

**Nightingale Community Academy**  
Equality and Diversity Progress Report 2018/19- 2020/21  
Planned Objectives 2021/22- 2023/24

## Nightingale Equality Statement

Our Equality Statement and Objectives show how our school ensures it meets our Specific Equalities Duties. The Public Sector Equality Duty requires our school to publish information about Equalities. The Equality Act 2010 clearly states that the following groups must be taken into account. People identified in the following groups are considered to have a **protected characteristic**.

Age	Disability	Sex (gender)	Sexual Orientation
Race (ethnicity)	Religion and Belief	Pregnancy and Maternity	Transgender

### General Duties

The three aims of the Equality Duty are to:

1. Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act.
2. Advance equality of opportunity between people who share a protected characteristic and those who do not.
3. Foster good relations between people who share a protected characteristic and those who do not.

### Specific Duties

The two specific duties of the Public Sector Equality Duty are intended to help schools meet the general duty. They are to:

- Publish information
- Provide information about our school community
- Our Equality Objectives have been set to enable us to set out how we plan to carry out the three aims of the Equality Duty.

### Objective links to the School Development Plan

- Teaching and Learning
- Progress and Attainment
- Behaviour and Safety
- Leadership and Management



## Teaching and Learning

<b>Objective</b>		
<p>To embed essential teaching and learning practise to ensure that all groups of learners make at least expected progress regardless of ethnicity, additional educational needs, disability, or socio-economic background.</p>		
<b>Intent</b>	<b>Implementation</b>	<b>Impact</b>
<p>A continuous focus on teaching and learning as a school culture</p> <p>There will be no inconsistencies in progress between learner groups.</p> <p>All learners will access fully the school curriculum and be part of an inclusive learning community.</p> <p>Planning is clear and well considered and makes provision for the differentiation of work to suit pupils needs and attainment.</p> <p><i>Eliminate discrimination, Promote Equality &amp; Support equality of access to education</i></p>	<p>Teaching is differentiated to meet individual learners needs and enables all learners to access the curriculum. Resources and planning reflect and respect learner differences and experiences.</p> <p>Inclusion panel maintains learners who are evidencing the most need, gaps in learning. Dynamic CPD meeting staff development targets and the needs of the learners.</p> <p>Reviewing data and analysing progress, Book scrutiny, Evidence of Learning folders, TES.</p> <p>Governor Portfolio meetings – Governor monitoring has been more robust with visits from named stake holders. Frequent touch base and formal visits from Chair of Governors and challenge for understanding in how learners make progress through our specialist provision.</p>	<p>Book Moderation has seen that evidence in books clearly identifies learners’ needs are catered to. Improved teaching and learning across the school. Book Scrutiny demonstrated evidence of differentiation and supports for learners in place.</p> <p>Teaching and learning have improved further since the last review. Relationships are of good to outstanding quality. Staff know the learners well and have contact with learners’ individual needs in mind when planning. TES typicality for differentiation in planning identified as having improved from previous academic year.</p> <p>Staff response to CPD continues to be positive with the depth and effectiveness of the training to the needs of staff and learners. 95% of staff members have identify training Good or Outstanding.</p> <p>Data shows that all groups of learners are making expected progress and where this is not the case, underachievement is addressed through intervention.</p> <p>Reviews of learners with pupil premium and free school meals have indicated that they do just as well as their peers in regards to progress.</p>

