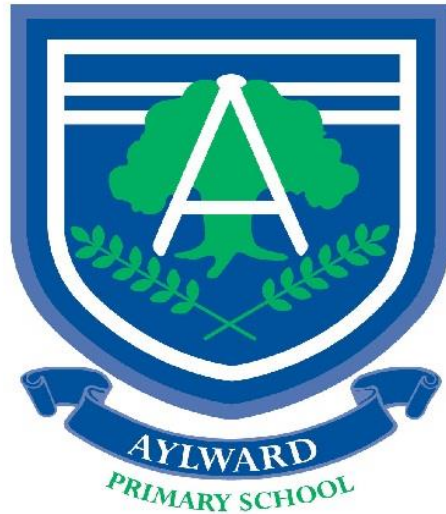




AYLWARD PRIMARY SCHOOL

EQUALITY INFORMATION AND OBJECTIVES

GB Committee Responsible:	Quality and Standards
Reviewed by:	Clive Westall
Review Date of Objectives:	November 2024
Objectives Approved by Committee:	21 st November 2024
Next Review Date of Objectives (Every 4 years):	September 2028
Annual update on Objectives: Annual update on Objectives: Annual update on Objectives: Annual update on Objectives: Annual update on Objectives: Annual update on Objectives: Annual update on Objectives:	19 th September 2017 15 th November 2018 14 th November 2019 12 th November 2020 11 th November 2021 10 th November 2022 9 th November 2023 21 st November 2024

Aylward Primary School

Equality Information and Objectives

INTRODUCTION

Aylward Primary School is committed to providing equal access and opportunity to individuals within the school environment so that differences and similarities may be respected and accepted. This should encourage everyone to develop to the best of their potential.

We all need to recognise that it is necessary to acknowledge in our school accepted differences and similarities that may originate outside the school. These may include age, class, disability, ethnic background, gender, learning ability, national status, religious belief and sexual orientation. We shall endeavor to provide an environment and a curriculum where these differences and similarities may be critically discussed, recognised and understood so that all our children, all staff and community will feel secure and proud of their own identity as well as having an understanding of others.

The Equality Act 2010 introduced a single Public Sector Equality Duty (PSED). It requires public bodies to promote equality and replaced three pre-existing duties relating to disability, race and gender equality. The duty applies to all maintained and independent schools, including academies, and maintained and non-maintained special schools.

The PSED requires schools to:

- Publish information to demonstrate how they are complying with the PSED – this information must include, in particular, information relating to people who share a protected characteristic;
- Prepare and publish equality objectives.

THE GENERAL DUTY

Equality of opportunity is at the heart of education and should underpin all decision making processes and be encompassed within all policy documents. Passive support for equal opportunities is not sufficient. Dealing with discrimination and prejudice must be everyone's responsibility. The involvement of pupils, teaching staff, support staff, parents/carers, governors and visitors to Aylward is essential to the successful implementation of our equality duty.

The general equality duty requires public authorities, in the exercise of their functions, to have due regard to the need to:

1. Eliminating Discrimination

Aylward Primary School is committed to eliminating discrimination, harassment and victimization and any other conduct that is prohibited by or under the Act. We are aware of the requirements of the Act and will comply with non-discrimination provisions. Please see the following policies which are available on the school website:-

- Accessibility Plan
- Anti-bullying Policy
- Behaviour Policy
- Statement on British Values

- SEN Policy

2. Advancing Equality of Opportunity

We advance equality of opportunity between people who share a relevant protected characteristic and people who do not share it (see objectives below).

3. Fostering good relations

We foster good relations between people who share a relevant protected characteristic and those who do not share it. Please see our Curriculum statement (published on the school website), we aim to develop and nurture individuals with a strong sense of self and compassion for others.

We recognise that people have different needs, and we understand that treating people equally does not always involve treating them all exactly the same.

