

Ebor Equality Objectives

We recognise that 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.

Ebor Academy Trust Vision:

- To deliver high quality, rich and engaging education at the heart of our diverse communities.
- To do this, we are committed to building professional collaborations of best practice across and beyond the Trust.

In this way, we seek to enable all our learners to flourish and open doors to their best futures

Ebor Academy Strategic Priorities:

1. School Improvement: Increasing and maintaining the high quality of provision in all our schools
2. Culture: We will operate as one Trust with many schools, and all Stakeholders will recognise the contributions they make to the wider organisation.
3. People: Develop our people and recruit and develop the best staff driven by moral purpose to improve life chances of adults and children through education
4. Delivery, Capacity, Growth: Ensure Trust at all levels delivers sustained improvement and has capacity for potential growth

5. Partnerships: Further strengthen practice and provision by strengthening relationships with RSC, other MATs, schools and community opportunities

Ebor Academy Trust Values

Ebor Academy Trust seeks to live its values for all learners – children, adults, the wider community:

Excellence: All those who are part of Ebor Academy Trust, whether children or adults, will be supported to achieve excellence in all they do.

Belonging: We act as one organisation, responsible for supporting each other to achieve the best we can.

Opportunity: We provide learning that is relevant, motivating and engaging and that releases a child's curiosity and creativity. We provide career pathways for the adults in our organisation so that everyone can achieve their aspirations and fulfil their potential.

Respect: We acknowledge and celebrate that all people are different and can play a role in the Ebor family, whatever their background or ways in which they learn. We celebrate the diversity within our localities and the unique characteristics within each setting.

[We have set the following objectives for 2022 onwards:](#)

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.

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.

Wellbeing

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

To provide a curriculum which gives all learners a deeper understanding of their culture and the culture and beliefs of others

Objective	Action	Review March 2025
<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>CPD to develop subject leaders to ensure they are providing progression of knowledge within their curriculum which can be carefully and accurately assessed by teachers to show the outcomes of learners</p> <p>A strategically planned out overview of subject leader release time which enables subject leaders to monitor the curriculum to ensure it meets the needs of all learners</p> <p>A robust recruitment process which ensures high quality practitioners are appointed to deliver quality first teaching with a well planned and structured induction.</p> <p>Use of PIXL to deliver targeted interventions</p> <p>A team teaching model delivered by outstanding practitioners in school to support planning, teaching and assessment of individuals to improve the overall quality of teaching</p>	<p>Staff CPD time has been used extensively across 23/24 to ensure all staff have been part of writing knowledge progressions for their phase areas and have ownership of it.</p> <p>All year groups from Y1-Y5 have access the NYC moderation program</p> <p>Subject leaders have all had release time which has result in progression document being completed and uploaded on the website</p> <p>The quality of teaching across school is good</p> <p>PIXL is being used across all year groups from Y1-6 and whole class and group therapies are used to gap fill based on assessment analysis</p> <p>A number of teacher have had access to maths coaching this will continue to ensure all teachers receive this the impact is that the quality of teaching in maths is consistently good and practise has been developed for children in the mixed Y1/2 and the mixed Y3/4 class to ensure they receive the same offer as the children in the straight year group classes</p>
<p>Achievement</p> <p>Our aspiration is to raise outcomes for all pupils,</p>	<p>Work with the SENDco to provide learning environments which support all pupils, which include visual timetables, work stations, adapted equipment</p>	<p>SEND learning walks and monitoring show that environments in the classroom meet children's needs Small groups are being</p>

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<p>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>when required, challenge, effective use of adults.</p> <p>Use Insight and data monitoring systems to identify pupils who are not making expected or accelerated progress and create individual support plans for class teachers through pupil progress meetings to ensure all children are making at least expected progress.</p> <p>Provide a curriculum which is accessible to all pupils through adaptive teaching and differentiation so that all pupils make progress</p> <p>Carefully planned SLT meetings to monitor the progress of all children and identify areas for improvement in school which are then promptly acted upon</p> <p>Phase meeting and whole staff CPD to continue to promote whole school improvement areas and objectives to achieve this so there is a collective drive to achieve this</p>	<p>developed to support children to focus on specific areas of need which are directly related to individual targets.</p> <p>Insight is currently being used for all year groups and is identifying children who are not at the expected standard. Teachers are identifying children who are not on track for ARE and also children who are not on track to make expected progress. This is used alongside PIXL assessments and QLA are identified and addressed with therapies</p> <p>Assessment matrix for foundation subjects have been created and are used in all subject areas to show where pupils are not on track or are exceeding expectations</p> <p>SEND children have a curriculum which is adapted and accessible - this is evident through peer review and in school monitoring on teacher tracker</p> <p>SEND children are making progress - this is evident through data tracking</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 within the family of schools at Ebor Academy</p>	<p>Train child and adult mental health first aiders to gain a deeper understanding and increase staff knowledge of supporting children and staff with their mental health</p> <p>Member of SLT to complete the Mental Health Lead programme of study</p>	<p>The headteacher is the mental health lead in school</p> <p>A series of whole school assemblies have been delivered to the children to support them with a toolkit to help with their mental health</p> <p>Pupil voice tells us that children feel safe in school and</p>

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<p>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.</p>	<p>Dedicate CPD to developing all staff knowledge of mental health</p> <p>Provide a range of additional opportunities for children outside of the school day, where all children, including those with SEND and those children who are vulnerable attend to promote personal development and wellbeing</p> <p>Wellness action plans completed for staff who may need it and further HR support where necessary</p> <p>Regular promotion of the SAS service for staff</p> <p>Consistently completing return to work meetings following staff absence to explore the need for reasonable adaptations</p> <p>Provide a psychologically safe environment for children and staff to share their worries and concerns and to know they will be taken seriously and acted upon</p>	<p>know who to talk to if they have a worry or a problem</p> <p>A number of wellness action plans have been created with some staff. Staff voice tells us that this helps them and enables them to gain the support they might need</p> <p>Weekly bulletins promote SAS and staff report that they use this. Staff report that they use the SAS service to support them with a number of different areas of need.</p> <p>The school uses the 'Even Better Place to Work' program to run termly diagnostics to establish areas whereby staff feel they work well and areas they need more support with or areas they would like to improve. 1:1 conversations then take place with line managers.</p> <p>A governor responsible for wellbeing has been appointed</p>
<p>School Objective</p> <p>To provide a curriculum which gives all learners a deeper understanding of their culture and the culture and beliefs of others</p>	<p>CPD for all staff directly linked to the RE and PSHE strand of the curriculum to ensure there is secure understanding of expectation</p> <p>Ensure all children have the opportunity to visit different places of worship and that first hand experiences of cultures other than their own are featured several times across the academic year.</p>	<p>CPD time has been allocated to improving staff knowledge of the RE curriculum</p> <p>Children in KS1 all visited a Synagogue and children in UKS2 all visited a Mosque in 22/23 and this will take place again in 24/25 as part of a two year rolling program.</p> <p>During 23/24 children in UKS2 visited a Hindu Temple in Hull.</p>

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	<p>Develop links with a school in Bradford and work together to ensemble children to develop relationships with children who live in a context which is different from their own</p> <p>Plan the budget to allow funding to be directed to this area of the curriculum so that finances to not become a barrier to enabling this work</p>	<p>Links have been made with Horton Park Primary School in Bradford. SHS have visited them and HP have visited SHS. Links continue to be made and there are plans for future trips in 23/24, this will continue in 24/25 as part of a two year rolling program</p> <p>Curriculum budget has been used to supplement some of these trips</p>

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