



Ark Victoria Academy

Equality Objectives (Non-Staff)

PURPOSE

This document provides information on our school context with respect to the Protected Characteristics set out in the Equality Act 2010; sets out our Equality Objectives; and provides data to demonstrate our progress towards these aims.

Date of last review:	April 2016	Author:	Head of People Operations
Date of next review:	September 2019	Owner:	Head of People
Type of policy:	<input type="checkbox"/> Network-wide <input checked="" type="checkbox"/> Tailored by school	Approval:	Board
School:	Ark Victoria Academy	Key Contact Name:	Governance Team
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POSITIONING WITHIN ARK OPERATIONAL MODEL

Component	Element
<input type="checkbox"/> Strategic Leadership & Planning <input type="checkbox"/> Monitoring, Reporting & Data <input type="checkbox"/> Governance & Accountabilities <input type="checkbox"/> Teaching & Learning <input type="checkbox"/> Curriculum & Assessment <input type="checkbox"/> Culture, Ethos & Wellbeing <input type="checkbox"/> Pathways & Enrichment <input type="checkbox"/> Parents & Community <input type="checkbox"/> Finance, IT & Estates <input checked="" type="checkbox"/> Our People	ER and Wellbeing Model

1. School Context – Pupil

This section provides information on the composition of the pupil population at the school with respect to the 'protected characteristics' outlined in the Equality Act. The Act protects people from discrimination on the basis of 'protected characteristics'. Every person has several of the protected characteristics, so the Act protects everyone against unfair treatment. The protected characteristics for pupils are disability, gender reassignment, pregnancy and maternity, race (ethnicity), religion and belief, sex (gender) and sexual orientation.

Gender (%)

Male: 51.6

Female: 48.4

Other/ Not Stated:

Special Educational or Medical Needs and Disability

Pupils with a Statement of SEN or EHCP (%): 6.35%

Ethnicity & Race

	Total
White British	3
White Irish	0
Traveller of Irish Heritage	0
Any other White Background	25
Gypsy / Roma	2
White and Black Caribbean	0
White and Black African	4
White and Asian	4
Any Other Mixed Background	8
Indian	17
Pakistani	672
Bangladeshi	360
Any Other Asian Background	20
Black Caribbean	8
Black – African	165
Chinese	0
Any Other Ethnic Group	117
Refused	8

Religion & Belief [schools may add other religious groups as appropriate]

Religion & Belief	%	Religion & Belief	Number
Christian	0.2	Other	0
Muslim	10.4	No Religion	0
Jewish	0.1	Not stated	89.2
Hindu	0		
Sikh	0.1		

Additional Groups

Ofsted inspections look at how schools help "all pupils to make progress, including those whose needs, dispositions, aptitudes or circumstances require additional support." In addition to pupils with protected characteristics, we wish to provide further information on the following groups of pupils:

Pupils with English as an Additional Language				
	Boys	Girls	Total	% of school population
English as an additional language	602	570	1172	79.41%
Pupils from low-income backgrounds				
Number of pupils eligible for Pupil Premium	233	251	484	32.68%
Number of pupils receiving the 16-19 Bursary (Post-16)	0	0	0	0%
Number of Looked After Children: 0				

2. Our Equality Objectives

Equality Objective 1: Ensure progress of disadvantaged pupils from different starting points is above average and in line with other pupils with similar starting points

To achieve this we will:

- Track and analyse progress of disadvantaged pupils in different subjects in different year groups
- Evaluate pupil premium spend and use this information to write planned spend for 2018/19.
- Identify underperforming disadvantaged pupils – ensure all relevant staff are aware of who these pupils are and of their starting points.
- Subject Leads, Heads of Year and class teachers to identify PP children they need to target.
- Strategies put in place to target underperforming PP children.
- Monitor impact of these strategies.
- Report to SLT after each data drop on progress of PP pupils and any differences between PP pupils and non PP pupils in terms of attainment and progress.

Review date and comments:

By December 2018:

Evaluation of 2017/18 spend written

Planned spend for 2018/19 written

Whole school tracking for PP pupils implemented

Aspirational targets set for all PP pupils

Interventions in place for PP pupils

By April 2019:

Pupil progress meetings effectively track progress and attainment of PP pupils.

PP pupils making accelerated progress in comparison with non PP Pupils.

By July 2019: Gap closed or closing between attainment of dis-advantaged and non-disadvantaged pupils

Equality Objective 2: Ensure the accurate identification of SEND pupils and improve the quality of provision which will lead to improved progress

To achieve this we will:

- Update SEN register so that all pupils are correctly coded with identified area of need.
- Introduce system for teachers to refer new SEND concerns.
- Liaise with outside agencies to ensure that pupils' needs are accurately identified.
- Use the graduated approach to ensure pupils with more severe and complex needs are identified and applications for EHCPs are made if appropriate.
- Support teachers with universal (wave 1) provision for pupils with identified SEND.
- Ensure the correct provision is in place for pupils with EHCPs, provision is reviewed and updated regularly and specialists are involved as and when needed.

Review date and comments:

By December 2018:

Correct coding of all pupils on SEND register.

New referral system in place

Whole school CPD sessions run on wave 1 intervention strategies.

Whole school tracking for SEND pupils implemented

Regular SEND learning walks have taken place

Aspirational targets set for all SEND pupils

Interventions in place for SEND pupils

By April 2019:

Pupil progress meetings effectively track progress and attainment of SEND pupils.

Review the effectiveness of provision for pupils with EHCP

By July 2019: Gap closed or closing between progress of SEND and non- SEND pupils

All SEND pupils identified and correctly coded on the SEND register.

Equality Objective 3: Increase rates of progress and attainment for all groups of pupils including: boys across the school, LPA and HPA at the start of KS2 and KS3.

To achieve this we will:

- Track and analyse progress of identified groups in different subjects in different year groups
- Analyse curriculum content to ensure targeted groups are being engaged
- Ensure targeted questioning in all lessons and CFU; monitor planning and delivery of lessons for this.
- Ensure class/ group action plans reflect the need to accelerate progress of identified groups within lessons- monitor the impact of this.
- Ensure curriculum design is inclusive for LPA and HPA and that they are appropriately supported, stretched and challenged
- Subject leaders to work with KS2 subject leaders to get to know the KS2 curriculum and statutory assessments well so that the start of KS3 does not 'repeat and challenges from the start.

Review date and comments:

By December 2018:

Analysis of data identifies key groups across all subjects and year groups

All staff are aware of key groups across school / subject / year group / class.

Class action plans written

Monitoring cycle to include focus in use of targeted questioning and support

By April 2019:

Pupil progress meetings effectively track progress and attainment of all groups of identified pupils.

Identified pupils making accelerated progress in comparison with other pupils.

By July 2019:

Curriculum has been reviewed and amended to ensure it is appropriate for all groups of learners.

Gap closed or closing between attainment of identified groups.