## Progress and Attainment

<b>Objective</b>		
<p>For all learners to make at least good progress to their targets irrespective of their ethnicity; additional educational needs; disability or socio-economic background</p>		
<b>Intent</b>	<b>Implementation</b>	<b>Impact</b>
<p>All learners are able to have access to the Learning Entitlement.</p> <p>All learners are to make at least good progress to their targets irrespective of their ethnicity; additional educational needs; disability or socio-economic background</p> <p>Where gaps are identified, they are swiftly and effectively supported to meet the needs of learners and overcome barriers.</p> <p>Eliminate discrimination, Promote equality, Support equality of access to education</p>	<p>Regular and robust assessment of literacy and numeracy</p> <p>Regular analysis of progress data with clear targets set and interventions planned where data shows underperformance</p> <p>Regular tracking of the performance of different groups of learners to identify under-achievement in any particular group</p> <p>Collection of robust data, including baselines</p> <p>Time to analyse data on a regular basis</p> <p>Access &amp; Inclusion/ Curriculum meeting cycle</p>	<p>Data shows that there are no anomalies in the achievement of different groups of learners that evidence under-performance or under-achievement in one particular group.</p> <p>Progression markers for Milestone assessment for learners in KS1&amp;2 demonstrate that learners make at least expected progress towards the school curriculum. Learners from disadvantaged backgrounds typically have lower starting points than their peers, but they are closing the gaps.</p> <p>By the end of KS2 all learners have been able to access the SATS; due to COVID, SATs exams have not been completed for 2019-2020 and 2020-2021 learners. Skills assessments and analysis of progress has indicated that learners have still made good progress.</p> <p>The best outcomes from Reading intervention have demonstrated that learners typically make 12-18 months progress with intervention. This track record has continued to show positive impact for learners across the school.</p>

## Behaviour and Safety

<b>Objective</b>		
<p>For Nightingale to be a safe and supportive environment for all its learners and staff regardless of their race, gender, disability, sexual orientation, religious beliefs, married status, pregnancy or maternity.</p>		
<b>Intent</b>	<b>Implementation</b>	<b>Impact</b>
<p>To actively promote safe behaviour, tolerance and respect for others</p> <p>To actively promote a culture where all members of the school community are equally valued and respected</p> <p>Eliminate discrimination, promote equality, Support equality of access to education</p> <p>Foster good relations between those staff, learners and family</p> <p>Classrooms and learning spaces are calm, orderly places where learners feel safe and have a sense of belonging</p>	<p>Reporting on behaviour and data on exclusions evidences a reduction in the incidences of bullying including racist, sexist or homophobic bullying.</p> <p>Learners found to be bullied or bullying others are supported to understand their actions and remediate behaviour through learner contracts and parent agreement.</p> <p>Clear systems for recording and analysing behaviour incidents and Attendance. Interventions carefully logged.</p> <p>Non-attenders are supported with close monitoring and challenge with the SEN team from the local authority to ensure appropriate placement, safeguarding monitoring and linking with professionals. Robust monitoring and use of attendance panel meeting and target setting aims to further reduce the number of persistent absentees.</p> <p>Instances of challenging behaviour are investigated and dealt with according to the circumstances and in line with our ethos, policy and procedures. Clear procedures in place for learners and staff to report incidents</p> <p>Staff and learners are supported through School Assemblies on Anti-Bullying. Restorative Justice and Reflective Practice following any incident.</p>	<p>Attendance has continued to improve, which is reflective of the learners wanting to be in school and finding school a safe place. School attendance school attendance reached 87.31% this trend was impacted severely by COVID. Attitude towards attendance is still positive which has been demonstrated in the Keele Survey. By end of 2019-2020 academic year attendance ended with 82.2%.</p> <p>Attendance improvements for learners who have started with us is significant, learners have demonstrated improvement by 65% or more by the end of their first year. Learners starting at NCA during the lockdown period had a positive impact on their attendance and settling in period in most instances.</p> <p>Fixed term exclusions used sparingly, Learners draw on internal supports and are safer in school reflected in the fact that there have been no permanent exclusions in four academic years.</p> <p>Staff manage difficult behaviour calmly and skilfully, reducing risk and minimising disruption to learning.</p> <p>In the Ofsted report, learners said that they felt safe and bullying was not really an issue for them any longer. Incidence of homophobic and racist behaviour across the school continue to be very low.</p>

