



Equality Objectives 2014/15

Objectives, Strategies and Activities

The Fernwood Academy Trust's main strategy is encompassed in its vision and ethos which is to ensure that the academy is one where everybody will achieve the highest standards. In particular we aim to:

- challenge every pupil to raise their aspirations and excel in academic achievements
- instil in students the values and characteristics necessary to become successful, confident and responsible members of society
- teach students the values of self-discipline, resilience and endeavour in order to become life-long learners
- prepare students to participate in and contribute to a society with ever changing scientific, technical and international needs.

To this end the activities that will be provided include to:

- establish a broad, balanced and innovative curriculum which integrates theory, practice and has enterprise and 'learning by doing' at its core
- be relentlessly focused on developing the potential of all students, helping them learn for themselves and then support others
- foster creativity and initiative, encouraging everyone to aim for excellence in all they do.
- build pride by valuing each and every individual and equipping them to take responsibility for their own actions
- provide a range of additional enrichment activities for every student beyond the normal academy day
- build strong partnerships with parents, carers, employers and the local community, with the academy becoming a centre of learning for the local community
- work with a range of partners, including business, together with further and higher education to enhance the curriculum, provide work placements and to build strong employability skills
- recruit, retain and develop high quality, enterprising and open minded staff that are positive, cooperative and contributing members of the local community and make best use of existing and new staff expertise
- make extensive and innovative use of well-designed ICT to engage learners and improve teaching and administration.

High Achievement with Care & Discipline for All



Student Monitoring Information	2012		2013/14	
	School	National	School	National
% of students that are male	51.8	50.4	50.2	50.4
% of students that are female	48.2	49.6	49.8	49.6
% of students that are minority ethnic	42.9	23.5	43.6	24.5
% of students identified as SEN (school action)	13.0	12.1	10.1	11.2
% of students identified as SEN (school action plus/or statement)	5.5	8.1	4.8	7.7
% of students with English as an Additional Language	22.2	13.0	24.5	13.6
% of students entitled to Free School Meals	21.6	26.7	22.2	28.2

Attainment & Attendance	2013/14
% of students achieving 5 GCSE's A*-C inc E&M	71%
% of male students achieving 5 GCSE's A*-C inc E&M	68%
% of female students achieving 5 GCSE's A*-C inc E&M	74%
% of Free School Meal students achieving 5 GCSE's A*-C inc E&M	47%
% of not Free School Meal students achieving 5 GCSE's A*-C inc E&M	76%
% of students with English as an Additional Language achieving 5 GCSE's A*-C inc E&M	61%
% of students with English as a first language achieving 5 GCSE's A*-C inc E&M	76%
% of students with SEN achieving 5 GCSE's A*-C inc E&M	45%
% of SEN students with a statement achieving 5 GCSE's A*-C inc E&M	100%
Attendance - % of sessions missed due to absence	4.6%



Examples of our work to promote equality

The following list identifies some of the new initiatives to develop equality in addition to the many activities and schemes of learning at Fernwood that promote equality:

- The 2014/15 School Development Plan has at its core the priority 'closing gaps in learning outcomes between core subjects and for vulnerable groups including students in receipt of pupil premium funding, below L4 on entry in Year 7 and EAL (English as an additional language)'
- The inclusion of Global Dimensions within the curriculum: all schemes of learning now include opportunities to explore global dimensions
- All Faculties trained in the use of GARP materials – Global and Anti-Racist Perspectives
- Continue to develop and embed our progress & tracking systems to improve standards. This includes regular intervention & support meetings for each year group to review progress & to plan interventions. We also analyse achievement and attainment by groups of students including all vulnerable groups
- Increased use of 1-1 tuition for targeted students in English & maths including Catch-up literacy and numeracy
- A more targeted approach to the use of the 7th session for individuals in Year 11 that are underachieving: additional English, maths & many other subjects delivered during after school sessions for identified students
- Assertive mentoring of Y11 students particularly those from vulnerable groups
- Increased parental involvement at Key Stage 4 to review the progress of their child. Parents invited individually to meet with the form tutor after school for a progress meeting
- The provision of a foundation learning key stage 4 curriculum for students who struggle to access the full GCSE curriculum
- A drive to raise whole school attendance by targeting the 90-95% bracket
- A full review of the Behaviour for Learning policy to ensure consistency of application
- Developments in PD to increase our awareness and appreciation of our diverse society for all year groups
- An annual Cultural Diversity Day to take place during the summer term for Years 7, 8 & 9
- Annual trip to the Holocaust Memorial Centre followed by the Peace Prize for all Year 9 students