

Ebor Equality Objectives

The Public Sector Equality Duty (PSED) has three aims:

We must have due regard to the need to:

Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010;

Advance equality of opportunity between people who share a protected characteristic and people who do not share it;

Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it.

The following equality objectives were set in autumn 2022:

Quality of Education

1. All learners will have access to the highest quality of teaching and will be able to access a rich, deep curriculum with fulfilling life experiences.

Achievement

2. Our aspiration is to raise outcomes for all pupils, creating a learning environment where all pupils feel supported, rewarded and inspired, accelerating the progress of less advantaged pupils and those with special educational needs.

Wellbeing

3. Foster an inclusive, safe and healthy environment, where everyone can be themselves, give their best and feel proud to work and learn within the family of schools at Ebor Academy Trust. We believe that wellbeing is an entitlement for all. We will embed our staff wellbeing strategy, fostering a culture of nurture, personal and professional growth.

School Objective

4. "We aspire to offer a range of cultural capital and enrichment activities that are equally accessible for all children within the school community."



Annual Review of Objectives autumn 2023:

OBJECTIVE	PROGRESS TO DATE	EVIDENCE
<p>Quality of Education</p> <p>All learners will have access to the highest quality of teaching and will be able to access a rich, deep curriculum with fulfilling life experiences.</p>	<p>Assistant head coaching staff on subject leadership</p>	<p>Peer review - extremely positive feedback on the deep dive in art led by the teacher who had been coached. 'Art is a significant curricular strength. Leaders have a clear intent and have thought out and designed the curriculum effectively. They have made this clear to the teachers, who are implementing it well. Sketch books are extremely strong. Pupil voice backs everything up. Children are making connections across the art curriculum.'</p>
	<p>Subject leader deep dives.</p>	<p>e.g. New maths lead monitoring and coaching teachers to refine maths planning and teaching and to further develop the use of concrete/pictorial approaches and more reasoning questions.</p>
	<p>Phase leaders share out planning which follows a carefully thought out sequence.</p>	<p>Children experience different cultures and gain knowledge of the world. All children experience this learning and can talk positively about what they have learned.</p>
	<p>All phases have embedded a 'hook' activity with a celebration at the end of the topic. There is an embedded</p>	<p>Peer review really positive: Curriculum ' 'Phase leads monitor the curriculum mapping to ensure that the teaching sequence is delivered. Leaders have</p>

	<p>sequence for lessons which includes: memory lane; key questions; key vocabulary; quizzes and learning journey displays.</p>	<p>carefully considered disciplinary and substantive knowledge and use key vocabulary to support the delivery of this. Teaching sequences include repetition so that key knowledge is revisited regularly. Teaching pedagogy is very well established and understood by all staff - evidenced by slides used in every session. Summative assessment is gained from observation and end product tasks. School subject leads are driving improvement and standards across the curriculum - they are reflective practitioners who ensure the curriculum offer is very strong.</p>
<p>Achievement</p> <p>Our aspiration is to raise outcomes for all pupils, creating a learning environment where all pupils feel supported, rewarded and inspired, accelerating the progress of less advantaged pupils and those with special educational needs.</p>	<p>Quality first teaching is embedded throughout the school. Children who need further interventions are carefully monitored and assessed to close the gap and move them on quickly. eg Subject leader for phonics has a whole school tracker for phonics with carefully matched books.</p>	<p>Osballdwick have been identified as having strength in children's achievement and have been sharing best practice with other Ebor Schools.</p> <p>Peer review:</p> <p>Early reading; reading squads enable targeted provision based on assessment. Adults' subject knowledge is strong and promotes decoding using phonetic strategies. Reading squads are highly effective in ensuring that each child receives bespoke teaching, based on robust and flexible assessment. Staff professional development has been key in establishing this strategy. Phonics sessions show fidelity to the scheme; choral reading, 'my turn, your turn, recap on prior learning, oral blending is well-established. Phonics learning is put into context and translates into reading outcomes at KS2 and, ultimately, in KS2. Children who failed to reach standard in PRC are well-supported in Y2</p>

