

MLT Equality Objectives (Pupils)

Equality objective 1: *To secure a rich and engaging curriculum delivered by informed professionals in a learning environment that promotes diversity; recognising individuals and groups who share protected characteristics. An awareness, understanding and acceptance of those young people and adults of differing ethnicity, cultural and religious observance, sex, sexual orientation and gender identity will promote community cohesion and prepare young people to be responsible citizens within and beyond each Academy. This is needed to ensure that the incidence of hate related incidents is minimised.*

Why we have chosen this objective:

Maltby is a predominantly White British community with very small numbers of residents from minority ethnic backgrounds. This social mix is reflected in the make-up of the school populations and, without a targeted curriculum and cultural approach there is the potential for the lack of experience of a breadth of cultures to allow extremist or racist views to arise. In turn, this could lead to the small number of minority ethnic pupils feeling a lack of identify and racist incidents/hate crimes to occur.

To achieve this objective, we plan to:

The Maltby Learning Trust will ensure that the curriculums across the academies actively promote messages of diversity and inclusivity. All planned learning journeys across a half term or term should include elements which represent a diverse and inclusive society and, where relevant, the viewpoints and feelings of other cultures should be explored. British values should be taught from standpoint of an inclusive society and subjects such as RE and PSHCE used proactively to promote equality. Exceptional Learning Experiences, including visits, residential excursions, visitors and enrichment events, should all be used to promote equality and diversity.

- Maltby Manor Academy recognised by UNICEF and received the Rights Respecting Schools Silver Award in July 2018 and continue to build on this achievement through actively promoting cultural diversity outside of the curriculum.
- Inquiry curriculum ethos implemented which promotes children's understanding of cultural differences. Opportunities to promote diversity through all aspects of the curriculum is reviewed termly, e.g. resourcing, study of historical figures etc
- First hand experiences ensure children have equal access to events and opportunities thus enhancing knowledge and understanding. The academy will promote engagement of visiting speakers to school to broaden children's perceptions of equality and diversity
- Core texts promote a wider understanding of different aspects of culture and life within the 21st Century. Children who are identified in the bottom 20% of readers have enhanced access to early reading and fluency interventions so that reading is not a barrier to fulfil life chances.
- Children encouraged to be proud of their achievements and celebrate successes – sharing and promoting a culture of respect for others.
- The school calendar and displays reflects opportunities to reflect and remember the importance of diversity, e.g. Black History Month, International Women's Day, Fair Trade etc.

Progress we are making towards achieving this objective:



Reviewed November 2022-

- The embedding of the Core Learning Characteristics launched in September 2021 has a focus on the children being 'Global Citizens' and showing integrity and respect for others.
- The planned curriculum has an emphasis on promoting cultural diversity, especially through languages and PSHCE. This has been further promoted in Autumn 2022 through the environment and corridor displays.
- The culture of the minority ethnic children within the academy is celebrated. This has increased to 8% of the academy cohort over recent years.

Reviewed November 2023-

- Core learning characteristics thoroughly evaluated and adapted to align seamlessly with the MLT vision and values, ensuring ongoing excellence in education and a positive impact on the learning community.
- The Ofsted Report in February 2023 identifies personal development as a strength within the Academy.
- Pupils are at the heart of this nurturing and vibrant school. They feel safe and valued as individuals. Pupils form strong relationships with the staff. Pupils are rightly confident that any unkind behaviour or bullying will not be tolerated. They have a strong sense of how they should look after themselves and each other.
- Children contribute wholeheartedly to their local community through raising money for charity, donating to foodbanks and local litter-picking. Pupils play an active part in school through the roles of student leader, sports leader and ecowarrior. These help to develop pupils' character exceptionally well.
- Dedicated Child Wellbeing Ambassadors have been strategically appointed. Collaborating closely with the team, these ambassadors, advocate for mental wellbeing across the student body. Their role is integral to promoting a holistic approach to education, ensuring the mental health needs of all children are recognized and addressed effectively.
- The PCSO visited school in July 2023 to speak to children in upper KS2 around anti-social behaviour and again in October 2023 around the correct use of social media.
- Visit to crucial crew in September 23 promoted tolerance, law, and diversity.
- Carefully planned Relationship and Sex Education (RSE) and Religious Education (RE) sessions prioritise accurate understanding and appreciation of diverse relationships and cultures.
- The bespoke curriculum meticulously identifies specific areas focused on key themes such as Chinese New Year, WW1 Remembrance, and Discrimination.
- There has been an increase in the enrolment of children from diverse ethnic backgrounds, with a significant proportion not having English as their first language.



