



EQUALITY OBJECTIVES for academic years 23/24 to 24/25

Fitzharrys School

We have chosen these objectives as a result of reviewing children’s, pupils’ and students’ outcomes in summer 2023. 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 |
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| <p>Our schools will provide good outcomes for all learners</p> | <p>The Raising achievement process empowers teachers and students to exceed expectations through challenging and carefully planned assessment, rigorous data analysis, targeted mentoring & high-quality intervention.</p> <p>All staff continue to learn and develop, and are supported in doing so with bespoke CPD, best use of meeting time and professional pathways.</p> <p>Termly Teaching and Learning foci are used to improve the learning experience for students in response to monitoring, evaluation, and review findings.</p> | <p>Continuous process of improvement</p> <p>Measured at key assessment points throughout the year.</p> <p>Exam results at the end of each academic year</p> | <p>Student voice shows assessment is rigorous and challenging in all areas at all key stages.</p> <p>Stronger results in underperforming subjects – 0 P8 score.</p> <p>Leadership confidence in accuracy of data collected. Subject/faculty lead confidence improves in analysing and using data for high quality planning</p> <p>Appraisal documentation shows support, clear communication and personalised targets for all.</p> <p>Professional Pathway take-up by all, including participation in and sponsorship of staff in NPQ and Masters qualifications.</p> | <p>Headteacher and the leadership team, with a particular focus for AHT Assessment and achievement, and AHT Teaching and Learning.</p> |

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| | | | Improved outcomes in all subject areas, at all key stages. | |
| Our schools will deliver a broad and rich curriculum that is ambitious for all learners, ensuring readiness for the next stage | <p>Curriculum discussions to take place with bespoke attention to subject-specific needs and nuances, supporting all middle leaders to develop their curricula.</p> <p>Mandarin to be embedded as an opportunity across the school, and brought in line with whole-school practice.</p> <p>Key Stage 5 to have a secure curriculum identity within the school, in line with the new vision for the sixth form.</p> <p>Action plans and support to be in place for key subject areas to enhance the curriculum and ensure high quality intent, implementation, and impact.</p> | <p>This is a continuous and ongoing process across the school.</p> <p>Regular checking of the process will occur through quality assurance processes in school.</p> | <p>Curriculum maps and resources to be updated regularly. JPD implementation to demonstrate alignment with intent at all key stages.</p> <p>Mandarin to be included in JPD process. Mandarin club(s) to be introduced for students in Years 8 and above.</p> <p>Actions plans created and in place.</p> | Headteacher, Associate Assistant Head (Curriculum focus), 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 | <p>PSHE curriculum review led by PSHE lead followed by staff training put in place on key PSHE topics in line with existing Schemes of work.</p> <p>New PSHE resources created and shared with teaching staff (sexual identity/ gender in Year 1)</p> | <p>This will be a phased approach with curriculum changes taking place across the year.</p> <p>In the next academic year, the curriculum will be</p> | <p>Incidents of disrespect reduced year on year.</p> <p>Incidents of misogyny are very rare and tackled effectively.</p> <p>Staff voice shows training effective/ timely.</p> <p>Bullying records show a year-on-year reduction.</p> | Assistant Head – Personal Development, PSHE lead. |

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| <p>equality in all that we do</p> | <p>A refined anti-bullying process is created, shared, and embedded with stakeholders.</p> <p>Opportunities for Diversity to be celebrated are increased.</p> <p>Utilise the OX14 partnership expertise to inform, challenge and educate stakeholders on issues such as misogyny.</p> | <p>further developed and grown.</p> <p>Changes around bullying and opportunities for diversity will take place in year 1, with further embedding in consequent years.</p> | <p>Increased involvement with external agencies and organisations through wider learning days, OX14 events, and greater presence in school.</p> | |
| <p>Our schools will uphold cultures that seek to eliminate bullying, discrimination and harassment through effective policy into practice</p> | <p>A culture of restorative practice is embedded alongside the robust behaviour policy, building on the positive relationships between staff and students.</p> <p>Publication poster for staff created and shared that details the process for restorative alongside CALM and B4L policy.</p> <p>Key pastoral staff trained to hold restorative conversations.</p> <p>Conversations take place in a timely manner once a need identified.</p> | <p>There will be a continuous process of implementation.</p> <p>The school will aim to decrease incidents of bullying and discrimination year on year.</p> | <p>Reduction in repeat B3s for key students in subjects.</p> <p>Staff feel supported to restore relationships where appropriate.</p> <p>Fixed Term suspensions reduced.</p> <p>Number of VAS incidents reduced year on year.</p> | <p>Headteacher, Assistant Head – Personal Development.</p> |

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| <p>Our schools will provide a range of interesting, aspirational, and culturally rich opportunities that promote learning as enjoyable, stimulating and ambitious for all learners.</p> | <p>Student leadership opportunities are enhanced and allow students to enact the core values.</p> <p>Embed a careers programme which implements the Gatsby benchmarks, helps inspire pupils towards further study and enables them to make informed decisions whenever choices are available to them.</p> <p>Provide alternative provision which appropriately meets the specific, personal, social, and academic needs of pupils to help them overcome any barriers to engagement with education.</p> <p>Students have access to a consistent, high-quality, and effective literacy curriculum.</p> <p>A culture of scholarship is evident in all subject areas, with opportunities to develop passionate learners inside and outside the classroom.</p> | <p>Gatsby benchmarks to be fully met at the end of the year.</p> <p>Alternative Provision plans to be in place and utilised by the end of the academic year, with an adjusted plan based on outcomes for the following year.</p> <p>Phased approach to the literacy curriculum, with focus based on evaluation and next steps.</p> | <p>Document mapping opportunities across the school.</p> <p>10% of the school cohort appointed in student leadership posts. Student council active and update the school termly.</p> <p>JPD/ learning walks show active student leadership.</p> <p>JPD and appraisal processes report use of reading protocol in lessons. FIPs detail subject-specific plans to put the reading protocol into action.</p> <p>Staff voice, following CPD, to report increased confidence. Student surveys and student voice in JPD processes to report increasing understanding of the teaching of writing.</p> <p>All Gatsby benchmarks fully met.</p> <p>Evaluations evidence that activities have supported students in making informed decisions. Students in Year 11 and 13 secure appropriate destinations.</p> | <p>Deputy Headteacher, Assistant Head – Personal Development, Associate Assistant Head – Curriculum.</p> |
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*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