



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:	April 2016	Author:	Head of Employee Relations
Date of next review:	April 2019	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 Chamberlain Primary Academy	Key Contact Name:	Deputy Head
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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	No.	(%)
Male:	300	50%
Female:	299	50%
Other/ Not Stated:	N/A	

Special Educational or Medical Needs and Disability

Pupils with a Statement of SEN or EHCP (%): **4 pupils 0.66%**

Ethnicity & Race

	Total
White British	
White Irish	
Any other White Background	14
Gypsy / Roma	3
White and Black Caribbean	
White and Black African	1
White and Asian	
Any Other Mixed Background	1
Arab	39
Indian	1
Pakistani	236
Bangladeshi	186
Any Other Asian Background	12
Black Caribbean	
Black – African	75
Chinese	
Any Other Ethnic Group	6
Not yet obtained	25

Religion & Belief [to be confirmed]

Religion & Belief	%	No.	Religion & Belief	Number
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:

Pupils with English as an Additional Language				
	Boys	Girls	Total	% of school population
English as an additional language	257	262	519	87%
Pupils from low-income backgrounds				
Number of pupils eligible for Pupil Premium	115	127	242	40%
Number of pupils receiving the 16-19 Bursary (Post-16)	N/A	N/A	N/A	N/A
Number of Looked After Children: 0				

2. Our Equality Objectives

Equality Objective 1: Focus on consistently improving outcomes for all pupils. Where there are gaps between groups diminish these differences and secure substantial improvement in progress for disadvantaged pupils and boys in English.

This will be achieved by:

- Academy data is analysed and strengths and weaknesses are shared with all leaders and staff and Local Governing Body
- Class statements written by teachers for each class to ensure they know the make-up of pupils in their classes including disadvantaged and disadvantaged more able
- Co planning sessions use assessment data to inform planning and continuously focus on improving outcomes
- Regular monitoring focusing on identified underperforming pupils checks the progress that pupils make and that staff have high expectations of all pupils
- Use progress and attainment data to identify trends in groups in classes, year groups and across the school. All staff are aware of these. Groups who are underperforming and need to catch up are identified and actions put in place to diminish the difference
- Regular pupil progress meetings held after assessments which hold teachers to account, but also plan for timely interventions and focus on pupils who are not achieving their full potential. Identified underperforming pupils who are still not making progress are revisited 2-3 weeks later
- A strategic plan for the use of pupil premium funding ensures the money is impacting on the progress of all disadvantaged pupils
- Regular inclusion team meetings mean information is shared around disadvantaged pupils so a whole picture of the child is gained.

Review date and comments:

Equality Objective 2: Improve leadership at all levels so that provision for pupils with SEND / EAL is effective and allows them to make at least good progress.

This will be achieved by:

- Ensure leaders in the school with responsibility for SEND/EAL provision receive the necessary training to improve their content knowledge their effectiveness in leading the provision for pupils with SEND and/or EAL
- Complete Audit of SEND/EAL provision across the school
- Update SEN register so that all pupils are correctly coded with identified area of need. Review needs of new Year 3 pupils and other in-year admissions and add them to the SEN register
- Support class teachers with universal (wave 1) provision for pupils with identified special educational needs and EAL
- Staff receive training to ensure SEND pupils are appropriately supported within the classroom.

Review date and comments:

Equality Objective 3: Use data from marking and assessments so that planning and delivery of lessons are adapted effectively to support the progress of all groups of pupils. Ensure planning identifies possible misconceptions and how these will be addressed.

This will be achieved by:

- Ensure analyses from assessments are created and used to inform planning. Planning explicitly identifies areas being addressed from analyses
- Year group leads to analyse data for year group and individual classes. This is shared with all staff in the year group so all staff are clear about the performance of the pupils in the year group and the priorities for improvement
- Year group leads support teachers to identify strategies which enable underperforming pupils to make accelerated progress so that outcomes improve
- Year group leads support teachers to ensure planning challenges pupils' thinking at all points during the lesson
- Co planning incorporates planning for what pupils don't know so that identified gaps in learning are closed
- Planning identifies possible misconceptions and how these can be addressed. HOY to model strategies which could be used during the lesson
- Monitor planning and books to ensure staff are adapting planning according to the assessment information that they have gathered.

Review date and comments:

Equality Objective 4: Improve understanding of pupils with SEND/EAL, and improve the provision for EAL and SEND pupils so that staff are clear about how to support these pupils effectively in their classrooms and that they make good progress in line with their peers.

- This will be achieved by:
- AHT for Inclusion and SENDCo ensure the correct provision is in place for pupils with EHCPs, provision is reviewed and updated regularly and specialists are involved as and when needed
- Update admissions procedures so that pupils with EAL/SEN are identified early upon entry to the school. Assess newly arrived pupils so that appropriate interventions can be put in place to secure rapid development of fluency in English
- Effectively measure the progress of pupils with SEND and/or EAL to ensure that pupils are making good progress from their individual starting points
- Monitor staff planning to ensure that provision has been made for SEND/EAL pupils.

Review date and comments:

Equality Objective 5: Continue to ensure that all staff are aware of how well pupils are achieving through sharing data, and setting high expectations of what pupils can achieve, including challenging targets for improvement so that more pupils continue to make the progress they are capable of and increased proportions of pupils achieve the standards expected of them – particularly those who are disadvantaged and boys in literacy.

This will be achieved by:

- Set challenging and ambitious targets for each year group and teacher with progress from starting points and attainment
- Share whole school, year group and individual class data so all staff are aware of the school's strengths and weaknesses
- All classes to have Venn diagrams, class statement and class action plan so staff are aware of pupils' starting points and identify pupils who need to catch up
- Set year group, subject and class improvement plans to address and rapidly improve identified weaknesses. These are reviewed and evaluated regularly through monitoring activities
- Ensure that subject and year group leads report back on the achievement of pupils within their year group / subject to SLT on a regular basis
- Half termly pupil progress meetings evaluate the impact of action taken to improve outcomes. Any identified concerns are addressed and plans amended. Pupils / classes identified as a concern are re-visited 2-3 weeks later.

Review date and comments:

Equality Objective 6: Ensure progress of disadvantaged pupils, from different starting points is above average and in-line with other pupils of similar starting points.

This will be achieved by:

- Whole school data is analysed to identify trends in progress and attainment for disadvantaged pupils. This is shared with key stakeholders
- Where appropriate, staff have performance management targets based on diminishing the differences between pupil premium pupils and on pupil premium
- English action plan priority to include increasing progress of pp children
- Pupil premium spend from 2016/7 is evaluated and spend for 2017/18 is mapped out
- All staff know the disadvantaged pupils, including the disadvantaged more able, in their classes and identify any underperformance and barriers to learning
- Monitoring – including PPMs - focuses on identified underperforming pupil premium children.

Review date and comments: