

Academy Annual Assessment of Impact of Actions

EGPA Equality Objectives 2017-2018 Impact Assessment Review

Objective	Action	Impact
<p>1. Promotion of cultural understanding and awareness of different religious beliefs between different ethnic groups within our academy community.</p>	<ul style="list-style-type: none"> Develop the SMSC curriculum through the development of the Mission based collaborative approach to the Foundation Subjects Provide Themed Days that address local, national and international culture and events Develop the Academy council's responsibility across school in fundraising, charity events and out of school representation 	<ul style="list-style-type: none"> The SMSC curriculum is enhanced through the collaborative Mission based foundation curriculum (MEGA), Themed Days, RE, SRE and whole school approach to debate. The SMSC curriculum is recorded, tracked and monitored by teachers and leaders to ensure subject coverage. The Academy council seek the views of other pupils and report to their meetings, in turn they report back to their classes
<p>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.</p>	<ul style="list-style-type: none"> Provide a diverse range of extra-curricular sports clubs Monitor involvement in extra-curricular sports clubs Target non-involvement in extra-curricular sports clubs by providing a broad range of sports and tracking inclusion Ensure the Academy Council is voted for in a democratic process in each class Develop a whole school approach to debate, that covers topical issues Develop inter-school debate competitions within partner schools 	<ul style="list-style-type: none"> There are equal opportunities to be involved in sporting events as well as after school clubs. Involvement in extra-curricular sporting opportunities is monitored by the PE Lead, Sports Coach and HLTA to ensure fair and equal access Children are targeted for non-involvement The Academy Council is applied for by manifesto and children vote independently. Children may only sit for 1 academic year in their school career Consistent approach to debate across school Y5 interschool debate competition Development of Garforth Y4 interschool debate comp, with EGPA as lead school

<p>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.</p>	<ul style="list-style-type: none"> • Develop whole school provision mapping, work sample scrutiny and PIVATs tracking for SEND • Continue to conduct weekly/fortnightly progress meetings • Provide intervention for targeted groups or individuals 	<ul style="list-style-type: none"> • The attainment of children is rigorously monitored through weekly/fortnightly pupil progress meetings. • Individuals and groups of children are monitored, underachievement is highlighted and interventions take place. • Provision mapping, monitoring and tracking of provision and achievement of SEND is consistent
<p>4. Continue to improve accessibility across the school for students; staff and visitors with disabilities, including access to specialist teaching areas.</p>	<ul style="list-style-type: none"> • Consider accessibility when planning educational visits or workshops • Consider alternative arrangements to ensure inclusion in all aspects of school life and extra-curricular events 	<ul style="list-style-type: none"> • Accessibility is taken into account when planning school events • Children/staff/visitors with physical impairment have alternative arrangements made to ensure fair access.
<p>5. Endeavour to ensure that the staff body and representation of staff in leadership roles is reflective of the local community.</p>	<ul style="list-style-type: none"> • Ensure all appointments are made under the public sectors equality duty 	<ul style="list-style-type: none"> • All appointments are made under the public sectors equality duty
<p>6. Reduce the incidence of the use of homophobic, sexist and racist language by students in the academy.</p>	<ul style="list-style-type: none"> • Develop a theme of diversity, tolerance and inclusion across school through the SMSC curriculum, themed days, mission curriculum, RE and SRE • Ensure consistent use of the reward and consequence behaviour management policy • Ensure accurate recording of all behaviour incidents • Exclusion to be used at the discretion of the HoA 	<ul style="list-style-type: none"> • There is a zero tolerance approach to discriminatory language. The Academy uses a system of consequences as a deterrent • The Academy reserves the right to exclude children for the use of derogatory 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.