



Ark Boulton
Academy



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 2021	Author:	Head of School Business Partnering
Date of next review:	September 2022	Owner:	Head of People
Type of policy:	<input type="checkbox"/> Network-wide <input checked="" type="checkbox"/> Tailored by school	Approval:	Board
School:	Ark Boulton 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: 54%

Female: 46%

Other/ Not Stated: N/ A

Special Educational or Medical Needs and Disability

Pupils with SEND - EHCP and School Support (%): 17%

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

Ethnicity & Race

	Total
Afghan	9
Any Other Asian Background	1
Arab Other	17
Asian and Any Other Ethnic Group	7
Asian and Black	1
Bangladeshi	122
Black - African	1
Black - Nigerian	1
Black - Somali	55
Black - Sudanese	1
Gypsy/Roma	1
Indian	9
Iraqi	4
Italian	5
Kashmiri Other	4
Kashmiri Pakistani	34
Kurdish	5
Mirpuri Pakistani	154
Not Yet Obtained	13
Other Asian	7
Other Black African	2
Other Chinese	1
Other Ethnic Group	2
Other Mixed Background	2
Other Pakistani	257

Other White British	1
Pakistani	51
Portuguese	2
Refused	1
Roma	9
Turkish	1
White - British	1
White - English	1
White and Any Other Asian Background	2
White and Any Other Ethnic Group	2
White and Asian	1
White and Black African	1
White and Black Caribbean	1
White and Pakistani	7
White Eastern European	21
White European	2
White Other	7
Yemeni	75

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

Religion & Belief	Number	Percentage
Christian	25	2.8%
Christian (Ecumenical)	1	0.1%
Methodist	1	0.1%
Muslim	624	69.3%
Other Faith	2	0.2%
Roman Catholic	2	0.2%
Russian Orthodox	1	0.1%
Sikh	1	0.1%
Not Stated	244	27.1%

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	339	296	635	70%
Pupils from low-income backgrounds				
Number of pupils eligible for Pupil Premium	323	263	586	65%
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: Commit to becoming an inclusive organisation, including working alongside the NEU as a pilot school, implementing a framework for an anti-racist approach to the organisation’s working practices and leadership as:

“Representation Matters: Research evidence has shown that seeing your community represented in the teaching and school leadership workforce matters to ethnic minority pupils in terms of aspiration as well as academic success”

(September 2021 for review September 2022)

This will be achieved by:

- The Edurio Ark staff survey reflects a strong culture of staff well-being without any group presenting less well
- The Ark staff survey is completed by 90% of Ark Boulton staff
- Academy exclusions data reports rates that are proportionate and comparable and do not reflect a disproportionate exclusion of a student group based upon gender, ethnicity or SEND need
- Publication of Equality Policy
- Performance management targets are thoughtfully determined and demonstrate a clear alignment with job descriptions and roles

Review date and comments: 11th January 2022

Equality Objective 2:

To improve the reading age of our pupils. Ark Boulton receives a high proportion of students with low chronological reading ages. It is the academy's ambition that all students by the time they complete lower school to have a either 'caught up' or 'kept up' resulting in all students being able to read at least in line with their chronological reading age. The academy's self-evaluation and academy improvement documents clearly communicate the rationale, approach, resourcing and success criteria for the strategy and reflects a pupil cohort that has significant numbers of EAL, SEND and PP students. **(September 2021 for review September 2022)**

This will be achieved by:

- Students at their chronological reading age make progress in line with expectations (at least 12 months per year)
- Students below their chronological age make progress of at least 15 months in an academic year

Review date and comments: 11th January 2022

Equality Objective 3: We aim to improve the progress made by pupils with SEND. (September 2021 for review September 2022)

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.

This will be achieved by:

- SEND students will make accelerated progress demonstrating that they are learning and remembering more from across the curriculum, reducing gaps in learning
- SEND students will see an increase in attendance and the gap will narrow between SEND and non-SEND students
- Suspension rates between SEND and non-SEND students will be comparable, reduced and below national percentages

Review date and comments: 11th January 2022