PUBLISHING EQUALITY OBJECTIVES

Our Equality Objectives are:-

1. Diminishing differences in performance for disadvantaged pupils and children that require SEN support.
2. Increasing the number of parents from multi-ethnic backgrounds attending parental engagement events.
3. Increasing the number of children from multi-ethnic backgrounds participating in extracurricular clubs.
4. Diminishing difference in performance between boys and girls in maths and English.

Due to the impact of COVID 19 these objectives continued. The school will also focus upon the following objectives over the next four year (until 2024-25):

5. Monitor changes to the updated curriculum to ensure they result in good outcomes for pupils in all vulnerable groups.
6. Plan further opportunities to raise children's awareness of equality and diversity.

We will focus on the above objectives as part of our School Improvement Plan (SIP).

Review and Evaluation

The Equality Objectives will be reviewed and evaluated by the Quality and Standards Committee. We will update the published information at least annually and publish objectives at least once every four years.

The information will be available on the school website to those in the school community and public who wish to see it.

See Appendix 1: How the above Equality Objectives were met during 2016-2017

See Appendix 2: How the above Equality Objectives were met during 2017-2018

See Appendix 3: How the above Equality Objectives were met during 2018-2019

See Appendix 4: How the above Equality Objectives were met during 2019-2020

See Appendix 5: How the above Equality Objectives were met during 2020-2021

See Appendix 6: How the above Equality Objectives were met during 2022-2023

See Appendix 7: How the above Equality Objectives were met during 2023-2024

Appendix 1

How the Equality Objectives agreed on 10th November 2016 were met during 2016 – 2017

Our Equality Objectives are:-

1. Diminishing differences in performance for disadvantaged pupils and children that require SEN support.

- Ofsted recognised (March 2017) that:
 - Pupils with special education needs receive good quality supportconsequently they make good progress from their starting points.
 - Disadvantaged pupils make good progress and achieve well across the school in reading, writing and mathematics.
- Internal school data has indicated that a significant number of both disadvantaged and SEN children have made above expected progress by the end of the Key Stage 2. Progress in Key Stage 1 was less strong in reading and writing.
- 5 out of the 6 children in Year 1 that were on the SEN register, achieved the pass grade in phonics.

2. Increasing the number of parents from multi-ethnic backgrounds attending parental engagement events.

- The school has introduced a communication app that includes a translate function for texts that are sent out from the school.
- Recent parent view results indicate that 96% of parents find the information they receive about their child's progress to be valuable and the same percentage would recommend Aylward to other parents.
- The International day held in the summer included parents setting up stalls. 17 different countries were represented. There are presently 32 nationalities across the school.
- Celebration class assemblies are well attended by parents from across the different cultures represented in the school.
- There is a good uptake from parents for the parent and teacher consultation meetings. During the autumn 90.4% made appointments via the booking system and 84% in the spring term.

3. Increasing the number of children from multi-ethnic backgrounds participating in extracurricular clubs.

- Over the past academic year the school has been able to provide an increase in the number extracurricular clubs, which have been accessed by a wide range of children. During the autumn term there were 24 clubs on offer, 27 in the spring term and 29 in the summer term.
- 100% of all our Year 6 children over the past two years went on the school's residential visit.

4. Diminishing difference in performance between boys and girls in Maths and English.

- At the end of KS2, a similar percentage of boys and girls reached the expected standard in maths (83% c.f 86%). Both boys and girls achieved the same standard last year, that is 74%. In writing 80% of boys reached the expected standard compared with 90% of girls. In 2016 there was a 17% difference between boys and girls (74% c.f 91%). In reading 70% of boys reached the expected standard compared with 77% of girls. In 2016 the gap between boys and girls in reading was only 1%.
- 89% of Year 1 boys achieved the pass mark in phonics and 91% of girls.

