



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:	July 2022	Author:	Head of People Operations
Date of next review:	July 2023	Owner:	Head of People
Type of policy:	<input type="checkbox"/> Network-wide <input checked="" type="checkbox"/> Tailored by school	Approval:	Board
School:	Ark Acton 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 level data at start of 3 year objectives.

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: 62%

Female: 38%

Other/ Not Stated: 0%

Special Educational or Medical Needs and Disability

- Students with an EHCP: 1%
- Students with school support (K): 11%

Ethnicity & Race – 21/22 initial data.

	Total
White British	74
White Irish	3
Traveller of Irish Heritage	2
Any other White Background	149
Gypsy / Roma	6
White and Black Caribbean	32
White and Black African	12
White and Asian	6
Any Other Mixed Background	51
Indian	52
Pakistani	19
Bangladeshi	9
Any Other Asian Background	33
Black Caribbean	57

Black – African	163
Chinese	5
Any Other Ethnic Group	284
Refused	20

Religion & Belief

Religion & Belief	%	Religion & Belief	Number
Christian	21.7	Other	152
Muslim	50.4	No Religion	64
Jewish	-	Not stated	-
Hindu	2.8		
Sikh	2.5		

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	437	271	708	71
Pupils from low-income backgrounds				
Number of pupils eligible for Pupil Premium	238	153	391	39
Number of pupils receiving the 16-19 Bursary (Post-16)	N/A	N/A	52	47
Number of Looked After Children:				
1				

2. Our Equality Objectives

Equality Objective 1: To improve the KS4 outcomes for Black Caribbean and disadvantaged White British Boys. **July 2021 to July 2024**

This will be achieved by:

- Analysis of reading ages and assessments and targeted intervention set up to close gaps
- Close monitoring of progress at each data set and group included as part of the data analysis document for HODs
- Providing a targeted in-school revision programme during term time and the school holidays
- Staff knowing through training who is at-risk of underperformance and each Dept. having an action plan and group identified through Academy Improvement Plan.

Review date (Sept.22) and comments:

- Black Caribbean boys secured a P8 score of +0.2 in 21/22 GCSEs.
- Disadvantaged students still underperformed relative to their non-disadvantaged peers by an average of 0.4 of a grade.
- Clear analysis of reading ages is in place and 92% of students identified receive a reading intervention.
- Revision is a key AIP strategy for 22/23 and formed a core part of the September induction programme.
- HoDs have written a DIP for 22/23 that will include this planning.
- All homework is on Chromebooks and completion is tracked weekly.

Equality Objective 2: 1. To close the attainment/progress gap between students with SEND and their non-SEND peers, ensuring there is more equitable outcomes. **July 2021 to July 2024.**

This will be achieved by:

- Embedding the assess, plan, do, review cycle to ensure all students on the SEND register receive bespoke termly targets aimed at closing the outcome gap. Attainment and attendance will be monitored as part of this cycle.
- Students will access targeted, evidence-based interventions to designed to close specific gaps
- Whole school drive on Quality First teaching to ensure classroom teachers are delivering accessible lessons differentiated to the needs of students with SEND.

Review date (Sept.22) and comments:

- The assess, plan, do, review cycle is embedded. The data is analysed in-line with the academy process. Impact is yet to show through.
- All students receive targeted intervention – the impact tracking through provision map needs to be further strengthened.
- All teachers have an appraisal objective linked to SEND strategies and all teachers have core strategies they deploy for their SEND students to make pedagogical

adaptations. The gap is between the strategy and the impact on the individual student.

Equality Objective 3: To ensure that attendance for SEND K, Black Caribbean and Mixed students is at 93% and to reduce Persistent Absentees to 12%. **July 2021 to July 2024**

This will be achieved by:

- Analysis of reading ages and attendance data and targeted interventions launched
- New attendance strategy launched to tackle PA
- Regular parental meetings with at risk students

Review date (Sept.22) and comments:

- All students sit a bi-annual reading age test and this is used to identify students for additional intervention. This is not yet effectively cross-referenced with attendance data.
- New attendance strategy has been launched and parent meetings held. Attendance is above national but remains a core priority for 22/23.
- Current attendance for Black Caribbean students is above 93% but attendance for mixed students is still below the target.
- Attendance remains a core academy priority for the 22/23 academic year and is built into the AIP.