

Empowering Potential, Embracing Diversity:
Learning Without Limits



Equality Information and Objectives

Public Sector Equality Duty 2026–2030

Document	Equality Information and Objectives (Public Sector Equality Duty)
School	Woodchurch Road Academy, part of Cheshire Academies Trust
Objectives period	September 2026 to August 2030
Written by	Miss Alexandra Borrill, Headteacher
Approved by	Local Governing Board
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Linked documents	CAT Equality and Diversity Policy; SEND Information Report; SEND Policy and Accessibility Plan; Behaviour and Relationships Policy; Anti-Bullying Policy; Safeguarding and Child Protection Policy; CAT Recruitment and Selection Policy; CAT Complaints Procedure



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1. Our commitment

At Woodchurch Road Academy, Learning Without Limits means exactly that: we refuse to put a ceiling on what any child can achieve, whoever they are and whatever their starting point. Alongside it sits our Ethic of Everybody, the simple belief that every single person in our community matters, belongs and has something to contribute.

We are proud of the rich mix of languages, cultures and backgrounds in our school, and we work hard to make sure difference is celebrated and never becomes a barrier. Through Crew, our expeditions and our Habits of Work and Learning, children learn to treat each other with kindness and respect, to understand lives different from their own, and to stand up for what is fair, in Birkenhead and in the wider world.

This document explains how we meet our legal duties under the Equality Act 2010, shares information about how we are doing, and sets out the equality objectives we will focus on between 2026 and 2030.

2. The law: what we must do

The Equality Act 2010 protects people from discrimination because of the following protected characteristics:

- age
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation

For pupils, age and marriage and civil partnership do not apply. All nine characteristics apply to our staff.

The Public Sector Equality Duty

As an academy, we are bound by the Public Sector Equality Duty. This means that in everything we do, we must have due regard to the need to:

- **eliminate** unlawful discrimination, harassment and victimisation
- **advance equality of opportunity** between people who share a protected characteristic and those who do not
- **foster good relations** between people who share a protected characteristic and those who do not

We must also meet two specific duties:

- publish information each year showing how we are complying with the equality duty
- prepare and publish at least one specific and measurable equality objective, at least every four years



Disabled pupils also have the right to reasonable adjustments, including auxiliary aids and services, so they are not put at a substantial disadvantage compared with other children. Our work sits within the Cheshire Academies Trust Equality and Diversity Policy.

3. How we meet the duty

Eliminating discrimination, harassment and victimisation

- Our admissions arrangements treat every child fairly, in line with the School Admissions Code. We do not refuse admission because of a protected characteristic.
- Our Behaviour and Relationships and Anti-Bullying Policies make clear that prejudice-based bullying, including that relating to race, religion, disability and sexual orientation, is never acceptable. We log every discriminatory incident and respond with a restorative, educational approach so that children understand the harm caused and put things right.
- We make reasonable adjustments for disabled pupils, staff and visitors. Sensory and mobility needs are considered in all our planning, and our Accessibility Plan sets out how we are improving the building, the curriculum and information.
- All recruitment follows the Equality Act 2010 and the Trust's Recruitment and Selection Policy. Shortlisting is based only on evidence against the person specification, we do not ask health questions before a job offer, interview panels are prepared to recognise unconscious bias, and we collect equal opportunities monitoring information from every applicant.
- Our equality, anti-bullying and inclusion policies have all been reviewed in line with Trust timelines and ratified by governors.

Advancing equality of opportunity

- Every child has access to our full expedition curriculum, adapted so that everyone can take part, contribute to Presentations of Knowledge and create Beautiful Work.
- Our graduated approach to inclusion brings together support for pupils with SEND, pupils learning English as an additional language and pupils who need social, emotional and mental health support, with universal, targeted and specialist help at each level.
- Around one in six of our pupils is learning English as an additional language. Our classrooms are rich in talk, vocabulary and reading, small groups give targeted language support, and home languages are valued as a strength.
- We believe cultural experiences are every child's right, not a privilege. In 2025–26 we secured a Turing Scheme grant that took 26 children to Madrid for a Global Goals and cultural experience, many travelling abroad for the first time.
- We track the progress and attendance of different groups of pupils and act quickly where gaps appear.
- Our senior leaders have taken part in external equality training, and inclusion is part of ongoing professional development for all staff.