Appendix 2

How the Equality Objectives agreed on 10th November 2016 were met during 2017 – 2018

Our Equality Objectives are:-

1. Diminishing differences in performance for disadvantaged pupils and children that require SEN support.

- Ofsted recognised (March 2017) that pupils with special education needs receive good quality support, consequently they make good progress from their starting points.
- By the end of KS2 (2018) disadvantaged pupils make strong progress and achieve well in reading, writing and mathematics.
- Children with SEN Educational Health Care (EHC) plans by the end of KS2 made better than expected progress, in reading, writing and maths, Children with SEN support made progress in line with national expectations but below expectations in reading and writing.
- Children with SEN support and EHC plans at the end of KS1 attained below national expectations. Due to specific individual needs 3 children were disapplied from the sats assessment.
- 8 out of 9 pupil premium children in Year 1 achieved the pass grade in phonics and 4 out of the 7 SEN children achieved the SEN register.

2. Increasing the number of parents from multi-ethnic backgrounds attending parental engagement events.

- 12 parents attended the Harrow Parenting programme which was held over a series of sessions in school, during the Spring term (2018). This has been followed up by a further 12 parents during the Autumn term (2018). There has also been a great demand from parents to participate in the English Language Development courses. Two additional classes were set up in addition to the planned set of classes. 25 parents have joined this training.
- The annual International day enabled families to support their children in celebrating the diversity that exists across the school.
- A wide cross section of families from across the school attended both our Christmas Breakfast and our School Fair.
- Celebration class assemblies have been well attended by parents from across the different cultures represented in the school.
- The parent survey results (March 2018) indicated that 94% felt there was good communication from the school.
- There is a good uptake from parents for the parent and teacher consultation meetings. During the autumn term, 92% made appointments via the booking system (the previous year it was 90.4%) and 93.2% in the spring term (the previous year 84%).

3. Increasing the number of children from multi-ethnic backgrounds participating in extracurricular clubs.

- Over the past academic year, the school has been able to provide a further increase in the number extracurricular clubs, which have been accessed by a wide range of children. Thirty clubs ran during the Summer term which was increase from Autumn and Spring and an overall increase on the previous year.
- 100% of all our Year 6 children over the past three years went on the school's residential visit.
- Over the past academic year, the school has been able to provide a further increase in the number extracurricular clubs, which have been accessed by a wide range of children. Thirty clubs ran during the Summer term which was increased from Autumn (20 clubs) and Spring (29 clubs) and an overall increase on the previous year (72 clubs).

4. Diminishing difference in performance between boys and girls in Maths and English.

- By the end of KS2, boys and girls made above expected progress in Maths and English. Boys (4.31) and girls (4.2) made similar progress in reading. Girls made stronger progress in writing than boys, whereas boys (8.14) made stronger performance than girls (2.19) in mathematics.
- By the end of KS1 girl's attainment in Reading, Writing and Maths was stronger than boys.
- 86% of Year 1 boys achieved the pass mark in phonics and 95% of girls.

Appendix 3

How the Equality Objectives agreed on 10th November 2016 were met during 2018 – 2019

Our Equality Objectives are:-

1. Diminishing differences in performance for disadvantaged pupils and children that require SEN support.

- Ofsted recognised (March 2017) that:
 - Pupils with special education needs receive good quality support consequently they make good progress from their starting points.
 - Disadvantaged pupils make good progress and achieve well across the school in reading, writing and mathematics.
- A significant number of both disadvantaged and SEN children made above expected progress by the end of the Key Stage 2 by the end of 2017 and 2018. Progress at the end of 2018/19 was in line with national comparisons in Reading and below in Writing and Maths, however this was a relatively small group of children. Progress in Key Stage 1 for SEND and Disadvantaged children was below national comparisons due to the high needs within these specific groups.
- 92% of children achieved the expected level in phonics at the end of Year 1 which was above national comparisons. 3 out the 9 children were on the SEN register achieved the expected level. 100% of pupil premium achieved the pass mark.

