

Equality within the academy

We welcome our public sector duty under the Equality Act 2010 to publish equality objectives and information. The aim for this is to:

- **Eliminate unlawful discrimination, harassment, victimisation** and any other conduct prohibited by the Equality Act 2010
- **Advance equality of opportunity** between people who share a protected characteristic and people who do not share it
- **Foster good relations** between people who share a protected characteristic and people who do not share it

In all our activities we act in accordance with the equality act and our equality policy [[link to the policy or state where it can be found](#)].

As part of this we will:

- Publish information every year about our academy population
- Outline how we have due regard for equality and how we promote community cohesion
- Publish equality objectives to show how we plan to tackle particular inequalities and improve what we do

At the academy we work together to eliminate all forms of discrimination, harassment and victimisation. Progress towards meeting our equalities objectives is reviewed regularly by the senior leadership team and governing body.

Information about Pupil Population:

- Number of children currently on roll at the Academy (inc Nursery) = 477

Information on Pupil groups within the Academy cohort:

- 75 % of the academy population are White British with other ethnic groups accounting for 25% of the population. Of this group the largest group represented is Indian 9.4%.
- The Whole school population is made up of 47% boys and 53 % girls.
- 25% of the academy cohort qualify for free school meals- above the national average of 24.29%
- 13% of our students have been identified as having special educational needs, well below the national average of 17%
- 21% of the school cohort are EAL which is just below the national average 22.76%. The range of Home/ First Languages within the school community are:

Arabic	Bengali	Chinese (Cantonese)
Dari Persian	French	Hindi
Igbo	Latvian	Lithuanian
Malayalam	Nepali	Panjabi
Pashto	Polish	Portuguese
Shona	Sindhi	Sinhala
Swahili	Tagalog	Tamil
Telugu	Turkish	Urdu

The largest groups represented in our school community are:

English (79%), Malayalam (8%), Urdu (2%), Lithuanian (2%), Portuguese (1%), Tamil (1%), Shona (1%), Igbo (1%), and Arabic (1%)

- Children at Ormiston Cliff Park Primary Academy are predominantly from families of no religion (69%). However, there are members of the Christian (21%) Hindu (4%), Islam (4%), Sikh (1%), Buddhist (1%) and Jehovah's Witness (1%) faith communities represented within our school family.
- Our academy improvement plan is compiled each year in discussion with all staff, the Trust and governors. This makes use of comments from parents and students and aims to address inequalities that are shown through our data and raised through dialogue with all our stakeholders. Our aim is always to ensure that all students reach their full potential and make good progress.

Equality objectives

Last reviewed – Dec 2025

Objective	Success criteria
To narrow the attainment gap between Pupil Premium and Non-Pupil Premium groups across the academy in reading	All year groups demonstrate that reading attainment continues to improve, closing the gap to Non-Pupil Premium.
To narrow the attainment gap between Pupil Premium and Non-Pupil Premium groups across the academy in writing	All year groups demonstrate that writing attainment continues to improve, closing the gap to Non-Pupil Premium.
To narrow the attainment gap between Pupil Premium and Non-Pupil Premium groups across the academy in maths	All year groups demonstrate that maths attainment continues to improve, closing the gap to Non-Pupil Premium.
To continue to support the attendance of the Pupil Premium group in order close the gap with the rest of the academy.	Attendance for the Pupil Premium group shows improvement over the year and the gap narrows with that of the whole academy.
To ensure that children from all protected groups are able to access the full range of enrichment opportunities offered by the academy.	Enrichment opportunities within the school day and beyond are planned to capture a wide variety of experiences open to all. Take up numbers demonstrate interest from all groups.

Academy equality challenges

This is a summary of the issues that we are most concerned about. We are already developing strategies and activities to address some of these challenges which is detailed under the next heading 'how we have due regard'. For some of these challenges we have also set equality objectives listed above.

- Attendance of Pupil Premium group
- Attainment of Pupil premium group

How we have due regard to our duty

The information provided here aims to show that we give careful consideration to equality issues in everything that we do in the academy.

We are committed to working for the equality of all our students. To meet our duty to have due regard to the need to eliminate unlawful discrimination, harassment and victimisation and other conduct towards individuals with protected characteristics we:

- Ensure related policies are in place – including anti-bullying, e-safety and cyber-bullying, behaviour, safeguarding, more able, gifted and talented and SEN
- Give due regard of equality issues in decisions and changes we make – engaging with and consulting students, staff, parents and carers, the local community so we can improve our information, learn about the impact of our policies, develop our equality objectives and improve what we do
- Have in place an accessibility plan
- Have an induction process for new arrivals and ensure that the admission arrangements do not disadvantage groups of students
- Monitor / report on exclusions and all incidents of harassment / discrimination
- Providing adequate training for all staff members and governors including safeguarding and SEN issues
- Follow our published complaints procedure
- Adhere to non-discriminatory employment practices
- Have in place staff and student codes of conduct
- Have a balanced curriculum with an activity / enrichment programme that is accessible to all students
- Provide additional support and apply reasonable adjustments where necessary
- Involve disabled learners, their families and disabled staff in the changes and improvements we make and consult them on issues that concern or affect them
- Track and monitor identified groups and their access and performance and aim to reduce gaps between groups
- Keep a record, where appropriate of the protected characteristics of our students and employees.

