

Date: 16th April 2026

Dear Andrea,

I am pleased to say that you have achieved your first two badges for the Lancashire Equality and Inclusion Mark. Your school has demonstrated that it has met the criteria for accreditation in both the Holistic Diversity Equality and Inclusion Badge and the Religion and Belief Equality and Inclusion Badge.

The evidence submitted through your accreditation summary forms and from our visit this morning exhibits a clear, strategic and deeply embedded commitment to equality, inclusion and belonging for all members of the school community. The work undertaken reflects strong leadership, purposeful self-evaluation and meaningful engagement with pupils, staff and parents.

Bowland High School's inclusive practice is particularly commendable given its rural context and relatively small proportions of minority groups. The school has shown a strong understanding that equality work must be proactive rather than reactive, ensuring that all pupils see their identities, beliefs and experiences reflected in school life.

The establishment and effective use of an Equality and Inclusion Reference Group, including senior leaders, governors, teaching and support staff, and pupils through the EDIT team, provides robust governance and accountability for this work. The integration of equality priorities within the School Improvement Plan and budget planning with consideration of how Pupil Premium funding is allocated further demonstrates that this is a sustained, whole-school commitment rather than a series of isolated initiatives.

Bowland High School has made a significant and positive impact in promoting understanding, respect and inclusion in relation to religion and belief.

Strengths include:

- A thorough audit and redesign of the RE curriculum, ensuring that schemes of learning and key vocabulary at KS3 represent a broad range of faiths and worldviews.
- The introduction and formalisation of Key Stage 4 RE enrichment days, including visits to places of worship and engagement with representatives from a range of faith communities.
- The creation of a dedicated prayer and reflection space for pupils and staff.
- High-quality displays and form-time activities that celebrate religious and cultural events, with a particular focus on minority faiths within the school community.

The outcomes of this work are clearly articulated, particularly in the strengthened understanding across the school that pupils must see themselves reflected in the curriculum, environment and ethos of the school.

The evidence presented for the Holistic Diversity badge demonstrates exceptionally strong practice in addressing socio-economic disadvantage and under-representation.

Notable strengths include:

- The creation of a Pupil Premium Coordinator role, ensuring strategic oversight and personalised support for disadvantaged pupils. We especially like the case studies and action plans in place for vulnerable pupils.
- The Provision Map that you have established to enable clear oversight of need, provision and impact across the school and to help you monitor which groups are accessing the many different activities and opportunities you have in place in school.
- Targeted careers education, including prioritised one-to-one guidance, inclusive access to careers events, and transportation support that is available.

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- The establishment of supportive interventions such as REACH club, providing both academic and wellbeing support.
- Participation in the MEGA programme, with careful selection to ensure representation of under-represented groups and a strong focus on aspiration and ambition.

The impact of this work is clear in improved monitoring, personalised support, increased parental engagement and a more coherent whole-school approach to inclusion.

Across both strands of accreditation, Bowland High School has demonstrated that equality and inclusion are embedded, monitored and sustained. Actions are clearly linked to strategic planning, quality assured by senior and middle leaders, and informed by pupil and parent voice. This ensures that progress is not only achieved but maintained over time.

We recognised Bowland High School as an excellent example of thoughtful, reflective and impactful equality and inclusion practice and a commitment to continual improvement.

We are therefore delighted to award Bowland High School the:

- Holistic Diversity Equality and Inclusion Badge
- Religion and Belief Equality and Inclusion Badge

To further develop the Equalities in your school you may consider:

- The Equality Objectives 2025 -2028 to be more specific and SMART e.g
By July 2027, improve attendance of identified vulnerable groups (Pupil Premium, SEND, EAL) so that it is within 2% of whole-school attendance, tracked through half-termly attendance data and targeted intervention plans.
- Display an Equality charter for staff and visitors in the school entrance area- this can be acquired from us [Equality Charter - Lancashire Professional Development Service](#)
- EDIT team and School council to create a pupils Equality Charter that can be shared with students.

Congratulations to the staff, pupils and governors on this achievement, and thank you for your continued commitment to creating an inclusive school where all members of the community feel valued, represented and supported.

Yours sincerely,

Zainab Syed

Teaching and Learning Consultant

Sam Hoban

Teaching and Learning Consultant