2. Increasing the number of parents from multi-ethnic backgrounds attending parental engagement events.

- There has been a very good turn out from parents attending the ESOL classes run by Stanmore College, over the past academic year. The classes have continued into the current academic year. The school has also set up a group of parent ambassadors to help with translating information to other parents. Aylward achieved the Family School Partnership Award in July 2019 in recognition for the work the school is doing in engaging parents.
- The annual International day enabled families to support their children in celebrating the diversity that exists across the school.
- A wide cross section of families from across the school attended both our Christmas Breakfast and our School Fair.
- Celebration class assemblies have been well attended by parents from across the different cultures represented in the school.
- The parent survey results (March 2019) indicated that 99% felt there was good communication from the school, this compares with 94% the previous year.
- There is a good uptake from parents for the parent and teacher consultation meetings. During the autumn 91% of parents attended the parents evenings in the autumn term (90.4%, the previous year) and 91% in the spring term (compared with 84% the previous year).

3. Increasing the number of children from multi-ethnic backgrounds participating in extracurricular clubs.

- The number of extracurricular clubs on offer compared with previous years, has continued to increase at Aylward. This has meant a wider range of children have accessed the clubs.

Number of clubs run at Aylward

	2016_17	2017_18	2018_19
Autumn	17	20	23
Spring	27	29	34
Summer	28	30	37

4. Diminishing difference in performance between boys and girls in Maths and English.

- At the end of KS2, a greater percentage of boys reached the expected standard in maths (difference of 27%). In the previous two years a similar percentage of boys and girls reached the expected standard in maths (83% c.f 86%) in 2018 and both 74% of boys and girls reached the expected standard in 2017. In writing more boys than girls attained the expected standard (difference of 14%), whereas in the previous year 80% of boys reached the expected standard compared with 90% of girls. In 2017 there was a 17% difference between boys and girls (74% c.f 91%). In 2019, boys performed more strongly than girls in reading (difference of 11%). In 2018, 70% of boys reached the expected standard compared with 77% of girls. In 2017 the gap between boys and girls in reading was 1%.
- 86% of Year 1 boys achieved the pass mark in phonics, compared with 97% of girls in 2019.
In 2018, 89% of Year 1 boys achieved the pass mark in phonics and 91% of girls.

Appendix 4

How the Equality Objectives agreed on 10th November 2016 were met during 2019 – 2020

Our Equality Objectives are:-

1. Diminishing differences in performance for disadvantaged pupils and children that require SEN support.

Ofsted recognised (March 2017) that:

- Pupils with special education needs receive good quality support consequently they make good progress from their starting points.
- Disadvantaged pupils make good progress and achieve well across the school in reading, writing and mathematics.
- Due to the impact of COVID 19 in 19/20, statutory assessments did not take place and so we are unable to report upon the impact of strategies used to diminish gaps. However, the school used a range of online learning platforms to support children with their learning. Where online access was limited, paper copies of task were provided for children to use. End of year predictions indicated that results at the end of Key Stage 1 and 2 would be higher compared with the previous year.

2. Increasing the number of parents from multi-ethnic backgrounds attending parental engagement events.

- Up until the COVID 19 outbreak parents attended ESOL classes (run by Stanmore College), the Christmas Breakfast, Family assemblies and the autumn parent teacher consultation evenings.

- There was a good uptake from parents for the parent and teacher consultation meetings during the autumn term, with 95% of parents attending. This compares with 91% in 2019, 90.4% in 2018.

3. Increasing the number of children from multi-ethnic backgrounds participating in extracurricular clubs.

- The number of extracurricular clubs on offer compared with previous years, continued to increase at Aylward up until the lockdown in March 2020. This meant a wider range of children have accessed the clubs.

Number of clubs run at Aylward

	2016_17	2017_18	2018_19	2019_20
Autumn	17	20	23	36
Spring	27	29	34	38
Summer	28	30	37	-

4. Diminishing difference in performance between boys and girls in Maths and English.

- Due to the impact of COVID 19 in 19/20, statutory assessments did not take place and so we are unable to report upon the impact of strategies adopted to diminish gaps. End of year predictions however indicated that results at the end of Key Stage 1 and 2 would be higher compared with the previous year.

