Psychologist and a new Sounds-Write intervention introduced. [\[FINAL-Equa...298145 \(1\) | PDF\]](#)
- Reading provision in Key Stage 1 has been reviewed with support from The English Hub, resulting in further staff training and enhanced classroom practice. [\[FINAL-Equa...298145 \(1\) | PDF\]](#)
- Teachers have prioritised direct intervention and catch-up support for the most vulnerable pupils. [\[FINAL-Equa...298145 \(1\) | PDF\]](#)
- Targeted Year 6 reading and mathematics programmes enabled pupils to make good progress from their starting points. [\[FINAL-Equa...298145 \(1\) | PDF\]](#)
- The teacher-led phonics programme was highly successful, with all participating Year 2 pupils at Lower Halstow passing the phonics screening check. [\[FINAL-Equa...298145 \(1\) | PDF\]](#)

- Despite improvements, analysis of 2024 outcomes shows that attainment gaps for disadvantaged pupils continue to fluctuate and remain a key school improvement priority. [\[FINAL-Equa...298145 \(1\) | PDF\]](#)

Objective 2: Promote self-esteem, ambition and opportunity for all children, especially those with Gypsy, Roma and Traveller Heritage

Progress:

- The school has provided a range of enrichment opportunities designed to raise aspirations, including Music Showcase events and the annual Meet the Experts careers programme. [\[FINAL-Equa...298145 \(1\) | PDF\]](#)
- Annual pupil aspiration surveys inform curriculum planning, careers-related learning and wider school events. [\[FINAL-Equa...298145 \(1\) | PDF\]](#)
- Heritage Month continues to celebrate pupils, families and community identities while promoting belonging and inclusion. [\[FINAL-Equa...298145 \(1\) | PDF\]](#)
- A pupil buddy programme has been developed, with trained pupils supporting social inclusion, wellbeing and positive playtimes. [\[FINAL-Equa...298145 \(1\) | PDF\]](#)
- Enhanced lunchtime provision and outdoor play opportunities have improved behaviour, confidence and relationships between pupils. [\[FINAL-Equa...298145 \(1\) | PDF\]](#)
- School performances, assemblies and Rocksteady concerts provide opportunities for all pupils to develop confidence and self-esteem through public performance. [\[FINAL-Equa...298145 \(1\) | PDF\]](#)
- Mentoring programmes continue to support pupils' confidence, resilience and future aspirations. [\[FINAL-Equa...298145 \(1\) | PDF\]](#)

Objective 3: Ensure genuine inclusion of all children with regard to protected characteristics, particularly SEND

Progress:

- Inclusion leadership capacity has been strengthened through the promotion of an Inclusion Manager and the appointment and training of a new SENCO. [\[FINAL-Equa...298145 \(1\) | PDF\]](#)
- Information regarding SEND processes and support pathways has been clearly communicated to both staff and families. [\[FINAL-Equa...298145 \(1\) | PDF\]](#)
- Pupils with SEND are actively represented in leadership and wider school life, including participation in School Council, buddy roles and school events. [\[FINAL-Equa...298145 \(1\) | PDF\]](#)
- Ongoing recruitment and development of teaching assistants has strengthened specialist support for pupils with additional needs. [\[FINAL-Equa...298145 \(1\) | PDF\]](#)
- The school continues to work in partnership with speech and language specialists and provides targeted training for staff delivering interventions. [\[FINAL-Equa...298145 \(1\) | PDF\]](#)

- Dedicated sensory and quiet spaces have been established to support pupils with additional needs and improve inclusion across the school environment. [\[FINAL-Equa...298145 \(1\) | PDF\]](#)

Objective 4: Embed the importance of good attendance within the culture of the whole school community to secure equality of opportunity for pupil engagement, attainment and progress

Progress:

- Attendance systems and procedures have been strengthened through the development of a dedicated attendance team working alongside Local Authority attendance services. [\[FINAL-Equa...298145 \(1\) | PDF\]](#)
- Family Liaison Officers, wellbeing leads and pastoral staff provide targeted support for pupils and families experiencing attendance difficulties, including those affected by Emotionally Based School Avoidance (EBSA). [\[FINAL-Equa...298145 \(1\) | PDF\]](#)
- The school's personal development and wellbeing curriculum supports engagement, belonging and positive attitudes towards school attendance. [\[FINAL-Equa...298145 \(1\) | PDF\]](#)
- Clear graduated pathways of support are in place for pupils with social, emotional and mental health needs. [\[FINAL-Equa...298145 \(1\) | PDF\]](#)
- Attendance promotion activities, celebration events and communication with families reinforce the importance of regular attendance. [\[FINAL-Equa...298145 \(1\) | PDF\]](#)
- Attendance has improved and remains above national averages, while persistent absence rates continue to decrease and remain below national figures. [\[FINAL-Equa...298145 \(1\) | PDF\]](#)
- Additional work is taking place from the nursery phase onwards to establish positive attendance habits from the earliest stages of education. [\[FINAL-Equa...298145 \(1\) | PDF\]](#)

