

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. To develop a personalised curriculum to support all children, with a particular focus on raising attainment for children with SEND and also those who are entitled to pupil premium funding.

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>	<ul style="list-style-type: none"> - induction training new teachers. - Subject leader deep dives. - Teaching and learning observations. - Phase leader meetings and curriculum documents shared 	<ul style="list-style-type: none"> - Lesson observation feedback. - Shared curriculum drive. - Newsletters and curriculum documents shared with families.
<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>	<ul style="list-style-type: none"> - Classroom handbooks have been reviewed and monitored in classes to ensure safe and enabling working environments. - Golden leaf celebration assemblies. - Data capture and LAM meetings. - Phase and subject leader data shared to support targeted groups. - WEB intervention timetable created to model and support as well as accelerate learning. 	<ul style="list-style-type: none"> - classroom observations - Learning looks - progress data
<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 wellbeing is an entitlement for all.</p>	<ul style="list-style-type: none"> - safeguarding audits completed by all class teams and monitored by NE. - Wellbeing training day planned for all staff and SLT. - PPA space cleared for quieter working space. - 	<p>safeguarding audits per class</p> <p>SAS wellbeing links and training planned</p>
<p>School Objective</p>	<ul style="list-style-type: none"> - Curriculum review - Pupil Progress 	<ul style="list-style-type: none"> - classroom observations

<p>To develop a personalised curriculum to support all children, with a particular focus on raising attainment for children with SEND and also those who are entitled to pupil premium funding.</p>	<p>meetings</p> <ul style="list-style-type: none"> - Intervention planning - Allocation of staffing and resources - Liaison with other agencies and specialist services 	<ul style="list-style-type: none"> - discussions with pupils - progress data - intervention progress data
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