



EQUALITY OBJECTIVES for academic year 26/27

Fitzharrys School

We have chosen these actions as a result of reviewing students' outcomes in summer 2026. There are clear themes running across the trust in terms of bringing about greater equality:

Objective	Actions	Timescale	How will we know we have achieved this objective?	Responsibility
Our schools will provide good outcomes for all learners	High-quality teaching and adaptive practice remain the first response to pupil need. Teachers use assessment, vulnerability and attainment information to identify barriers to learning at the earliest opportunity. A coordinated approach is used to support vulnerable learners through strong collaboration between curriculum, attendance, safeguarding, SEND and pastoral teams. Literacy strategies are embedded across the curriculum to improve access to learning. Staff continue to develop expertise through evidence-informed professional	Ongoing throughout 2026-27. Reviewed through JPD and RAP cycles termly. Half-termly RAP reviews. Continuous. Monitored termly through QA.	Gaps in attainment narrow for disadvantaged learners, pupils with SEND and other vulnerable groups. Improved attendance and engagement for vulnerable learners. Increased staff confidence in identifying need and adapting provision. Student voice demonstrates pupils feel challenged, supported and able to succeed. Evidence shows reduced need for escalation to specialist support through effective early intervention. Increased attendance and improved outcomes for vulnerable learners.	Headteacher and the leadership team, with a particular focus for AHT Assessment and achievement, DHT Quality of Education and DHT Inclusion.

	development focused on inclusive classroom practice. Academic resilience, confidence and pupil agency are explicitly taught and promoted.			
--	---	--	--	--

Our schools will deliver a broad and rich curriculum that is ambitious for all learners, ensuring readiness for the next stage	Curriculum design remains ambitious, inclusive and accessible for all learners. Curriculum planning anticipates learner variability and removes barriers to participation before they arise. Curriculum areas actively promote diversity, representation and belonging. Schools provide a broad opportunities curriculum that ensures equitable access to cultural, enrichment and leadership experiences. Literacy, communication and independence skills are developed across all curriculum areas.	Ongoing curriculum review cycle. Faculty planning cycles throughout year.	Students report positively about scholarship, challenge and belonging. Increased participation in enrichment opportunities across vulnerable learner groups. Evidence from quality assurance demonstrates curriculum accessibility and adaptive practice. All pupil groups are represented in leadership, enrichment and wider-school opportunities. JPD and other QA visits demonstrate alignment between intent and implementation of curriculum at all key stages.	Headteacher, AHT curriculum and ethos and middle leaders with responsibility for a curriculum area.
---	--	--	--	--

Our schools will take positive action to educate all adults and learners about the diversity and value of people, promoting equality in all that we do.	The PSHE curriculum is regularly reviewed to reflect contemporary issues and local need. Diversity, equality, representation and belonging are embedded throughout curriculum and wider school life. Professional development equips staff to recognise and challenge discrimination, prejudice and bias. Partnerships with families, community groups and external agencies are used to strengthen inclusion and understanding. Pupil voice is actively sought and used to inform provision and improvement.	Annual curriculum review with termly updates. Annual curriculum review with termly updates.	Reduced incidents of discriminatory behaviour and prejudice-related incidents. Pupils report feeling respected, valued and included. Increased participation in diversity-related events and opportunities. Staff voice indicates confidence in promoting equality and inclusion. Families report positive experiences of partnership and communication.	AHT, behaviour and attendance, AHT curriculum and ethos, PSHE lead.
--	--	---	---	--

Our schools will uphold cultures that seek to eliminate bullying, discrimination and harassment through effective policy into practice	Restorative and relational approaches are embedded across all aspects of school life. Schools strengthen systems that promote belonging, attendance, engagement and wellbeing. Support for vulnerable learners is coordinated through joined-up work between SEND, safeguarding, behaviour, attendance and pastoral teams. Early identification and intervention processes are used to address emerging concerns. Families are actively involved in planning and reviewing support.	Ongoing through weekly BTA meetings.	Reduction in bullying, discrimination and harassment incidents. Improved attendance for vulnerable learners and those at risk of absence. Reduced repeat behaviour concerns and suspensions. Student surveys show increased feelings of safety and belonging. Parent and carer feedback demonstrates confidence in school support systems.	Headteacher, AHT behaviour and attendance, DHT inclusion.
---	--	---	---	--

Our schools will provide a range of interesting, aspirational, and culturally rich opportunities that promote learning as enjoyable, stimulating and ambitious for all learners.	Schools actively remove barriers to participation in enrichment, leadership, careers and wider-school opportunities. Opportunities are designed to develop independence, resilience, confidence and aspiration. Careers education and guidance support all learners in preparing successfully for adulthood. Student leadership opportunities continue to grow and reflect the diversity of the school community. Participation information is monitored to ensure equitable access for all learner groups.	Termly review and annual evaluation.	Increased participation of vulnerable learners in enrichment and leadership programmes. Positive destinations for pupils at key transition points. Student voice indicates increased confidence, aspiration and readiness for future learning and employment. Improved engagement with cultural, sporting and wider-curricular activities. Evidence that barriers to participation are reducing across all pupil groups.	DHT inclusion, AHT behaviour and attendance, AHT curriculum and ethos.
---	--	---	---	---

*All learners for us means each child, including those who are from disadvantaged backgrounds, with protected characteristics, or with SEND, who are members of our Trust community