



**Ark White City
Primary Academy**



Equality Statement & Objective Statements

(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:	November 2023	Author:	Head of School Business Partnering
Date of next review:	Autumn 2024	Owner:	Head of People
Type of policy:	<input type="checkbox"/> Network-wide <input checked="" type="checkbox"/> Tailored by school	Approval:	Board
School:	Ark White City 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 & 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: 141 (44%)

Female: 182 (56%)

Other/ Not Stated: 0

Special Educational or Medical Needs and Disability

Pupils with a Statement of SEN or EHCP (%): 17 (5%)

Ethnicity & Race

Figures have been rounded to the nearest whole number

	Total
White British	7% (24)
White Irish	0
Traveller of Irish Heritage	0.3% (1)
Any other White Background	4% (13)
Gypsy / Roma	1% (3)
White and Black Caribbean	5% (17)
White and Black African	2% (8)
White and Asian	0.6% (2)
Any Other Mixed Background	5% (15)
Indian	0.6% (2)
Pakistani	2% (6)
Bangladeshi	3% (10)
Any Other Asian Background	2% (5)
Black Caribbean	7% (23)
Black – African	7% (23)
Chinese	0.6% (2)
Any Other Ethnic Group	36% (120)
Refused	4% (12)

Black Somali is not listed as a category in the table above. However, it is our largest single ethnic group with 41 pupils (13%) hence it being added in addition to the table

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

Religion & Belief	%	Religion & Belief	Number
Christian	7%	Other	3%
Muslim	32%	No Religion	5%
Jewish	0%	Not stated	58%
Hindu	0%		
Sikh	0%		

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	67	95	162	50%
Pupils from low-income backgrounds				
Number of pupils eligible for Pupil Premium	73	97	170	53%
Number of pupils receiving the 16-19 Bursary (Post-16)	N/A	N/A	N/A	N/A
Number of Looked After Children: 6				

Our Equality Objectives

Equality Objective 1: We aim to narrow the gap between pupils who receive the pupil premium, and those who don't.

(Date adopted and to be achieved by)

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)

(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
- School environment post-merger

Review date and comments:

Equality Objective 3: We aim to increase the level of parent engagement and support of our RE and PSHE curriculums

(Date adopted and to be achieved by)

This will be achieved by:

- Parent information sessions to share the curriculum
- Parent consultation and small working party to devise new PSHE (including RSE) curriculum for Ark White City
- Parental withdrawal from RE/assemblies/RSE is reduced

Review date and comments: