

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:	September 2019	Author:	Head of People Operations
Date of next review:	September 2021	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: 52.5%

Female: 47.5%

Other/ Not Stated: 0.0%

Special Educational or Medical Needs and Disability

Pupils with a Statement of SEN or EHCP (%): 10.5%

Ethnicity & Race

	Total
White British	1
White Irish	0
Traveller of Irish Heritage	0
Any other White Background	24
Gypsy / Roma	9
White and Black Caribbean	0
White and Black African	3
White and Asian	1
Any Other Mixed Background	14
Indian	20
Pakistani	690
Bangladeshi	417
Any Other Asian Background	18
Black Caribbean	3
Black – African	171
Chinese	0
Any Other Ethnic Group	179
Refused	6

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

Religion & Belief	%	Religion & Belief	Number
Christian	0.5	Other	0.1
Muslim	47.9	No Religion	0.2
Jewish	0.1	Not stated	50.4
Hindu	0.5		
Sikh	0.3		

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	683	641	1324	85.1%
Pupils from low-income backgrounds				
Number of pupils eligible for Pupil Premium	317	323	640	41.1%
Number of pupils receiving the 16-19 Bursary (Post-16)	0	0	0	0.0%
Number of Looked After Children: 2				

2. Our Equality Objectives

Equality Objective 1: We aim to narrow the gap between pupils who receive the pupil premium, and those who don't. **(Date adopted 09/2020 and to be achieved by 08/2021)**

This will be achieved by:

- Provision of additional activities and learning support for pupils from low-income backgrounds
- Close monitoring of progress in English and Maths particularly
- Providing an in-school revision programme during school holidays
- 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 2020/21
- Identify underperforming disadvantaged pupils – ensure all relevant staff are aware of who these pupils are and of their starting points
- Allocate devices to all PP students in Y5, 6, 7, 10 and 11 to ensure they are able to access the curriculum remotely
- 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 2020:

Evaluation of 2019/20 spend written

Planned spend for 2020/21 written

Whole school tracking for PP pupils implemented

Aspirational targets set for all PP pupils

Interventions in place for PP pupils

By April 2021:

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

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

By August 2021: Gap closed or closing between attainment of dis-advantaged and non-disadvantaged pupils

Equality Objective 2: We aim to improve the progress made by pupils with SEND. **(Date adopted 09/20 and to be achieved by 08/21)**

This will be achieved by:

- Dedicated provision for pupils with Special Educational Needs and Disabilities
- Small group teaching in target areas

- Close monitoring of progress and attainment
- 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.
- Appointment of SENDCO to ensure quality CPD for teachers, in lesson support and appropriate interventions take place to ensure progress and attainment is in line with or better than expectations
- 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.
- Ensure alternative provision is in place for students in KS4 to enable them to successfully attain appropriate qualifications by the end of Y11

Review date and comments:

By December 2020:

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 2021:

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

Review the effectiveness of provision for pupils with EHCP

By August 2020: 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: We aim to improve pupils' social, moral, cultural and spiritual development in their first three years at the school. **(Date adopted: 09/20 and to be achieved by 08/2021)**

This will be achieved by:

- Bespoke Personal Development programme for every year group delivered daily in secondary phase and bi weekly in primary
- Themed assemblies on current affairs to enhance pupils' understanding of the wider world
- Working with expert partners from the third sector to deliver workshops on areas such as self-confidence, resilience and mindfulness
- Ensuring tutors are well-trained to support pupils in this area
- Ensuring our mental health strategy impacts positively on students' well-being and resilience
- Ensuring our core values of being ambitious, resilient and kind permeate throughout the

curriculum