Understanding our academy community

Our student population

Total number of students on the roll at the academy is **477**.

Confidentiality – Guarantees of confidentiality are given to all individuals who provide monitoring information or who take part in surveys. Names and data are anonymised and we observe the convention not to report where there are 10 or fewer respondents in any grouping.

			The academy		National (if available)
			Number	%	%
Gender	Male		226	47.4%	50.89%
	Female		251	52.6%	49.11%
Ethnicity	White	English / Welsh / Scottish / Northern Irish / British	358	75.05%	
		Irish	0	0%	
		Gypsy or Irish Traveller	0	0%	
		Any other White background	0	0%	
	Mixed / multiple ethnic groups	White and Black Caribbean	0	0%	
		White and Black African	3	0.63%	
		White and Asian	2	0.42%	
		Any other Mixed/Multiple ethnic background	2	0.42%	
	Asian / Asian British	Indian	45	9.43%	
		Pakistani	12	2.52%	
		Bangladeshi	1	0.2%	
		Chinese	0	0%	
		Any other Asian background	9	1.89%	
	Black / African / Caribbean / Black British	African	8	1.68%	
		Caribbean	0	0%	
		Any other Black / African / Caribbean background	6	1.26%	
	Other ethnic group	Arab	3	0.63%	
		Any other ethnic group	17	3.6%	
	Information refused		11	2.3%	
	Information not obtained				

Disability	Mobility and Physical Impairments	1	0.2%	
	Spinal cord injury	0	0%	
	Head / brain injury	0	0%	
	Visual impairment	0	0%	
	Hearing impairment	0	0%	
	Balance disorders	0	0%	
	Developmental impairment	0	0%	
	Cognitive impairment	0	0%	
	Specific learning disability	7	1.5%	
	Information refused	0	0%	
	Information not obtained	0	0%	
Special Educational Needs (SEN)	No specified special educational need	417	87.4%	
	SEND support (K)	46	9.6%	13.54%
	Education Health Care Plan (EHCP)	14	2.9%	2.53%
Religion	No religion	329	69%	
	Christian (including Church of England, Catholic, Protestant and all other Christian denominations)	100	21%	
	Buddhist	4	1%	
	Hindu	14	3%	
	Jewish	0	0%	
	Muslim	19	4%	
	Sikh	4	1%	
	Any other religion	4	1%	
	Information refused	3	0.6%	
	Information not obtained			
Pregnancy and maternity	Students who are pregnant	0	0%	
	Students who have recently given birth	0	0%	
Information on other groups	Students with English as an additional language (EAL)	101	21.2%	22.76%
	Children Looked After (CLA)	3	0.6%	
	Young carers	2	0.4%	

No Information was available on the following protected characteristics: *[If the following information is collected then this needs to be added to the table above]*

- Gender reassignment – The academy does not have any information on whether any of the students on roll had reassigned their gender
- Sexual identity – The academy does not have information on whether any of the students on roll identified as Lesbian, Gay, Bi-sexual or Transgender (LGBT) as the question had never been asked

Diversity of our workforce

The academy employs less than 150 staff members and therefore is not required to publish this data. The academy uses any data collected about its staff demographic to inform policies, decisions and the objectives detailed on this document.

			Number	% of all staff
Gender	Male			
	Female			
Age	Under 21			
	21-30			
	31-40			
	41-50			
	51-60			
	61-70			
	71-80			
	Over 80			
Ethnicity	White	English / Welsh / Scottish / Northern Irish / British		
		Irish		
		Gypsy or Irish Traveller		
		Any other White background		
	Mixed / multiple ethnic groups	White and Black Caribbean		
		White and Black African		
		White and Asian		
		Any other Mixed/Multiple ethnic background		
	Asian / Asian British	Indian		
		Pakistani		
		Bangladeshi		
		Chinese		
		Any other Asian background		

	Black / African / Caribbean / Black British	African
		Caribbean
		Any other Black / African / Caribbean background
	Other ethnic group	Arab
		Any other ethnic group
	Information refused	
	Information not obtained	
Disability	Mobility and Physical Impairments	
	Spinal cord injury	
	Head / brain injury	
	Visual impairment	
	Hearing impairment	
	Balance disorders	
	Developmental impairment	
	Cognitive impairment	
	Specific learning disability	
	Information refused	
	Information not obtained	
Religion	No religion	
	Christian (including Church of England, Catholic, Protestant and all other Christian denominations)	
	Buddhist	
	Hindu	
	Jewish	
	Muslim	
	Sikh	
	Any other religion	
	Information refused	
	Information not obtained	
Pregnancy and maternity	Staff members who are pregnant	
	Staff members who have recently given birth	

No Information was available on the following protected characteristics: [If the following information is collected then this needs to be added to the table above]

- Gender reassignment – The academy does not have any information on whether any member of staff had reassigned their gender
- Sexual identity – The academy does not have information on whether any member of staff identified as Lesbian, Gay, Bi-sexual or Transgender (LGBT) as the question had never been asked