

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 2024

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 ensure that our GRT community is fully integrated into school life and to allow the children to flourish and live life in its fullness.

Annual Review of Objectives autumn 2024:

OBJECTIVE	PROGRESS TO DATE	EVIDENCE
Quality of Education 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.	- NH Induction training of new teachers and support staff. - Subject leader deep dives. - Teaching and learning observations. - Phase leader meetings and curriculum documents shared - Subject monitoring across school. - Intensive work with the English Hub and NCETM training to ensure high quality teaching in the core subjects. - ECT's go through an intensive two years of mentoring/coaching. - SLT observations and HT observations of the whole of SLT - Subject monitoring observations - Weekly Picture news - Collective workshops	- Good OFSTED judgement October 2022 "Leaders have created a carefully thought out curriculum. It is broad and ambitious." - "Leaders have mapped the curriculum from Early Years through to Y6." - "Leaders place a great deal of emphasis on staff development, to ensure teaching is at least good across the school." - Lesson observation feedback. - Shared curriculum drive. - Newsletters and curriculum documents shared with families.
Achievement 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.	- Investment in chromebook and Ipad technology - Effective training of staff to effectively use tech - governor liked to SEND - Reports shared to governors - Ebor school review yearly. - Friday celebration collective worship - Pupil progress meeting for Term 1 - Effective use of pastoral lead to support children to be best versions of themselves - Use of new assessment	- Classroom observation notes documenting progress in learning and productive learning environments. - SENCO support/drop ins for - Effective use of PIXL therapies - Top 2% for RWM at end of KS2 - Governors observed PPM's - Pupil premium report shows impact and support for less advantaged children.

	PiXL/Insight to support progress	
Wellbeing 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.	- safeguarding audits completed by JR with safeguarding governor.. - Well being training day planned for all staff and SLT. - Better place 2 work fully integrated into life at Tockwith - PPA space cleared for quieter working space. - Time given to all staff via staff meeting/training day time for crucial data points and environment work. - SEND staff support - Wellbeing staff support - Wellbeing hub	- Safeguarding audits- SAS wellbeing links and training planned - Children who attend the wellbeing breakfast and afternoon sessions are more regulated and engaged. - Work with DSL and Trust Safeguarding Lead has fed back a safe and healthy school environment QA of better place to work - 1-to-1 sessions with EL have been a success with regulating and calming challenging and less advantaged/SEND children. - Whole school culture - PSHE curriculum is strongly embedded across school.
School Objective To ensure that our GRT community is fully integrated into school life and to allow the children to flourish and live life in its fullness.	- improved attendance of GRT children - - induction of new GRT children into year 5 - Meeting with GRT community regarding SRE curriculum to come to a common understanding. - - Greater understanding of the GRT culture - Progress data - case study of Year 6 child who joined us in Year 3. - Excellent relationships with families	- Attendance data % and number of PA's - Attendance of children in school when SRE is being delivered (previous absent for day). - Case study of Year 5 child at attainment and progress. - Parent voice - Pupil voice - Podcast planned for GRT children to discuss heritage. - GRT child is member of our GS crew.