

Academy Annual Assessment of Impact of Actions

Updated July 2018

Review July 2019

Equality Strand	Action	How will the impact of the action be monitored?	Who is responsible for implementing?	What are the time frames?	Early success indicators
Promote equality of opportunity	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 AAB	July 2017 onwards	All children have access to activities that they would like to participate in.
All	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	Staff are familiar with the principles of the Equality Plan and use them when planning lessons, creating classroom displays. Parents are aware of the Equality Plan.
All	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	SLT and Principal, AAB	Annually in September	Analysis of data for narrowing for equality groups against national other.
All	Ensure that the curriculum promotes role models and heroes that young people positively identify with, which	Increase in pupils' participation, confidence and achievement levels	All staff	July 2017 onwards	Displays and work scrutiny.

	reflects the school's diversity in terms of race, gender and disability.				
All	Recognise and represent the talents of all pupils in MABLE programmes, and ensure representation on the programmes fully reflects the school population in terms of race and gender	MABLE register monitored by race, gender and disability	All staff	July 2017 onwards	Analysis of the MABLE register indicates it is changing to reflect the school's diversity
All	Ensure that displays in classrooms and corridors promote diversity in terms of race, gender and ethnicity.	Increase in pupil participation, confidence and positive identity – monitor through PSHE and drop-ins/environment walks.	Principal	July 2017 onwards	More diversity reflected in school displays across all year groups
Race Equality Duty	Identify, respond and report racist incidents.	SLT will use the data to assess the impact of the school's response to incidents	Principal, SLT & AAB	Reporting: Termly	Teaching staff are aware of and respond to racist incidents. Racist book shows Nil incidents
Disability Equality Duty	Review accessibility audit to identify physical barriers and develop a programme to remove barriers	Principal and Finance Manager	Principal	Annually	Any issues raised on accessibility plan are addressed and actions put in place at the finance subcommittee.

Community Cohesion	Celebrate cultural events throughout the year to increase pupil awareness and understanding of different communities e.g. Diwali, Eid, Christmas	PSHE assessments Form times SMSC	SLT	Ongoing	Increased awareness of different communities shown in PSHE assessments and student voice
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