	<p>We have high aspirations for the achievement of all pupils.</p>	<p>to maximise their chances of reaching standard before they enter KS2. Early reading is prioritised in KS1 - staffing and staff CPD has been a focus in order for children to receive high quality phonics teaching.'</p> <p>Results reflect high aspirations as above National Average in all phases at the end of 2023 and projected to be even higher in 2024.</p> <p>Trust lead for SEND reports: 'SEND - The environment is conducive to learners with SEND. Visuals are used consistently and effectively. Learners are supported with recall effectively through 'memory lane' and predictable routines that run across all subject areas. There is a consistent offer across classes and there is personalised support available for pupils that need this provision, such as personalised visuals and 'now and next'. The 'Five a Day' approach is embedded well into classrooms and pedagogy. There is also an effective use of technology to support learners with SEND and staff have accessed training on google apps to support this further. The SENCO has a clear understanding of the needs and priorities in school and a strategic view of SEND.'</p>
<p>Wellbeing</p> <p>Foster an inclusive, safe and healthy environment, where everyone can be themselves, give their best and feel proud to work and learn. We believe that</p>	<p>Working with Wellbeing In mind Team -</p>	<p>Sept 23 onwards Consultation of Staff, pupils and parents Autumn term fed into initial report. Baseline assessment written,shared 29th Jan outlining next steps</p>

<p>wellbeing is an entitlement for all.</p>	<p>School wellbeing worker regularly supporting with children & families</p> <p>Changing Lives</p> <p>NSPCC workshops</p> <p>Diversity Role Model Training Sept 23</p> <p>Soft Starts Tailored interventions</p> <p>Senior Lead mental Health training completed by Feb 24</p> <p>Wellbeing team led by Pastoral Manager/ Safeguarding lead linking attendance, behaviour, Safeguarding and wellbeing Training provided by DSL for Safeguarding via INSET, Bulletins & regular updates via staff meetings.</p> <p>Teachers aware of all vulnerable children in their class</p>	<p>Eg Impact Kh, Tg, Mh, attachment, trauma, bereavement</p> <p>Living with alcohol use (Childrens worker) regular mentoring sessions</p> <p>Speakout stay safe delivered across school Oct 23</p> <p>Improved engagement from transgener child</p> <p>Targeting EBSA children</p> <p>Staff meeting to consult on wellbeing and follow up training day. Staff given opportunities to review curriculum to focus on a 'manageable curriculum'. Changes have been made. Mental health impact statement initiated through triangulation meeting and fed into by all staff at training day.</p> <p>-SAS wellbeing links and training planned</p> <p>Use of CPOMS embedded and responsive means issues are detected and addressed at an early stage.</p> <p>School has an embedded culture of Safeguarding All staff aware 'it could happen here' and how to respond.</p> <p>Class context sheets written by teachers, IEPs written & reviewed by teachers. Teachers involved in MSP & EHCP & Pep reviews</p>
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<p>School Objective “We aspire to offer a range of cultural capital and enrichment activities that are equally accessible for all children within the school community.”</p>	<p>Music - Specialist (Trust lead for music works in OPA)</p> <p>Every child in school learns an instrument Choir (Ks2 & Little choir) over 60 children Orchestra & peri teachers offer a wide range of instruments. Bursaries targeted at PP children</p> <p>Visits</p> <p>PE offer</p>	<p>Concerts held regularly, for parents and other audiences. e.g. Ebor trustees, Collaboration with other schools. Christmas concert in St Olave's church.</p> <p>Inclusive offer, SEND children enjoy extra curricular offers of music joining city wide bands.</p> <p>Lots of children accessing 1 to 1 and group music lessons, flute, brass, piano, musical theatre, violin.</p> <p>All children attend school visits at least annually (often more) or enjoy experiences in school. All trips are designed to be inclusive so accommodate physically disabled children and those with other SEND needs. Barriers are removed to ensure that all children are included. eg Boy with Spina Bifida singing solo at church concert and performing in dance festival. He was also able to access all activities on yr6 residential. Trips include visit to York cinema linked to literacy; trips to Tropical World - link to geography topic on the Rainforest etc.</p> <p>The PE lead is passionate about both sport and inclusive practice and all children are encouraged to participate in extra curricular clubs and competitions. TAs are used to support those</p>
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		<p>that would ordinarily have a barrier to joining these activities e.g. with Type 1 diabetes; autism, use of wheelchair. Clubs/events have been specifically tailored to target inactive children.</p> <p>The PE lead says, 'Every child in KS2 who wants to represent the school has the opportunity meaning we have run over 30 games of football this year so far with more to come.</p> <p>The same then works for dodgeball. Anyone in UKS2 who wants to play does and we have 5 teams which equates to 35 games this term.'</p>
	YSIS/Right to Read/York Cares/Merchant Adventurers Hall	<p>School works closely with volunteer organisations to increase children's experiences e.g. student with EAL supported pupil with EAL when she first arrived in our country. Aviva staff facilitating workshops in KS2 classes. KS2 classes accepted invitations to free workshops run by the Merchants.</p>
	Art Club	<p>We have a thriving and popular art club run by talented parents. Displays are across the school showing high quality work in different mediums.</p>
	Wrap around care	<p>We offer holiday clubs and breakfast/after school clubs that provide different social</p>



		and enriching activities for children.
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Agreed 22nd November 2023