



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 2020	Author:	Head of Employee Relations
Date of next review:	September 2021	Owner:	Head of People
Type of policy:	<input type="checkbox"/> Network-wide <input type="checkbox"/> Set for school <input checked="" type="checkbox"/> Tailored by school	Approval:	Board
School:	ARK Blacklands Primary 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%

Female: 48%

Other/ Not Stated:0

Special Educational or Medical Needs and Disability

Pupils with a Statement of SEN or EHCP (%): 0.008% (5 children)

Ethnicity & Race

	Total
White British	491
White Irish	
Traveller of Irish Heritage	
Any other White Background	16
Gypsy / Roma	
White and Black Caribbean	12
White and Black African	9
White and Asian	10
Any Other Mixed Background	10
Indian	
Any Other Asian Background	8
Black Caribbean	2
Black – African	6
Chinese	4
Any Other Ethnic Group	2
Refused	5
Kurdish	2
White Eastern European	2

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

Religion & Belief	Number	Religion & Belief	Number
Christian	106	Buddhist	2
Muslim	15	Jehovah	4
Jewish	3	Other	12
Hindu	2	No Religion	261
Sikh	0	Not stated	204

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	32	20	52	9%
Pupils from low-income backgrounds				
Number of pupils eligible for Pupil Premium	54	47	101	17%
Number of pupils receiving the 16-19 Bursary (Post-16)	N/A	N/A	N/A	N/A
Number of Looked After Children: 4				

1. Our Equality Objectives

Equality Objective 1: Identify disadvantaged pupils who are at risk of under-achievement and intervening effectively to accelerate progress and close the gap

This will be achieved by:

- Clear identification and tracking of pupils
- Close monitoring of progress in English and Maths particularly
- Ensuring all pupils access Quality First Teaching
- Providing a range of in-school interventions

Review date and comments:

By December 2020: Whole school tracking for PPG pupils implemented

Aspirational targets set for all PPG pupils

Interventions in place for PPG pupils

By April 2021: Pupil progress meetings effectively track progress and attainment of PPG pupils.

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

By July 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.

This will be achieved by:

- Clear identification and tracking of SEND pupils
- Ensuring all pupils access Quality First Teaching
- Dedicated provision for pupils with Special Educational Needs and Disabilities
- Small group teaching in target areas
- Close monitoring of progress and attainment

Review date and comments:

By December 2020 Whole school identification and tracking for SEN pupils implemented

Aspirational targets set for all SEN pupils

Targetted Interventions in place for SEN pupils

By April 2021: Pupil progress meetings effectively track progress and attainment of SEN pupils.

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

By July 2021: Progress of SEN pupils is in line with or better than their peers Nationally.

Equality Objective 3: We aim to improve pupils' social, moral, cultural and spiritual development .(Date adopted and to be achieved by)

This will be achieved by:

- Themed assemblies on current affairs to enhance pupils' understanding of the wider world
- Development of a cohesive PSHE curriculum across the school
- Ensuring teachers are well-trained in the mindfulness approach to support pupils in this area

Review date and comments:

By December 2020: Jigsaw PSHE training delivered to all staff

Jigsaw PSHE curriculum implemented across whole school

By April 2021:	Monitoring of PSHE teaching takes place termly Teaching of PSHE judged as good across school
By July 2021:	Comprehensive review of first year of Jigsaw PSHE
Equality Objective 4: Enhance process by which joiners with EAL are welcomed to, and integrated within, the academy. This will be achieved by: <ul style="list-style-type: none"> • Implementation of 'buddy system' to link new pupils to existing pupils for support • Further training for staff in supporting pupils with EAL Review of EAL provision across the school and best practice identified	
Review date and comments:	
By December 2020:	Clear procedures in place for identification of EAL pupils Communicate in Print purchased and training for staff delivered Audit of current practice completed
By April 2021:	Consistent approach for in year EAL admissions in place Pupil progress meetings effectively track progress and attainment of EAL pupils. EAL pupils making accelerated progress
By July 2021:	Progress of EAL pupils is in line with or better than their peers Nationally.