Objective 5: Ensure that curriculum content and associated materials are representative of the diversity of modern Britain and allow pupils to access the wider world and broaden their horizons and understanding of protected characteristics

Progress:

- Picture News is used regularly through assemblies and collective worship to develop pupils' understanding of protected characteristics, current affairs and life in modern Britain. [\[FINAL-Equa...298145 \(1\) | PDF\]](#)
- The school remains an active member of the local diversity network, supporting curriculum development and staff training in equality, diversity and inclusion. [\[FINAL-Equa...298145 \(1\) | PDF\]](#)
- Curriculum content has been reviewed and enhanced to improve representation and ensure a wider range of role models are reflected across subjects. [\[FINAL-Equa...298145 \(1\) | PDF\]](#)

- Investment in school minibuses has expanded access to educational visits and experiences beyond the local area, helping pupils engage with a broader range of communities and cultures. [\[FINAL-Equa...298145 \(1\) | PDF\]](#)
- Every class benefits from a planned programme of visits and enrichment experiences that include culturally diverse locations and experiences. [\[FINAL-Equa...298145 \(1\) | PDF\]](#)
- International links, including a German pen-friend programme at Lower Halstow, help pupils develop understanding of life beyond their immediate community. [\[FINAL-Equa...298145 \(1\) | PDF\]](#)
- Heritage Month continues to celebrate pupils' identities and backgrounds while supporting understanding of diversity within modern Britain. [\[FINAL-Equa...298145 \(1\) | PDF\]](#)
- Careers events such as Meet the Experts actively challenge stereotypes by showcasing diverse professionals and promoting equality of opportunity across protected characteristics. [\[FINAL-Equa...298145 \(1\) | PDF\]](#)

Overall Evaluation 2026

The Governing Body is satisfied that good progress is being made towards the federation's Equality Objectives 2024-2028. The school's work demonstrates a strong commitment to improving outcomes for disadvantaged pupils and pupils with SEND, promoting aspiration and wellbeing, strengthening attendance, and ensuring that the curriculum reflects the diversity of modern Britain. Governors will continue to monitor the impact of these actions through pupil outcome data, attendance information, stakeholder feedback and regular reports from school leaders.

8. Governance and Accountability

The governing body recognises that effective governance includes promoting equality, diversity and inclusion and ensuring that statutory duties are met. Governors monitor compliance through:

- Review of school policies.
- Scrutiny of pupil outcomes and inclusion data.
- Monitoring safeguarding and attendance.
- Oversight of equality objectives and accessibility planning.
- Engagement with school leaders, staff, pupils and parents. [\[gov.uk\]](#), [\[gov.uk\]](#)

The governing body receives regular reports that enable it to evaluate the impact of school actions on different groups of pupils and ensure continuous improvement.

9. Priorities for 2026-2027

The Governing Body has reviewed progress against the Equality Objectives 2024-2028 and considered the requirements of the Public Sector Equality Duty, which requires schools to eliminate discrimination, advance equality of opportunity and foster good relations between people who share a protected characteristic and those who do not. [\[equalityhumanrights.com\]](#), [\[assets.publishing.service.gov.uk\]](#), [\[gov.uk\]](#)

While significant progress has been made, analysis of current outcomes highlights several areas where further work is required to secure consistently equitable outcomes for all pupils.

Priority 1: Further reduce attainment gaps for disadvantaged pupils and pupils with SEND

Despite successful interventions in phonics, reading and mathematics, attainment gaps between disadvantaged pupils, pupils with SEND and their peers continue to fluctuate and remain evident in some year groups and subjects. [\[FINAL-Equity...298145 \(1\) | PDF\]](#)

During 2026-2027 the school will:

- Further strengthen adaptive teaching and inclusive classroom practice.
- Develop additional evidence-informed interventions for pupils with the most complex needs, particularly where existing phonics interventions have had limited impact.
- Continue to prioritise high-quality first teaching and targeted support for disadvantaged learners.
- Monitor attainment, progress and participation of vulnerable groups on a termly basis and evaluate the effectiveness of intervention strategies.
- Continue to develop oracy, independence and resilience to support improved outcomes across the curriculum. [\[FINAL-Equity...298145 \(1\) | PDF\]](#), [\[equalityhumanrights.com\]](#)

