



Ark John Archer Primary Academy
EQUALITY STATEMENT &
OBJECTIVE STATEMENTS

2021 / 2022

Equality Statement & Objective Statements

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 2019	Author:	Head of School Business Partnering
Date of next review:	Under Review with Ark	Owner:	Head of People
Type of policy:	<input type="checkbox"/> Network-wide <input checked="" type="checkbox"/> Tailored by school	Approval:	Board
School:	Ark John Archer	Key Contact Name:	Governance Team
Key Contact Email:	governance.team@arkonline.org	Key Contact Phone:	0203 116 633

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 & 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:

- 46% (96 children)

Female:

- 54% (113 children)

Other/ Not Stated:

- 0%

Special Educational or Medical Needs and Disability

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

- 5% (10 children)

Ethnicity & Race

Ethnicity & Race	Total
Mixed White and Black African	10 (5%)
Other Black African	11 (5%)
Black Somali	16 (8%)
Any other Mixed Background	10 (5%)
Black African	21 (10%)
Pakistani	9 (4%)
Any other Asian background	13 (6%)
Black Caribbean	26 (12%)
Refused	4 (2%)
Any Other White Background	5 (2%)
White & Black Caribbean	17 (8%)
White British	26 (12%)
Any Other Black Background	8 (4%)
White Other	4 (2%)
Mixed White and Asian	5 (2%)
Black & Any Other Ethnic Group	2 (1%)
White Eastern European	1 (0.5%)
Other Black	1 (0.5%)
Arab Other	1 (0.5%)
Information Not Obtained	7 (3%)
White Western European	1 (0.5%)
Indian	4 (2%)
Any Other Ethnic Group	1 (0.5%)
Bangladeshi	1 (0.5%)
Iranian	1 (0.5%)
White European	1 (0.5%)
Gypsy/Roma	1 (0.5%)
Portuguese	1 (0.5%)
Chinese	1 (0.5%)

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

Religion & Belief	%	Religion & Belief	Number
Christian	23.4% (49 students)	Other	1.4% (3 students)
Muslim	39.2% (82 students)	No Religion	18.7% (39 students)
Jewish	-	Not stated	15.8% (33 students)
Hindu	1.4% (3 students)		
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	40	36	76	36%
Pupils from low-income backgrounds				
Number of pupils eligible for Pupil Premium	63	63	126	60%
Number of pupils receiving the 16-19 Bursary (Post-16)	-	-	-	-
Number of Looked After Children:				
<ul style="list-style-type: none"> • Zero 				

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 2020; to be achieved July 2022

To be reviewed July 2021 & 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 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.

Target set: September 2020; to be achieved July 2022

To be reviewed July 2021 & 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

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 2020; to be achieved July 2022

To be reviewed July 2021 & July 2022

This will be achieved by:

- 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

Review date and comments:

Equality Objective 4: To ensure pupils' religions are respected through food provision at the academy.

Target set: September 2020; to be achieved July 2022

To be reviewed July 2021 & July 2022

This will be achieved by:

- Ensuring that this is prioritised within the catering tendering process
- Undertaking surveys with pupils on this area of school life
- Ensuring a range of options are available on school menus

Review date and comments:

Equality Objective 5: Enhance process by which mid-year joiners with EAL are welcomed to, and integrated within, the academy.

Target set: September 2020; to be achieved July 2022

To be reviewed July 2021 & July 2022

This will be achieved by:

- Full review of the process for mid-year joiners including literacy and numeracy tests
- Implementation of 'buddy system' to link new pupils to existing pupils for support
- Further training for staff in supporting pupils with EAL

Review date and comments: