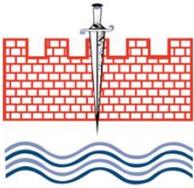


Shoeburyness High School

Equality Objectives March 2020-2024

Our school aims to meet its obligations under the public sector equality duty by having due regard to the need to:

- Eliminate discrimination and other conduct that is 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 across all characteristics – between people who share a protected characteristic and people who do not share it



Equality objective 1: *Close the achievement gap between SEND students and non-SEND students*

Why we have chosen this objective:

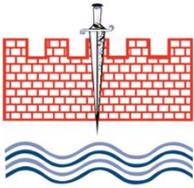
There is a clear and persistent gap between the progress outcomes of SEND and non-SEND students. Whilst this gap also exists nationally, we have an increasing number of SEND students being admitted to SHS and so we are committed to ensuring they reach their fullest potential.

To achieve this objective we plan to:

1. Ensure clear communication of student need between SENCo, teaching and support staff.
2. Devote appropriate time to the sharing and development of QFT strategies.
3. Review deployment of support staff.
4. Review and refine the curriculum within the specialised and mainstream pathways.

Progress we are making towards achieving this objective:

1. Our newly appointed SENCo (September 2019) has started a programme of work in reviewing and improving the quality of PSPs
2. A review of LSA deployment has started 2019-20.
3. Some curriculum changes have been introduced into the Foundation pathway 2019-20 e.g. History GCSE



Equality objective 2: *Close the achievement gap between disadvantaged and non-disadvantaged students*

Why we have chosen this objective:

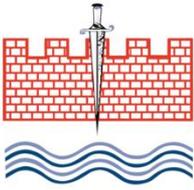
Despite a closing of the gap in 2017-2018 it reopened again in 2018-19. SHS has an average of 38% disadvantaged population whose life chances are improved with better outcomes at GCSE.

To achieve this objective we plan to:

1. Focus CPD on strategies for developing metacognition and retention in students.
2. Refine assessment model to provide information that supports better targeting of students
3. Create more preventative strategies within our behaviour monitoring and intervention programmes.
4. Improve monitoring of behaviour data to target disadvantaged students who may be overrepresented within detentions and isolations.

Progress we are making towards achieving this objective:

1. A new assessment model introduced in September 2019
2. Newly appointed AHT for teaching and learning (January 2020)
3. January CPD day focused on teaching and learning strategies
4. Staff twilight focused on pupil premium students delivered October 2019



Equality objective 3: *Improve the progress of boys in English to bring them in line with the progress of girls*

Why we have chosen this objective:

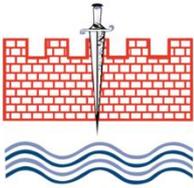
There was a significant gap between the progress of boys and girls within English in 2019 which is reflective of the gap that existed in the previous two years. Current KS4 data suggests this gap persists still.

To achieve this objective we plan to:

1. Introduce more 'boy friendly' texts into key stage three (long term).
2. Develop a focus on reading (long term).
3. Target interventions at underperforming boys in KS4 (short term).

Progress we are making towards achieving this objective:

1. New texts introduced into KS3 English.
2. Period 1 reading programme introduced into year 7 all delivered by English teachers.
3. Mock data used to identify underperforming boys for intervention 2020



Equality objective 4: *Provide equally high quality support, CPD and training for teaching and non-teaching staff*

Why we have chosen this objective:

High quality CPD is critical for the development of professional capital and its consequent efficacy in improving student outcomes; this is true for all staff. All staff regardless of role, position or length of service have an entitlement to develop their own practice and secure support in the delivery of their responsibility.

To achieve this objective we plan to:

1. Improve the appraisal process for both teaching and non-teaching staff to ensure equity, rigour and support.
2. Use the newly improved processes to identify individual CPD requirements.
3. Use the SEF to identify whole school prioritised CPD requirements.
4. Review the use of non-pupil days and twilights for delivering high quality CPD.
5. New AHT for teaching and learning to develop new CPD plans

Progress we are making towards achieving this objective:

1. New teaching and non-teaching staff appraisal paperwork produced.
2. A newly clarified line management structure chart produced.
3. Strict deadlines imposed for appraisal and mid-year reviews.