

Ebor Equality Objectives

The Public Sector Equality Duty (PSED)

We are dedicated to fostering an environment where all individuals are treated fairly and have equal opportunities. We take proactive steps to promote diversity, prevent discrimination, and advance inclusivity across our school community.

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. Ensure tolerance and respect towards individuals who identify with any of the protected characteristics.

Ensure regular analysis of any negative behaviour incidents to identify any patterns related to protected characteristics, e.g. racism, and ensure any necessary action is taken to mitigate this, e.g. further education, involvement of parents/carers etc

Utilise collective worship (assembly) opportunities to promote equality and diversity and to tackle issues of discrimination or oppression for any protected groups.

Respond to world news/current affairs issues (related to any individuals/protected characteristics) through assemblies or PSHE sessions

Continue to promote the school's position regarding equality through communication channels with parents/carers so that there is a shared appreciation of diversity and/or British Values

Annual Review of Objectives autumn 2025:

OBJECTIVE	PROGRESS TO DATE	EVIDENCE of IMPACT
<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>Quality of teaching and learning is good. Emphasis is placed on high quality Wave One teaching, ensuring that children achieve. Where there are gaps children are supported through intervention and in lesson support. After a drive on Adaptive Teaching strategies last academic year with the support of the SENCO, the teaching team further adapt teaching and learning opportunities to ensure that all needs are met. In lessons, teachers check on pupils' understanding before moving on to new knowledge.</p> <p>2024-25 Pupil outcomes in majority of areas were above national with some areas well above national (Key Stage Two outcomes)</p> <p>New Curriculum successfully implemented in 2024-25 academic year. This enabled all staff to be involved in developing a curriculum that would meet the needs of our pupils and our school context. Five Keys document in place for History, Geography and RE curriculum to ensure that staff are clear about priorities and whether learning outcomes have been met. Trips connected to curriculum learning coverage where possible</p> <p>Weekly Wellbeing Wednesday sessions and PSHE input along with a curriculum that had been adapted to the needs of our children.</p> <p>Through living out our Belong, Believe, Achieve motto, children at Tadcaster Primary Academy are given a wide range of opportunities which enable them to participate in experiences. This includes residentials, school trips and visitors in school.</p>	<p>Peer Review outcomes from 2025 show positive feedback around implemented curriculum and the quality of teaching and learning.</p> <p>Ofsted inspection in January 2023 highlighted, 'Leaders have high expectations for what pupils can achieve. They are focused on making sure that pupils learn well.'</p> <p>Pupil outcomes are strong and in most cases above the national average (see achievement section below).</p> <p>LGB Curriculum monitoring visit carried out in January 2025 highlighted positive pupil voice feedback which was highlighted within the Governor monitoring visit, 'As always, the children were exceptional, enthusiastically sharing their learning progress since the start of the school year, discussing what they enjoy most about school, and highlighting the aspects that make our school such a special place to be.'</p> <p>Trust pupil voice survey showed that 100% of Key Stage Two pupils feel safe in school and 94.4% of Key Stage One pupils. Other aspects of the survey highlight the impact of the wellbeing and nurture work carried out in school.</p> <p>Twitter feed (up to July 2025) and Instagram feed (from September 2025) evidence the wide ranging opportunities children are given to ensure they gain a range of experiences which they otherwise might not. For example the children participated in the Everybody Dance festival in York at the Theatre Royal (November 2024 & November 2025) and will also perform again next year (February 2026). In January 2025 pupils from Key Stage Two were given the opportunity to participate in a national singing event Young Voices at Sheffield Arena with thousands of children across the country. Trips including those to Yorkshire Sculpture Park, National Railway Museum, Lotherton Hall and Bradford Medina Mosque have given children a greater understanding of the world around them.</p>

		<p>Trust Peer Review feedback from April 2025 stated, 'The school distinguishes itself by offering a rich array of extracurricular activities and providing students with enriching wider world exposure that equips them with life beyond Tadcaster. Music, dance, drama, and team sporting opportunities are regularly on offer.'</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>End of year pupil outcomes (July 2025) evidence the impact of the high aspirations we have for all children.</p> <p>Special Educational Needs SEND is prioritised to ensure that children are able to show progress. Through MSP meetings class teachers liaise with families alongside the SENCO. Older SEND pupils are encouraged to participate in these meetings to share their successes.</p> <p>Pupil Premium Strategy Pupil Premium funding is deployed strategically to prioritise Quality First Teaching. Additionally, a dedicated pastoral lead provides targeted support to build the resilience and mental health of these pupils and their families, ensuring that barriers to learning are removed.</p> <p>Disadvantaged pupils (those in receipt of Pupil Premium Funding) and SEND pupils all achieved expected standard and above in end of Key Stage Two SAT tests</p>	<p>End of Key Stage Two pupil outcomes (Summer 2025)</p> <p>100% of Year 6 pupils achieved Expected Standard or above in Reading with 58% achieving Greater Depth standard.</p> <p>86% of Year 6 pupils achieved Expected Standard in Maths with 7% achieving Greater Depth</p> <p>86% of Year 6 pupils achieved Expected Standard in Writing with 7% achieving Greater Depth</p> <p>93% of Year Six Pupils achieved Expected Standard in Grammar, Punctuation and Spelling with 29% achieving Greater Depth</p> <p>100% of disadvantaged pupils achieved Expected Standard in R, W & M. 100% of disadvantaged pupils achieved Greater Depth in Grammar, Punctuation and Spelling.</p> <p>100% of SEND pupils achieved Expected Standard or above in R,W & M. 100% of SEND pupils achieved Greater Depth standard in Reading at the end of Key Stage Two.</p> <p>Good Level of Development (Summer 2025) National average of children achieving Good Level of Development (GLD) was 68.3%. At Tadcaster Primary Academy 70% of pupils achieved GLD (above nat av)</p> <p>Phonics (Summer 2025) National average of children achieving Phonics Screening attainment was 80% At Tadcaster Primary Academy 69% of pupils achieved Phonics Screening pass mark. Two SEND pupils with specific communication and language needs working below the level of their Year group were disapplied from this assessment. With these children removed from the figures over 80% of Year One pupils achieved pass mark.</p> <p>As stated in the Ofsted report (January 2023), 'Leaders have the same ambition for pupils with special educational needs and/or disabilities (SEND) as they have for all pupils. Pupils with</p>