Appendix 5

How the Equality Objectives agreed on 10th November 2016 and 12th November 2020 were met during 2020 – 2021

Our Equality Objectives are:-

1. Diminishing differences in performance for disadvantaged pupils and children that require SEN support.

Ofsted recognised (March 2017) that:

- Pupils with special education needs receive good quality support consequently they make good progress from their starting points.
- Disadvantaged pupils make good progress and achieve well across the school in reading, writing and mathematics.
- Due to the impact of COVID 19 in 19/20 and 20/21, statutory assessments did not take place and so we are unable to report upon the impact of strategies used to diminish gaps. However, the school used a range of online learning platforms to support children with their learning. 54 laptops were issued to families during the lockdown period and where online access was limited, paper copies of tasks were provided for children to use or children were invited into school. End of year predictions indicated that results at the end of Key Stage 1 and 2 would be higher compared with the previous year.

2. Increasing the number of parents from multi-ethnic backgrounds attending parental engagement events.

- Up until the COVID 19 outbreak parents attended ESOL classes (run by Stanmore College), the Christmas Breakfast, Family assemblies and the autumn parent teacher consultation evenings.
- It was not possible to invite parents into school due to Covid restrictions. However through the live teaching via Microsoft Teams, parents gained a valuable insight into how subjects are taught. Phase leaders held online sessions for parents throughout the year. Parent Teacher meetings were held online however uptake was not as strong compared with the live face to face meetings pre-covid (78% in December and 72% in March, please refer to percentages above for comparisons).

3. Increasing the number of children from multi-ethnic backgrounds participating in extracurricular clubs.

- The number of extracurricular clubs on offer compared with previous years, continued to increase at Aylward up until the lockdown in March 2020. This meant a wider range of children have accessed the clubs.

Number of clubs run at Aylward

	2016_17	2017_18	2018_19	2019_20
Autumn	17	20	23	36
Spring	27	29	34	38
Summer	28	30	37	-

- Due to Covid -19 restrictions we were only able to hold clubs during the summer term and they were restricted to within year groups. We held 38 clubs running in the first half term and 43 clubs in the second half term.
This was a much higher return than other previous terms as all teachers lead a club over the year and because of COVID, this is the first term they can do so.

4. Diminishing difference in performance between boys and girls in Maths and English.

- Due to the impact of COVID 19 in 19/20 and 20/21, statutory assessments did not take place and so we are unable to report upon the impact of strategies adopted to diminish gaps. End of year predictions however indicated that results at the end of Key Stage 1 and 2 would be higher compared with the previous year.

5. Plan further opportunities to raise children's awareness of equality and diversity.

- During a week in the autumn term, learning focused upon Black History week. The extended write activity (Golden Write) was based upon a book called 'Imani's Moon' by JayNay Brown-Wood. The story features a girl who is treated differently because she is smaller than her peers. Each year group also focused upon a significant figure such as Elizebeth Zunon, Maloroe Blackman. During Art lessons children looked at the work of Lois Mailou.
- During the summer term we held an International Day. This is proved an excellent opportunity for children to appreciate each other cultures and backgrounds.

6. Monitor changes to the updated curriculum to ensure they result in good outcomes for pupils in all vulnerable groups.

- Subject leaders met with a group of children during the autumn and summer terms, to talk about their learning. It has become clear that as the term's have gone on and the revised curriculum has become more embedded, children are able to communicate their learning more effectively.

Appendix 5

How the Equality Objectives agreed on 10th November 2016 and 12th November 2020 were met during 2021 – 2022

Our Equality Objectives are:-

1. Diminishing differences in performance for disadvantaged pupils and children that require SEN support.

- The school had an OFSTED inspection in October 2022 and is awaiting the final published report which will highlight aspects relating to provision for SEND and disadvantaged children.

