Equality Objectives 2025-28

The Equality Act 2010 requires us to publish information that demonstrates we have due regard for the need to:

- Eliminate unlawful discrimination, harassment, victimisation, and any other conduct prohibited by the Equality Act 2010
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- Foster good relations between people who share a protected characteristic and people who do not share it.

Ambleside Academy is an inclusive school, where we focus on the well-being and progress of every pupil 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 pupils.
7. We ensure that our pupils are exposed to and taught about all protected characteristics through our curriculum.

The objectives below are our priorities for the next 3 years from December 2025 Our Equality Objectives are based on our analysis of data and other information, and focus on those areas where we have agreed to act to improve equality and tackle disadvantages. We will regularly review the progress we are making to meet our equality objectives.

Equality Objective	What this means for Ambleside Academy
To improve attendance for disadvantaged pupils from 91.07% to at least 93.07% by July 2026, reducing the gap with their peers (currently 95.18%) and moving closer to the national average within 2 years. Success criteria: • Increase in attendance by two percentage points (July 2026) for pupils in receipt of PP. • Reduce the attendance gap between PP and non-PP pupils.	Ambleside Academy, in partnership with the Trust Attendance and Welfare team, takes a proactive and compassionate approach to improving attendance among disadvantaged pupils. Our team is highly skilled and knowledgeable about the needs of families, working directly with pupils and parents to provide consistent support. We maintain strong systems, including effective communication with external agencies, and adopt a collaborative approach that helps families reintegrate their children into regular school attendance. Whole-school initiatives foster a positive culture of attendance, promoting class cohesion and accountability while creating an environment where children feel motivated to attend and participate. Strategies include attendance awards, targeted incentives, dedicated attendance discussions during Parents' Evenings, as well as the Trust mini-bus intervention. We also deliver an adapted and inclusive curriculum designed to build confidence and self-esteem, ensuring all children can access learning successfully. This supportive approach encourages engagement and contributes to improved attendance.
To improve attainment in Maths for pupils with SEND (38.5% met expected standard in 2025, 9% below National Standards), and to bring it in line with National within 2 years. Success indicators: • Year-to-year reduction in SEND/non-SEND attainment gap (July 2026)	At Ambleside Academy, we implement an inclusive, homegrown approach called Ambleside's Masters of Mathematics. This blended model incorporates principles of Maths Mastery, underpinned by White Rose, and sets clear expectations for high-quality teaching and learning in mathematics. Our approach focuses on teaching in small, manageable steps to give every pupil the best opportunity to master mathematical concepts while building confidence and resilience. We aim to equip pupils with the skills they need to apply mathematics confidently in everyday life. Our model combines mixed-ability whole-class teaching with tailored adaptations to meet individual needs. While the class progresses at the same pace, pupils who grasp concepts quickly are challenged to deepen their understanding, whereas those requiring additional support receive targeted interventions.

• Documented progress in EHCP targets/provision maps • High-quality provision evidenced through pupil book study	These include adult support, concrete resources, pictorial representations, small-group work, and one-to-one assistance. We are highly responsive to pupils' needs, ensuring all children access the same core content while varying the depth of learning. Foundations are secured through breaking learning into smaller, manageable chunks, and once mastered, pupils are exposed to more advanced concepts. This approach ensures SEND pupils receive the scaffolding and resources necessary to close gaps in mathematical understanding and achieve success alongside their peers.
To improve attainment for reading for KS2 pupils with SEND (38.5% met expected standard in 2025,12% below National Standard, and 3% below LA) and bring it in line with the National within 2 years. Success indicators: • Reduction in SEND/non-SEND attainment gap • Documented progress in EHCP targets/provision maps • High-quality provision evidenced through pupil book study	At Ambleside Academy, we hold high expectations for all pupils, including those with Special Educational Needs and Disabilities (SEND). To close gaps in reading attainment, we provide an adapted and inclusive curriculum that ensures SEND pupils access the essential skills needed to master the Five Pillars of Reading: Phonemic Awareness, Phonics, Fluency, Vocabulary, and Comprehension. These foundations are embedded within our bespoke reading programme, Strive for Five, which equips pupils to become confident, successful readers and fosters a love of reading. Texts and resources are carefully adapted to meet individual needs while maintaining the same ambitious learning framework as their peers. This ensures equity and high aspiration for every child. Our SEND-focused approach includes: • Direct vocabulary instruction tailored to individual needs • Whole-word reading strategies to support recognition and fluency • Fluency starters to build confidence and automaticity • Explicit, structured teaching of all key reading skills with additional scaffolding Through targeted interventions, differentiated resources, and responsive teaching, we aim to close gaps in reading attainment for SEND pupils, enabling them to access the curriculum fully and achieve success alongside their peers.

To help all children understand diversity and accept and celebrate difference, including how their own difference can be enriching to school and the wider community. Success indicators: • Celebration assemblies where everyone is recognised • Pupil and parent voice • Reduced incidents of behaviour regarding diversity and difference	Ambleside Academy is an inclusive school that actively promotes tolerance, respect, and diversity. Through our Jigsaw PSHE programme and Wellbeing Team, we ensure pupils understand their responsibility to challenge discrimination and contribute to a safe, respectful environment. Any incidents of discriminatory behaviour are logged using CPOMS, enabling us to identify patterns and address educational needs for pupils, parents, and other stakeholders. Where necessary, we engage external agencies to ensure a robust response. We take a proactive approach by planning responsive PSHE lessons that equip children with the knowledge and skills to reflect on their behaviour, broaden their thinking, and deepen their understanding of diversity. Across the curriculum, we celebrate difference and promote inclusion. Additionally, once every half term, staff deliver an explicit lesson on protected characteristics, helping pupils understand the Equality Act 2010 and their role in ensuring equality and equity in society.