



Ravenfield Primary Academy



Equality Objectives (Students)

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 have we chosen this objective:

Ravenfield 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 to occur.

To achieve this objective, we plan to:

The Maltby Learning Trust will ensure that the curriculums across the schools 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 PHSE used proactively to promote equality. Visits, residential excursions, visitors and enrichment events should all be used to promote equality and diversity.

We will achieve this through:

1. Promotion of British Values and Protected Characteristics through weekly assemblies.
2. Use of Newsround resources (predominately in KS2), weekly, to promote discussion and debate about local, national and international topics.
3. RE curriculum provides access and insight to a diverse and inclusive society.
4. Canon of Literacy includes a diverse range of texts.
5. Regular whole school cultural celebrations such as Chinese New Year, Diwali, Eid etc.
6. Visits/ visitors are purposefully planned to support the curriculum and character education (e.g. Crucial Crew).
7. Student Council elected in a democratic way and represent the voice of other children across school.
8. Promotion of Core Learning Characteristics.

Progress we are making towards achieving this objective:

To be reviewed 2026

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 have we 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.

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/ Disadvantage/ EAL) so any perceived ceilings are removed, and aspirations are raised.

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.

We will achieve this through:

1. Regular discussion of pupil progress including specific groups of children. Fast 5 pupils identified as part of Pupil Progress meetings.
2. Carefully targeted, research-led interventions for children in vulnerable groups to enable them to achieve their full potential.
3. Tutoring will be in place from October 2025 for Y6 pupils. Revision Guides have also been purchased to support Y6 pupils.
4. Regular data analysis to spot trends and quickly address any identified gaps between vulnerable and non-vulnerable groups
5. Regular evaluation of interventions to ensure fidelity and impact
6. Appropriate PPLD for all staff to ensure QFT
7. Implementation of Sensory Circuits.
8. Work with external partners (such as the hearing impaired team, speech and language) to address needs quickly.
9. We have a focus on every teacher is a teacher of SEND and every leader is a leader of SEND is a priority for the academy. Highly skilled and experienced SENDCO works within the Academy. Offering expertise and supporting staff with ensuring the best practice/resources is implemented.
10. Vulnerable Learners Network (VLN) Meetings.
11. Accessibility Grant Funding has been granted for the Academy to build a sensory space for some of most vulnerable pupils to use.

Progress we are making towards achieving this objective:

To be reviewed 2026

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 OR
- The attendance of targeted groups exceeds the attendance of all pupils where overall attendance exceeds national average.

Why have we 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/ Disadvantage/ EAL).

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.

We will achieve this through:

1. Working closely with academy attendance officer to analyse trends or patterns in attendance that can be addressed promptly
2. Regular promotion of good attendance to parents and pupil groups
3. Consistently applying sanctions for non-attendance or unauthorised absence
4. Timely referral to external agencies and services such as Early Help where a further support need is identified

Progress we are making towards achieving this objective:

To be reviewed 2026