

Annual Equality Report 2016-17

In support of the Eastern Multi Academy Trust Equalities Policy, King's Lynn Academy is committed to the elimination of discrimination, the advancement of equality of opportunity and fostering good relations in relation to age (as appropriate), disability, ethnicity, gender, religion and sexual identity.

As part of our demonstration of that commitment King's Lynn Academy has reviewed national and local evidence which might highlight areas of potential inequality, developed a (series of) Equality Objective(s) which we are working towards, and developed an Action Plan of activities to support the achievement of our Equality Objective(s).

This Annual Equality Report documents our work in this area, including:

- Understanding Our Community
- Understanding our Academy
- Our Equality Objective(s)
- Our Performance in 2016/17

By publishing this report we seek to both demonstrate our active involvement in ensuring equality for all as well as encouraging the support and involvement of our community.

1. Understanding our Community

- KLA serves a predominantly White British community, with a significant White European (non-British) population. 2011 data shows White European population at 4% of the total community, though this number looks to have grown significantly in the years since and with a skew towards younger people. Further ethnic groupings are of very small numbers comparatively, numbering in the hundreds at most. Compared to East of England and National figures, King's Lynn and West Norfolk represents a less varied community in terms of ethnicity than would be expected regionally or nationally.
- Latest data (2011) shows that a majority classify themselves as Christian (44%). The next most prominent group is those who have no religion (25%) or who do not state it (7%). Further religions are represented in the hundreds at most. There are significantly fewer Muslim families in King's Lynn and West Norfolk than would be expected regionally or nationally.
- The community is predominantly English speaking. 4% of the population surveyed in 2011 had a primary language other than English, with European languages having the higher incidences: Lithuanian (1622), Polish (815), Russian (686). This is lower than the regional

average (5.5%) and significantly lower than the national average (8%). However, internal academy data (see section 2) suggests that in the four years since this data was collated, many more non-English speakers have settled in the local area from other European Union countries.

2. Understanding our Academy

Ethnicity data proves that within our own academy context, a subset of the borough picture, there is a greater diversity of ethnic backgrounds and particularly a higher number of White non-British students.

	Pupils in group	Attendances	Authorised Absences	Unauthorised Absences	Late Before	Late After
Any other Asian background	1	92.01	7.10	0.89	0.89	0.00
Any other Black background	1	83.14	10.06	6.80	0.30	0.00
Any other mixed background	2	97.33	0.00	2.67	6.67	0.00
Greek/Greek Cypriot	1	100.00	0.00	0.00	0.00	0.00
Information Not Yet Obtained	5	98.86	0.00	1.14	0.86	0.00
Other ethnic group	1	91.84	2.04	6.12	5.10	0.00
Pakistani	3	96.02	3.98	0.00	0.35	0.00
Portuguese	7	96.83	1.78	1.39	2.07	0.00
Turkish/Turkish Cypriot	2	92.60	3.55	3.85	4.44	0.00
White - British	596	92.50	5.11	2.38	1.69	0.01
White - Irish	1	97.63	1.78	0.59	1.18	0.00
White Eastern European	78	92.12	3.46	4.43	2.35	0.01
White Other	5	90.96	7.27	1.77	1.64	0.00
White Western European	9	94.67	4.36	0.97	1.44	0.00
White and Black African	4	97.04	1.63	1.33	7.40	0.00
White and Black Caribbean	2	90.98	7.10	1.92	7.69	0.00

The above data shows us that 13% of the student population were of White Irish, White Eastern European or White Western European groups in 2016-17 and that this has remained consistent.

Behaviour data for the number of sessions missed for fixed-term exclusions shows us that students from the Any Other White Background are less likely to be excluded from the academy with 4% of sessions attributable to students in the group; this is compared to 12% share of the student population in 2015-16 and shows a positive trend.

2016/2017	FIXED TERM DAYS	NO. INCIDENTS	TOTAL STUDENTS
ANY OTHER WHITE	31	21	10
ANY OTHER	0	0	0
WHITE BRITISH	208	132	53
Total	239	153	63

Academic performance for speakers of English as an Additional Language is strong and above the national averages.

Attendance amongst students from some ethnic groups was low last year, in some cases significantly so. For students of White Eastern European families the large numbers of students means that there is a large impact upon the overall academy attendance. White British students' attendance is not significantly better and is itself a cause for concern.

Both groups fell under the 93% attendance mark last year and require rapid improvement.

3. Our Equality Objective(s)

1 – Attendance improvement by ethnic groups

Analysis of attendance data from last academic year shows that we have work to do to improve the attendance levels of several ethnic groupings.

Our objective for 2017-18 is therefore:

To implement a strategy to reduce attendance gaps between students of all ethnicities through positive improvements.

We will work to the following targets over the course of the year:

- Overall (stretching) academy target of 95% attendance
- All ethnicities to achieve at least 93% attendance
- Planned campaign of awareness raising and education about good attendance
- Established community outreach to families of all backgrounds, irrespective of language barriers

4. Our performance in 2016/17

- EAL Attendance awareness evening

- New Behaviour For Learning to support students in need of emotional support
- Girls' aspirations project led by Olympic athlete
- Brilliant Club to inspire disadvantaged students into further and higher education
- Green Dots – Middle and Senior Leaders are assigned a small group of Pupil Premium PA students to check in with daily to encourage good attendance