



# Equality Objectives

## 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:	March 2022	Author:	Head of People Operations
Date of next review:	February 2023	Owner:	Head of People
Type of policy:	<input type="checkbox"/> Network-wide <input checked="" type="checkbox"/> Tailored by school	Approval:	Board
School:	Ark Conway 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: 54%

Female: 46%

Other/ Not Stated: 0%

### **Special Educational or Medical Needs and Disability**

Pupils with a Statement of SEN or EHCP: 12% (5% EHCP + 7% SEN support)

## Ethnicity & Race

	<b>Total</b>
White British	36
Other White British	1
White Irish	0
Traveller of Irish Heritage	0
Any other White Background	12
Gypsy / Roma	0
White and Black Caribbean	6
White and Black African	5
White and Asian	10
Any Other Mixed Background	11
Indian	6
Pakistani	10
Afghan	5
Iranian	4
Bangladeshi	0
Greek	3
Any Other Asian Background	2
Black Caribbean	8
Black – African	31
Egyptian	3
Black and Any Other Ethnic Group	4
White and Any Other Ethnic Group	1
White European	3
Any Other Black Background	3
Moroccan	3

Chinese	5
Any Other Ethnic Group	7
Kurdish	1
Turkish	1
White and Chinese	1
Arab Other	6
White English	1
Libyan	1
White and Any Other Asian Background	1
Asian and Any Other Ethnic Group	1
Black Somali	2
White Other	4
Other Black	1
Refused	0
Information not yet obtained	10

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

<b>Religion &amp; Belief</b>	<b>%</b>	<b>Religion &amp; Belief</b>	<b>Number</b>
Christian		Other	
Muslim		No Religion	
Jewish		Not stated	
Hindu			
Sikh			

**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:

<b>Pupils with English as an Additional Language</b>				
	<b>Boys</b>	<b>Girls</b>	<b>Total</b>	<b>% of school population</b>
English as an additional language	31	19	50	24
<b>Pupils from low-income backgrounds</b>				
Number of pupils eligible for Pupil Premium	56	27	83	40
<b>Number of Looked After Children: 0</b>				

## 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.

*Target set: September 2021; to be achieved by July 2022*

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 after school clubs to enrich the curriculum
- Teacher Intervention Programme to support learning of lower income backgrounds
- West London Zone to be provided for pupils from low-income backgrounds and to include additional reading interventions and extra-curricular activities
- 1:1 phonics tuition for children who need it
- Pupil Premium children to be closely tracked for progress in Literacy and Mathematics
- Close monitoring of progress across the curriculum
- Path to Success – this model of feedback will ensure that children receiving pupil premium will be closely monitored in each lesson and will receive high quality feedback, with time to act upon this feedback
- Monitor attendance and reduce the number of pupils from low-income backgrounds who are Persistently Absent from school

**Review date and comments:**

**Equality Objective 2:** We aim to improve the progress made by pupils with SEND.

*Target set: September 2021; to be achieved by July 2022*

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
- Utilising support from external professionals to enhance the provision on offer for pupils with SEND, both in the classroom and through interventions
- Regular meetings with parents of pupils of SEND to ensure they are well supported and informed

**Review date and comments:**

**Equality Objective 3:** We aim to improve pupils' social, moral, cultural and spiritual development in their first three years at the school.

Target set: September 2021; to be achieved by July 2022

This will be achieved by:

- Themed assemblies on current affairs to enhance pupils' understanding of the wider world and include explicit references to school values and British values. Links will be built through our gardening programme and well-being offer
- 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
- School council to take an active role in promoting values e.g through weekly newsletter – 'Caught being Kind'
- School council to initiate discussions in class around rights and responsibilities
- Assemblies to include current affairs to enhance pupils' understanding of the wider world e.g. a particular focus on the environment and social responsibility.
- Ark Curriculum Plus to include SMSC areas and explicit links to values
- Develop oracy and debating through lessons (habits of discussion) and extra- curricular clubs