		<p>SEND study the same curriculum as their peers. Staff identify pupils' needs accurately and in a timely manner. Staff provide high-quality support that ensures that pupils with SEND learn effectively in all years.'</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 wellbeing is an entitlement for all.</p>	<p>Tadcaster Primary Academy continues to provide a comprehensive offer for nurture and wellbeing through daily check ins, PSHE sessions, Wellbeing Wednesday inputs, whole school assemblies and bespoke input delivered in one to one sessions.</p> <p>Through the work of a highly skilled and well trained Pastoral Lead children are supported through any challenges they might experience. Bespoke sessions are carried out in small groups or on a one to one basis to support with any wellbeing challenges they may have.</p> <p>Partnerships with families are prioritised and where additional support is needed the Pastoral Lead works closely with families. Where relevant referrals are made to develop external support opportunities.</p> <p>Through Better Place to Work and Staff Development Reviews, one to one time is offered to the staff team to enable them to discuss any concerns they may have with regard to their wellbeing. This also offers staff protected time to help consider how we can ensure we prioritise their wellbeing and identify if there is anything we can do additionally. These conversations have been really helpful for CT to ensure there is an open dialogue regarding any personal challenges staff may be having.</p>	<p>Trust pupil voice survey showed that 100% of Key Stage Two pupils feel safe in school and 94.4% of Key Stage One pupils. Other aspects of the survey highlight the impact of the wellbeing and nurture work carried out in school.</p> <p>Trust Peer Review carried out in April 2025 identified that 'The triangulation between wellbeing, safeguarding, behaviour and attendance shows a close alignment between the different areas this allows children to receive swift and timely support and intervention where required. '</p> <p>Pastoral Lead and HT meet on a Termly basis to look at Pastoral Lead's current caseload, analysis of incidents recorded on schools CPOMS log and to identify themes relating to behaviour including any patterns within class teams or types of behavioural incidents. This then becomes the next steps for work carried out in PSHE sessions, Wellbeing Wednesday work and in school assemblies.</p> <p>The children in Years 2 - 6 have benefitted from specific input on the Chimp Management wellbeing curriculum, which has provided the children with a deeper awareness of their emotions, behaviours and reactions. Children are able to articulate in detail how their brain functions and strategies for dealing with complex feelings.</p>
<p>School Objective</p> <p>Ensure tolerance and respect towards individuals who identify with any of the protected characteristics.</p> <p>Ensure regular analysis of any negative behaviour incidents to identify</p>	<p>Tadcaster Primary Academy continues to provide a comprehensive offer for nurture and wellbeing through daily check ins, PSHE sessions, Wellbeing Wednesday inputs, while school assemblies and bespoke input delivered in one to one sessions. Through this input key themes are explored regarding protected characteristics and raising children's understanding of these groups within society.</p> <p>Behaviour is a priority. Children are</p>	<p>Hate Crime Assembly delivered to children in Years four to six by the local Policing team (October 2025).</p> <p>Wellbeing Wednesday focus material delivered to children on a weekly basis</p> <p>Safeguarding Thought of the Week delivered on a weekly basis to staff and documents shared with all staff considers Protected Characteristics and how we as a school prioritise these.</p> <p>Trust Peer Review (April 2025) identified that 'The PSHE curriculum is varied and diverse ensuring</p>

<p>any patterns related to protected characteristics, e.g. racism, and ensure any necessary action is taken to mitigate this, e.g. further education, involvement of parents/carers etc Utilise collective worship (assembly) opportunities to promote equality and diversity and to tackle issues of discrimination or oppression for any protected groups.</p> <p>Respond to world news/current affairs issues (related to any individuals/protected characteristics) through assemblies or PSHE sessions Continue to promote the school's position regarding equality through communication channels with parents/carers so that there is a shared appreciation of diversity and/or British Values</p>	<p>encouraged to share concerns and adults are responsive to these. Children are celebrated for acting independently when they can deal with concerns themselves and use the mantra, 'Please don't do that, I don't like it'.</p> <p>Curriculum planned to incorporate principles of equality and promote positive attitudes towards diversity. Where there is evidence that children are not making the correct choices with regard to this a responsive approach is carried out through intervention to ensure children understood the impact of actions</p> <p>At Tadcaster Primary Academy we maintain a high profile for SEND, ensuring all children are equally valued and included. Safeguarding is woven into the pupil experience through the NSPCC 'Speak Out Stay Safe' programme.</p> <p>Weekly assemblies link to the wider world and topical news with Newsround updates. This enables children to discuss topical issues.</p>	<p>that the children in Tadcaster get exposure to wider world opportunities. There has been extensive work linked to E Safety, Diversity, Social responsibility and the importance of making safe and informed choices.'</p> <p>In the Trust Peer Review (April 2025) it was identified that, 'The wellbeing and behaviour incident data shows that the school identifies and responds promptly to pupil voice. Children do report low level concerns linked to child on child harm as they know they will be taken seriously and adults will respond to any behaviour that makes them feel unsafe</p>
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