

Ark Elvin Academy

Equality Objectives



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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.

School Context – Pupils

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. The protected characteristics for pupils are disability, gender reassignment, pregnancy and maternity, race (ethnicity), religion and belief, sex (gender) and sexual orientation.

Gender (%)

Male: 52

Female: 48

Other/ Not Stated: 0

Special Educational or Medical Needs and Disability

Pupils with a Statement of SEN or EHCP (%): 8

Ethnicity & Race

Ethnicity	Total (%)
Afghan	18 (2)
African Asian	4 (0.4)
Albanian	3 (0.3)
Any other Black background	8 (0.8)
Any other mixed background	4 (0.4)
Bangladeshi	13 (1)
Black - Ghanaian	6 (6)
Black - Nigerian	7 (7)
Black - Somali	139 (14)
Black Caribbean	89 (9)
Bosnian-Herzegovinian	1 (0.1)
Chinese	5 (0.5)
Greek	3 (0.3)
Indian	328 (33)
Information Not Yet Obtained	4 (0.4)
Iranian	2 (0.2)
Iraqi	13 (1)

Italian	2 (0.2)
Kosovan	7 (0.7)
Kurdish	3 (0.3)
Nepali	12 (1)
Other Asian	22 (2)
Other Black African	14 (2)
Other ethnic group	36 (4)
Pakistani	36 (4)
Portuguese	14 (2)
Refused	3 (0.3)
Sri Lankan Sinhalese	1 (0.1)
Sri Lankan Tamil	13 (1)
White - British	8 (0.8)
White - Irish	1 (0.1)
White + any other Asian Background	1 (0.1)
White and Black African	11 (1)
White and Black Caribbean	6 (0.6)
White and Indian	2 (0.2)
White and Pakistani	1 (0.1)
White Eastern European	172 (17)
White Other	11 (1)

Religion & Belief

Religion	Number (%)	Religion	Number (%)
Hindu	506 (50)	Other	23 (2.4)
Muslim	228 (24)	Not stated	84 (6.95)
Christian	149 (15)	No Religion	14 (1.45)
Jewish	1 (0.1)		
Sikh	1 (0.1)		

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	363	367	730	74
Pupils from low-income backgrounds				
Number of pupils eligible for Pupil Premium	57	56	113	12
Number of pupils receiving the 16-19 Bursary (Post-16)	12	17	29	39% of sixth form
Number of Looked After Children: 5				

Our Equality Objectives

O1 Implement rigorous key stage 3 curriculum and assessment model.

This will promote equality in the following ways:

- Provision of additional learning for pupils from low-income backgrounds
- Accelerated progress curriculum models in English and Maths particularly
- Specific strategies in place to improve progress made by pupils with SEND

O3 Identify, track & intervene with the most disadvantaged pupils.

This will promote equality in the following ways:

- Ensure that all those pupils who are entitled to free school meals are able to access them
- Use segmented analysis to ensure that all disadvantaged pupils are being tracked through data analysis cycle to measure progress and plan interventions as required.
- Refine pupil premium strategy to ensure that high impact interventions are being used with all pupils, particularly those who are more disadvantaged.

L5 Establish school culture which is responsive to issues which affect pupils, while promoting wellbeing and safety.

This will promote equality in the following ways:

- Develop spiritual, moral, social and cultural curriculum to promote our core values and celebrate our diversity.
- Develop our pastoral graduated response for each year group, with specific interventions and additional strategies for pupils with SEND, those who are looked after and any other groups who are at risk of underachieving.