



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:	December 2020	Author:	Head of People Operations
Date of next review:	December 2021	Owner:	Head of People
Type of policy:	<input type="checkbox"/> Network-wide <input checked="" type="checkbox"/> Tailored by school	Approval:	Board
School:	Ark Brunel 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:

Special Educational or Medical Needs and Disability

Pupils with a Statement of SEN or EHCP (%): 6.25%

Ethnicity & Race

	Total %
White British	10
White Irish	0
Traveller of Irish Heritage	0
Any other White Background	3
Gypsy / Roma	0
White and Black Caribbean	5
White and Black African	4
White and Asian	1
Any Other Mixed Background	14
Indian	1
Pakistani	1
Bangladeshi	4
Any Other Asian Background	7
Black Caribbean	7
Black – African	14
Chinese	0
Any Other Ethnic Group	6
Refused	4

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

Religion & Belief	%	Religion & Belief	%
Christian	38.5	Other	1.3
Muslim	41.5	No Religion	16.9
Jewish	0.3	Not stated	1
Hindu	0.5		
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:

Pupils with English as an Additional Language				
	Boys	Girls	Total	% of school population
English as an additional language	109	114	223	63%
Pupils from low-income backgrounds				
Number of pupils eligible for Pupil Premium	79	64	143	41
Number of pupils receiving the 16-19 Bursary (Post-16)	N/A	N/A	N/A	N/A
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 do not. **(Adopted 01.09.20)**

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

Review date and comments:

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

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
- Effective use of the school speech and language resource base

Review date and comments:

Equality Objective 3: We aim to eradicate the learning gap, and mitigate any future deficit, for those children disproportionately affected by the closure of schools during the Covid-19 pandemic. **(01.09.20)**

This will be achieved by:

- Implementation of the Ark Digital Strategy, delivering laptop devices to the most vulnerable children
- Providing broadband connectivity to the families who do not have this facility, in order that they can benefit from the digital strategy
- Providing intervention through one to one tutoring for those children in end-of-key-stage classes in order that they are ready for the next phase of their education
- Adoption of a digital platform that allows for the facilitation of home-learning during periods of school closure, aligned to the digital strategy
- Relentless focus on recovering the reading gaps created by school closure

Review date and comments: