

Review of Equality and Diversity Action Plan 2020-2021					Impact of Actions
Action	Monitoring impact of action	Person Responsible	Timescale	Success Indicators	September 2021
Ensure that the new curriculum for 2020-2021 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	We have adopted the Delta Learning Journey curriculum (book-led) and supplemented this with Commando Joes. <i>This objective needs to continue during 2021-2022</i>
SLT to monitor and analyse pupil progress and attainment. Particular focus on raising the attainment of SEN children for 2020-2021 by monitoring the graduated support plan system and ensuring all referrals are followed up promptly Report termly to AAB	Data analysed with – particular focus on SEN children for 2020-2021. 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	No National or internal testing took place so comparison with national results are not available. Graduated approach to SEN documentation re-introduced to teachers and appropriate completion has been monitored. <i>Impact of SEN teaching in 2021 led to mock SATs tests for Yr 6 SEN children - 67% 2/3 attaining GD in reading, 33% 1/3 attaining EXS in Maths, however none of the children achieved EXS in writing so the objective needs to continue during 2021-2022</i>
Work with children from other countries and cultures on a shared	Increase in pupil participation, confidence and positive identity	Principal SLT AAB	Application to work with local secondary, primary school	Children able to verbalise the similarities and differences between their school	This was cancelled due to Covid restrictions after the initial meeting.

<p>understanding of climate change and sustainability to compensate for our lack of diversity in the make-up of school community</p>	<p>– monitor through PSHE</p>		<p>in Wales and 3 Ugandan schools (Connecting Classrooms) in October</p>	<p>and those in Uganda and Wales Children work as a team to achieve completion of the projects with children of different ages, race and culture</p>	
<p>Ensure new Relationship curriculum teaches children to respect all relationships including LBGTQ</p>	<p>SLT to ensure scheme of work for Relationships in each class in following including exploration of LBGTQ relationships</p>	<p>Principal SLT AAB</p>	<p>On-going as new Relationships curriculum is embedded</p>	<p>Relationships curriculum embedded in all classes. Staff confident and happy to teach new curriculum. Pupil can verbalise what a healthy relationship looks like</p>	<p>Monitoring from the RSE leader showed that all year groups were taught following the PHSE scheme including RSE. Through pupil voice they are confident verbalising what a healthy relationship looks like. A selection of books to illustrate different families have been used throughout school.</p>
<p>Continue to embed Fairground Week as a way of celebrating fairground culture and heroes.</p>	<p>Fairground Week held in June 2021</p>	<p>Principal Subject leaders</p>	<p>June 2021</p>	<p>Notable increase in participation and confidence of targeted groups – especially Fairground community and travellers</p>	<p>We were unable to hold Fairground Week due to Covid Restrictions. <i>However the impact of increased remote learning -Seesaw/use of tablets in KS2/ teaching over Zoom resulted in increased participation of Fairground children in learning and lesson once they were able to travel again in the late summer term.</i></p>
<p>Further develop the use of oracy/ debate to broaden boys vocabulary and structure writer's voice engage boys in reading and writing.</p>	<p>Continue to narrow the gap / parity between boys and girls attainment</p>	<p>English subject leader SLT Principal</p>	<p>Data analysed termly</p>	<p>Analysis of teacher assessments / annual data demonstrates narrowing of gap</p>	<p>Restrictions of teaching in rows when in school or over Zoom during lockdown meant that it was particularly difficult to develop oracy. <i>Tentative</i></p>

				between boys/girls attainment in reading and writing	<i>analysis of the gap between boys and girls attainment in reading in upper KS2 would suggest parity at EXS but not in GD so this objective needs further work in 2021-2022.</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 boys' reading	NO school visits or visitors into school were possible due to Covid restrictions. Online work with author and illustrator, Steve Smallman took place and children were all given a copy of his book set locally on the moors. <i>The impact of this was seen in Yr 2 (teacher assessed) data where boys outperformed girls by 13% at EXS in reading but this could be cohort specific so the objective will continue during 2021-2022</i>
Further increase girls' involvement in physical activity / sport –through after school sports	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 and Sports Academy was postponed Impact:- Multi Sports After School Club 6/13 attendees were girls (46%) This objective needs to continue during 2021-2022</i>
Continue to ensure that displays in classrooms and corridors promote increasing diversity in terms of race, gender and	Increase in pupil participation, confidence and positive identity – monitor through PSHE	SLT Subject leaders	Reviewed termly by SLT and subject leaders	Diversity reflected in school displays across all year groups	Autumn term monitoring of diversity in classroom displays and resources demonstrated that all staff are aware of the

<p>ethnicity to compensate for our lack of diversity in the make-up of school community</p>					<p>need to promote race, gender and ethnicity positively.</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>We had a School Council during 2020-2021. Ratio of boys to girls elected was 7:7 <i>The impact of this has been to ensure a balance of resources preferred by boys/girls to enrich playground activities during lockdown.</i> <i>Further impact has been in the better understanding of the school council in representing different groups in school. This was also reflected in the questions the children asked during the online Parliamentary visit when the children asked their guide about the % of women MPs in parliament</i> No other activities took place where children could represent the school due to Covid restrictions <i>This objective needs to continue during 2021-2022</i></p>