2. Increasing the number of parents from multi-ethnic backgrounds attending parental engagement events.

- As restrictions during the year were reduced following the impact COVID 19, the school saw an increasing number of parents from across the school community participating in events, including attendance at Family assemblies, performances, the summer fair and curriculum workshops.

3. Increasing the number of children from multi-ethnic backgrounds participating in extracurricular clubs.

- The number of extracurricular clubs on offer compared with previous years, continued to increase at Aylward up until the lockdown in March 2020. This meant a wider range of children have accessed the clubs.

Number of clubs run at Aylward

	2016_17	2017_18	2018_19	2019_20	2020-21	2021-22
Autumn	17	20	23	36	-	27
Spring	27	29	34	38	-	35
Summer	28	30	37	-	47	34

- During 2020-21, with the lessening of restrictions, the school was able to start to offer a range of clubs. We managed to pack in a significant number during that particular term to make up for clubs missed.
- During 2021-22, clubs during the the spring and summer terms returned to a normal timetable.

4. Diminishing difference in performance between boys and girls in Maths and English.

- Due to the impact of COVID 19 in 19/20 and 20/21, statutory assessments did not take place and so it is difficult to establish any trends. Key Stage 2 assessments at Aylward were above national comparators for 21/22. The percentage of children achieving the expected standard for Reading, Writing and Maths was 71%, this compares with the national average of 59%. There was a difference between boys (73%) and girls (66%), however there were 38 boys in the year group compared with 21 girls. As a result if one of the girls did not reach expected standard it would have a greater impact upon the overall percentage scores.

5. Plan further opportunities to raise children's awareness of equality and diversity.

- The school held Black History week during the autumn term. Each year group focused upon significant figures such as Mary Seacole, , Ruby Bridges, Martin Luther King, as well as black icons including Cyrille Regis, Uriah Rennie and Hope Pwell.

6. Monitor changes to the updated curriculum to ensure they result in good outcomes for pupils in all vulnerable groups.

- Subject leaders have continued to meet with focused groups of children each term to to talk about their learning. It has become clear that the revised curriculum has become more embedded, children are able to communicate about their learning more effectively.
- Reports from our School Improvement partner and feedback following visits from other external advisers, indicated that the revised curriculum was having a positive impact upon the development of children's knowledge and skills.

Appendix 6

How the Equality Objectives agreed on 10th November 2016 and 12th November 2020 were met during 2022 – 2023

Our Equality Objectives are:-

- 1. Diminishing differences in performance for disadvantaged pupils and children that require SEN support.**
 - The OFSTED inspection of Aylward in October 2022 stated that leaders provide effective education for pupils with special educational needs and/or disabilities.
- 2. Increasing the number of parents from multi-ethnic backgrounds attending parental engagement events.**
 - The school has continued to see an increasing number of parents from across the school community participating in events, including attendance at Family assemblies, performances, Family reading mornings, the winter and summer fairs and curriculum workshops.
- 3. Increasing the number of children from multi-ethnic backgrounds participating in extracurricular clubs.**
 - The school has continued to offer a wide range of number of extracurricular clubs, with a good uptake with children across the school community.
 - The OFSTED report (October 2022) highlighted that leaders provide a wide range of clubs before, during and after school.

	2016_17	2017_18	2018_19	2019_20	2020-21	2021-22	2022-23
Autumn	17	20	23	36	-	27	26
Spring	27	29	34	38	-	35	30
Summer	28	30	37	-	47	34	28

- 4. Diminishing difference in performance between boys and girls in Maths and English.**
 - Due to the impact of COVID 19 in 19/20 and 20/21, statutory assessments did not take place and so it is difficult to establish any trends. The percentage of children reading the expected level at the end of Key Stage 2 in Reading, Writing and Maths, was well above national comparators in 2021/22 and 2022/23. The percentage of children achieving the expected standard in 2023 for Reading, Writing and Maths was 74%, this compares with the national average of 59%. There was a difference between boys (67%) and girls (78%).
- 5. Plan further opportunities to raise children's awareness of equality and diversity.**
 - The school held Equality Week during the autumn term. Each year group focused upon significant figures such as Tessa Sanderson, Harriet Tubman, Malcolm X and Olaudah Equiano.
- 6. Monitor changes to the updated curriculum to ensure they result in good outcomes for pupils in all vulnerable groups.**
 - Subject leaders have continued to meet with focused groups of children each term to talk about their learning. It has become clear that the revised curriculum has become more embedded, children are able to communicate about their learning more effectively.

