

St Thomas More Primary School

Equality Data and Objectives

2026 to 2030



Reviewed	Approved	Next Review
November 2022	By Governing Body	November 2023
October 2023		October 2024
November 2024		November 2025
October 2025		October 2026
September 2026	For Governing Body review	September 2027

Formal objective review: September 2030

EQUALITY OBJECTIVES

In order for our School to meet its general and specific duties under the Equality Act 2010, the school reviews its equality information and sets objectives that support the elimination of discrimination, the advancement of equality of opportunity and the fostering of good relations.

Stage 1: Understanding our School Community - Pupils

What is the school profile?

How many children are on roll at the school?	184
--	-----

What information on pupils is collected by protected characteristics?

The following information was correct as of October 2026

Ethnic Categories			
Any other Asian background	3	Turkish/Turkish Cypriot	2
Any other Black background	8	Vietnamese	1
Any other mixed background	11	White - British	50
Black - Ghanaian	3	White - Irish	2
Black - Nigerian	40	White and Asian	2
Black Caribbean	4	White and Black African	3
Other Black African	18	White and Black Caribbean	6
Other ethnic group	6	White European	14
Traveller of Irish heritage	3	White Other	8

Disability Categories			
No disability	169		
Problems with mobility	1	Problems with communication	27
Problems with eating and drinking	2	Problems with vision	1
Problems with hearing	0	Needs medication*	25
Problems with ASD or ADHD	7		

* The medication figure is based on medication held on site for pupils and information received from parents.

Additional Pupil Information

Special Educational Needs (SEN)			Gender	
Category	Percentage (%)	Actual no.	Gender	Number
Education, Health and Care Plan	3%	6	Girls	86
SEN Support	23%	42	Boys	98
No special educational need	74%	136		
Deprivation			EAL pupils	
Deprivation	Number	Percentage	EAL pupils	Number
Pupil Premium*	58	32%	EAL pupils	42
Not Pupil Premium	126	68%		

* Any pupil in receipt of Free School Meals at any time during the last 6 years.

Looked after children: the school has no pupil recorded as Looked After at this time.

Stage 2: Understanding the information gathered

Using the monitoring information gathered, the school looks at the following to identify whether there are any obvious gaps or potential issues for pupils in relation to the protected characteristics:

- Admissions
- Attainment and attendance
- Engagement in school activities
- Exclusions and suspensions
- Prejudice-related incidents
- Rewards and sanctions
- Representation on school bodies, including the school council

Attainment - Comparative Data

All pupils have access to high quality provision targeted to support their individual needs and we ensure that every child makes good progress throughout their time at St Thomas More. High quality teaching alongside additional targeted support helps achieve this.

2026 KS2 Outcomes (provisional September 2026)

Outcome	School	RBG	England	School high	RBG high	England high
Reading, writing and maths	65%	73%	63%	0%	16%	9%
Reading	81%	79%	75%	23%	39%	31%
Writing	74%	80%	73%	10%	23%	13%
Mathematics	71%	80%	75%	13%	36%	27%
Grammar, punctuation and spelling	71%	79%	74%	35%	41%	30%
Science	81%	83%	82%	n/a	n/a	n/a

The 2026 KS2 cohort comprised 31 pupils. Progress scores were -1.5 in reading, -0.4 in writing and -2.4 in mathematics; average scaled scores were 105 in reading, 103 in mathematics and 106 in grammar, punctuation and spelling.

2026 RWM outcomes by pupil group

Group	Cohort	School	RBG	England
All pupils	31	65%	73%	63%
Male	13	62%	68%	60%
Female	18	67%	77%	67%
Disadvantaged	10	50%	62%	49%
Not disadvantaged	21	71%	79%	70%
SEN Support	3	33%	51%	31%
EHCP	1	0%	10%	10%
No special needs	27	70%	85%	75%
EAL	4	75%	74%	63%
Not EAL	27	63%	72%	66%

Key equality findings from the 2026 analysis include a 21 percentage-point RWM gap between disadvantaged and not disadvantaged pupils, and a 37 percentage-point gap between pupils receiving SEN Support and pupils with no special needs. The EAL group achieved 75% compared with 63% for pupils who were not EAL. These figures should be interpreted cautiously because some groups are small.

The data indicates a need to maintain inclusive whole-school practice, focus on disadvantaged pupils and pupils with SEND or disabilities, and prioritise mathematics progress. Attendance and wellbeing should inform barrier analysis and evaluation of support.

Following our analysis, we have set out three Equality Objectives for 2026 to 2030 in order to meet the Equality Act requirements. They retain the school's existing three-objective structure while reflecting the school's equality data and current priorities:

Equality Objective 1

To ensure that equality, inclusion and anti-discriminatory practice are understood and applied consistently by all staff and governors.

We will do this by:

- Provide regular training and guidance on equality, inclusion, protected characteristics, inclusive language and reasonable adjustments.
- Ensure that behaviour, attendance, rewards, sanctions, exclusions, complaints and safeguarding procedures are applied fairly and sensitively.
- Monitor prejudice-related incidents and ensure that concerns are recorded, addressed and reviewed appropriately.
- Review relevant school data to identify any differences in experience or outcomes between groups of pupils.
- Ensure that reasonable adjustments for disabled and neurodivergent pupils are identified, implemented and reviewed.

Equality Objective 2

To ensure that the curriculum and wider life of St Thomas More reflect and celebrate the diversity of our school, local community and wider society.

We will do this by:

- Review books, resources, displays, assemblies, worship and curriculum content to ensure that they reflect a broad range of cultures, races, faiths, disabilities, family circumstances, sexes and identities.
- Ensure that pupils see themselves and their communities represented positively in school life.
- Teach pupils to respect difference and challenge stereotypes, prejudice and discriminatory language.
- Seek pupil, parent and community voice when reviewing equality and inclusion.
- Ensure that all pupils have equitable access to trips, clubs, leadership opportunities, play, worship and wider enrichment activities.

Equality Objective 3

To improve equality of opportunity and reduce identified gaps in attainment, progress, attendance, participation and wellbeing, with a particular focus on disadvantaged pupils, pupils with SEND or disabilities, and neurodivergent pupils.

We will do this by:

- Provide high-quality teaching, appropriate differentiation and reasonable adjustments for individual pupils.
- Use assessment and pupil progress information, including the 2026 KS2 reading, writing and mathematics outcomes, to identify underachievement at an early stage.
- Prioritise progress in mathematics and targeted support for disadvantaged pupils and pupils with SEND or SEN Support, while adapting provision where pupils are not making expected progress.
- Work with families and relevant professionals to remove barriers to attendance, participation and learning.
- Monitor the experience and outcomes of different pupil groups, while recognising that some groups are small and data must be interpreted carefully.
- Report progress against these objectives to the Governing Body annually.

Progress against these objectives will be reviewed annually by the Senior Leadership Team and Governing Body. Actions will be included in school improvement planning, and the objectives will be formally reviewed by September 2030.