

## Academy Annual Assessment of Impact of Actions

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 EAB	June 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 or patterns in the data that require additional support for pupils.	Achievement data analysed by race, gender and disability.	VP	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 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	Displays and work scrutiny.
All	Recognise and represent the talents of all pupils in MAAT programmes, and ensure representation on the programmes fully reflects the school population in terms of race and gender.	Gifted and Talented register monitored by race, gender and disability.	All staff	June 2017 onwards	Analysis of the MAAT 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 learning/environment walks.	Principal	June 2017 onwards	More diversity reflected in school displays across all year groups
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