

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 2021	Author:	Head of People Operations
Date of next review:	September 2022	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: 51.8%

Female: 48.2%

Other/ Not Stated: 0.0%

Special Educational or Medical Needs and Disability

Pupils with a Statement of SEN or EHCP (%): 10.9%

Ethnicity & Race

	Total
White British	1
White Irish	0
Traveller of Irish Heritage	0
Any other White Background	2
Gypsy / Roma	10
White and Black Caribbean	0
White and Black African	3
White and Asian	18
Any Other Mixed Background	22
Indian	21
Pakistani	706
Bangladeshi	426
Any Other Asian Background	20
Black Caribbean	3
Black – African	165
Chinese	0
Any Other Ethnic Group	181
Refused	6

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

Religion & Belief	%	Religion & Belief	Number
Christian	0.4	Other	1
Muslim	97.1	No Religion	4
Jewish	0.0	Not stated	14
Hindu	0.7		
Sikh	0.6		

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	689	659	1348	85.1%
Pupils from low-income backgrounds				
Number of pupils eligible for Pupil Premium	328	343	671	42.4%
Number of pupils receiving the 16-19 Bursary (Post-16)	0	0	0	0.0%
Number of Looked After Children: 7				

2. Our Equality Objectives

Equality Objective 1: We aim to narrow the gap between boys and girls. **(Date adopted 09/2021 and to be achieved by 08/2022)**

This will be achieved by:

- Provision of additional activities and learning support for boys identified as under-achieving
- Close monitoring of progress in English and Maths particularly
- Providing an in-school revision programme during school holidays
- Track and analyse progress of boys and girls in different subjects in different year groups
- Identify underperforming boys – 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 boys they need to target
- Review the curriculum to ensure appropriate materials and texts to engage boys and girls
- Strategies put in place to target underperforming boys
- Monitor impact of these strategies
- Report to SLT after each data drop on progress of boys and girls and any differences between boys and girls in terms of attainment and progress.

Review date and comments

By December 2021:

Evaluation of 2020/2021 spend written

Whole school tracking for boys and girls implemented

Aspirational targets set for all identified pupils

Interventions in place for identified pupils

By April 2022:

Pupil progress meetings effectively track progress and attainment of all pupils, including those identified as underperforming

By August 2022: Gap closed or closing between attainment of boys and girls, particularly in English

Equality Objective 2: We aim to improve the progress made by pupils with SEND. **(Date adopted 09/21 and to be achieved by 08/22)**

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 2021:

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 2022:

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

Review the effectiveness of provision for pupils with EHCP

By August 2021: 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: 09/21 and to be achieved by 08/2022)**

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