

## Academy Annual Assessment of Impact of Actions

Highfields Primary Equality Objectives 2017-2018 Impact Assessment Review

Objective 1	Actions	Impact
Promote equality of opportunity and ensure all pupils have access to all activities provided according to their age and ability.	We implemented an inclusive approach to all activities, using risk assessments where necessary. We also used access arrangements and support to enable all children to access curriculum and extra-curricular activities.	All children, regardless of their characteristics were able to engage in all activities, sometimes with adjustments.
Objective 2	Actions	Impact
Publish and promote the Equality plan through the website and through staff training.	We made the policy available on the website and promoted the policy in staff training, requiring all staff to read the policy.	Our approach to equality was available for people to access. Staff signed up to the school approach and used this in their day to day work.
Objective 3	Actions	Impact
Monitor and analyse pupil achievement by race, gender and disability and act on any trends in the data require additional support for pupils.	We regularly scrutinised data and looked for trends for specific groups, using this to inform our teaching and intervention planning.	Specific support was put in place for groups where the data showed there was a need for additional support.
Objective 4	Actions	Impact
Ensure that the curriculum promote role models and heroes that young people positively identify with, which reflects the school's diversity in terms of race, gender and disability	Through assemblies and PHSE sessions, teachers used a range of role models to express learning points.	Children were able to see positive role models and historical figures which allowed them to identify with a diverse range of people.
Objective 5	Actions	Impact
Recognise and represent the talents of all Gifted and Talented representation on the programmes fully reflects the school population in terms of race and gender.	We currently assess children as working at Greater Depth and this is an assessment based on their outcomes. We support children with different characteristics to try and push them to maximise their potential. We also support and encourage children with	There are no assessment barriers on children attaining GD and we support children to maximise their potential. We also celebrate a range of talents in non-core curriculum areas such as art, music and sport.

	talents, abilities in non-core areas to make progress.	
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<b>Objective 6</b>	<b>Actions</b>	<b>Impact</b>
Ensure that displays in classrooms promotes diversity in terms of race, gender and ethnicity.	Displays were chosen to include a range of people with different characteristics.	Children were more aware of people with different characteristics and inquisitive, leading to greater understanding. This needs to be an on-going long term part of our display culture.
<b>Objective 7</b>	<b>Actions</b>	<b>Impact</b>
Identify, respond and report racist incidents.	All incidents are recorded on CPOMS.	All incidents are logged and there is a culture of reporting any incident which is of a racist nature so that appropriate action can be taken.
<b>Objective 8</b>	<b>Actions</b>	<b>Impact</b>
Review accessibility audit to identify physical barriers and develop a programme to remove them.	This has been reviewed and published on our website.	We are able to provide accessibility to people with disabilities but we also have an action plan to consider less obvious barriers to access from the people who currently visit our site.
<b>Objective 9</b>	<b>Actions</b>	<b>Impact</b>
Celebrate cultural events throughout the year to increase pupil awareness and understanding of different communities e.g. Diwali, Eid and Christmas.	As part of our Cornerstones and RE/SMSC curriculum we learn about a range of religions. A range of events have been covered in specific classes, as well as in assemblies.	Children have a greater understanding of the different beliefs that people can hold in different religions.