

St Peter's CE Primary School Cowfold – Impact Evaluation of Equality Policy - July 2024

OBJECTIVES	IMPACT
To continue to employ staff on their ability to perform the designated role effectively.	<ul style="list-style-type: none"> • School appraisal system was effective and fair and was based on a comprehensive bank of evidence e.g. pupil progress rates. Appraisal File shows comprehensive bank of evidence. • Appointment processes for new teachers and TAs were fair and effective. See notes kept from shortlisting and interview.
To continue to treat all children and adults with courtesy, respect, integrity and dignity.	<ul style="list-style-type: none"> • St Peter's is a caring, Christian community where every child is valued and the development of the 'whole child' is very much the focus of staff. All children and adults treat each other, and are treated, with courtesy, respect, integrity and dignity. • Evidence for this can be found in the school monitoring file. It includes lesson observations, the annual pupil safety & welfare questionnaire, Ofsted Parentview, staff feedback from questionnaires and comments from External Advisors visits. • Teachers and other adults promote clear messages about the impact of bullying and prejudiced behaviour on pupils' well-being. Pupils work well with the school to tackle and prevent the rare occurrences of bullying. • Evidence of this on CPOMS, planning for sessions on anti-bullying and preventing cyber-bullying.
To continue to ensure all children progress and achieve with equality.	<ul style="list-style-type: none"> • The school's 'Pupil Progress Tracking System' promotes a focus on all children achieving with equality and as a result it has improved pupil progress rates. Data and monitoring shows evidence of progress rates improving all across the school (see HEAD'S REPORT* and Data file). • Each term the progress of every pupil is analysed and any child, regardless of prior attainment etc., is discussed and pupils are supported if their progress has dropped below a 'GOOD' level. These actions do have a positive impact on progress (see HEAD'S REPORT* and Data file). • The Governing Body monitors the equality of progress on a termly basis. • The HEAD'S REPORT also analyses the progress of different groups of children e.g. Pupil Premium, SEN, gender gaps. Actions are taken to narrow any gaps that are identified and these do have a positive impact on progress.

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	<ul style="list-style-type: none"> • Evidence: Pupil Goals Sheets from termly 'Pupil Progress Meetings' and ILPs. School monitoring file and HEAD'S REPORT* for analyses of: <ol style="list-style-type: none"> a) Impact of Pupil Progress Meetings. b) Progress Analysis of Pupil Premium Pupils. c) Progress Analysis of More Able Pupils.
<p>To continue to challenge any type of intolerant attitude, comment or action that undermines the value or dignity of others.</p>	<ul style="list-style-type: none"> • Although severe incidents of this nature are rare (nil return on Racist Incident reports) the staff have pro-actively challenged any kind of minor actions or comments of this kind. Teachers and other adults are quick to tackle the rare use of derogatory or aggressive language and always challenge stereotyping. • The impact of this has been to improve pupils understanding of when they might be undermining dignity of others so that they can prevent themselves doing it again. • The evidence of the impact of the way staff follow up minor incidents of this nature can be seen on CPOMS. Ofsted Parentview questionnaire comments/ returns also provide positive evidence as does the annual pupil safety & welfare survey.
<p>To continue to prepare our pupils for life in modern Britain by fostering British values and celebrating diversity.</p>	<ul style="list-style-type: none"> • The school has made a concerted effort to develop this aspect over the last few years. Actions include booking Nerys Pearce (a para-athlete) to run workshops about difference and living with a disability, operating a pro-active School Council (inc. Fairtrade, Parliament & Eco-schools initiatives) and linking with the charity Champion Chanzige in Tanzania. • This has fostered the children's interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity. It has improved the extent to which they understand, accept, respect and celebrate diversity. Evidence for this can be found in the school monitoring.