

Woodfield Primary School



(002) Annual Assessment of Impact of Actions 2023-24

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Written by	Woodfield Primary School
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Annual Assessment of Impact of Actions 2022-23

Action	How will the impact be monitored?	Responsibility	Time Frames	Success Indicators
<p>Have due regard when developing policies, both pupil and staff related, to the need to ensure equality of opportunity in relation to relevant protected characteristics.</p>	<p>Ongoing monitoring and policy development through staff teams, LGB and at Trust level.</p>	<p>Head Teacher LGB</p>	<p>On – going Termly update and review.</p>	<p>All policies have due regard to the need to eliminate discrimination that is prohibited under the Equality Act and advance equality of opportunity of persons who share a relevant protected characteristics and person who do not share it.</p>
<p>Promote equality of opportunity by ensuring all pupils have access to a broad and balanced curriculum including the wider curriculum, according to their age and ability.</p>	<p>Ongoing monitoring through curriculum team meetings.</p> <p>Annual curriculum review.</p> <p>Pupil Voice</p> <p>Attendance at school visits and extra-curricular activities.</p> <p>Review of pupil work.</p> <p>Disadvantaged pupil review.</p>	<p>All staff</p>	<p>Termly Data Dashboard with Trust AI with Trust</p> <p>DPR Annual review</p> <p>DEP review termly by teachers, staff, Trust and LGB</p>	<p>All pupils have access to a broad and balanced curriculum that does not discriminate against pupils or groups of pupils.</p> <p>The curriculum promotes role models that young people positively identify with.</p> <p>Every class has had at least one school visit per academic year and the majority of pupils have been part of this.</p> <p>Extra-curricular activities are free to identified groups of pupils or are well subsidised to enable all pupils to attend.</p> <p>Residential visits are heavily subsidised for pupils in receipt of pupil premium funding eliminating discrimination and ensuring equality of opportunity.</p>

<p>Publish and promote the Equality Statement and Assessment of Impact of Actions through the school website and staff/LGB training.</p>	<p>Stakeholder understanding of the plan and how it impacts on their contribution to the work of the school.</p>	<p>All staff LGB</p>	<p>Review annually and update.</p>	<p>The Equality Statement and Assessment of Impact of Actions are shared with all staff and LGB.</p> <p>Staff are familiar with the principles of the Equality Statement including protected characteristics and use them for curriculum planning, teaching and through classroom displays.</p> <p>LGB hold the school to account in regard to the implementation of the Equality Statement and Assessment of Impact of Actions.</p>
<p>Monitor and analyse pupil achievement by race, gender and disability and act on any trends in the data that identify additional support for pupils.</p> <p><i>Read alongside Pupil Premium strategy.</i></p>	<p>Analysis of data. Trust review of data. Pupil Progress meetings</p>	<p>Head Teacher SLT</p>	<p>Termly Pupil Premium Statement July 2020 and 3 Year Strategy Sept 2020 - 2023</p>	<p>All groups of pupils are making at least expected progress and variations between groups can be explained.</p> <p>The attainment gap between disadvantaged pupils and all other pupils is narrowing.</p> <p>Equal access to quality first teaching meets the needs of all pupils irrespective of ability.</p>
<p>Promote fundamental British Values through the curriculum and through displays.</p>	<p>Curriculum review. Pupil voice. Learning/environment walks.</p>	<p>All staff</p>	<p>On - going</p>	<p>Fundamental British Values are embedded throughout the school and pupils understand that these values are the values that everyone in Britain should live by.</p> <p>There is evidence in the school environment and in pupil portfolios that show the promotion of Fundamental British Values.</p> <p>Cultural awareness is embedded within the curriculum through the celebration of cultural events, activities throughout the year to increase pupil awareness and understanding of different communities and cultures. RSE and Personal Development Leader</p>

<p>Identify, report and respond racial, homophobic and gender related incidents regarding both pupils and adults.</p>	<p>School based monitoring and recording systems including CPOMs</p> <p>Data dashboard</p>	<p>All staff</p>	<p>On – going review at SLT.</p> <p>Termly update to governors</p> <p>Data Dashboard Termly</p>	<p>The development of a culture where people feel empowered to challenge bullying and stereotypes, leading to a culture of inclusion and diversity.</p> <p>The school stands against all forms of discrimination, including online and social media activity.</p>
<p>Review accessibility audit to identify physical barriers, including the schools duty to support pupils with medical conditions and identify a programme to remove such barriers for both pupils and adults in the school community.</p> <p><i>Read alongside Supporting Pupils with Medical Conditions Policy.</i></p>	<p>Annual Health and Safety Audit</p> <p>Annual medical register.</p>	<p>ProActive All staff</p>	<p>Summer 2024, annually</p>	<p>All areas of school are accessible to all pupils and staff encouraging participation of all members of the school community.</p> <p>All staff are aware of the Supporting Pupils with Medical Conditions Policy, including Section 100 of the Children and Families Act.</p> <p>2 ramps purchased for LKS2 for pupil needs</p> <p>Whole staff trained on Health and Safety through ProaKtive</p>
<p>Support vulnerable families and pupils through early identification of needs via the Early Help Assessment and Multi Agency Work.</p>	<p>Vulnerable pupil reporting to LGB</p> <p>Termly report to Governors Phase meetings each half term.</p> <p>Weekly briefings for SLT</p>	<p>SLT Inclusion Team</p>	<p>On – going. RAG rated system across school during Lockdown.</p> <p>Termly report to LGB</p> <p>Safeguarding Governor.</p>	<p>A reduction in the number of vulnerable families requiring social care intervention and support.</p> <p>Increased access to Early Help in order to reduce escalation to Social Care support.</p> <p>Parent manager and newly appointed deputy SENDCo. Appointed 2 LMs add capacity to support families</p>