

Academy Annual Assessment of Impact of Actions

Equality Objectives 2017-2018 Impact Assessment Review

1. Promotion of cultural understanding and awareness of different religious beliefs between different ethnic groups within our academy community.
Impact assessment: Special events and assemblies have taken place to celebrate diversity and this has raised children's awareness and understand of different religions and cultures.
2. Monitoring and promotion of the involvement of all groups of students in the extra-curricular life of the academy, including leadership opportunities, especially students with special educational needs and disabilities.
Impact assessment: There were equal opportunities to be involved in sporting events as well as after school clubs.

Analysis of After-School Club attendance for disadvantaged pupils, SEND pupils, and Ethnic Minorities

All	Disadvantaged	SEND	Ethnic Minorities	EAL
66%	72%	41%	89%	92%

Analysis of Sports Events attendance for disadvantaged pupils, SEND pupils and Ethnic Minorities

All	Disadvantaged	SEND	Ethnic Minorities	EAL
25%	67%	23%	92%	92%

All pupils have had equal opportunities to attend all educational visits including residentials.

3. Actively close gaps in attainment and achievement between students and groups of students; especially students eligible for free-school meals, students with special educational needs and disabilities, looked after children and students from minority ethnic groups.
Impact assessment: The attainment of children has been rigorously monitored through fortnightly pupil progress meetings. Both individuals and groups of children have been monitored and where possible underachievement has been highlighted and interventions have taken place.

Reading		
	2017	2018
EXS (DV)	19	55
EXS (other)	64	47
GD(DV)	0	18
GD (other)	0	0
Writing		
	2017	2018
EXS (all)	50	63
EXS (DV)	25	82
GD(DV)	0	18
GD (other)	0	11
Maths		
	2017	2018
EXS (all)	43	73
EXS (DV)	25	64
GD(DV)	0	9
GD (other)	0	5

Attainment for disadvantaged pupils is increasing year on year in KS2 and is above other. In reading we have closed the gap towards national expected standard and exceeded national for greater depth. In writing and maths we have exceeded the national standards for both expected and greater depth for disadvantaged pupils.

- Continue to improve accessibility across the school for students; staff and visitors with disabilities, including access to specialist teaching areas.

Impact assessment: Accessibility has been taken into account when planning school events and children/staff/visitors with physical impairment have had alternative arrangements made to ensure fair access.

- Endeavour to ensure that the staff body and representation of staff in leadership roles is reflective of the local community.

Impact assessment: All appointments are made under the public sectors equality duty.

- Reduce the incidence of the use of homophobic, sexist and racist language by students in the academy.

Impact assessment: There is a zero tolerance approach to discriminatory language. The Academy uses a system of consequences, C6 could result in a fixed term exclusion for the use of such language. Monitoring of such language is maintained and reviewed. A theme of tolerance and respect runs through our assembly programme and SMSC curriculum. Student's views have been sought throughout the academic year.

2016-2017	2017-2018
4 incidents	2 incidents (1 Fix term exclusion)