

Newington Church of England Primary School

Equality Information and Annual Statement 2026

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

1. Introduction

Newington Church of England Primary School is committed to promoting equality, diversity and inclusion throughout all aspects of school life. We strive to ensure that every pupil, member of staff, parent, governor and visitor is treated with dignity and respect and can participate fully in the life of the school.

As a Church of England school, our vision is:

"Realising the God-given potential in everyone"

We seek to provide rich and creative learning opportunities that enable all members of our school community to flourish, regardless of background, ability or personal circumstances.

[\[newington...ent.sch.uk\]](http://newington...ent.sch.uk)

This statement fulfils the school's duties under:

- The Equality Act 2010.
- The Public Sector Equality Duty (PSED).
- The Equality Act 2010 (Specific Duties) Regulations 2011.
- Department for Education guidance for maintained schools and governing bodies.
- The Federation of Lower Halstow Primary School and Newington CE Primary School Equality Objectives 2024-2028. [\[gov.uk\]](#), [\[FINAL-Equa...298145 \(1\) | PDF\]](#)

The Governing Body has due regard to the need to:

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

Newington Church of England Primary School is a voluntary controlled Church of England primary school and nursery serving children aged 2-11 years. The school is part of the Federation of Lower Halstow Primary School and Newington CE Primary School and serves the village of Newington and surrounding communities. [\[get-inform...ice.gov.uk\]](#)

Current school information shows:

- Approximately 242 pupils on roll 40 of whom are in the attached nursery from the age of 2+
- Mixed gender intake with approximate 50/50 split which varies year to year.
- Church of England designation.
- Around 33.3% of pupils eligible for Free School Meals. [\[get-inform...ice.gov.uk\]](#)
- Approximately 10 – 15% of the pupils have a Gypsy, Roma, Traveller heritage.

The school's vision, Christian values and inclusive ethos underpin all decisions and help create a welcoming community in which every individual can flourish. [\[newington....ent.sch.uk\]](#)

3. Protected Characteristics

The school has regard for the protected characteristics identified within the Equality Act 2010:

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

The school carefully considers the impact of policies, practices and decisions on pupils and stakeholders who share protected characteristics.

4. How We Meet the Public Sector Equality Duty

Eliminating discrimination

The school:

- Implements policies and procedures that promote fairness and inclusion.
- Responds promptly to any incidents of discrimination, bullying or prejudice-related behaviour.
- Maintains robust safeguarding arrangements for all pupils.
- Makes reasonable adjustments for pupils and adults with disabilities.
- Monitors school systems to ensure equality of access to learning and wider opportunities.
[\[equalityhu...rights.com\]](#), [\[assets.pub...ice.gov.uk\]](#)

Advancing equality of opportunity

The school:

- Analyses achievement and progress data for different groups of pupils.
- Identifies and addresses barriers to learning.
- Provides targeted support for disadvantaged pupils and pupils with SEND.
- Promotes participation in enrichment, leadership and wider curriculum opportunities.
[\[FINAL-Equa...298145 \(1\) | PDF\]](#), [\[equalityhu...rights.com\]](#)

Fostering good relations

The school:

- Promotes Christian values of welcome, forgiveness, generosity and flourishing.
 - Encourages respect, understanding and kindness.
 - Celebrates diversity through the curriculum and wider school experiences.
 - Supports pupils in becoming active and responsible citizens in modern Britain.
[\[newington....ent.sch.uk\]](#), [\[FINAL-Equa...298145 \(1\) | PDF\]](#)
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5. Equality Information

The Governing Body reviews a range of information to monitor the impact of equality policies and practices, including:

- Attainment and progress data.
- Attendance information.

- SEND outcomes.
- Behaviour and exclusion data.
- Participation in trips, visits and enrichment activities.
- Pupil voice and stakeholder feedback.
- Information relating to vulnerable groups. [\[gov.uk\]](#), [\[equalityhu...rights.com\]](#)

This information is used to identify barriers to achievement and participation and to inform improvement priorities.

6. Accessibility and Inclusion

The school is committed to ensuring that pupils, staff and visitors can access its facilities, learning opportunities and information.

