



**ARK Franklin**  
Primary Academy



## Equality Statement & Objective Statements

(Including 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:	September 2021	Author:	Head of School Business Partnering
Date of next review:	September 2023	Owner:	Head of People
Type of policy:	<input type="checkbox"/> Network-wide <input checked="" type="checkbox"/> Tailored by school	Approval:	Board
School:	Ark Franklin Primary Academy	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: 49%

Female: 51%

Other/ Not Stated: n/a

### Special Educational or Medical Needs and Disability

Pupils with a Statement of SEN or EHCP (%): 1%, 9 children

Children on the SEN register: 8%, 47 children

### Ethnicity & Race

	<b>Total</b>
White British	34%
White Irish	<4%
Traveller of Irish Heritage	-
Any other White Background	19%
Gypsy / Roma	-
White and Black Caribbean	<4%
White and Black African	-
White and Asian	4%
Any Other Mixed Background	5%
Indian	<4%
Pakistani	<4%
Bangladeshi	<4%
Any Other Asian Background	<4%

Black Caribbean	<4%
Black – African	5%
Chinese	<4%
Any Other Ethnic Group	<4%
Refused	-

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

<b>Religion &amp; Belief</b>	<b>%</b>	<b>Religion &amp; Belief</b>	<b>Number</b>
Christian	34%	Other	3%
Muslim	19%	No Religion	33%
Jewish	5%	Not stated	1%
Hindu	4%		
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:

<b>Pupils with English as an Additional Language</b>				
	<b>Boys</b>	<b>Girls</b>	<b>Total</b>	<b>% of school population</b>
English as an additional language	86	77	163	25%
<b>Pupils from low-income backgrounds</b>				
Number of pupils eligible for Pupil Premium	56	49	105	16%
<b>Number of Looked After Children: 0</b>				
<b>Number of PLAC: 7</b>				

**Disability**

Number of staff identifying as disabled: 0

**Religion & Belief**

<b>Religion &amp; Belief</b>	<b>%</b>	<b>Religion &amp; Belief</b>	<b>Number</b>
Christian	20%	Other	
Muslim	8%	No Religion	-
Jewish	-	Not stated	72%
Hindu	-		
Sikh	-		

## Ethnicity and Race

	<b>Total</b>
White British	226, 34%
White Irish	2, 0.3%
Traveller of Irish Heritage	-
Any other White Background	63, 9.6%
Gypsy / Roma	-
White and Black Caribbean	10, 1.5%
White and Black African	13, 2.0%
White and Asian	3, 0.46%
Any Other Mixed Background	1, 0.2%
Indian	28, 4.26%
Pakistani	10, 1.52%
Bangladeshi	6, 0.91%
Any Other Asian Background	6, 0.9%
Black Caribbean	18, 2.74%
Black – African	23, 3.7%
Chinese	-
Any Other Ethnic Group	4, 0.15%
Refused	23, 3.5%

## 2. Our Equality Objectives

- From your Academy Improvement Plan, identify at least 4 Equality Objectives for the coming four years. They should be tailored to your school priorities and values, and Ark's overall values, and should be SMART in nature. The targets, and means by which they will be achieved, should be provided along with the overall objectives
- The themes of Equality Objectives could include:
  - **Narrowing gaps** between particular groups e.g. Pupil Premium and non-Pupil Premium; SEND and non-SEND
  - **Accelerating progress** of particular groups e.g. EAL; SEND
  - **Improving integration** amongst particular groups e.g. ensuring strong integration of new joiners with EAL

### **Equality Objective 1:**

We aim to narrow the progress gap of our underachieving groups:

- Full data analysis at an academy and subject level
- Clearly identified target pupils
- Use of high-quality, accountable interventions alongside intentional monitoring in class
- Provide interventions led by skilled, trained adults

### **Review date and comments:**

We will review this data after each assessment point – full data analysis

### **Equality Objective 2:**

We aim to secure at least on target attainment and good progress for pupils with SEND. We will do this by:

High quality teaching in all subjects

Targeted and subject specific planning for all SEND pupils

A rigorous programme of screening that identifies needs early so that we can intervene with impact, using new SNAP software and liaison with external agencies

A high-quality intervention programme that enables pupils to make good progress

Regular monitoring and review of the quality of teaching for SEND, pupils' work, attainment and pastoral data

### **Review date and comments:**

Review after each assessment point

### **Equality Objective 3:**

We aim to provide a curriculum that develops the whole person and enables them to function fully in a diverse and democratic society.

This will be achieved by:

- Our whole school approach to PSHCE and British Values enabling students to appreciate their rights and responsibilities in modern British society

- PSHE curriculum to be revised, updated and relaunched to ensure that pupils have access to important information including how to stay healthy, safe and build positive relationships

**Review date and comments:**

The curriculum is under constant review but will have a formal annual review

**Equality Objective 3:**

We want to work with parents to ensure that we take a pro-active approach to anti-racism in the school. We will do this by:

- Establishing a working group of parents to input on their views on active anti-racism in schools
- Continue to update our curriculum with diverse role models, texts, authors and content
- Engage in a range of role-model visits that reflect diversity
- Implement anti-racism training for all staff via hemisphere