



# **Equality Policy**

**including**

**Equality Target and**

**Accessibility plan**

Reviewed: March 2017 with interim review in May 2017

Next review: March 2018

This single policy supports and/or replaces separate policies the school has on ethnicity, disability and gender to eliminate discrimination, advance equality of opportunity and foster good relations. It reflects the legal duties set out in the **Equality Act 2010** and **non-statutory guidance** set out by the government in December 2011 and March 2012. Part one sets out the school's aims to promote equality of opportunity and comply with the Act; Part Two sets out the legal duties which are referred to in Part One.

## Part One

The primary aim of Newdale Primary School and Nursery is to enable all pupils to take part as fully as possible in every part of school life by developing each child's self-confidence, recognising their strengths and encouraging them to achieve their full potential.

Newdale Primary School and Nursery will take steps to advance equality of opportunity, foster good relations and eliminate discrimination or harassment across all the protected characteristics (age, ethnicity, gender reassignment, disability, marriage and civil partnership, religion and belief, pregnancy and maternity, gender, sexual orientation) within the school community.

### This means:

- We will take reasonable and necessary steps to meet pupil's needs by using a variety of approaches and planning reasonable adjustments for disabled pupils, enabling our pupils to take as full a part as possible in all activities of the school. We will make reasonable adjustments to ensure the school environment and its activities are as accessible and welcoming as possible for pupils, staff, Governors and visitors to the school. We are also committed to ensuring staff with a disability have equality of opportunity.
- We will actively encourage positive attitudes towards pupils, staff and Governors and expect everyone to treat others with dignity and respect.
- We will regularly consider the ways in which the taught and wider curricula will help to promote awareness of the rights of individuals and develop the skills of participation and responsible action.
- We will regularly consider the ways in which our teaching and the curriculum provision will support high standards of attainment, promote common values, and help students understand and value the diversity that surrounds them, and challenge prejudice and stereotyping.
- We will monitor the progress and achievement of pupils by the relevant and appropriate protected characteristics. This information will help the school to ensure that individual pupils are achieving their potential, the school is being inclusive in practise, and trends are identified which inform the setting of our equality objectives in the school improvement plan (See Appendix 1).
- We will collect and analyse information about protected characteristics in relation to staff recruitment, retention, training opportunities and promotions to ensure all staff have equality of opportunity. We will not ask health-related questions to job applicants before offering a job, unless it relates to an intrinsic function of the work they do. We will make reasonable adjustments such as providing auxiliary aids for our disabled staff.
- Staff and Governors will ensure the curriculum is accessible to all pupils with special educational needs and disabilities (SEND) or those for whom English is not their first language. Auxiliary aids and services will be provided for them, where reasonable adjustments are required. By planning ahead, staff will ensure that all pupils are able to take part in extra-curricular activities and residential visits, and the school will monitor the uptake of these visits to ensure no one is disadvantaged on the grounds of a protected characteristic.
- We will seek the view of advisory staff and outside agencies and partnerships with other schools where this is needed. In planning the curriculum and resources the school will take every opportunity to promote and advance equality.

- Bullying and Prejudice Related Incidents will be carefully monitored and dealt with effectively. Regular training will be given to both existing and new staff to ensure that they are aware of the process for reporting and following up incidents of prejudice-related bullying. (See bullying and racist incident logs in the Headteacher office).
- We expect that all staff and Governors will be role models for equal opportunities, deal with bullying and discriminatory incidents and be able to identify and challenge prejudice and stereotyping.
- Throughout the year, the school will plan on-going events to raise awareness of equality and diversity. This may include a focus on disability, respect for other cultures, religions and beliefs, anti-homophobia/gay pride, gender equality, developing community cohesion and an understanding of the effects of discrimination. This will be set out as equality objectives in the school improvement plan. (See School Development Plan 2016 – 2017 at the end of this document and our SMSC whole school planning documents which highlight some of the work that goes on e.g. British Values week.)
- We will ensure pupil/parent/staff/Governor consultation is regularly sought in the development and review of this policy.
- We will regularly seek the views of pupils, parents, Governors, advisory staff and visitors to the school, to ensure that the school environment is as safe and accessible as possible to all school users. We will regularly review our accessibility plans (See document attached).
- The school welcomes a diverse range of candidates and encourages those who are currently under-represented to join.
- We will ensure that all staff are aware of their legal duties under the Equality Act 2010, the different forms of discrimination and what ‘reasonable adjustments’ mean in practise.
- Training and awareness sessions will be set out in the school improvement plan.
- The school will consult with stakeholders, i.e. pupil, parents/carers, staff, Governors and relevant community groups, to establish equality objectives and draw up a plan based on information collected on protected groups and accessibility planning. These equality objectives will be reviewed and reported on annually.
- The school has an equality page on its website to show how it is complying with the Public Sector Equality Duty (PSED) (See attached) in the Equality Act 2010 and advancing equality of opportunity.
- When drawing up policies, it is best practise to carry out an equality impact assessment (EIA) to ensure a policy does not, even inadvertently, disadvantage groups of pupils with protected characteristics. As a minimum, the governing body must consider to what extent a new/revised policy, practise or plan meets the Public Sector Equality Duties (eliminates discrimination, advances equality and fosters good relations for all the protected characteristics) and recommend changes/mitigations should feel the policy, practise or plan could be improved to fulfil the Duties (DCC policies will have already had EIAs carried out).

## Part Two

### Our Legal Duties

Legislation relating to equality and discrimination is laid out in the Equality Act 2010.

This legislation covers employment (work), the provision of services and public functions, and education.

Employers (schools) are liable for discriminatory acts of their employees if they did not take reasonable steps to prevent such acts. Employees can be liable for acts (where an employer took reasonable steps to prevent such acts).

### The ‘Protected Characteristics’ within equality law are:

- **Age** - A person of a particular age (e.g. 32 year old) or a range of ages (e.g. 18-30 year olds). Age discrimination does not apply to the provision of education, but it does apply to work.
- **Disability** - A person has a disability if she/he has, or has had, a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities. It includes

discrimination arising from something connected with their disability such as use of aids or medical conditions. HIV, multiple sclerosis and cancer are all considered as disabilities, regardless of their effect.

- **Gender reassignment** - A person (usually with 'gender dysphoria') who is proposing to undergo, is undergoing or has undergone gender reassignment (the process of changing physiological or other attributes of sex, therefore changing from male to female, or female to male). 'Trans' is an umbrella term to describe people with this 'Gender Identity'. 'Intersex' or 'Third Sex' is not covered by the Act but the school will treat Intersex children with the same degree of equality as children with gender dysphoria. Children as young as five may begin to show signs of gender dysphoria and therefore it is relevant in any school environment. (The Intercom Trust in Devon supports schools in supporting children undergoing gender reassignment).
- **Marriage and Civil Partnership** - marriage and civil partnership discrimination does not apply to the provision of education, but it does apply to work.
- **Pregnancy and maternity** - Maternity refers to the period of 26 weeks after the birth (including still births), which reflects the period of a women's Ordinary Maternity Leave entitlement in the employment context. In employment, it also covers (where eligible) the period up to the end of her Additional Maternity Leave.
- **Ethnicity** - A person's colour, nationality, ethnic or national origin. It includes Travellers and Gypsies as well as White British people.
- **Religion and belief** - Religious and philosophical beliefs including lack of belief. Generally, a belief should affect your life choices or the way you live for it to be included in the definition. Religion and belief discrimination does not prevent a school from carrying out collective worship or other curriculum-based activities, but pupils may withdraw from acts of collective worship.
- **Sex** - A man or a woman.
- **Sexual orientation** - A person's sexual orientation towards the same sex (lesbian or gay), the opposite sex (heterosexual) or to both sexes (bisexual). Although children may not identify as gay or lesbian when very young, promotion of sexual orientation equality is as relevant in a primary school environment as it is in a secondary school. For example, a child may have an older sibling or parent who is gay. Children may experience friends 'questioning' or 'coming out' when they are in secondary school or college. Schools with a particular religious ethos cannot discriminate against lesbian, gay or bisexual pupils.

*It is also unlawful to discriminate because of the sex, ethnicity, disability, religion or belief, sexual orientation or gender reassignment of another person with whom the pupil is associated. So, for example, a school must not discriminate by refusing to admit a pupil because his parents are gay men or lesbians. It would be race discrimination to treat a white pupil less favourably because she has a black boyfriend.*

#### **'Prohibited Conduct' (acts that are unlawful):**

- **Direct Discrimination** - Less favourable treatment because of a protected characteristic.
- **Indirect Discrimination** - A provision, criteria or practice that puts a person at a particular disadvantage and is not a proportionate means of achieving a legitimate aim.
- **Harassment** - Conduct which has the purpose or effect of violating dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment. It includes harassment by a third party (e.g. customer or contractor) in the employment context.
- **Victimisation** - Subjecting a person to a detriment because of their involvement with proceedings (a complaint) brought in connection with this Act.
- **Discrimination arising from disability** - treating someone unfavourably because of something connected with their disability (such as periods of absence from work or medical conditions) **and failure to make reasonable adjustments.**
- **Gender re-assignment discrimination** - Not allowing reasonable absence from work for the purpose of gender-reassignment in line with normal provision such as sick leave.

- **Pregnancy/ maternity related discrimination** - Unfavourable treatment because of pregnancy or maternity. It includes unfavourable treatment of a woman or girl because she is breastfeeding.
- **Discrimination by association or perception** - For example, discriminating against someone because they 'look gay', or because they have a gay brother; discriminating against someone because they care for a disabled relative.

*Schools are allowed to treat disabled pupils more favourably than non-disabled pupils, and in some cases are required to do so, by making reasonable adjustments to put them on a more level footing with pupils without disabilities.*

### **Public Sector Duties (applies to schools):**

A school must, in the exercise of its functions, give due regard to the need to (in relation to protected characteristics above):

1. Eliminate discrimination, harassment, victimisation and any other prohibited conduct.
2. Advance equality of opportunity (remove or minimise disadvantage; meet people's needs; take account of disabilities; encourage participation in public life).
3. Foster good relations between people (tackle prejudice and promote understanding).

*In practise, 'due regard' means giving relevant and proportionate consideration to the duty, so decision makers in schools must have due regard when making a decision, developing a policy or taking an action as to whether it may have implications for people because of their protected characteristics.*

### **Reasonable Adjustments and Accessibility Plans (Schedule 10)**

Schools are required to:

- Take reasonable steps to avoid disadvantage caused by a provision, criteria or practice or a physical feature that puts a disabled person at a substantial disadvantage compared to a non-disabled person. This involves removing or avoiding a physical feature, for example steps and lifts.
- Take reasonable steps to provide auxiliary aids/ services.
- Provide information in an accessible format.
- Develop and implement (by allocating appropriate resources) Accessibility Plans which will
  1. Increase disabled pupils' access to the school curriculum
  2. Improve the physical environment
  3. Improve provision of information.
 (See Appendix)

The duty is an anticipatory and continuing one that schools owe to disabled pupils generally, regardless of whether the school knows that a particular pupil is disabled or whether the school currently has disabled pupils. The school will need to plan ahead for the reasonable adjustments that it may need to make, working with the **relevant admissions authority** as appropriate.

**For more information download guidance from the DFE:**

<http://www.education.gov.uk/aboutdfe/policiesandprocedures/equalityanddiversity/a0064570/the-equality-act-2010>

and **Equality Human Rights website:**

<http://www.equalityhumanrights.com> which includes the guidance for education providers (schools) or Devon County Council at <http://www.devon.gov.uk/equalitylegislation.htm>

The Education and Inspections Act 2006 introduced a duty on all maintained schools in England to promote community cohesion.

Aspects of educational legislation have also promoted equal opportunities, for example the Education Act includes a duty for local authorities to educate children with special educational needs in mainstream schools wherever possible.

## **Responsibilities**

### **Governing Body**

- Ensure that the school complies with equality-related legislation.
- Ensure that the policy and its procedures are implemented by the Headteacher.
- Ensure all other school policies promote equality.
- Give due regard to the Public Sector Equality Duty when making decisions.

### **Headteacher**

- Implement the policy and its related procedures.
- Make all staff aware of their responsibilities and provide training as appropriate to enable them to effectively deliver this policy.
- Take appropriate action in any case of actual or potential discrimination.
- Ensure that all staff understand their duties regarding recruitment and providing reasonable adjustments to staff. It is unlawful for an employer to enquire about the health of an applicant for a job until a job offer has been made, unless the questions are specifically related to an intrinsic function of the work- for example ensuring that applicants for a PE teaching post have the physical capability to carry out the duties. Schools should no longer require job applicants to complete a generic health questionnaire. Neither should a school seek out past sickness records until they have made a job offer.
- Ensure that all staff and pupils are aware of the process for reporting and following up bullying and prejudice-related incidents.

### **All Staff**

- Enact this policy, its commitment and procedures, and their responsibilities associated with this policy.
- Deal with bullying and discriminatory incidents, and know how to identify and challenge prejudice and stereotyping.
- Promote equality and good relations and not discriminate on any grounds.
- Attend such training and information opportunities as necessary to enact this policy and keep up to date with equality legislation.
- To be models of equal opportunities through their words and actions.

### **Pupils**

- Refrain from engaging in discriminatory behaviour or any other behaviour that contravenes this policy.

### **Visitors (e.g. parent helpers, contractors)**

- To be aware of, and comply with, the school's equality policy.
- To refrain from engaging in discriminatory behaviour (for example, racist language) on school premises.

**Newdale Primary School and Nursery staff abide by the recommendations and rulings in this policy and actively work hard to ensure that diversity is celebrated and not discriminated against. We have this in the centre of our school development plan and take any acts of discrimination very seriously.**

## Definitions

**Equality** - This is more clearly defined as equality of opportunity and outcome, rather than equality of treatment. This means treating people fairly and according to their needs as some people may to be treated differently in order to achieve an equal outcome.

**Inclusive** - Making sure everyone can participate, whatever their background or circumstances.

**Diversity** - Recognising that we are all different. Diversity is an outcome of equality and inclusion.

**Cohesion** - People from different backgrounds getting on well together (good community relations). There is a shared vision and sense of purpose or belonging. Diversity is valued. Relationships are strong, supportive and sustainable. Cohesion is an outcome of equality and inclusion.

**Community** - From the school's perspective, the term "community" has a number of meanings:

- The school community - the students we serve, their families and the school's staff.
- The community within which the school is located- in its geographical community, and the people who live and/or work in that area.
- The community of Britain- all schools by definition are part of it.
- The global community- formed by European and International links

**Gender Dysphoria** - Gender dysphoria is a recognised condition in which a person feels that there is a mix match between their biological sex and their gender identity.



# Newdale Primary School and Nursery

## Access and DDA

(Disability, Discrimination Act)

## statement

**Reviewed: March 2017 with interim review in May 2017  
Next Review: March 2018**

# Newdale Primary School

Our school has developed and implemented an Accessibility Plan which will

1. Increase disabled pupils' access to the school curriculum
2. Improve the physical environment
3. Improve provision of information.

## Access Needs & Disability Discrimination Act:

Our School and Nursery was originally surveyed by our attached Occupational Therapist and the LA's Access Officers when it was built in 2002. It met and continues to meet all regulations around accessibility. We have ensured that provision for wheelchair access, signage and access for the visually impaired, provision for the hearing impaired and access for children of reduced stature are within LA guidelines. We review or access needs regularly and update when required, with appropriate feedback to inform practice and provide appropriate access. The latest full review was by the Headteacher and Governors was March 2017 during the Safeguarding and Health and Safety Committee meeting held on 10<sup>th</sup> March 2017 (see all H&S committee minutes for information around site surveys). Ongoing assessments are made with provision put into place.

As a result of previous reviews, the following plans are now planned or in place –

- New signage to be displayed in the reception area to support people with disabilities - complete.
- Main front door 'push to open' button maintained on a regular basis in order to ensure its working - ongoing.
- Disabled toilet near the staff room to be kept clear at all times – regularly monitored.
- Disabled toilet near the staff room to be cleaned more often to ensure high standards of cleanliness – complete and monitored.

Points noted by Governors-

- Site clear of debris and any unnecessary items.
- Clear signage around school with brail included.
- Loud regular and evacuation bells in all areas of school at statutory level.
- All emergency exits clear for access
- Foot stools in KS1 toilets for children with reduced stature
- All corridors clear
- All internal fire doors functional
- Ramps and rails in good condition and at correct height
- All areas of school accessible without the use of stairs
- High quality staff provision
- Natural Light
- All areas of the playground accessible with ramps
- Floor covering in good condition with no trip hazards

Our next site review is scheduled in for the **Summer Term 2017** to include Health and Safety Governors and Safeguarding Champion children x 4 – internal site walk.

## Access to the Curriculum for All

At Newdale we aim to offer all children the opportunity of engaging with all in-school and extended school activities, irrespective of gender, ethnicity, culture and learning, medical, behaviour or other additional needs. This is in lesson and activity planning taking account of the needs of all children as well as risk assessments, e.g. for P.E. and visits out of school taking account of all learners. Where practicable lessons and activities are modified to take account of such needs and in many instances (if possible) specialist instructors / teachers or the support of other professionals is sought to offer support and expert input, e.g. for swimming or adventurous activities.

Parents / carers are consulted (as appropriate) in planning such events / learning and the views of children are taken into account. Consultation with parents / carers is both informal, on a daily basis, as well as during formal meetings such as annual reviews of Early Health Care plans (EHCPs), parents' evenings and individual learning review / planning meetings.

**March 2017**



## Equality website statement – March 2017

### **EQUALITY – Everyone is treated equally and fairly at our school**

We comply with the recommendations of the Equality Act 2010 and the latest DfE Equality Act Guidance also PSED compliance.

There are two specific duties; these are that schools should:

- publish information which shows compliance with the Public Sector Equality Duty (PSED) and
- publish at least one equality objective.

#### **The Public Sector Equality Duty (PSED)**

The Equality Act 2010 introduced a single Public Sector Equality Duty (PSED) that applies to schools and which extends to all protected characteristics e.g. race, disability, religion. It has three main elements. In carrying out their functions, schools are required to **have due regard to the need to:**

- Eliminate discrimination and other conduct that is prohibited by the Act,
- 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.

**Senior Leaders and Governors in our school are aware of the duty to have “due regard” when making a decision or taking an action and assess whether it may have implications for people with particular protected characteristics.**

#### **Homophobic and Transphobic bullying**

School is proactive in the prevention of homophobic and transphobic bullying. Children are taught through the Relationships, Sex Education (RSE) curriculum about different types of families and are encouraged to accept all. All staff and parents are aware that homophobic and transphobic bullying are reportable offences. In the event of any such bullying, school would record the incident in the bullying incident log and inform all parents involved. Intensive work would then follow with both the victim and the perpetrator.

We consider equality implications before and at the time that we develop policy and take decisions, and we keep them under review on a continuing basis.

We review our practice with Governors on a regular basis.

## [Equality Target 2016 – 2017](#)

**At our school we aim to provide an environment in which everyone involved in the school community is valued and has equality of opportunity. We are ambitious for all of our pupils.**

**Our equality targets are to;**

- To maintain and accelerate the progress of pupils receiving Pupil Premium funding and ensure that Pupil Premium expenditure continues to have a positive impact on outcomes for those pupils targeted.
- To continue to minimise the attainment gaps between boys and girls in the setting throughout the School and Nursery.
- To continue to support SEND children and their families to ensure high levels of attendance.

**Interventions –**

- Two action groups looking specifically poor attenders and the support we can offer
- ‘Key worker’ disadvantaged focus project to continue
- High quality Education Welfare support to continue – linking closely with attendance focus staff in school
- Additional support allocated to year group with high PPG percentage
- Pastoral Team support to work in the Early Years setting supporting pupil premium linked families
- Targeted intervention led by the class teacher on a regular basis each week
- Increased communication with families of SEND pupils with poor attendance
- Establishment of the Den provision to support pupils with complex needs

For more information go to –

<http://www.education.gov.uk/aboutdfe/advice/f00215460/equality-act-2010-departmental-advice>

### How are we getting on so far? May 2017 mid review

The key worker disadvantaged focus group continues to have a positive impact on the children that are being focussed upon. Disadvantaged children continue to make expected progress across many subjects. Targeted intervention led by the class teacher on a regular basis each week continues, with the more able disadvantaged pupils making additional progress. Differences between disadvantaged pupils and their peers is continually tracked.

The highest percentage year groups for Disadvantaged children have benefited from additional Teaching Assistants and Cover supervisors. The pastoral teams across school and nursery continue to be highly effective in supporting pupil premium linked families.

Our ‘Den’ provision for children displaying complex needs is proving to be a success by way of accelerating progress for the pupils that attend. We have employed an experienced SEND and Early Years teacher to lead this provision, which is having massive impact on all areas of the children’s learning.

SEND pupils attendance has increased at each data capture. SEND attendance to date is at 96.33%, which is above national and 0.76% higher than academic year end 2016. We will continue to monitor impact around our equality targets.

## LITERACY

- Purchase additional handwriting resources to support the new cursive style.
- Develop strategies to teach spellings— look at spelling schemes available.
- Purchase additional fiction books for the library.



## GOVERNORS

- Read the SEPT 2016 KCSIE document
- Monitor the progress and attainment of the more able pupils including attendance
- Monitor the progress and attainment of vulnerable groups (including attendance)
- To closely monitor the financial management of the school.

## MATHEMATICS

- Implement the Bar Model into calculations
- Create a visual Calculations Policy for the website, to support parents in helping their children at home.
- Increase focus on rapid recall of times tables in all year groups.



## PHONICS

- Track pupils who did not pass retest into Year 3.
- Develop the tracking Nursery and Reception tracking of Phonics
- CPD for Staff and TA's around the teaching of Phonics.



## PE / HEALTHY LIFESTYLES

- Embed assessment in PE, across all sports.
- Clearer progression in PE skills.
- Increase after school offer.



## SCIENCE

- Report to Governors as to pupils progress and attainment
- Monitor working scientifically strand and cross curricular standards.



## ASSESSMENT

- Ensure that the new RAISE data is clear to all stakeholders.
- Share accountability measure with staff and Governors.
- Clearer data to governors at FGB— redesign data headline sheet.
- Implement data capture to parents at each half term—how your child is progressing slip.



## More Able / SEND

- Increase Speech and Language interventions across school.
- Staff CPD in Higher Order Thinking Skills and SEND interventions – new staff
- Review current interventions and purchase new.
- Ensure School website compliant.

## CITIZENSHIP/SMSC/ RE

- Increase opportunities for reflection in assembly times.
- Review RSE offer, in conjunction with all stakeholders
- Expect respect resources to be shared and implemented.
- Increase the frequency of Cultural/ Spiritual workshops

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## SDP KEY TARGETS

2016- 2017



To significantly **narrow the gender gap in Literacy based subjects** on exit from Nursery and exit from Reception (Currently 2016 GLD gender gap - 36%)

To accelerate **boys progress in writing** across the key stages (2016 KS2 Boys 1.8 progress/ girls 3.2 progress - gap of 1.4)

To narrow the gap between **disadvantaged and non-disadvantaged attainment** at ARE in writing and maths across KS1 and 2 (2016 KS 1 Writing gap - 10%, Maths gap - 10%. KS 2 Writing gap - 10%, Maths gap -13%)

To ensure **attendance gaps** are narrowing between **SEND/ disadvantaged** pupils and non-disadvantaged (Year end including Reception SEND vs Non SEND gap -0.94%, Disadvantaged vs Non Disadvantaged gap - 0.47%)

**Raising awareness of equality and diversity. We will monitor the progress and achievement of pupils by the relevant and appropriate protected characteristics. We will continue to celebrate diversity.**

## SAFEGUARDING and H&S

- Define the DSL (Designated Safeguarding Lead) specific roles.
- Holiday / out of hours protocol linked to DSL support.

## GIFTED AND TALENTED

- Track the more able G&T pupils who are also SEND (coupled vulnerability)

## PERFORMANCE MANAGEMENT / CPD

- Reflection of training to be implemented to prove value for money.
- Disseminate training to whole staff via staff meetings / phase meetings.

## COMPUTING

- Promote further cross curricular links into all subjects.
- Increase the amount of blogging by adults and children across the school.
- Tighten method of assessment across all strands.



## EYFS

- Embed cursive style of handwriting from outset.
- Purchase additional maths to support mathematical development.
- Encourage links with local community to embed understanding of world (People and communities)
- Monitor the gender gap, particularly in Literacy based subjects.



## GEOGRAPHY AND HISTORY

- Increase the teaching and development of skills in history and geography.
- Achieve the Geography award.

## DISADVANTAGED

- Increase after school club attendance in sports clubs.
- Increase the % of pupils who are more than expected progress
- Increase PPG attainment at National expectations— narrow the gaps further.

## ART

- Embed the new scheme of work across all year groups.
- Ensure coverage and progression across the year.