

## Academy Annual Assessment of Impact of Actions

### Equality and Diversity Targets

Strand Primary Academy is committed to achieving a working and learning environment which provides equality of opportunity and freedom from unlawful discrimination. This ambition is firmly embedded within the Equality and Diversity Policy of the Delta Academies Trust.

#### **Our commitment to our pupils:**

All pupils will be equally and fairly monitored and supported to ensure that they make progress and fulfil their potential.

All pupils will be equally valued and have equal and fair access to all of the opportunities that the academy has available.

All students will have equal access to the curriculum, options, specialist support and independent advice to ensure that all decisions made about curriculum choices are in the best interest of every individual student.

Through assemblies, SMSC, RE, and PSHE, all students will learn about and develop an understanding of different faiths from around the world.

Through assemblies, SMSC, RE, and PSHE, all students will learn about and develop an understanding of British Values and what it means to be citizen living in modern Britain

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Targets	Actions	Outcomes
<ul style="list-style-type: none"> <li>To promote cultural development and understanding through a wide range of experiences.</li> </ul>	<ul style="list-style-type: none"> <li>Visitors from different faiths to deliver whole school assemblies/talks to pupils</li> <li>Children to visits different places of worship</li> <li>British Values to be developed through PHSE, SMSC, R.E and assemblies</li> </ul>	<ul style="list-style-type: none"> <li>Children's understanding of the festivals of other faiths has developed through R.E.</li> <li>Visits to the Mosque developed pupils' understanding and provided them with a positive experience. It enabled staff to address stereotypical images and the negative portrayal of Islam in the media</li> <li>Good levels of engagement observed in class</li> <li>Local Reverend visits the academy to celebrate festivals such as Harvest and Christingle</li> </ul>
<ul style="list-style-type: none"> <li>To improve the attendance of all pupils and vulnerable groups.</li> </ul>	<ul style="list-style-type: none"> <li>EWO to support families with attendance, particularly those children with SEND</li> <li>To monitor the attendance of individual pupils and groups of pupils</li> <li>Whole school attendance report to be produced through SIMS to monitor the attendance of groups of pupils</li> <li>To celebrate the attendance of individual pupils and classes</li> <li>100% attendance Awards</li> <li>To liaise with parents regarding the importance of good attendance</li> </ul>	<ul style="list-style-type: none"> <li>The attendance for 2016-17 (95.5%) is still below the national but has increased 2.5% from 2015-16</li> <li>The attendance of vulnerable groups is still below the national in some cases, however the attendance of all vulnerable groups has improved from 2015-2016 (see attendance data).</li> <li>Regular meetings held with the EWO/Home School Pastoral Officer to discuss vulnerable children and track their attendance</li> <li>Parents invited in to school to discuss and help that they may need regarding their child's attendance</li> </ul>

...Changing lives

		<ul style="list-style-type: none"> <li>• Letters of concern sent to parents whose child/ren's attendance was falling and or they were at risk of becoming PA</li> </ul>
<ul style="list-style-type: none"> <li>• To ensure there is equality of opportunity for different groups to access extra-curricular clubs and events and that there is equality of opportunity for different groups of parents to access learning drop-ins, workshops, parent's evenings and class assemblies.</li> </ul>	<ul style="list-style-type: none"> <li>• To monitor parental attendance at workshops, drop-ins, parents' evening</li> <li>• Registers of attendance at extra-curricular activities to be kept in order to monitor which pupils are accessing clubs and events</li> <li>• Pupil Premium funding allocated to subsidise visits to ensure that all children are able to attend visits</li> </ul>	<ul style="list-style-type: none"> <li>• Parental involvement has increased throughout the year (see Parental Involvement records).</li> <li>• Hard to reach parents are more engaged with the academy.</li> <li>• The parental survey showed that 94% of parents strongly agreed or agreed that they received valuable information about their child's progress. 94% strongly agreed or agreed that they had enough opportunities to talk to staff about their child. 100% strongly agreed or agreed that they felt welcome when they visited the academy.</li> <li>• Good relationships evident between staff and parents</li> <li>• Club registers show that children from all groups are well represented.</li> </ul>