Fostering good relations

- Crew gives every child a place where they are known, valued and listened to. Zones of Regulation and Jigsaw PSHE help children understand their feelings and build healthy relationships.
- Think Equal is taught weekly in our Early Years, so our youngest children develop the language of fairness, identity and belonging from the very start.



- Council Crew, led entirely by our Year 6 children, gives every one of them a leadership role and a real voice in school life. External reviewers have repeatedly highlighted it as a particular strength.
- Diversity and global perspectives are mapped into every expedition through our lens approach, with links to the UN Sustainable Development Goals. Our partnership with Sedibeng Primary School in Johannesburg brings Crew 6's Roots: Belonging expedition to life.
- Our Everyone is Awesome assemblies, and events such as Black History Month, Pride and Interfaith Week, are celebrated with children and families.

4. Equality information

The Public Sector Equality Duty asks us to publish information about our pupils and how different groups are doing. Because some groups in our school are small, we report this in a way that protects the privacy of individual children.

Our school community

Figures are for the 2025–26 school year.

Pupils on roll	160
Boys / girls	49% / 51%
Pupils with SEN Support	31%
Pupils with an Education, Health and Care Plan	6%
Disadvantaged pupils (Pupil Premium)	64%
Pupils learning English as an additional language	16%
Pupils living in the most deprived areas (IDACI quintiles 4 and 5)	84%

How our pupils are doing

Our 2026 results were above the national average at every statutory stage. Some groups, however, are not yet doing as well as their classmates, and this shapes our objectives in section 6.

Reception: Good Level of Development	77% (national 68%)
Year 1: Phonics Screening Check	82% (national 80%)
Year 4: Multiplication Tables Check, full marks	68% (national 37%)
Year 6: reading, writing and maths combined	76% (national 62%)
Year 6: disadvantaged and other pupils	71% of disadvantaged pupils and 82% of other pupils met the expected standard



2026 school results are provisional until the Department for Education publishes validated data in December 2026.

What our wider tracking tells us:

- Pupils with SEND, particularly those with EHCPs, make progress from their starting points but are much less likely than their classmates to reach the expected standard in reading, writing and maths.
- Disadvantaged pupils and pupils learning English as an additional language are less likely than their classmates to reach the expected standard, with the widest gaps in writing.
- Boys and girls achieve broadly similar results overall.
- Attendance is improving but remains below the national average, and absence affects some groups more than others, including pupils with SEND. Our disadvantaged pupils attend better than disadvantaged pupils across our Trust.
- Families who speak languages other than English are less likely to take part in school events, consultations and forums.

5. Looking back: 2025–26

Each year we review our equality work with our governors. In 2025–26 we made strong progress in most areas:

- **School community, curriculum, pupil voice and policies:** Council Crew, our lens approach to diversity in the curriculum, the Turing Scheme visit to Madrid and our policy review all moved forward well.
- **Staff knowledge:** senior leaders attended an external equality conference, and inclusion training is now part of our wider staff development.

Two areas need more work, and both are now part of our objectives:

- improving physical accessibility, particularly in the office and upper-floor areas
- building stronger partnerships with families who speak English as an additional language

6. Our equality objectives 2026–2030

These objectives are specific, measurable and based on what our information tells us. We will review progress every year with our governors and share it here.

Objective 1: Narrow the gaps for pupils with SEND

Why this matters to us. Pupils with SEND are much less likely than their classmates to reach the expected standard in reading, writing and maths, and are more likely to miss school.

What we will do

- Strengthen adaptive teaching in every Crew through focused professional development, coaching and support from our SENDCO.
- Make sure every child at SEN Support has a clear, regularly reviewed plan built with them and their family.
- Use evidence-based interventions and check carefully that they are making a difference, with particular attention to writing.
- Track attendance for pupils with SEND every half term and work with families to remove barriers.

**How we will know it is working**

- The gap in reading, writing and maths between pupils with SEND and other pupils narrows each year to 2030.
- Attendance for pupils with SEND improves each year, and the gap with other pupils narrows.

Objective 2: Build strong partnerships with families who speak English as an additional language

Why this matters to us. Around one in six of our children is learning English as an additional language. Their families are a huge strength of our community, but they are not yet as involved in school life as we would like.

What we will do

- Monitor EAL family participation in events, forums and consultations every term, by language group, year group and type of event.
- Work with MEASE (Merseyside Ethnic Awareness Support Education) to provide translated communications, bilingual support at key events and interpretation where needed.
- Hold termly equality-themed family forums, offering evening, drop-in and recorded options for working families.
- Talk with families, through MEASE and trusted community links, to understand what makes engagement difficult, and plan from what we learn.

How we will know it is working

- Baseline participation is established in autumn 2026, and EAL family participation rises each year after that.
- Termly family forums are running by summer 2027.
- In our annual parent survey, EAL families report feeling informed and welcome.

Objective 3: Improve physical accessibility across our school

Why this matters to us. Everyone should be able to move around our school and take part fully, whatever their mobility or sensory needs.

What we will do

- Deliver the accessibility improvements in our Accessibility Plan, prioritising the office and upper-floor areas.
- Ask disabled pupils, families, staff and visitors what would make the biggest difference.
- Offer key information for families in accessible formats when asked.

How we will know it is working

- Accessibility Plan actions for the office and upper-floor areas are completed by August 2028.
- The Accessibility Plan is reviewed each year, with progress reported to governors.

Objective 4: Make sure every child sees themselves and others in our curriculum

Why this matters to us. Children grow in confidence when they see people like them in what they learn, and grow in understanding when they learn about lives different from their own.

What we will do

- Complete a formal diversity audit across all subjects and act on what it shows.
- Carry out a termly audit of displays so they reflect the full diversity of our community.



- Map and track the external voices, role models and visiting experts children meet across the year.
- Develop pupil voice information, including through Council Crew, so we can show the difference our work makes.

How we will know it is working

- The subject diversity audit is completed by July 2027 and reviewed annually after that.
- In our annual pupil survey, the proportion of children who say they belong and that everyone is treated fairly stays high or rises.
- Every prejudice-related incident is logged and followed up restoratively.

Objective 5: Build a workforce that reflects our community

Why this matters to us. Children benefit from seeing the diversity of their community reflected in the adults who teach and care for them.

What we will do

- Analyse equal opportunities monitoring data from job applicants every year, starting in September 2026, and compare it with the local and regional workforce.
- Review where we advertise vacancies, including diverse professional networks and community-facing platforms.
- Make inclusive practice an explicit, scored part of our person specifications and interviews.
- Embed culturally responsive teaching in our staff training.

How we will know it is working

- An annual summary of applicant diversity is presented to governors.
- A workforce diversity aspiration is agreed with governors during 2026–27 and reviewed every year.

7. Roles and responsibilities

The Trust and our Local Governing Board make sure the school meets its equality duties, approve these objectives and monitor progress.

The Headteacher and senior leaders lead the work day to day, review progress every term and report to governors.

All staff model inclusive values, challenge prejudice and discrimination, and report any incidents, in line with the Staff Code of Conduct.

Pupils, families and visitors are asked to treat everyone in our community with respect.

8. Monitoring and review

Our senior leaders review progress against these objectives every term, and governors receive a full update each year. We listen to the views of pupils, staff and families through annual surveys, and our equality work is built into our school improvement planning.

We will update this equality information every year and set new objectives at least every four years, sooner if our information shows we need to.



If you have any questions about this document, or would like it in a different format or language, please contact the school office. We would love to hear your ideas about how we can make our school even more inclusive.