Equality objective 2: To ensure the quality of teaching, learning and assessment and curriculum provision, promotes the highest attainment and progress of the most vulnerable and disadvantaged cohorts/groups and serves to diminish the difference from their non-disadvantaged peers.

Why we have chosen this objective:

Within each academy there are significant variances between the attainment of different vulnerable groups. We are committed to ensuring that, irrespective of starting points, all young people make better than expected progress and that no student should be left behind.

Large areas of the Maltby community face high levels of disadvantage yet this is seen as a challenge, not an excuse. However, despite targeted resourcing and a drive to ensure highly effective teaching in every classroom, every day there remains a variance between the attainment and progress of different vulnerable cohorts/groups. In order to ensure equality of opportunity it is the duty of each Trust academy to relentlessly tackle differentials between the performance of vulnerable groups (SEND/ LAC/ PPM/ Disadv/ EAL) so any perceived ceilings are removed, and aspirations are raised.

The number of disadvantaged pupils identified within Maltby Manor Academy in 39.07% of the school population – this has decreased from last year.

To achieve this objective we plan to:

The Maltby Learning Trust will ensure that children within the targeted vulnerable groups are supported through quality first teaching and targeted intervention. All groups should be closely monitored through daily assessment and pupil progress meetings and identified individuals a specific focus of discussion.

Key Strategies are identified in the Pupil Premium Plan and include:

- Increase the percentage of Disadvantaged children reaching the expected standard at KS1 and KS2 and GLD in EYFS.
- Narrow the attainment gap between Disadvantaged and Non-disadvantaged pupils in every year group by planning for teaching which builds on prior knowledge and attainment for all children, ensuring that gaps in learning are secure.
- Hold teachers to account for the performance of All pupils, including Disadvantaged pupils.
- Further enhance SALT provision as an early intervention to develop children's communication and language within the Foundation Stage.
- Holding teachers to account for the quality of teaching and learning through the development of the MLT Standards.
- Provision of individualised coaching and mentor support through phase leaders.
- Provision of a tailored package of internal and external PLD support and enable teachers to address identified weaknesses in their practice and improve the overall quality of provision.

Through these actions we are aiming to achieve a greater proportion of disadvantaged children will reach the expected standard at EYFS, KS1 and KS2 and disadvantaged pupils' progress will be accelerated. Also, we aim that school audit processes demonstrate that APs are highly effective and impacting on the progress of/ enabling teacher to impact on the progress of Disadvantaged pupils.

**Progress we are making towards achieving this objective:****Reviewed November 2022-**

- The quality of teaching and learning within the academy is at least 'good'. Any teaching less than the MLT standard has been eradicated.
- New to career teachers are supported through a robust mentoring programme to ensure that the quality of teaching and learning is high.
- The progress and attainment of key cohorts, including vulnerable pupils, is closely monitored and additional support is given where necessary to enable the curriculum to be fully inclusive.
- The 2022 KS2 cohort of Disadvantaged children achieved above national outcomes in all subjects.
- Newly formed MLT Strategic Driver Group for Vulnerable Pupils is proactive in identifying children who have multiple vulnerabilities to ensure that they are support and not fall behind their peers.