## Leadership and Management

<b>Objective</b>		
<p>To eliminate discrimination in the workplace, promote equality and Foster good relationships with staff and the community.</p>		
<b>Intent</b>	<b>Implementation</b>	<b>Impact</b>
<p><b>Staffing and finance</b></p> <p>To maintain high standards of equality in the recruitment, deployment and development of staff</p> <p><b>Goods and Services</b></p> <p>To ensure that goods and services provided from outside agencies provide the same high standards in recruitment of their staff as NCA</p> <p>Services provided for learners take into account their SEN needs, religious and dietary needs</p>	<p>All recruitment and staff development activities are carried out with due regard to the appropriate practices and consideration of equal opportunities as set out in OHCAT guidance. Safer recruitment procedures implemented and supported by OHCAT HR.</p> <p>Performance management processes are carried out fairly and are consistent with the Performance Management Policy.</p> <p>Staff development needs are identified through Performance Management and met through induction, training and continuing professional development.</p> <p>Staff and Learners' religious and dietary needs are considered and catered for in ordering food (including school meals). Any reasonable adjustments needed to meet the needs of staff or learners are factored into ordering of goods and services.</p>	<p>Goods and services purchased best meet the needs of all learners in the school</p> <p>Supply staff understand and follow school policies and commitment to equal opportunities</p> <p>Staff development and CPD to support vulnerable learners have been effective in ensuring staff members have the appropriate tools to help learners achieve. CPD evaluations indicate that more than 94.5% of staff have said the training they received was Good to Outstanding in the effectiveness and impact to their job.</p> <p>Performance Management reviews and half-year reviews completed for all staff.</p> <p>Improvement in teaching quality evidenced in the typicality report from the Teacher Evaluation Schedule reinforces the effectiveness of training and line leadership of our teaching staff.</p> <p>High quality staff in post and solidifying the permanent staff team over the academic year put us in good stead to deepen staff understanding through CPD.</p> <p>SIMS Single Central Register is maintained and consistently updated with all checks completed in good time.</p>

## Equality and Diversity Objectives 2021 – 2023

Target setting and development of Equality and Diversity across the school as linked to the School Development Plan will further evolve as the school grows. For the coming development and review period we have added Learner Enrichment & Engagement to our Equality and Diversity target and reporting.

In addition to previous aims of our Equality duty, specific areas of targeted focus which directly impact the cohort of learners at Nightingale Community Academy will be:

1. Remove or minimise disadvantages
2. Take clear steps to meet different needs
3. Encourage participation when it is disproportionately low

### Teaching and Learning

Objective	
To improve the progress and attainment of all disadvantaged pupils in so that the difference between their outcomes and those of other pupils nationally decreases	
Intent	Implementation
<p>Improve the quality of our Pupil Premium reporting and use of Sports Premium and Year 7 catch up funds to demonstrate clearer impact and progress for targeted learners and as a result the difference between outcomes for pupil premium children and all other children decreases</p> <p>A policy is produced which clearly states the rationale behind decisions made regarding the use of the PPG, Sports Premium and Year 7 Catch-up and actions</p>	<p>Ensure that decisions on PPG spending are based on effective self-evaluation / research.</p> <p>Review and publish a pupil premium spending plan and monitoring timetable.</p> <p>Curriculum leads to produce 'Diminishing the Difference' reports for all foundation subjects to assist subject leaders in targeting support for PPG children and demonstrating how we close the gaps.</p> <p>PPG, Sports Premium and Year 7 Catch-up Policy amendment is set to be reviewed.</p>

## Progress & Attainment

<b>Objective</b>	
To implement new RSE guidance and support learners in understanding different relationships and address any incidents of discrimination, racism or homophobia to be addressed as part of the curriculum	
<b>Intent</b>	<b>Implementation</b>
<p>British Values, Relationships, literacy and numeracy is incorporated across the whole school curriculum</p> <p>Spiritual, moral, social and cultural development is promoted and monitored in the curriculum</p> <p>Learners are understanding of who may be different in a wide range of ways</p> <p>Difference is celebrated and learners are able to be proud of differences</p> <p>Teachers are consistent in their methodology and the learners encounter over time and across the curriculum a suitable broad and progressively more challenging</p> <p>Leaders at all levels, including governors are able to articulate confidently and consistently the school's vision for curriculum</p>	<p>Curriculum audit to check coverage of subject content</p> <p>Middle leaders have an overview of each area as it relates to the curriculum.</p> <p>Governor portfolios are updated to reflect the curriculum vision and direction.</p> <p>RSE curriculum updated to reflect new guidance from September 2020, extended due to COVID; Ready for 2021-2022.</p> <p>Incidents of racism, homophobia or bullying are swiftly responded to with a restorative approach.</p> <p>Assemblies and registration used to promote British Values and Relationships.</p> <p>Set displays on Equality and understanding gender, sexuality and positive relationships.</p>



