

# Equality Objectives 2016-2020 (Year 1 of 4)



Through the Thomas Hardy School Single Equality policy we aim to fulfil our public duty to have due regard to the need to eliminate unlawful discrimination, advance equality of opportunity and foster good relations. As part of this the school formally sets out four key objectives which are reviewed annually and are linked to challenges the school has identified as requiring improvement.

Objective	Why chosen?	Actions	Progress January 2017
<p>1) By September 2017 the percentage of girls partaking in STEM subjects and extra-curricular activities will increase significantly with outcomes in STEM subjects for girls improving.</p>	<p>Raise 2016 Maths element 0.06 girls compared to 0.30 boys. If girls attend a single sex state school, they are two and a half times more likely to study physics in the sixth form than in a mixed one. Only 6% of current engineering workforce is female.</p>	<ul style="list-style-type: none"> <li>• Set up girls' STEM club in Science department</li> <li>• Plan and deliver Year 9 girls' STEM day</li> <li>• Continue Year 9 girls' robotics days with Bournemouth University</li> <li>• Plan and deliver Year 8 STEM days for each middle school</li> <li>• Continue Science enrichment programme for DASP EYFS, KS1 and KS2 children</li> <li>• Increase the number of female STEM role models visiting THS/DASP</li> <li>• Use student interns</li> <li>• Yearly analysis beyond Biology/Psychology of take up of STEM subjects at A Level</li> <li>• PSHCE/ Careers lessons proactively address issue of attitudes to gender</li> </ul>	<p>Issue 13 S.T.E.M@ths December 2016 outlines wide range of evidence            Girls' STEM clubs led by PC &amp; regular attendance of 30 at Sensational Science NS            First Year 9 girls' STEM day took place, 1 Dec 16 – Jurassic Jewellery            ICT/Computing robotics days Jan 17, organised by JL            First Year 8 STEM day for St Mary's on 6 Oct 16; St Osmund's STEM day on 23 Feb 17; DMS in July 17            Fortnightly science enrichment for DASP first schools taking place – led by CP            Female teaching role models within STEM areas/student intern            Various female STEM role models visited – e.g. postgrad engineer Jess Spurrell led workshops with Year 9 &amp; 10 girls to celebrate Women in Engineering Day (June 16)            GCSE 2016 VA+ girls in Science core, Science Additional, Chemistry, all DT and computing.  <b>Take up at Advanced level still a focus area</b></p>
<p>2) To narrow the gap in attainment between year 11 boys and girls GCSE achievement by 10% and decrease gap in P8 annually.  <b>(ref SIP objective 1.2)</b></p>	<p>As with national trend girls outperform boys in key measure at GCSE.            Raise 2016 P8 Boys 0.24 compared with girls 0.51</p>	<ul style="list-style-type: none"> <li>• College and Sixth Form Leaders to use a variety of data sources including 4 Matrix to identify and tackle underperformance</li> <li>• Further develop examination analysis in order to focus on gender differences.</li> <li>• Embed short term intensive mentoring programme for carefully selected Year 11 students and targeted boys.</li> </ul>	<p>C+ English gap closed by 13% to 3%            C+ Maths gap closed 8% to 2%            5 A*-C gap closed 14% to 10%            Still working on P8 and VA boys v girl</p>

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<p>3) To improve opportunities for feedback on accessibility issues in order for the school to make environmental improvements by September 2018. <b>(ref Accessibility Plan 2015-18)</b></p>	<p>School has specialist provision for those with physical disabilities.</p>	<ul style="list-style-type: none"> <li>• PD Student working group regarding accessibility meeting with headteacher</li> <li>• Occupational therapist work to review GCSE options in year 10</li> <li>• Screens for Physio/ceiling hoist</li> <li>• Assisted technology</li> <li>• EFA Compliance bid (automatic doors/steps etc.)</li> <li>• Toilet backrest</li> </ul>	<p>EFA Compliance bid submitted December 2016 Change of flooring in Humanities block Moved EforE office to allow better access Yellow paint on steps for VA students Classrooms adapted for the hearing impaired Induction loop in the Theatre purchased</p>
<p>4) To raise awareness, provide greater flexibility and actively promote professional development opportunities to encourage more women into leadership roles. <b>(ref SIP objective 1.3)</b></p>	<p>National data highlights much lower progression rates for women into school leadership roles. (2014 37% secondary headteachers were women despite over 70% of teachers being female) Our aim is to achieve at least 50% female participation in all leadership positions.</p>	<ul style="list-style-type: none"> <li>• Line managers to identify candidates suitable for National professional leadership qualifications /DTSA leadership programmes</li> <li>• DTSA to continue to develop coaching;</li> <li>• Flexible employment solutions: E.g. - structuring the timetable to absorb part time colleagues and job shares and supporting female colleagues on return from maternity leave.</li> <li>• To create a gender equality charter (to reflect Athena SWAN in Higher Education).</li> </ul>	<p>75% of DTSA headteachers are women; 5/9 of Thomas Hardye SLT are female; 60% of our subject leaders are female. NPQH and NPQSL graduates in 2016 Appointment of new AHT September 2016 Shared female subject responsibility for Geography As a partnership we have no gender pay gap In 2015-16 60% of participants on DTSA leadership courses were female 2 AHTs registered as coaches on the DfE's Women Leading in Education programme DTSA a member of the Women Leading in Education Regional Network DTSA SLE on steering group for #WomenEd, a grassroots organisation for existing and aspiring female leaders and cascades her experience to train other SLE Currently 5 SLEs and 1 NLE available to coach and support women teachers at all levels</p>