The school maintains an Accessibility Plan and undertakes reasonable adjustments where required to support inclusion and participation. The school also seeks to ensure that information is accessible to all stakeholders and that barriers to learning are continually reduced. [\[assets.pub...ice.gov.uk\]](#), [\[equalityhu...rights.com\]](#)

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 and targeted interventions have strengthened support for vulnerable learners. [\[FINAL-Equa...298145 \(1\) | PDF\]](#)
- Provision for pupils requiring additional phonics support has been reviewed and enhanced through specialist intervention programmes. [\[FINAL-Equa...298145 \(1\) | PDF\]](#)
- Small-group and targeted teaching approaches continue to support pupil progress. [\[FINAL-Equa...298145 \(1\) | PDF\]](#)
- Nursery pupils have participated in the NELI programme to strengthen early language and literacy skills. [\[FINAL-Equa...298145 \(1\) | PDF\]](#)
- Analysis of outcomes shows that attainment gaps for disadvantaged pupils remain variable and continue to be a key priority for improvement. [\[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:

- Vision Day and other careers-related learning activities have broadened pupils' aspirations and awareness of future opportunities. [\[FINAL-Equa...298145 \(1\) | PDF\]](#)
- Heritage Month has continued to celebrate children, families and community identity. [\[FINAL-Equa...298145 \(1\) | PDF\]](#)
- Peer buddy programmes and wellbeing initiatives have strengthened pupils' confidence and sense of belonging. [\[FINAL-Equa...298145 \(1\) | PDF\]](#)
- Enriched play opportunities have supported positive relationships, resilience and self-esteem. [\[FINAL-Equa...298145 \(1\) | PDF\]](#)
- School performances and enrichment opportunities continue to ensure pupils can develop confidence through participation and achievement. [\[FINAL-Equa...298145 \(1\) | PDF\]](#)

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

Progress:

- SEND leadership has been strengthened through the development of specialist inclusion roles. [\[FINAL-Equa...298145 \(1\) | PDF\]](#)
- Staff training and specialist support continue to improve inclusive practice. [\[FINAL-Equa...298145 \(1\) | PDF\]](#)
- Pupils with SEND actively participate in leadership, enrichment and wider school opportunities. [\[FINAL-Equa...298145 \(1\) | PDF\]](#)
- Partnership working with speech and language specialists has strengthened targeted support. [\[FINAL-Equa...298145 \(1\) | PDF\]](#)
- Dedicated sensory and quiet spaces support pupils with additional needs and improve access to learning. [\[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 have been strengthened through dedicated attendance leadership and partnership work with the Local Authority Attendance Service. [\[FINAL-Equa...298145 \(1\) | PDF\]](#)
- Wellbeing and pastoral support continues to address barriers to attendance, including emotionally based school avoidance. [\[FINAL-Equa...298145 \(1\) | PDF\]](#)
- The school's personal development and wellbeing curriculum supports engagement and belonging. [\[FINAL-Equa...298145 \(1\) | PDF\]](#)
- Attendance promotion strategies, celebration events and family engagement continue to reinforce positive attendance habits. [\[FINAL-Equa...298145 \(1\) | PDF\]](#)
- Attendance remains above national averages and persistent absence continues to reduce. [\[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 to explore current affairs, diversity and protected characteristics. [\[FINAL-Equa...298145 \(1\) | PDF\]](#)
- The school remains actively involved in a local diversity network supporting curriculum development and staff training. [\[FINAL-Equa...298145 \(1\) | PDF\]](#)
- Curriculum materials have been reviewed and enhanced to improve representation and diversity. [\[FINAL-Equa...298145 \(1\) | PDF\]](#)
- Educational visits and wider experiences have been expanded to broaden pupils' horizons beyond the local community. [\[FINAL-Equa...298145 \(1\) | PDF\]](#)
- Heritage Month and annual careers events continue to challenge stereotypes, celebrate diversity and develop pupils' understanding of life in modern Britain. [\[FINAL-Equa...298145 \(1\) | PDF\]](#)

Overall Evaluation 2026

The Governing Body is satisfied that the school continues to make positive progress towards the Federation Equality Objectives 2024-2028 and is meeting its responsibilities under the Public Sector Equality Duty. Governors recognise that equality work is most effective when it is embedded within everyday school improvement rather than treated as a separate initiative. Through regular monitoring, governors have seen evidence of improving outcomes, wider participation and increased inclusion for vulnerable pupils. [\[FINAL-Equa...298145 \(1\) | PDF\]](#), [\[gov.uk\]](#), [\[equalityhu...rights.com\]](#)

Governors particularly note:

- Continued investment in targeted support for disadvantaged pupils and pupils with SEND, resulting in improved outcomes in phonics, reading and targeted intervention programmes. [\[FINAL-Equa...298145 \(1\) | PDF\]](#)
- A strong commitment to promoting ambition, self-esteem and aspiration through careers education, enrichment opportunities, pupil leadership and celebration of achievement. [\[FINAL-Equa...298145 \(1\) | PDF\]](#)
- Significant developments in SEND leadership, provision and inclusion, ensuring that pupils with additional needs are able to participate fully in school life and access appropriate support. [\[FINAL-Equa...298145 \(1\) | PDF\]](#)
- Sustained improvements in attendance, with overall attendance remaining above national levels and persistent absence continuing to reduce through effective pastoral and attendance support. [\[FINAL-Equa...298145 \(1\) | PDF\]](#), [\[get-inform...ice.gov.uk\]](#)
- Continued development of a curriculum that reflects the diversity of modern Britain and broadens pupils' understanding of different cultures, communities, life experiences and protected characteristics. [\[FINAL-Equa...298145 \(1\) | PDF\]](#)
- Effective promotion of the school's Christian vision of "Realising the God-given potential in everyone", ensuring that equality, dignity, respect and belonging remain central to school life. [\[newington....ent.sch.uk\]](#)

Governors acknowledge that further work remains necessary to reduce attainment gaps for disadvantaged pupils and pupils with SEND, sustain improvements in attendance for all groups, and continue strengthening pupils' understanding of diversity and equality in modern Britain. These areas have therefore been identified within the school's priorities for 2026-2027. [\[FINAL-Equa...298145 \(1\) | PDF\]](#), [\[equalityhu...rights.com\]](#)

Overall, governors consider Newington Church of England Primary School to be making good progress towards its equality objectives and maintaining a culture in which all members of the school community are welcomed, valued, respected and supported to flourish. [\[newington....ent.sch.uk\]](#), [\[FINAL-Equa...298145 \(1\) | PDF\]](#), [\[gov.uk\]](#)

8. Governance and Accountability

The Governing Body recognises its responsibility to ensure compliance with the Equality Act 2010 and Public Sector Equality Duty.

Governors monitor equality through:

- Review of equality objectives and associated action plans.
 - Scrutiny of attainment, attendance and participation data.
 - Monitoring of safeguarding, behaviour and wellbeing information.
 - Evaluation of provision and outcomes for disadvantaged pupils and pupils with SEND.
 - Stakeholder engagement and challenge to school leaders. [\[gov.uk\]](#), [\[gov.uk\]](#)
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9. Priorities for 2026-2027

Based on current progress and equality information, the school will focus on the following priorities:

Priority 1: Reduce attainment gaps for disadvantaged pupils and pupils with SEND

- Further strengthen adaptive teaching and evidence-informed interventions.
- Continue targeted support for vulnerable learners.
- Monitor and evaluate the impact of intervention programmes on pupil outcomes. [\[FINAL-Equa...298145 \(1\) | PDF\]](#), [\[equalityhu...rights.com\]](#)

Priority 2: Sustain improvements in attendance and reduce persistent absence

- Develop earlier intervention for pupils at risk of persistent absence.
- Strengthen support for pupils experiencing attendance barriers, including emotional wellbeing needs.
- Maintain close working relationships with families and external agencies. [\[FINAL-Equa...298145 \(1\) | PDF\]](#), [\[equalityhu...rights.com\]](#)

Priority 3: Strengthen inclusive practice for pupils with SEND

- Continue staff training and development.
- Review specialist interventions for effectiveness and value.
- Increase opportunities for independence, leadership and pupil voice. [\[FINAL-Equa...298145 \(1\) | PDF\]](#), [\[assets.pub...ice.gov.uk\]](#)

Priority 4: Broaden pupils' experiences of diversity, culture and modern Britain

- Continue curriculum review to ensure meaningful representation of protected characteristics.
- Expand opportunities for educational visits, cultural experiences and community engagement.
- Develop pupils' understanding of diversity and respectful relationships. [\[FINAL-Equa...298145 \(1\) | PDF\]](#), [\[equalityhu...rights.com\]](#)

Priority 5: Strengthen governance oversight of equality

- Continue annual review of equality information and objectives.
- Monitor equality-related data systematically.

- Ensure equality considerations inform strategic planning and decision-making. [\[gov.uk\]](#), [\[gov.uk\]](#)
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