

Equality Information and Objectives



Leigh
Stationers' Academy

2025-26

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Vision: A community where no student is left behind.

We are united by the belief that every young person should feel known, valued, and supported to succeed - academically, socially, and personally.

Mission

At Leigh Stationers' Academy, we develop principled, knowledgeable, and ambitious learners who contribute to their communities and the wider world. Rooted in the values of the International Baccalaureate, we empower students to strive for academic excellence, nurture their wellbeing, and embrace diversity. Through our distinctive college model and inclusive culture, every young person should feel known, valued, and supported to succeed - academically, socially, and personally, ready for life beyond school.

Values – The LSA Way

Our values define who we are and how we work:

1. **Leadership** – We develop confident, principled students who act with integrity, take initiative, and contribute positively to their community.
2. **Scholarship** – We nurture curiosity, independence and a love of learning that lasts a lifetime. Our students develop the habits of lifelong learners who think critically, reflect deeply, and seek to understand the world.
3. **Achievement** – We believe every student can succeed and we support them to realise their personal, academic and future goals.

Objective	How this will be achieved	Review Date
1. Promote an inclusive culture that embraces and celebrates diversity across the academy.	<ul style="list-style-type: none"> - Embed themes of diversity and inclusion into the assembly programme and PSHE curriculum. - Deliver annual whole-staff training on addressing prejudice, fostering belonging, and promoting equity. - Strengthen engagement with diverse community groups through visits, events, and guest speakers to enrich understanding and appreciation of different cultures. - Promote diversity in staff recruitment, ensuring our workforce positively represents the community we serve. 	July 2026
2. Ensure all students make strong progress, regardless of background, starting point, or additional needs.	<ul style="list-style-type: none"> - Embed the IB Learner Profile into all curriculum and enrichment experiences to support holistic development. - Track and analyse the progress of key groups (e.g. disadvantaged, SEND, EAL,) in each module and use data to inform timely and targeted interventions. - Celebrate achievement through end-of-module rewards assemblies. - Ensure SEND and DSP provision is high-quality, inclusive and outcome-focused, enabling students with EHCPs to access the full curriculum and achieve success. 	July 2026
3. Maintain a safe, respectful and welcoming environment for every student.	<ul style="list-style-type: none"> - Conduct regular student voice activities, including the LAT survey and student leadership/voice, to monitor perceptions of safety, inclusion and respect. - Implement a rewards system aligned with the IB Learner Profile, recognising students who demonstrate traits such as being caring, principled, open-minded, reflective, and balanced. - Use the college model to ensure every student is known and supported in a smaller, inclusive pastoral community. - Empower students to lead on inclusion through student voice and structured student leadership opportunities. 	July 2026
4. Raise aspirations for all students, with a particular focus on those from disadvantaged backgrounds.	<ul style="list-style-type: none"> - Provide a broad and inclusive programme of educational visits, trips and experiences that build cultural capital and expose students to new opportunities. - Ensure all students have access to a rich, modular enrichment programme that supports personal development. - Develop annual partnerships with universities, employers, and community organisations to support ambition and future readiness through mentoring, career guidance, and exposure to the world of work. 	y 2026