

St Andrew's C.E. Primary School – Equality Scheme 2025-2028

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. Andrew's C.E. 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.

Contextual Information*

We are a one form entry Church of England primary school educating children from Reception – Year 6 (4 – 11 years of age).

We are located in the Warrington ward of Poplars and Hulme which currently has the highest deprivation index in Warrington. According to Warrington Borough Council Ward Profile for 2024 Poplars and Hulme is the most deprived ward in the borough at 39.5 deprivation score compared to a Warrington average of 19.1. According to the January 2024 School Census, the average proportion of pupils eligible for FSM in Poplars and Hulme is 46.42% (Warrington: 22.71%) Our ward within Warrington also has the highest number of residents in receipt of Universal Credit. Poplars and Hulme also has one of the highest rates of children and young people receiving a social care service. The proportion of pupils in Poplars and Hulme requiring SEN support (not including statements or EHCPs) is 17.62%, which is above the Warrington average of 12.38%. The proportion of pupils in Poplars and Hulme with a statement or EHCP is 5.30%, which is above the Warrington average of 4.20%.

The following information was accurate at the time of collection in September 2025.

*Data taken from latest ward profile 2024: <https://www.warrington.gov.uk/sites/default/files/2025-01/Poplars%20and%20Hulme%20-%202024%20ward%20profile.pdf>

School Context Overall Current Year 2026-2027 Term 1	
Number on Roll	178
Gender	Currently girls make up 48.3% of the whole school population and boys 51.7%. The staff population is significantly more female than male with 91.2% of the staff on roll being female.
Religion / Faith	Of those who responded to the question about religion, 33% are Christian, 0.5% are Anglican/Church of England, 2.8% are Muslim, 0.5% are Romanian Orthodox, 1% are Hindu, 53.6% have no religion and 8.6% refused to state their religion.
Special Educational Needs	Currently there are 43 children on the SEN register, 24.2% of the total roll (this includes children receiving speech and language interventions)
Disability	An accessible toilet is available and may be used for any pupils with short term medical needs. There is 1 disabled member of staff. Ramps and portable ramps outside and around the building allow access to the ground floor of the school.
Free School Meals / Pupil Premium	60.1% (variable) of pupils are known to be eligible for FSM. 61.8% of children are eligible for Pupil Premium funding.
Ethnicity and English as an additional language	79.2% of the school population is made up of White British pupils, 9.6% of any other White Background, 1% of any other Black Background, 2.22% of any other Asian Background, 1.1% of any other Mixed Background and Chinese 3.4%. 3.48% did not answer the question. 20.8% of children use English as an additional language

Bullying and Discrimination

Our school has an anti-bullying policy supported by clear procedures for dealing with incidents of bullying and other behaviour. 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 school's Behaviour Policy. Any issues which arise usually relate to friendship and conflict. Records are kept of any incidents which may take place and this is analysed on a half termly basis and modifications made to the curriculum and provision if needed.

Performance Trends

Analysis of EYFS, KS1 and KS2 data (6 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 the Head Teacher, Senior Leadership Team, Governors and subject leaders can use the information to ensure the appropriate progress is made by all pupils regardless of race, disability, socio-economic background, belief or gender. The progress of all groups of learners, including our most vulnerable children, is tracked and interventions put in 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 and the School Development Plan. It also informs other action plans as appropriate and has helped inform our equality objectives.

Equality Objectives

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

- Pupil tracking and assessments
- Reports of any incidents (including behaviour, safeguarding records and exclusions)
- Multi agency reports
- Inclusion in school activities e.g. clubs, visits etc.
- ASP data
- Child Protection, Child in Need and vulnerable children information

It has also included gaining information from:

- Parents
- Pupils
- External agencies
- Staff, Governors and Local Authority

The evidence was then collated 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 relationships between groups in terms of ethnicity, religion or belief, socio-economic background, gender and gender identity, disability, sexual orientation, age.

Objective 1 - Curriculum Representation

To continue to ensure that the curriculum reflects and values the diverse backgrounds, cultures, and abilities of all pupils by embedding inclusive resources, texts, and role models across all subjects.

Objective 2 – Attendance

To continue to raise awareness of the importance of attendance in order to diminish the differences in attendance rates between FSM/Pupil Premium children/other minority groups and other children throughout the school.

Objective 3 – Family and Community Engagement

To continue to strengthen partnerships with parents and carers, particularly those from disadvantaged or underrepresented groups, to ensure their voices are included in decision-making and that barriers to participation are reduced