

Academy Annual Assessment of Impact of Actions

| Action | How will the impact of the action be monitored? | Responsibility | What are the time frames? | | | | | | | | | | |
|--|--|-------------------|--|-----|---------------|-----|-------------------|-----|-----|----|---|---|---|
| Promote equality of opportunity and ensure all pupils have access to all activities provided, according to their age and ability. | Attendance lists for school trips, work scrutiny, lesson observations, clubs and other extra-curricular activities | All staff and AEB | June 2017 onwards | | | | | | | | | | |
| Review September 2018 | | | | | | | | | | | | | |
| Analysis of After School Club attendance for disadvantaged, SEN and Ethnic Minority Pupils | | | | | | | | | | | | | |
| <table border="1"> <thead> <tr> <th>All</th> <th>Disadvantaged</th> <th>SEN</th> <th>Ethnic Minorities</th> <th>EAL</th> </tr> </thead> <tbody> <tr> <td>230</td> <td>29</td> <td>3</td> <td>2</td> <td>4</td> </tr> </tbody> </table> | | | | All | Disadvantaged | SEN | Ethnic Minorities | EAL | 230 | 29 | 3 | 2 | 4 |
| All | Disadvantaged | SEN | Ethnic Minorities | EAL | | | | | | | | | |
| 230 | 29 | 3 | 2 | 4 | | | | | | | | | |
| Analysis of Sports Events attendance for disadvantaged, SEN and Ethnic Minority Pupils | | | | | | | | | | | | | |
| <table border="1"> <thead> <tr> <th>All</th> <th>Disadvantaged</th> <th>SEN</th> <th>Ethnic Minorities</th> <th>EAL</th> </tr> </thead> <tbody> <tr> <td>38</td> <td>7</td> <td>2</td> <td>0</td> <td>0</td> </tr> </tbody> </table> | | | | All | Disadvantaged | SEN | Ethnic Minorities | EAL | 38 | 7 | 2 | 0 | 0 |
| All | Disadvantaged | SEN | Ethnic Minorities | EAL | | | | | | | | | |
| 38 | 7 | 2 | 0 | 0 | | | | | | | | | |
| All pupils have equal opportunities to attend educational visits. | | | | | | | | | | | | | |
| Publish and promote the Equality Plan through the school website and staff training. | Question stakeholders about their understanding of the plan. | Principal | After Equality Plan is agreed by governing body. | | | | | | | | | | |
| Monitor and analyse pupil achievement by race, gender and disability and act on any trends of patterns in the data that require additional support for pupils. | Achievement data analysed by race, gender and disability. | VP | Annually in September | | | | | | | | | | |

| Review September 2018 | | | | | | | |
|---|-----|--|------|-------|-----------|-------------------|-------------------|
| KS2 Data | All | Disadvantaged | Boys | Girls | SEN | Ethnic Minorities | EAL |
| Reading | 82% | 67% | 73% | 88% | 0% | NA | NA |
| Writing | 86% | 100% | 91% | 82% | 0% | NA | NA |
| Maths | 86% | 100% | 91% | 82% | 0% | NA | NA |
| Combined | 75% | 67% | 73% | 76% | 0% | NA | NA |
| Ensure that the curriculum promotes role models and heroes that young people positively identify with, which reflects the school's diversity in terms of race, gender and disability. | | Increase in pupils' participation, confidence and achievement levels. | | | All Staff | | June 2017 onwards |
| Review September 2018 Achieved | | | | | | | |
| Ensure that displays in classrooms and corridors promote British Values. | | Increase in pupil participation, confidence and positive identity – monitor through PHSE and learning/environmental walks. | | | Principal | | June 2017 onwards |
| Review September 2018 Achieved | | | | | | | |
| Identify, respond and report racial, homophobic, sexist incidents. | | SLT will use the data to assess the impact of the school's response to incidents. | | | SLT & EAB | | Reporting: Termly |
| Review September 2018 No incidents recorded on CPOMs this year. | | | | | | | |

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|---|-------------------------------|---------------------|----------|
| Review accessibility audit to identify physical barriers and develop a programme to remove barriers. | Principal and Finance Manager | Principal | Annually |
| Review September 2018 Done – no barriers identified | | | |
| Celebrate cultural events throughout the year to increase pupil awareness and understanding of different communities e.g. Diwali, Eid, Christmas. | PHSE assessments | SLT/RE Co-ordinator | Ongoing |
| Review September 2018 A range of cultural events celebrated throughout the year | | | |