



Barnburgh Primary Academy

EQUALITY OBJECTIVES

Barnburgh Primary Academy is an inclusive school where we focus on the well-being and progress of every child and where all members of our community are of equal worth.

We believe that the Equality Act provides a framework to support our commitment to valuing diversity, tackling discrimination, promoting equality and fostering good relationships between people. It also ensures that we continue to tackle issues of disadvantage and underachievement of different groups.

Our approach to equality is based on the following key principles:

1. All learners are of equal value.
2. We recognise and respect difference.
3. We foster positive attitudes and relationships and a shared sense of cohesion and belonging.
4. We observe good equalities practice in staff recruitment, retention and development.
5. We aim to reduce and remove inequalities and barriers that already exist.
6. We have the highest expectations of all our children.

OBJECTIVE ONE:

To monitor and analyse pupil achievement by race, gender and disability and act on any trends or patterns in the data that require additional support for pupils.

| ACTION | SUCCESS CRITERIA | IMPACT |
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| <p>Collect and Analyse Data: Gather data on pupil achievement by race, gender, and disability. This can include formative and summative results, attendance records, and CPOM reports.</p> | <p>Reduction in Disparities:</p> <ul style="list-style-type: none"> • A reduction in the achievement gaps between different groups of children (e.g., race, gender, disability). • more equitable outcomes across all groups. | <ul style="list-style-type: none"> • Improved Educational Equity: By monitoring and acting on trends and patterns in pupil achievement, the impact would be a more equitable education system where all children have equal opportunities to succeed. |
| <p>Identify Trends and Patterns: Analyse the data to identify any trends or patterns in pupil achievement. Look for disparities or gaps between different groups of pupils.</p> | <p>Improved Academic Performance:</p> <ul style="list-style-type: none"> • Improvement in academic performance for children who receive additional support or interventions. • Improved outcomes, and overall achievement. | <ul style="list-style-type: none"> • Enhanced Academic Outcomes: The targeted support and interventions provided based on the data analysis would lead to improved academic outcomes for children, regardless of their race, gender, or disability. |
| <p>Act on Findings: Take action based on the trends and patterns identified in the data. This may involve providing additional support, implementing targeted interventions, or adjusting teaching strategies.</p> | <p>Increased Attendance:</p> <ul style="list-style-type: none"> • Improved attendance and reduced absenteeism. | <ul style="list-style-type: none"> • Increased Engagement and Well-being: By addressing any disparities in achievement, children would feel more engaged and supported in their learning, leading to improved well-being and overall school experience. |
| <p>Monitor Progress: Continuously monitor the progress of children receiving additional support or interventions. Track their academic performance, attendance, and behaviour to assess the effectiveness of the interventions.</p> | <p>Positive Behavior Changes:</p> <ul style="list-style-type: none"> • Improvements in classroom behavior, engagement, and disciplinary incidents. | <ul style="list-style-type: none"> • Inclusive and Supportive Environment: The actions taken based on the data analysis would contribute to creating an inclusive and supportive school environment where all children feel valued and have access to the resources and support they need to succeed. |
| <p>Review and Adjust: Regularly review the data and interventions to determine if they are having the desired impact. Make adjustments as necessary to ensure that all children are receiving the support they need.</p> | | |

OBJECTIVE TWO:

To raise levels of attainment in core subjects for vulnerable learners.

| ACTION | SUCCESS CRITERIA | IMPACT |
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| Identify Vulnerable Learners: Identify children who are considered vulnerable learners, such as those from low-income backgrounds, English language learners, or children with special educational needs. | | |
| Provide Targeted Support: Develop and implement targeted interventions and support programs specifically designed to meet the needs of vulnerable learners in core subjects. This can include additional interventions, small group teaching, or differentiated teaching strategies. | <ul style="list-style-type: none">• Increased Attainment Levels: Measure the increase in attainment levels of vulnerable learners in core subjects, such as improved outcomes and / or progress | <ul style="list-style-type: none">• Improved Educational Equity: The actions taken to raise levels of attainment in core subjects for vulnerable learners contributes to a more equitable education system, where all children have equal opportunities to succeed. |
| Individualised Learning Plans: Create individualised learning plans for vulnerable learners, outlining specific goals, strategies, and resources to support their progress in core subjects. | <ul style="list-style-type: none">• Reduced Attainment Gaps: Monitor and reduce the attainment gaps between vulnerable learners and their peers in core subjects. | <ul style="list-style-type: none">• Increased Academic Achievement: The targeted support and interventions provided to vulnerable learners leads to improved academic achievement in core subjects, narrowing the achievement gap between vulnerable learners and their peers. |
| Regular Progress Monitoring: Implement regular progress monitoring to track the academic growth of vulnerable learners in core subjects. This can include formative assessments, check-ins, and data analysis to identify areas of improvement and areas that need further support. | <ul style="list-style-type: none">• Improved Progress Monitoring: Assess the effectiveness of progress monitoring systems in identifying areas of improvement and providing targeted support for vulnerable learners in core subjects. | <ul style="list-style-type: none">• Enhanced Confidence and Self-esteem: The progress and success experienced by vulnerable learners in core subjects boosts their confidence and self-esteem, leading to improved overall well-being and motivation to continue learning. |
| Collaboration and Communication: Foster collaboration and communication between teachers, support staff, and families to ensure a coordinated and holistic approach to supporting vulnerable learners in core subjects. This can include regular meetings, progress updates, and sharing of resources and strategies. | <ul style="list-style-type: none">• Enhanced Engagement and Participation: Measure the increase in engagement and participation of vulnerable learners in core subjects, such as increased class participation, completion of tasks, or active involvement in group activities. | <ul style="list-style-type: none">• Long-term Success and Opportunities: By raising levels of attainment in core subjects, vulnerable learners have increased opportunities for further education, employment, and future success in their chosen paths. |
| Access to Resources and Technology: Ensure that vulnerable learners have access to necessary resources, materials, and technology to support their learning in core subjects. This can include providing books, online resources, or access to technology devices. | <ul style="list-style-type: none">• Positive Feedback from teachers and parents: Gather feedback from teachers and families on the effectiveness of the targeted support and interventions provided to vulnerable learners in core subjects. | <ul style="list-style-type: none">• Positive School Culture: The actions taken to support vulnerable learners in core subjects contribute to a positive and inclusive school culture, where all children feel valued and supported in their academic journey. |
| Professional Development: Provide professional development opportunities for teachers to enhance their knowledge and skills in supporting vulnerable learners in core subjects. This can include training on differentiated instruction, culturally responsive teaching, or strategies for supporting English language learners. | | |
| Celebrate Progress and Success: Recognise and celebrate the progress and success of vulnerable learners in core subjects. This can include awards, certificates, or public recognition to boost their confidence and motivation. | | |

OBJECTIVE THREE:

To review levels of parental and pupil engagement in learning and school life, across all activities, to ensure equity and fairness in access and engagement.

| ACTION | SUCCESS CRITERIA | IMPACT |
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| <p>Assess Current Engagement Levels: Conduct a comprehensive review of current levels of parental and pupil engagement in learning and school life across all activities. This will include surveys and interviews, to gather feedback and insights from parents, pupils, and staff.</p> | <ul style="list-style-type: none">• Increased Engagement Levels: Measure the increase in parental and pupil engagement in learning and school life across all activities. This can include attendance at parent evenings, participation in school events, or involvement in extracurricular activities. | <ul style="list-style-type: none">• Enhanced Educational Equity: The actions taken to review and address levels of parental and pupil engagement contribute to a more equitable education system, where all parents and pupils have equal opportunities to engage in learning and school life. |
| <p>Identify Barriers and Inequities: Analyse the data collected to identify any barriers or inequities that may exist in access and engagement. This can include factors such as language barriers, cultural differences, socioeconomic status, or lack of communication channels.</p> | <ul style="list-style-type: none">• Reduced Disparities: Monitor and reduce any disparities in engagement levels between different groups of parents and pupils. Aim for equitable participation and representation across all activities. | <ul style="list-style-type: none">• Improved Academic Outcomes: Increased parental and pupil engagement in learning leads to improved academic outcomes for pupils, as they receive additional support and involvement from their families. |
| <p>Develop Strategies for Equity and Fairness: Develop strategies and initiatives to address the identified barriers and inequities. This can include providing translation services, offering flexible meeting times, creating inclusive and culturally responsive activities, or implementing communication platforms accessible to all.</p> | <ul style="list-style-type: none">• Positive Feedback: Gather feedback from parents, pupils, and staff on the effectiveness of the strategies and initiatives implemented. Look for positive feedback indicating increased satisfaction, involvement, and sense of belonging. | <ul style="list-style-type: none">• Strengthened School-Home Partnerships: The open and regular communication between the school and parents strengthens the school-home partnerships, leading to increased collaboration and shared responsibility for pupils' education. |
| <p>Communicate and Collaborate: Foster open and regular communication between the school, parents, and pupils to ensure transparency and collaboration. This can include regular newsletters, parent evenings, parent workshops, and pupil-led initiatives.</p> | <ul style="list-style-type: none">• Improved Communication: Assess the effectiveness of communication channels and platforms in reaching and engaging all parents and pupils. Aim for improved communication and understanding between the school and families. | <ul style="list-style-type: none">• Increased Pupil Well-being: The increased engagement and involvement of pupils in school life contribute to their overall well-being, as they feel more connected, supported, and valued within the school community. |
| <p>Provide Resources and Support: Ensure that parents and pupils have access to the necessary resources and support to actively engage in learning and school life. This can include providing information on educational resources, offering workshops on parenting skills, or connecting families with community support services.</p> | <ul style="list-style-type: none">• Enhanced Parental and Pupil Satisfaction: Measure the increase in parental and pupil satisfaction with the level of access and engagement in learning and school life. Look for improved perceptions of fairness, inclusivity, and support. | <ul style="list-style-type: none">• Positive School Culture: The actions taken to ensure equity and fairness in access and engagement contribute to a positive and inclusive school culture, where all parents and pupils feel welcomed, respected, and empowered to participate in learning and school life. |
| <p>Monitor and Evaluate: Continuously monitor and evaluate the effectiveness of the strategies and initiatives implemented. This can include collecting feedback, tracking engagement levels, and making adjustments as needed to ensure ongoing equity and fairness in access and engagement.</p> | | |