## Behaviour & Safety

Objective	
To ensure that materials used in school promote equality and diversity, securing content promoting celebration of differences. Development of the SMSC curriculum and launch of NCA WISE & NCA MIND.	
Intent	Implementation
<p>Children's attitudes and actions will reflect that they have a tolerant view of those around them</p> <p>Actively promote safe behaviour, tolerance and respect for others</p> <p>To actively promote a culture where all members of the school community are equally valued and respected</p> <p>Eliminate discrimination, promote equality, Support equality of access to education</p> <p>Foster good relations between those staff, learners and family</p> <p>Classrooms and learning spaces are calm, orderly places where learners feel safe and have a sense of belonging</p> <p>Learners understand how their behaviour and attitudes impact others</p> <p>Development of the Inclusion area and demonstrate effectiveness of Restorative approach</p>	<p>Staff to monitor their use of images/ resources to ensure that they represent diversity and promote tolerance of difference.</p> <p>Middle leaders have an overview of each area as it relates to behaviour &amp; attendance.</p> <p>Training and support for staff in developing further Restorative approaches in school.</p> <p>Develop and publish Behaviour &amp; Inclusion Procedures for staff and parents.</p> <p>Embedding of the NCA WISE &amp; NCA MIND as part of school culture replacing Behaviour Expectations and Learning Entitlement.</p>

## Enrichment & Engagement

Objective	
To increase the membership of vulnerable pupils to out of school clubs and activities	
Intent	Implementation
<p>An expanded offer for learners to engage with extra-curricular activities</p> <p>Clubs and activities are routinely set up for after-school, short breaks, playschemes during half-term and termly breaks</p> <p>Clubs and activities are set up in school to occur supporting Equality and Diversity alongside the school curriculum.</p> <p>Take up of clubs and extra-curricular experiences across all groups is broadly equal</p> <p>Develop a relationship and pilot Social Worker in Schools Programme</p> <p>Deepen positive interactions with local Police</p>	<p>Playschemes and active clubs are set up and run.</p> <p>Outline of offer during half-term and term breaks published.</p> <p>Staff options to be assigned to clubs and activities based on their strengths and interests.</p> <p>Promotion of clubs and activities to families and community to use the site to be inclusive of others for offer.</p> <p>Carry out pupil surveys to capture experiences of those who have been to clubs and to identify the perception of those who have not attended clubs.</p> <p>Action taken based on pupil voice.</p> <p>Community ambassadors to promote equality and diversity within the school and act as a bridge to other professionals</p> <p>Social Worker-in-schools pilot basing a named social worker on site 1x per week.</p> <p>Named Safer-School's officer based on site 1x per week.</p>

## Leadership & Management

<b>Objective</b>	
Continue to endeavour to ensure that the staff body is reflective of the school community where ever possible.	
<b>Intent</b>	<b>Implementation</b>
<p>Staff body will be reflective of the learners and those in the local community</p> <p>Children will be provided with adults who are positive role models and active in the school community</p> <p>Improved relationships, expectations and engagement for all learners.</p> <p>Staff at NCA will be diverse and recruitment will be with Equality and Diversity Policies and Safer recruitment Policies followed</p>	<p>Staff data is collated and analysed on annual basis by HR</p> <p>Safer Recruitment training updated for all staff in the recruitment process</p> <p>All staff to undergo established induction processes, including agency staff, long term and day to day cover.</p> <p>Identify and develop members of the school team to lead and support implementation of E&amp;D across the school.</p>

### Links to policies:

- Teaching & Learning Policy
- Behaviour Policy
- Marking and response Policy
- Equality and Diversity Policy
- Safer Recruitment