



## EQUALITY OBJECTIVES for academic years 19/20 to 21/22

### School = Fitzharrys School

We have chosen these objectives as a result of reviewing children's, pupils' and students' outcomes in summer 2019. There are clear themes running across the trust in terms of bringing about greater equality:

<b>Objective</b>	<b>Actions</b>	<b>Timescale</b>	<b>How will we know we have achieved this objective?</b>	<b>Responsibility</b>
To reduce the difference between boys' and girls' attainment and progress from Early Years to GCSE	<p>Close monitoring, mentoring and regular evaluation leading to adapted action planning.</p> <p>Mentoring meetings with SLT once every half term for key cohorts of students.</p> <p>Additional resource of intervention support lead by teachers in English, Maths and Science as well as SLT mentoring.</p>	<p>In place since summer of Year 10 for current year 11 group.</p> <p>Intervention sessions run throughout the week for different cohorts of students, ensuring regular engagement and monitoring.</p>	<p>Cohort level indicators show no statistical difference between boys and girls in terms of Progress 8 and progress within subjects, with a particular focus on parity in English and Maths.</p> <p>KS4 A8 at least in line with expectations for boys and for girls, indicating that the boys have at least sustained their attainment from Key Stage 2 to 4.</p>	W Speke (DHT) leading Key Stage 4 strategy

	<p>Programme of engagement with parents.</p> <p>Strategy for developing boys' expectations adopted in January 2019.</p>	<p>In addition to regular meetings, we will use the progress check points and year 11 deep dives to support our monitoring and adapt our provision.</p>		
<p>To advance the progress and attainment of disadvantaged pupils and students and those with SEN/D to be the same as those of other pupils and students who are not disadvantaged and/or have no SEN/D</p>	<p>Close monitoring, mentoring and regular evaluation leading to adapted action planning.</p> <p>Mentoring meetings with SLT once every half term for key cohorts of students.</p> <p>Additional resource of intervention support lead by teachers in English, Maths and Science as well as SLT mentoring.</p>	<p>In place since summer of Year 10 for current year 11 group.</p> <p>Intervention sessions run throughout the week for different cohorts of students, ensuring regular engagement and monitoring.</p>	<p>Improve the P8 of disadvantaged students so that it the same as similar non-disadvantaged students.</p> <p>Improve the P8 of SEND students so that it the same as similar non-SEND students while being mindful of the impact of reduced timetables for the 4 EHCP students in the Communication and Interaction Resource Base.</p>	<p>W Speke (DHT) leading Key Stage 4 strategy  Ali Williams (AHT) disadvantaged champion.  J Smith (SENCo)</p>

	<p>Programme of engagement with parents.</p> <p>School embarking on Achievement for All programme with a focus on disadvantaged and vulnerable students.</p>	<p>In addition to regular meetings, we will use the progress check points and year 11 deep dives to support our monitoring and adapt our provision.</p> <p>Initial meeting 5/11/19, with external coach to be appointed and programme to start by December 2019.</p>		<p>Ali Williams (AHT) appointed school lead.</p>
<p>Raise ambition for pupils and students so that know more and can do more each year, and have an enhanced understanding of routes to education and training beyond school, and wider knowledge of</p>	<p>Development of provision to achieve the Gatsby careers benchmarks.</p> <p>Additional careers experiences and interaction with employers in each key stage.</p>	<p>Academic year 2019-20.</p> <p>Academic year 2019-20.</p>	<p>Demonstrable progress from our initial benchmarking so that provision is clearly in place and students are able to articulate their experience of increased exposure to careers opportunities and its impact.</p>	<p>William Browne (AHT)</p> <p>William Browne (AHT)</p>

<p>opportunities for careers</p>	<p>Impact of Wider Learning Days to support aspiration.</p> <p>Implementation of agreed approaches to meta-cognition and low stakes/high frequency testing as elements of our Subject Marking, Assessment &amp; Feedback model and our wider developments in teaching and learning to support retention, recall and re-use.</p>	<p>Academic year 2019-20.</p> <p>Academic year 2019-20. Termly focus plan in place.</p>	<p>Students will have had at least one significant careers input in each key stage, in addition to the careers teaching and IAG that takes place in Fitz Focus lessons.</p>	<p>Pastoral team: Tammy Clark (HoY) and Ali Williams (AHT)</p> <p>Will Speke leading teaching developments</p>
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