Priority 2: Increase attendance and reduce persistent absence for vulnerable groups

Although attendance is currently above national averages and persistent absence continues to decrease, attendance remains a significant equality issue because pupils with lower attendance have reduced access to learning, enrichment and wider opportunities. [\[FINAL-Equity...298145 \(1\) | PDF\]](#), [\[equalityhumanrights.com\]](#)

During 2026-2027 the school will:

- Maintain robust attendance monitoring and early intervention processes.
- Further strengthen support for pupils experiencing emotional barriers to attendance, including those affected by Emotionally Based School Avoidance (EBSA).
- Work closely with families, external agencies and attendance services to remove barriers to regular attendance.
- Monitor attendance patterns for disadvantaged pupils, pupils with SEND and other vulnerable groups to identify emerging concerns quickly.

- Continue to promote positive attendance through curriculum engagement, pastoral support and celebration of success. [\[FINAL-Equa...298145 \(1\) | PDF\]](#)

Priority 3: Strengthen inclusive practice and participation for pupils with SEND

The school has significantly strengthened SEND leadership and provision. The next phase of development is to ensure that all pupils with SEND continue to participate fully in leadership opportunities, enrichment activities and classroom learning whilst developing independence and resilience. [\[FINAL-Equa...298145 \(1\) | PDF\]](#)

During 2026-2027 the school will:

- Continue to develop staff expertise through professional development and coaching.
- Evaluate the impact of SEND interventions and refine provision where necessary.
- Expand opportunities for pupil voice and leadership among pupils with SEND.
- Strengthen partnerships with parents, carers and specialist agencies.
- Ensure resources, environments and teaching approaches continue to remove barriers to participation and achievement. [\[FINAL-Equa...298145 \(1\) | PDF\]](#), [\[equalityhu...rights.com\]](#), [\[assets.pub...ice.gov.uk\]](#)

Priority 4: Broaden pupils' understanding of diversity, equality and modern Britain

Progress has been made through Picture News, Heritage Month, curriculum reviews, educational visits and careers events. However, governors recognise that pupils in a predominantly rural community benefit from continued opportunities to engage with diverse cultures, experiences and viewpoints. [\[FINAL-Equa...298145 \(1\) | PDF\]](#)

During 2026-2027 the school will:

- Continue to review curriculum content to ensure accurate and meaningful representation of diversity and protected characteristics.
- Expand opportunities for pupils to engage with people, communities and experiences beyond their local area.
- Review classroom texts and curriculum resources to ensure pupils can both see themselves and learn about others.
- Continue participation in local diversity networks and collaborative projects.
- Build further opportunities for discussion of equality, inclusion and respectful relationships through the curriculum and assemblies. [\[FINAL-Equa...298145 \(1\) | PDF\]](#), [\[equalityhu...rights.com\]](#), [\[assets.pub...ice.gov.uk\]](#)

Priority 5: Strengthen the evaluation and governance of equality objectives

DfE governance guidance makes clear that governing bodies should monitor the impact of school policies and actions on different groups of pupils and ensure statutory duties are met. [\[gov.uk\]](#), [\[gov.uk\]](#)

During 2026-2027 the governing body will:

- Receive regular reports on attainment, attendance, behaviour and participation for key pupil groups.
- Review progress against Equality Objectives annually and publish updated equality information.
- Monitor the impact of actions taken to advance equality of opportunity and remove barriers to achievement.
- Ensure equality considerations remain embedded within strategic planning, policy review and decision-making processes.
- Seek stakeholder feedback from pupils, parents, staff and governors to evaluate the effectiveness of inclusion and equality initiatives. [\[gov.uk\]](#), [\[equalityhumanrights.com\]](#), [\[assets.publishing.service.gov.uk\]](#)

Success Measures

The school will evaluate the success of these priorities through:

- Reduced attainment gaps between disadvantaged pupils, pupils with SEND and their peers.
- Sustained attendance above national averages and further reductions in persistent absence.
- Increased participation of vulnerable groups in leadership, enrichment and extracurricular opportunities.
- Positive pupil, parent and staff feedback regarding inclusion, belonging and representation.
- Demonstrable progress towards the federation's Equality Objectives 2024-2028 and continued compliance with the Public Sector Equality Duty