

	How can we assess the impact of race equality policies?	
	Quantitative data	Qualitative data
Admissions and attendance	<ul style="list-style-type: none"> <li>▪ analysis of roll by ethnicity (and gender) &amp; year group</li> <li>▪ analysis of attendance data by ethnicity</li> <li>▪ <i>analysis of roll data &amp; mobility LEA wide</i></li> <li>▪ <i>analysis of demography/housing policy</i></li> </ul>	<ul style="list-style-type: none"> <li>▪ case studies flagged up by underachievement</li> </ul>
Attainment, progress and assessment	<ul style="list-style-type: none"> <li>▪ baseline data, key stage &amp; exam results</li> <li>▪ unit/termly teacher assessments, reading tests</li> <li>▪ IEPs &amp; statements</li> <li>▪ <i>PANDAs and SMIFs</i></li> </ul>	<ul style="list-style-type: none"> <li>▪ profiles &amp; reports</li> <li>▪ inspection reports</li> <li>▪ audits of attitude, motivation &amp; behaviour</li> <li>▪ <i>Young Voice/Keele/Inclusion Surveys</i></li> </ul>
Behaviour, discipline and exclusions	<ul style="list-style-type: none"> <li>▪ analysis of incident books and behaviour logs by ethnicity</li> <li>▪ analysis of exclusions by ethnicity</li> </ul>	<ul style="list-style-type: none"> <li>▪ teacher observations</li> <li>▪ parent &amp; pupil surveys</li> </ul>
Curriculum	<ul style="list-style-type: none"> <li>▪ audit of resources to reflect diversity</li> <li>▪ baseline data, key stage &amp; exam results</li> <li>▪ monitor by ethnicity contributions to displays, good work assemblies &amp; award distribution by ethnicity</li> </ul>	<ul style="list-style-type: none"> <li>▪ <i>evidence in schemes of work of inclusivity</i></li> <li>▪ level of pupil engagement</li> <li>▪ quality of resources</li> </ul>
Partnerships with parents and communities	<ul style="list-style-type: none"> <li>▪ monitor by ethnicity parental attendance at open evenings, social events, governors' annual report etc</li> <li>▪ monitor use of premises by community groups, playgroups etc</li> </ul>	<ul style="list-style-type: none"> <li>▪ <i>parental data from Ofsted</i></li> <li>▪ <i>parental focus group discussing how school values pupils' &amp; parents' language, identity &amp; culture</i></li> <li>▪ <i>consulting local community groups</i></li> </ul>
Personal development and pastoral care	<ul style="list-style-type: none"> <li>▪ ethnic monitoring of the full range of mentoring schemes</li> <li>▪ ethnic monitoring of work experience placements</li> </ul>	<ul style="list-style-type: none"> <li>▪ <i>parental views of cultural appropriateness of care in early years</i></li> <li>▪ <i>pupil feedback on appropriateness of pastoral care and personal development provision to their cultural identity</i></li> </ul>
Racism, racial harassment and school ethos	<ul style="list-style-type: none"> <li>▪ incident recording systems</li> </ul>	<ul style="list-style-type: none"> <li>▪ <i>pupil feedback on support for victims of racial harassment</i></li> <li>▪ <i>parental focus group discussing how school values pupils' &amp; parents' language, identity &amp; culture</i></li> </ul>
Staff recruitment and professional development	<ul style="list-style-type: none"> <li>▪ monitor profile of job applicants and workforce</li> <li>▪ monitor who has what kind of professional development opportunities</li> <li>▪ <i>quality of opportunity</i></li> </ul>	<ul style="list-style-type: none"> <li>▪ <i>good role models</i></li> <li>▪ relationships among staff</li> </ul>
Teaching and learning	<ul style="list-style-type: none"> <li>▪ focus on ethnic minority achievement issues in observation (<i>Link Inspector</i>)</li> <li>▪ work scrutiny</li> <li>▪ baseline data, key stage &amp; exam results</li> <li>▪ monitoring outcomes by ethnicity</li> </ul>	<ul style="list-style-type: none"> <li>▪ school environment/ethos</li> <li>▪ talking to parents and pupils</li> <li>▪ <i>staff awareness of race equality issues</i></li> <li>▪ <i>inclusive curriculum audit</i></li> <li>▪ <i>extent of activation of prior knowledge &amp; experience</i></li> </ul>

*Italics = probably involves external support*