

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 & ensure all students have access to all activities provided, according to their age & ability.	Attendance lists for school trips, work scrutiny, lesson observations, extra-curricular activities, extended services.	All staff and EAB	September 2017 onwards	All students have access to activities that they would like to participate in.
All	Publish and promote the equality objectives through the Academy website & staff training.	Question stakeholders (inc. staff) about their understanding of the objectives.	Principal	September 2017 onwards.	Staff are familiar with the principles of the equality objectives and use them when planning lessons. Parents are aware of the equality objectives.
All	Monitor & analyse student achievement by race, gender & disability – act on any trends of patterns in the data that require additional support for students.	Achievement data analysed by race, gender and disability.	Associate Principal TLR1s & 2s (through SEF & data analysis)	Annually (through SEF) and after regular data captures.	Analysis of data for narrowing the equality groups against national other.
All	Ensure that the curriculum promotes role models that young people positively identify with, which reflects the Academy's diversity in terms of race, gender & disability.	Increase in student's participation, confidence, aspiration & achievement levels.	All Staff	September 2017 onwards.	Assemblies, PSHCE days, careers talks by professionals from a range of field, public displays through the use of plasma screen presentations displayed around the Academy.
All	Recognise & represent the talents of all students in MAAT programmes and ensure representation fully reflects the Academy population in terms of race, gender & disability.	MAAT register monitored by race, gender & disability.	MAAT Co-Ordinator (TBC early 2017/18 year)	September 2017 onwards.	Analysis of the MAAT register.
All	Ensure that displays in classrooms and on corridors promote diversity in terms of race, gender and disability.	Increase in student participation, confidence & positive identity. Monitor through learning walks. Increased focus on MBV.	Vice Principal	September 2017 onwards. Version 1.0	Displays promoting MBV and issues relating to equality and positive identity of all groups.

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Race Equality Duty	Identify, respond & report racist incidents.	Assessment of the impact of the Academy's responses to incidents.	SLT & EAB	Termly review	Teaching staff are aware of how to and respond to racist incidents. Nil reporting challenged by EAB where necessary.
Disability Equality Duty	Review accessibility of the Academy site with the SENCO.	Principal and SENCO	Principal & SENCO	Annually	Issues raised on accessibility plan are addressed, working alongside Leeds City Council accessibility team where necessary.
Community cohesion	Celebrate cultural events throughout the year to increase student awareness & understanding of different communities and cultures e.g. Diwali, Eid, Christmas.	P5HCE drop down days, public display through plasma screens around the Academy, Year group assemblies.	Vice Principal	Ongoing	Increased awareness of different communities and cultures.