

## Willow Green Academy Annual Assessment and Impact of Actions 2022/2023

Equality Objectives	Action	Action in place by when?	Impact - Review July 2023
1. Promotion of cultural understanding and awareness of different religious beliefs between different ethnic groups within our academy and community.	<ul style="list-style-type: none"> <li>Develop a holistic curriculum ensuring all of the strands of the ASPIRE vision are evident in lessons, behaviour and the school ethos.</li> <li>Themed Days that address local, national and international culture and events.</li> <li>Appoint an academy council which will be responsible for fundraising, charity events and out of school representation.</li> </ul>	Ongoing – all staff involved in delivering a rich curriculum	<p>ASPIRE curriculum embedded into the ethos of the school. Evidenced through whole school assembly progression. 6 separate half term foci directing weekly focus and the corresponding celebrations. Pupils talk confidently and clearly about the 6 areas of the Aspire curriculum and the impact on their personal development.</p> <p>Academy council established and have supported developments in pupils well-being and decision making across the academy. See point 2 for development of lunchtime clubs. Improvements in lunchtime provision and key example of their impact across the school. Theme days have contributed to pupils cultural capital, diversity and understanding. Bollywood dancing, comic relief, NSPCC, PoEd project. Along with work alongside the local foodbank, establishing links with community shop and working with the local church. In addition a diverse blend of inspirational visitors.</p>

<p>2. Monitoring and promotion of the involvement of all groups of children in the extra-curricular life of the academy, including leadership opportunities, especially children with special educational needs, disabilities and those who are disadvantaged.</p>	<ul style="list-style-type: none"> <li>• Provide a diverse range of extra-curricular activities including sports clubs</li> <li>• Monitor involvement in extra-curricular activities and sports clubs</li> <li>• Target non-involvement in extra-curricular activities and sports clubs by providing a broad range of clubs and tracking inclusion</li> </ul>	<p>Review termly by PE leader and SLT</p>	<p>Wide range of extra-curricular clubs have taken place:</p> <ul style="list-style-type: none"> <li>- KS1 and KS2 multisports</li> <li>- Forest schools</li> <li>- Guitar club</li> <li>- Choir</li> <li>- Young Voices</li> <li>- Dance and Gymnastics</li> <li>- Lunchtimes clubs</li> <li>- Year 6 breakfast club</li> </ul> <p>Initial review of take up in Autumn terms suggested poor uptake. Moved to phase specific offer and targeted PP and SEN pupils. Blend of activities adapted in conjunction with Academy council resulting in more significant uptake.</p>
<p>3. Actively close gaps in attainment and achievement between children and groups of children - particularly children eligible for free-school meals, disadvantaged children, children with special educational needs and disabilities, looked after</p>	<ul style="list-style-type: none"> <li>• Continue to develop whole school provision mapping, work sample scrutiny and tracking for SEND</li> <li>• Continue to conduct weekly/fortnightly progress meetings (RAG)</li> <li>• Provide intervention for targeted groups or individuals</li> </ul>	<p>Ongoing – see pupil premium plans</p>	<p>SEND forms agenda item for RAG meeting and all QA activities.</p> <p>Interventions driven by assessments: RAG, summative and formative assessment points.</p> <p>Range of interventions – academic and social (Thrive) taking place.</p> <p>B2 assessment school used for SEN pupils. Aligned and incorporated</p>

children and children from minority ethnic groups.			into academy graduated approach systems.
4. Consider accessibility arrangements across the school for children, staff and visitors with disabilities, including access to specialist teaching areas.	<ul style="list-style-type: none"> <li>Consider accessibility when planning educational visits or workshops</li> <li>Consider alternative arrangements to ensure inclusion in all aspects of school life and extra-curricular events</li> </ul>	Ongoing	All pupils have accessed educational visits. Strong evidence of adapted provision in PE for pupil with severe mobility needs. Events, such as sporting events, modified and adapted to be inclusive for all learners.
5. Endeavour to ensure that the staff body and representation of staff in leadership roles is reflective of the local community.	<ul style="list-style-type: none"> <li>Ensure all appointments are made under the public sectors equality duty</li> </ul>	Ongoing	
6. Prevent incidents of the use of homophobic, sexist and racist language by children in the academy.	<ul style="list-style-type: none"> <li>Develop a theme of diversity, tolerance and inclusion across school through the SMSC curriculum, themed days, RE and RSHE</li> <li>Ensure accurate recording of all incidents</li> </ul>	Ongoing	Implementation of the Jigsaw PSHE. All incidents recorded and dealt with effectively through intervention and support.

**September 2023**