

EQUALITY OBJECTIVES for academic year 25/26

Fitzharrys School

We have chosen these objectives as a result of reviewing students' outcomes in summer 2025. 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	<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>Continue embedding vulnerable learners' strategy to improve outcomes</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.</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>Use of new appraisal documentation to ensure there is 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>Improved outcomes in all subject areas, at all key stages.</p>	Headteacher and the leadership team, with a particular focus for AHT Assessment and achievement, AHT Teaching and Learning and DHT Inclusion.

	for vulnerable children and young people.		Increased attendance and improved outcomes for vulnerable learners.	
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Our schools will deliver a broad and rich curriculum that is ambitious for all learners, ensuring readiness for the next stage	<p>Curriculum breadth continues to be prioritised, with viability into the offer of additional GCSE and a broader Level 3 offer.</p> <p>Subject leaders and middle leaders are given frequent opportunities to discuss, explore and improve their curricula, with the JPD culture of development in evidence through non-judgemental intent meetings.</p> <p>Our culture of scholarship is communicated regularly with staff, students and parents, through newsletters, meeting agendas, assemblies, and communications home.</p> <p>Our curriculum is expanded through our opportunities offer with core, supplementary and extended opportunities mapped, communicated and accessed by all students.</p>	<p>This is a continuous and ongoing process across the school.</p> <p>Regular checking will occur through quality assurance processes in school.</p> <p>Opportunities curriculum implemented Sept 25 and measured throughout the year.</p>	<p>JPD and other QA visits to demonstrate alignment between intent and implementation at all key stages. Students to report positively about scholarship and challenge in student experience meetings as part of JPD.</p> <p>The level of engagement improves, measured using our opportunities spreadsheet, with impact measured through the Enrichment Benchmarks.</p>	Headteacher, AHT curriculum and ethos and middle leaders with responsibility for a curriculum area.
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<p>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.</p>	<p>PSHE curriculum continues to be reviewed led by PSHE lead followed by staff training put in place on key PSHE topics in line with existing Schemes of work.</p> <p>PSHE resources updated and shared with teaching staff to reflect changing pressures in society.</p> <p>Our refined anti-bullying process continues to be 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>This will be a regular approach with training taking place across the year.</p> <p>In the next academic year, the curriculum will be adapted further.</p>	<p>Incidents of disrespect reduced year on year. 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> <p>Increased involvement with external agencies and organisations through wider learning days, OX14 events, and greater presence in school.</p>	<p>AHT, behaviour and attendance, AHT curriculum and ethos, PSHE lead.</p>
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<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>Re-promotion of poster for staff created and shared that details the process for restorative alongside CALM and B4L policy.</p> <p>Launch of the Belong, Thrive, Achieve (BTA) Team, this is the integrated and needs responsive pastoral support system that provides a holistic approach to student wellbeing and academic success, encompassing various aspects including social and emotional learning, mental health and SEND support.</p> <p>Conversations take place in a timely manner once a need identified.</p>	<p>There will be a continuous process of implementation. 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 as evidenced through Edurio survey.</p> <p>Fixed Term suspensions reduced.</p> <p>Number of bullying incidents reduced year on year.</p> <p>Greater awareness and accessibility of student's background information which allows for more effective resolution of issues/concerns.</p>	<p>Headteacher, AHT behaviour and attendance, DHT inclusion.</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 continue to be enhanced and allow students to enact the core values.</p> <p>Build upon our careers programme to further implement 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>Students have access to super- and extra-curricular activities to enhance their learning both directly in relation to their school subjects and beyond, to support their wider personal development through our core, supplementary and extended offer.</p>	<p>Gatsby benchmarks to be fully met at the end of the year.</p> <p>Alternative Provision plans to be in place for identified students including outcomes and regular reviews of provision.</p> <p>Continued implementation of the literacy curriculum, with focus based on evaluation and next steps.</p>	<p>Opportunities mapped and shared with all stakeholders; impact of opportunities measured and reviewed via the Opportunities spreadsheet and the enrichment benchmarks.</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 literacy into action.</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>DHT inclusion, AHT behaviour and attendance, AHT curriculum and ethos.</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