

Review of Equality and Diversity Action Plan 2019-2020					Impact of Actions to date
Action	Monitoring impact of action	Person Responsible	Timescale	Success Indicators	September 2020
SLT to continue to monitor and analyse pupil progress and attainment. Particular focus on raising the attainment of SEN children for 2019-2020 Report termly to AAB	Data analysed with – particular focus on SEN children for 2019-2020. Reports termly to AAB	Principal SLT AAB	Data analysed termly	Analysis of teacher assessments / annual data demonstrates SEN data in line with national data for SEN children  Gap narrowing between SEN children and those without SEN  SEN children aspiring to achieve to the best of their ability	Due to the lockdown before the end of the second term of school in 2020 no National or internal testing took place so comparison with national results are not available. Graduated approach to SEN documentation introduced to teachers and appropriate completion has been monitored. SENCo completed National SENCo Qualification <i>Impact of SEN teaching in 2020 led to mock SATs tests for Yr 6 SEN children - 80% 4/5 attaining EXS in reading and 40% attaining GD, 60% 3/5 attaining EXS in GPS and 60% 3/5 attaining EXS in maths</i>
Ensure new Relationship curriculum teaches children to respect all relationships including LBGTQ	SLT to ensure scheme of work for Relationships in each class in following including exploration of LBGTQ relationships	Principal SLT AAB	On-going as new Relationships curriculum is embedded	Relationships curriculum embedded in all classes. Staff confident and happy to teach new curriculum. Pupil can verbalise what a healthy relationship looks like	Again due to the majority of pupils being absent from school for lockdown between March and September 2020, this has not been achieved. Retraining for teacher expectations took place in September 2020.

Continue to embed Fairground Week as a way of celebrating fairground culture and heroes. Introduce Gypsy, Roma, Traveller week in assembly	Fairground Week held in June 2020 Assembly Planning shows GRT week in	Principal Subject leaders	June 2020	Notable increase in participation and confidence of targeted groups – especially Fairground community and travellers	Did not occur due to lockdown - postponed to June 2021
Ensure that the new curriculum for 2019-2020 promotes role models and heroes that young people positively identify with, which reflects increasing diversity in terms of race, gender and disability.	Increase in pupils' participation, confidence and achievement levels	Principal Subject leaders	On-going as new national curriculum is embedded	Notable increase in participation and confidence of targeted groups – especially Fairground community and boys reading/writing	New curriculum was explored but not fully implemented. It was agreed to combine the Delta Book-Led Curriculum with the CoJo Curriculum. Staff training took place just before lockdown for the CoJo curriculum –whilst male and female role models are used within its heroes, others from different races and disabilities need including at HWPS.
Further develop the use of oracy/ debate to broaden boys vocabulary and structure writer's voice engage boys in reading and writing.	Continue to narrow the gap / parity between boys and girls attainment	English subject leader SLT Principal	Data analysed termly	Analysis of teacher assessments / annual data demonstrates narrowing of gap between boys/girls attainment in reading and writing	<i>Impact: Using teachers RAG scores in Reading from September to March whole school Boys showed improvement of 16.5% whilst whole school girls showed improvement of 5%</i>  <i>In Writing from September to March whole school boys showed improvement of 22% whilst whole school girls improvement was 8.5%</i>

					<i>Oracy appears to be effective in raising boy's attainment in writing and reading over these 2 terms. This may need test data to verify next year.</i>
Use male role-models to encourage boys reading – focus on KS1	Continue to narrow the gap / parity between boys and girls attainment	English subject leader SLT Principal	Data analysed termly	A male author visits the school Male role-models visit to promote boy's reading	The visit of a male author for KS1 was postponed due to lockdown
Further increase girls' involvement in physical activity/ sport –through PE	Number of girls increasing physical activity on Sports Academy monitoring Enter Race for Life to encourage girls to run	Xcite coaching PE co-ordinator Principal	Monitored half termly	Percentage of girls taking part in physical activity monitored half termly by PE co-ordinator and Xcite coach	<i>Race for Life was postponed Impact:- Xcite ran a Girls Only Club – blending some time for physical activities and craft activities. This was attended by 8 girls during Autumn term and 14 during the spring term 6/16 Multi Sports After School Club attendees were girls Miniwheelers Balance Bike Cub also had 4/8 attendees who were girls. This objective needs to continue during 2020-2021</i>
Each teacher to find a suitable visitor to speak to the children in assembly to promote spiritual, moral, social and cultural development through assemblies	Assembly planning file PSHE/RE assessments	PHSE subject leader Principal SLT	Ongoing	School community will be aware of and tolerant towards others' culture, religion, race, life choices and diversity	Again this has not been possible due to lockdown. In the Autumn, Year 6 were visited by a Muslim visitor, who shared her beliefs and gave the children an insight into her culture. Year 5 children visited the Buddhist retreat at Lindholme and were able to share in a Multi Faith service –learning

					<p>how 4 different faith groups view sharing the earth's resources. <i>Impact: Upper KS2 classes were increasingly aware of other religions and cultures- especially the Autumn festivals through direct contact with visitors in to school.</i></p>
<p>Continue to ensure that displays in classrooms and corridors promote increasing diversity in terms of race, gender and ethnicity to compensate for our lack of diversity in the make-up of school community</p>	<p>Increase in pupil participation, confidence and positive identity – monitor through PSHE</p>	<p>SLT Subject leaders</p>	<p>Reviewed termly by SLT and subject leaders</p>	<p>Diversity reflected in school displays across all year groups</p>	<p>Autumn term monitoring of diversity in classroom displays and resources demonstrated that all staff are aware of the need to promote race, gender and ethnicity positively. <i>The impact of this during lockdown was the attitude and engagement of the majority of pupils and families in the Black Lives Matter debates and work set over Seesaw.</i></p>
<p>Monitor our aim to ensure all pupils are given the opportunity to make a positive contribution to the life of the school e.g. through involvement in the School Council (by election), play leaders, representing the school at events.</p>	<p>Increase in diverse pupil participation, confidence and positive identity</p>	<p>Principal SLT</p>	<p>Ongoing</p>	<p>Diversity in membership – boys/girls</p>	<p>The balance of boys to girls reflected the ratio of boys /girls in school:- the school council consisting of 8 girls and 6 boys. <i>The impact of this has been to ensure a balance of resources preferred by boys/girls to enrich playground activities. Further impact has been in the better understanding of the school council in representing different groups in school</i></p>



Main Street, Hatfield Woodhouse, Doncaster, DN7 6NH

T: 01302 840 448

E: [info@hatfieldwoodhouse.org.uk](mailto:info@hatfieldwoodhouse.org.uk)

W: [www.hatfieldwoodhouse.org.uk](http://www.hatfieldwoodhouse.org.uk)