

Progress against Equality Objectives -2022-23

Brinsworth Academy

Leadership and Management

- All students' achievements, progress and talents are acknowledged and celebrated
- leaders ensure that additional provision and support is in place to promote equality of access to learning and wider opportunities across the school

Evaluation methods - school calendar of events (eg rewards assemblies, etc), rewards data from SIMS to show trends, analysis of progress data (by key groups), student surveys

We strive to ensure that all students are recognised for their achievements both academically and in terms of their wider development. Achieving Excellence points and Star postcards are well embedded across the academy to ensure that students receive appropriate praise for their successes. These points are shared at a form level weekly and wider rewards are provided for students on a half termly basis. Regular rewards assemblies are calendared, which allows there to be a clear focus on student success and how they can Achieve Excellence. In addition, the highest points scorer in each year group receives a phone call home from SLT on a weekly basis – again emphasising the celebration of key successes for students.

Throughout the year larger rewards events are also in place, such as the Rewards Day (student voice is considered – usually a theme park visit) and Achieving Excellence evening which are well received by both students and parents. Achieving Excellence evening provides us with the opportunity to celebrate students across both subjects and wider development and for parents/carers to share in that success.

We try to ensure equity of provision for events across the year – for example students in receipt of Pupil Premium are supported to access trips and visits. This ensures that students are able to be aspirational and strive to Achieve Excellence.

We continually review our procedures to ensure that they are effective as possible.

Currently an Assistant Principal is reviewing Achieving Excellence points within classrooms to ensure that they are effectively celebrated and consistently awarded for students.

Quality of Education

- all students experience a high quality curriculum at all key stages and in all subjects
- all students experience effective teaching and learning in their lessons that meets their needs

Evaluation methods - curriculum evaluation reports, learning walk data, student surveys

Our curriculum has seen significant change over the last few years to ensure that it is well planned and sequenced and enables students to know more and remember more. Subjects ensure that the sequencing of curriculum enables prior learning to be embedded in long term memory and effective schemas to be developed for students. In the vast majority of

areas, the curriculum is strong and clear knowledge organisers and learning journeys are in place. These are shared with both students and parents on a regular basis so there is clarity about the key knowledge required in current learning and how that learning fits into the bigger picture for the subject. Whilst curriculum is constantly evolving the areas of English and ADT are particularly focused on reviewing their curricular currently following changes in leadership in these areas.

Teaching and Learning across the academy is at the heart of everything we do and teachers are provided with continuing professional development to ensure that their pedagogy continues to progress. The vast majority of teachers have very positive relationships with students and deliver lessons that enable students to make effective progress so that they know more and remember more. Where teachers are in need of additional support and guidance there are appropriate processes in place and they are provided with effective support through our Teaching and Learning team.

Personal Development

- all students experience effective social, moral, spiritual and cultural education, wider personal development, and careers and aspirations opportunities as part of the school's provision including via year group assemblies
- all students have the opportunity to participate in a range of extracurricular activities to widen their experiences and broaden their interests
- leaders seek to reduce barriers to participation for those cohorts who historically are under-involved
- all staff promote and teach kind and respectful language to maximise those with protected characteristics feeling a sense of belonging, safe to be themselves

Evaluation methods – PSHE/PD curriculum evaluation report, student surveys

Spiritual, Moral, Social and Cultural education is effectively delivered through both Religious Studies and Ethics. Alongside these lessons our assembly and morning guidance programme provide additional capacity for this. These curricular are strong and are well integrated to ensure effective links are developed. Further work is currently taking place to ensure that this provision is equally effective for our Post 16 students and that they receive the same high quality offer as part of their ongoing provision.

All students have the opportunity to engage in a wide variety of extra curricular activities. Students are actively targeted where there have previously been barriers. Data is regularly gathered to ensure that the uptake of these activities is positive and that it is representative of the community that we serve.

We have recently developed a consistent approach around use of respectful language. We focus on the protected characteristics in law and ensure that colleagues challenge any language that may not be respectful. We utilise 'we do not accept that language here' as a key phrase to use with students. We are continuing to develop this area of our work to ensure that students' language is respectful at all times.

Behaviour and Attitudes

- students feel safe and valued as individuals
- students are taught how to respect others through their use of language and behaviour towards those with protected characteristics
- leaders take a range of actions to address the barriers to good attendance of key cohorts

Evaluation methods - student surveys, attendance data by cohort

We regularly gather feedback from our students to ascertain their views on many areas of the academy. Feedback from a range of student surveys is that students feel safe in school and that they are well supported where necessary. We continue to have a key focus on students' behaviour and attitudes to ensure that all students are able to Achieve Excellence.

We have a consistent focus around our language choices and how they impact others - 'we do not accept that language here'. This also links with our Respectful Behaviour policy and home school agreement which is in place within student planners and parents have signed. This key development was developed in September 2023 and we are currently continuing to ensure that this agreement is utilised with both students and parents in conversations around behaviour.

Students who attend school regularly go on to be more successful. Attendance at Brinsworth has been above national averages for a number of years. Current attendance remains above the national average overall and in most year groups, but is still not at pre-pandemic levels. An effective attendance strategy and graduated response is being developed to explore how we can ensure all students are identified early and that appropriate intervention is applied to ensure that we are able to return our attendance to pre-pandemic levels.