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 2020	Author:	Head of School Business Partnering
Date of next review:	September 2022	Owner:	Head of People
Type of policy:	☐ Network-wide ☒ Tailored by school	Approval:	Board
School:	Ark Boulton Academy	Key Contact Name:	Governance Team
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POSITIONING WITHIN ARK OPERATIONAL MODEL

Component	Element
☐ Strategic Leadership & Planning ☐ Monitoring, Reporting & Data ☐ Governance & Accountabilities ☐ Teaching & Learning ☐ Curriculum & Assessment ☐ Culture, Ethos & Wellbeing ☐ Pathways & Enrichment ☐ Parents & Community ☐ Finance, IT & Estates ☒ 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: 54%

Female: 46%

Other/ Not Stated: N/ A

Special Educational or Medical Needs and Disability

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

Ethnicity & Race

	Total
Afghan	12
African Asian	1
Other Asian Background	1
Arab Other	16
Asian Chinese	1
Bangladeshi	135
Black Africa	1
Black Nigerian	1
Black Somali	68
Black Sudanese	1
Gypsy/ Roma	1
Indian	6
Iraqi	2
Italian	3
Kashmiri Other	4
Kashmiri Pakistani	33
Kurdish	7
Mirpuri Pakistani	139
Other Asian	2
Other Black African	1
Other Chinese	1
Other Ethnic Group	1
Other Mixed Background	3
Other Pakistani	273
Other White British	1

Pakistani	60
Portugese	1
Roma	12
White British	1
White Any Other Ethnic Group	2
White and Asian	1
White and Black Caribbean	1
White and Pakistani	4
White and Eastern European	20
White European	1
White Other	7
White Western European	1
Yemeni	64

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

Religion & Belief	%	Religion & Belief	Number
Christian	3	Other	0.1
Muslim	62	Catholic	0.1
Jewish	0	Not stated	34
Hindu	0	Methodist	0.1
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	365	328	693	**77%**
Pupils from low-income backgrounds				
Number of pupils eligible for Pupil Premium	307	249	556	62%
Number of pupils receiving the 16-19 Bursary (Post-16)	N/ A	N/ A	N/ A	N/ A
Number of Looked After Children: 1				

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. **(September 2020 for review September 2021)**

This will be achieved by:

1. Outcomes at the end of KS4 show that there are diminishing differences between the performance of Ark Boulton PP students and all students nationally
2. Attendance of PP students at Ark Boulton is in line with all students nationally and non-PP students within the academy
3. Behaviour continues to improve; there are further reductions in the number of exclusions of PP students and the difference continues to diminish
4. An increase in the percentage of Year 11 students that attain a strong pass in their English and Mathematics
5. Progress of PP students exceeds that of all students nationally

Review of Expenditure 2020-21:

Ark Boulton Academy saw improved outcomes for PP students through a number of key targeted metrics.

Exclusions

The number of exclusions of PP students has reduced significantly and the difference between PP and non-PP has diminished significantly, year on year, since 2015 however the year 2019-20 has seen an increase though the gap has closed between the percentage of PP and no-PP students that have received 1+ fixed term exclusion

2019 – 2020

Pupil Premium (584)	4.5		6.3	9.6
Non-Pupil Pre.. (345)	5.2		5.5	6.1

Attendance:

The attendance of Pupil Premium students has improved with Ark Boulton PP students exceeding the national average for attendance of all students nationally (97% Vs 94.%). The gap between PP and non-PP has also reduced to just 0.1% differnece

2019 – 2020

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Non-Pupil Premium (383)	46	17	11	11	5	3	4	97.0	9.1
Pupil Premium (536)	46	17	13	10	7	2		96.9	6.9

Achievement Outcomes:

Year 11

Progress 8 score of PP students is stronger than non-PP

PP student progress in both English Language and Literature is above national expectations (+1.05)

There was an 8% increase in the PP students achieving the basics at GCSE (53% to 61%).

Progress of students across measures shows PP students outperforming non-PP

NB: It should be noted that progress figures are generated through the Ark model due to nationl performance data not being published 2020 due to impact of Covid

Boulton - Age Related - Exam Result - KS4 Performance Measures Summary Dashboard
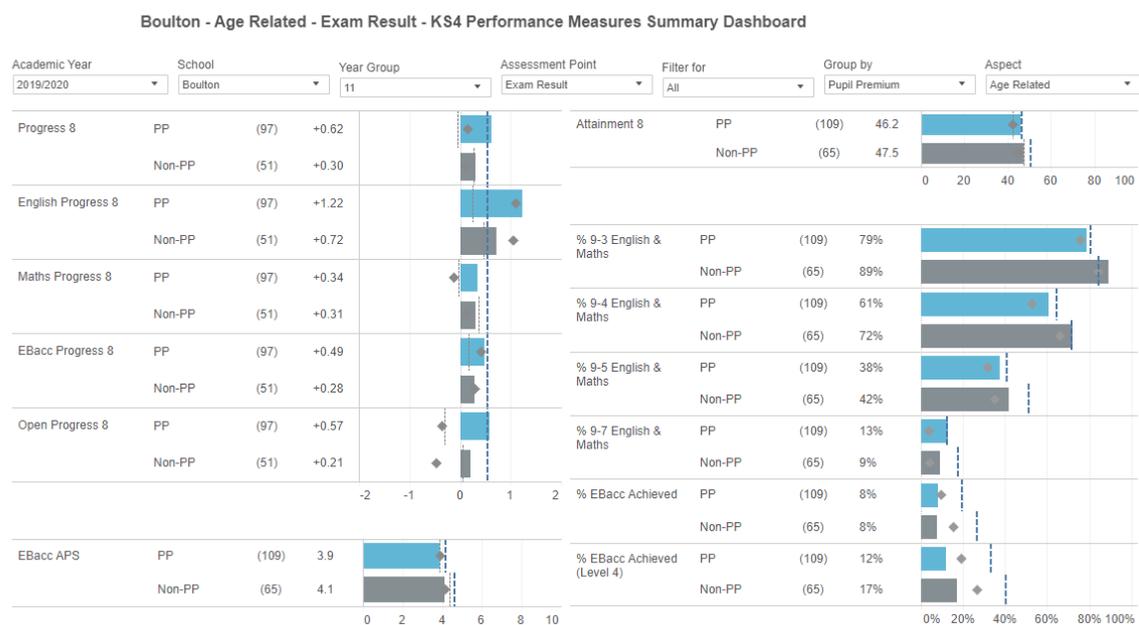
Equality Objective 2: We aim to improve the progress made by pupils with SEND. **(Date adopted and to be achieved by)**

At Ark Boulton, we genuinely believe that SEND is a **whole-school approach.** This means we aim to provide a learning environment where students with special educational needs make exceptional progress. We recognise the skills students bring to the school and ensure that they have quality access to the **whole curriculum** so they can build on these skills as they develop into young adults ready to face the world outside of the academy.

We strongly believe it is our duty to be accessible and inclusive for all pupils and therefore, **we live this through our day to day practice, in every classroom across every faculty**

in the academy. Supporting students with SEND does not just sit with the SENCO or our Enhanced Provision Faculty, **it sits with everyone**. As an academy, all our teachers understand that as practitioners, **we are teachers of character, literacy, subject and SEND.** All lessons are fully inclusive and teachers are trained on how to support our SEND students so that they can fully participate and experience success.

We passionately believe that the students' learning needs will first and best be met through **high quality teaching** delivered by mainstream subject teachers. There is **no replacement for Quality First Teaching** therefore, our approach centres arounds:

1. Clear routines and high expectations for all.
2. High quality Professional Development for teachers.
3. A consistent structure in the delivery of lessons so that all students, especially those with SEND know what to expect from one lesson to another.
4. Specific targeted support for students through One Page Profiles and individualised interventions.

Together with Quality First teaching, we support students' individual learning requirements using the graduated approach of the **'assess, plan, do and review'**. Every student with additional needs has a **One Page Profile** that is written together with the student and parents so that everyone has an input. This profile is used by all teaching colleagues to plan and support students in lessons. When difficulties or concerns arise, we ensure that **early intervention** is put in place to close gaps in learning, provide appropriate emotional support and ensure full access to the curriculum.

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Review date and comments:
To be reviewed September 2021

Equality Objective 3: We aim to develop pupils' character as well as social, moral, cultural and spiritual development during their time at the academy. (September 2020)

The Ark Boulton Character Development Programme is our commitment to the students of the academy to ensure they have a broad and enriching curriculum. We believe this is important, as these experiences will help to shape young people's aspirations, build cultural capital, give students an equality of opportunity and actively practise virtues so that they are well placed to compete for the best university places with students from across the country.
All students have a clear understanding of the self-discipline required and high expectations regarding equipment, behaviour, attendance, and punctuality that will enable them to be successful in their learning.
All students deepen their understanding of key aspects of moral virtue through exploring their year group narrative in Personal Development Programme lessons. These lessons are hinged on year group narratives from 'my identity and my place at Ark Boulton' in year 7 to becoming critical thinkers and learning how to use their moral virtues to understand others as they think about their future in Year 11.
Students will also engage in an act of daily assembly based on virtues and current affairs to enhance pupils' understanding of the wider world.
All students read a variety of texts, learning how to deal with difficult circumstances through stories to discover virtue in contexts such as loss and grief, prejudice and identity through the Ark Boulton Literacy programme. This provides a forum in a safe space for discussion of phronesis so that students can unpack conflicting virtues and how they themselves would navigate the situations presented in the literature they are exploring.
All students have the opportunity to take part in at least one enrichment activity per week, as

well as lunchtime activities. They will also complete a charitable challenge to apply the virtues they have learnt in action.

Students are ambassadors for the academy and partake in a student leadership programme in which they can demonstrate the academy virtues. We aim for Ark Boulton students to influence the behaviour of others and share their reflections of how to be successful both in character development and academically.

Senior Leaders ensure that tutors are well-trained to support pupils in this area, and are credible and confident to research, write and deliver resources on sensitive subjects that affect students growing up in modern Britain.

Ark Boulton also works with expert partners from the third sector to deliver workshops on areas such as self-confidence, resilience as well as tackling issues that students face growing up in an inner city such as crime, gangs and extremism.

Character education is role modelled by teachers in every interaction with students and parents, using the language of virtue, so that students understand how they can develop their behaviour habits and practice virtue in order to be successful in every aspect of life at Ark Boulton, and beyond.

To be reviewed September 2021