



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:	Spring 2019	Author:	Head of Employee Relations
Date of next review:	Spring 2021	Owner:	Head of People
Type of policy:	<input type="checkbox"/> Network-wide <input type="checkbox"/> Set for school <input checked="" type="checkbox"/> Tailored by school	Approval:	Board
School:	Ark Walworth 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

**Walworth Academy
Equality Objectives**

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 (%)

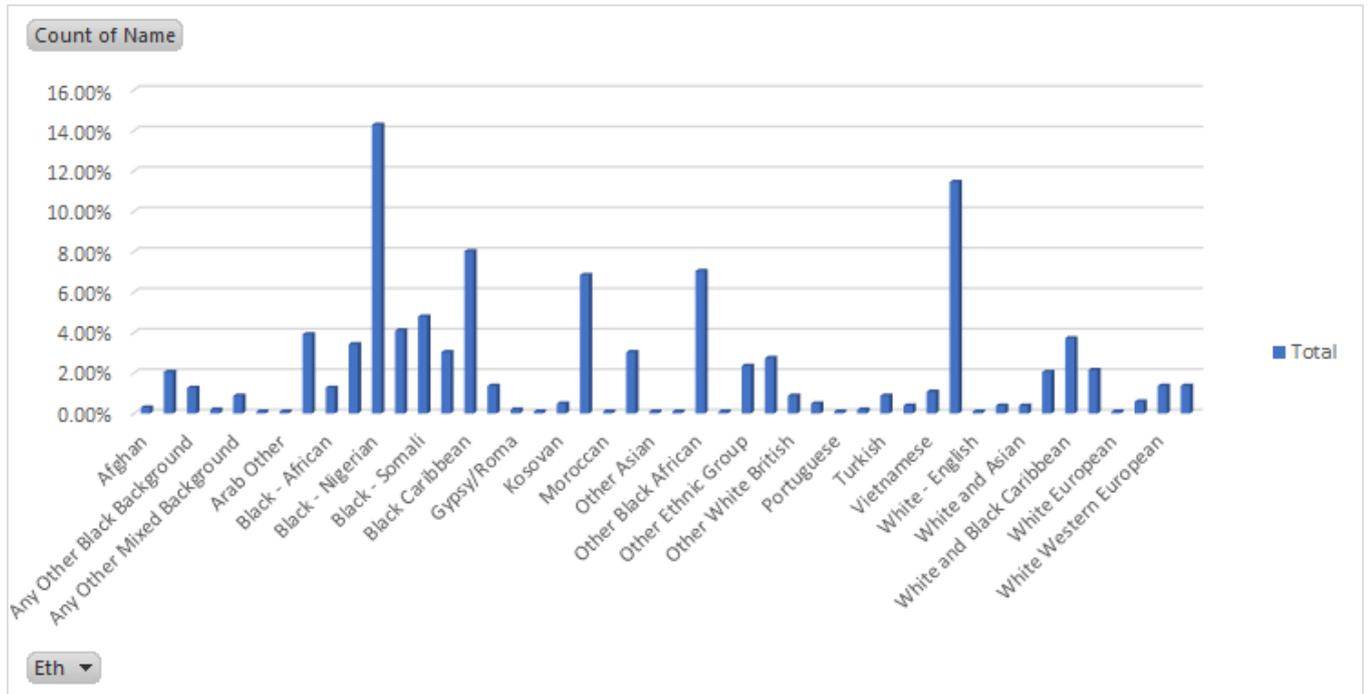
Male: 59.9%

Female: 40.1%

Other/ Not Stated: n/a

Special Educational or Medical Needs and Disability

Pupils with a Statement of SEN or EHCP (%): 17.33



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	307	188	495	48.43%
Pupils from low-income backgrounds				
Number of pupils eligible for Pupil Premium	224	157	381	37.28%
Number of pupils receiving the 16-19 Bursary (Post-16)	7	11	18	10.8%
Number of Looked After Children: 8				

2) Our Equality 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 between pupils who receive the pupil premium, and those who don't.

This will be achieved by:

- Provision of additional activities and learning support for pupil premium students from low-income backgrounds - see PP expenditure plan
- Tracking, monitoring and intervention for students achieving national benchmarks, such as 4+ in both English and Maths
- Appointment of a ST member to oversee work for PP students.

2017/18 data:

%PP students achieving 4+ Eng and Ma: 38%

% non PP students achieving 4+ Eng and Ma: 59%

Progress 8 score for PP students: -0.71

Progress 8 score for non-PP students:-0.21

Review date and comments: Regular tracking and monitoring will include a PP check, and review will happen in line with June Series exam results

Equality Objective 2:

To ensure consistency of appropriate provision and process for students with SEND, particularly focusing on those with behaviour challenges.

This will be achieved by:

- Taking part in newly instituted Ark review processes with peer schools
- Reviewing lessons learnt from this process
- Implementing training for Inclusion Coordinators, enabling behaviour work to be undertaken within teams and enabling closer alignment between conduct and SEND.
- Reviewing data systems for tracking and storing of SEND information to enable better usage by all staff.
- Close monitoring of progress and attainment in line with school data drops and facilitated by ST line manager.

Review date and comments:

Peer review feedback will be generated in year and data reviewed in line with June series examination results. EHCP data should be reviewed, including those moving to specialist provision.

Equality Objective 3:

We seek to ensure equality of opportunity through curriculum reform. Students should be empowered to choose facilitating subjects where prior attainment and progress indicate this to be possible. Science will remain differentiated by course, but subjects such as Geography and History will not. Prior attainment will help to recommend pathways to students, but not specific subject choices. The key stage three curriculum reform will empower students by providing an equitable range of experience to enable students' choices.

This will be achieved by:

- Curriculum review and development of provision 2018/19
- Annual analysis of students making options choices to ensure D&E practice is strong.
- Factors for analysis include: Gender, Ethnicity, PP, SEND.

Review date and comments: This will take two years to roll through the curriculum review, but is a vital piece of work and the data analysis should be completed annually to ensure equity of provision and awareness of key issues.