Reviewed November 2023-

- Teaching and learning consistently maintains high quality, meeting the MLT standard. Regular drop-ins effectively monitor classes, providing instant feedback to teachers. The weekly coaching and mentoring of ECTs is robust and rigorous, ensuring tailored and high-quality feedback for personalised professional development.
- The introduction of Fast Five and the updated Pupil Progress document establishes a rigorous and robust method for monitoring the progress of all children. This approach facilitates swift intervention when necessary.
- Targeted afternoon sessions provide extra phonics intervention for vulnerable groups, conducted in either 1-to-1 or 1-to-2 settings.
- The recent Ofsted in February 2023 states that, *'The sense of inclusion that pervades the school means that all pupils, including those with special educational needs and/or disabilities (SEND), do well. All achievements are celebrated meaningfully, and pupils have access to an impressive range of extracurricular and enrichment activities.'*
- Wider enrichment opportunities, such as Arts Week, STEM Week, and the Manor Book Festival, are meticulously planned to broaden children's experiences.
- The commitment to promoting emotional well-being and mental health has been recognised through our association with Thrive. This recognition highlights our dedication to nurturing the emotional development of our pupils, enabling them to succeed both inside and outside the classroom. Excellence within the environment for Thrive has been accredited.
- The Bagel Initiative not only addresses hunger but also cultivates a sense of community, positively impacting children's well-being and fostering a cohesive atmosphere.
- MLT's Vulnerable Pupils group proactively identifies and supports children with multiple vulnerabilities. They've developed a PPG leaflet for parents, shared best practices, and created essential documents like the EEE documents.
- Enhanced Speech and Language Therapy (SALT) provision is implemented, with comprehensive screening for every child in EYFS. This early identification allows for timely intervention, extending into Year 1.
- 67% of PP pupils achieved GLD in 2023.
- In 2022-23 end of KS2 data 50% of disadvantaged children achieved age related expectations in reading, this is a decrease of 13% from the previous year's data. In the same cohort 54% of disadvantaged children achieved age related teacher assessments in writing, an increase of 7% from assessments the previous year. 50% of disadvantaged children achieved age related expectations in maths, this has decreased slightly (8%) from last year's outcomes. 31% of disadvantaged pupils achieved the combined age-related expectations of English, writing and maths, this is up significantly from last year (26%).
- The Disadvantaged pupils continue to be the most positive children in school and the results are inline if not greater that the whole school. The questions where we see a significant difference is about the work in class being interesting and home learning.



Equality objective 3: To ensure that targeted vulnerable groups receive equality of access to education by ensuring attendance exceeds national averages for all pupils in schools where attendance is below this level

Why we have chosen this objective:

The Maltby Learning Trust recognises that attendance is a very significant barrier to attainment and poor attendance increases inequalities between groups. Within each academy there are significant variances between the attendance of different vulnerable groups of pupils. In order to ensure equality of opportunity it is the duty of each Trust academy to relentlessly tackle differentials between the attendance of vulnerable groups (SEND/ LAC/ PPM/ Disadv/ EAL).

Attendance of Disadvantaged Pupils is 90.2% compared to non-Disadvantaged Pupils at 93.5% in 2021/22.

To achieve this objective we plan to:

The Maltby Learning Trust will ensure that intensive support is placed around families and both incentives and consequences are used in a targeted manner to deliver increased attendance. All targeted groups will be monitored through individual and group monitoring with support provided by the MLT attendance team. A cohesive multiagency approach is used to ensure a cohesive and consistent message is shared with the community that attendance to school has to be a critical priority for all families. Tough sanctions are in place to deter unauthorised absence, supported by proactive supportive mechanisms to assist struggling families - all community groups will work together to support and deter sporadic non-attendance across the community.

Specific Actions:

- Monitor and action initiatives to improve the attendance and punctuality of Disadvantaged pupils/Vulnerable pupils.
- Specific tracking/targeting of Disadvantaged/Vulnerable pupils to ensure that rates of PA amongst Disadvantaged pupils are comparable to numbers nationally.
- Provision of MLT Attendance Lead in order to research best practice and implement new strategies.

Outcomes to be achieved through these actions are that the attendance of the Disadvantaged cohort continues to improve and gaps to the national attendance figures close, the number of Disadvantaged pupils arriving late for school reduces significantly and PA rates amongst Disadvantaged pupils reduces to inline or below national levels.

Progress we are making towards achieving this objective:

Reviewed November 2022-

- Attendance strategic plan in place with a focus on improving education for all.
- Barriers to good attendance are monitored weekly by the attendance team.
- Support from Early Help sought when necessary to help promote attendance in vulnerable families.
- Deployment of Safeguarding Lead in September 2022 to work alongside the Attendance Lead is ensuring that there is a robust approach to reducing the number of PA pupils through targeted support and parental meetings.
- The development of the MLT Attendance leaflet is being outlined to further promote good attendance for all.

Reviewed November 2023-

- Early help drops in appointments are signposted to parents.
- Regular parent meetings for vulnerable learners to identify next steps.
- Home visits are made on a regular basis to children who the Academy has no contact with.
- Regular presence on the gate ensures early and swift intervention with parents.
- Relaunch of attendance awards to raise the profile of attendance within the Academy.