- The OFSTED report (October 2022) stated that: 'The school curriculum is ambitious and in line with the national curriculum. Subject leaders have strong subject knowledge. They have thought about the important knowledge and skills they want pupils to know in different subjects'.

Appendix 7

How the Equality Objectives agreed on 10th November 2016 and 12th November 2020 were met during 2023 – 2024

Our Equality Objectives are:-

- 1. Diminishing differences in performance for disadvantaged pupils and children that require SEN support.**
 - The OFSTED inspection of Aylward in October 2022 stated that leaders provide effective education for pupils with special educational needs and/or disabilities.
- 2. Increasing the number of parents from multi-ethnic backgrounds attending parental engagement events.**
 - The school has continued to see an increasing number of parents from across the school community participating in events, including attendance at Family assemblies, performances, Family reading mornings, Parent learning lesson sessions, firework evening and the summer fair and curriculum workshops.
 - In the parent questionnaire (March 2024), 97% of parents believe that the school enables parents to support their children at home (e.g. parent workshops)
- 3. Increasing the number of children from multi-ethnic backgrounds participating in extracurricular clubs.**
 - The school has continued to offer a wide range of number of extracurricular clubs, with a good uptake with children across the school community.
 - The OFSTED report (October 2022) highlighted that leaders provide a wide range of clubs before, during and after school.

	2016_17	2017_18	2018_19	2019_20	2020-21	2021-22	2022-23	2023-24
Autumn	17	20	23	36	-	27	26	22
Spring	27	29	34	38	-	35	30	35
Summer	28	30	37	-	47	34	28	30

In our annual pupil questionnaire 70% of children said they enjoyed taking part in school clubs. In the latest parent questionnaire (March 2024), 96% parents felt that there was a good range of clubs available to children.

4. Diminishing difference in performance between boys and girls in Maths and English.

- The percentage of children reading the expected level at the end of Key Stage 2 in Reading, Writing and Maths, was above national comparators in 2024. The percentage of children achieving the expected standard in 2024 for Reading, Writing and Maths was 67%, this compares with the national average of 61%. The difference between boys (64%) and girls (62%) is diminishing compared with last academic year (67% c.f. 78%).

5. Plan further opportunities to raise children's awareness of equality and diversity.

- The school held Equality Week during the autumn term. The theme for this year was 'This is me'. Children had the opportunity to reflect upon their understanding of equality, including religious, gender, racial and disability equality. During the week EYFS and KS1 children explored the work of the photographer Thandiwe Muriu. In Key Stage 2 children explored the artwork of Shaheen Ahmed. During PSHE lessons children focused on the life, work and impact of black authors and poets. KS2 looked at Malorie Blackman and KS1/EYFS found out about Dapo Adeola.

6. Monitor changes to the updated curriculum to ensure they result in good outcomes for pupils in all vulnerable groups.

- Subject leaders have continued to meet with focused groups of children each term to talk about their learning. Children are able to communicate about their learning more confidently. Subject learning walks have also demonstrated the range of ways all children are supported in accessing the curriculum.
- The OFSTED report (October 2022) stated that: 'The school curriculum is ambitious and in line with the national curriculum. Subject leaders have strong subject knowledge. They have thought about the important knowledge and skills they want pupils to know in different subjects'.
- In the annual pupil questionnaire 96% of children said they enjoyed taking part in lessons.