

Ethnic Minority Achievement Service Audit of Schools Provision for Minority Ethnic Pupils at Key Stage 2

Summary Report

Introduction and background to the report

In the last three years the number of minority ethnic pupils in Dorset schools has increased and there are now very few schools in the county without some children from different ethnic groups. As part of the Raising Achievement Plan, the Ethnic Minority Achievement Service carried out a sample audit of the provision that schools are making for their minority ethnic pupils.

The purpose of these visits was to: identify and share good practice; gain a more detailed picture of the current position in schools regarding ethnic minority achievement; identify further training and support needs to inform the direction of future support from EMAS.

Members of the team (Barbara Hart, Elizabeth Monaghan, Caroline Ellerby and Gail Aldwin) and Lisa Keys, an AST for Inclusion who works closely with EMAS, visited 10% of primary and middle schools with pupils in Key Stage 2 in the second half of the summer term 2007 to review the policies and strategies in place to support minority ethnic pupils, particularly those with English as an additional language and those newly arrived in the UK. In all, 14 schools were visited, representing a cross-section of school size, type and geographical location. Schools visited had varying numbers of minority ethnic pupils ranging from 44 in one urban junior school to 8 in a more isolated primary school.

Each visit followed the same schedule (*see Appendix 1*), sent to schools in advance, and included discussions with the headteacher or the member of staff responsible for ethnic minority achievement and, in all cases, pupils of minority ethnic backgrounds. Race equality policies and action plans were scrutinised along with a range of other helpful documentation made available by schools, including school tracking by ethnicity and records of reported racist incidents.

Discussion focused particularly on:

- The attainment of minority ethnic pupils at Key Stage 2 in 2006 using RAISE On-line data
- The school's arrangements for monitoring and tracking the achievement of minority ethnic pupils
- Strategies in place for receiving new arrivals
- Where appropriate, the perspectives and experiences of pupils from minority ethnic groups

The survey findings:

1. Policy and Implementation

Race Equality and Ethnic Minority Achievement Policy and Planning

All schools visited had in place a policy for race equality. Most schools surveyed had based their policy on the LEA model which includes a section on provision for minority ethnic pupils. In some instances, issues related to ethnic minority achievement were included in the race equality action plan and in one school the race equality action plan was included in the school improvement plan. One head

teacher used the auditing visit as a mechanism to raise race equality and the development of an action plan with the governing body. One example of good practice is a school which includes its policy for race equality in the home school contact and welcome book. Positive images of children from ethnic minorities were also included in this publication.

Many of the race equality action plans were out of date and had not been recently reviewed.

No schools surveyed had a separate policy on ethnic minority achievement.

Recommendations:

- EMAS needs to raise on school visits the legal requirement for schools to have a regularly reviewed race equality action plan or to include race equality in their school improvement plan.
- Ethnic minority achievement needs to be included either in the school's race equality action plan or as a separate policy and plan.

Staff with Responsibility for Ethnic Minority Achievement

Most schools had identified a member of staff with responsibility for ethnic minority achievement. Five schools identified the headteacher as the person with overall responsibility with day-to-day support from the SENCO. 4 schools identified the headteacher only. One headteacher commented: *I want to take this role as it permeates all aspects of school...curriculum and ethos.* Three schools had appointed an inclusion manager who had taken on responsibility for vulnerable groups, including minority ethnic pupils. In one school a member of staff from an Asian background had been identified for this role. One school had not yet appointed a member of staff with responsibility for ethnic minority achievement but planned to use the audit visit as a way of taking this appointment forward.

Recommendation:

- All schools need to identify a senior member of staff with responsibility for ethnic minority achievement

Support for New Arrivals

Almost all schools had strategies in place to provide for pupils who arrive outside the normal school admission times. However, these are not always consistently applied to all new arrivals from overseas. Strategies included immediate referral to EMAS, initial meetings with parents and a tour of the school, translation support for meetings with parents, buddy support and linking children who share the same language in school. One school carries out initial assessments, particularly non-verbal tests for EAL children. Some schools encouraged the parents to stay in the classroom during the first few days at school.

No schools had a written policy in place but many headteachers said they would welcome support from EMAS to develop an induction policy to support new arrivals.

Recommendations:

- EMAS needs to provide clear guidance to schools on induction and support to prepare for new arrivals and work with schools to develop their policies and procedures

Tracking of Ethnic Minority Pupils

All schools track all children's progress and there are many rigorous systems in place. Some school systems highlight those children with English as an Additional Language or from minority ethnic backgrounds but only three schools are tracking the achievement of minority ethnic children separately.

Intervention generally takes place through whole school tracking. In two schools data is used to activate interventions such as mentoring or pastoral support. Many schools identified interventions according to individual need rather than ethnicity.

One large middle school with only 15 minority ethnic children uses the data to analyse trends over 3 years for KS2 and KS3 and finds the information useful.

One school only tracks the achievement of minority ethnic children in ethnic groups as the governors were not happy to track children individually by ethnicity.

Several schools commented that their data on ethnic minority achievement had been scrutinised during a recent OfSTED inspection.

One school included attendance data in its tracking system for minority ethnic pupils. Three schools tracked attendance separately by ethnicity. However, most schools were able to quickly identify attendance issues for individual minority ethnic children and had taken appropriate action.

There were very few exclusions of minority ethnic children. At one school, the headteacher felt he would like to respond to minority ethnic pupils at risk of exclusion with the offer of mentoring support.

No schools monitor the Gifted and Talented or SEN register for under or over-representation of minority ethnic children although, when asked, many could identify children on these registers and estimate numbers.

Recommendations:

- All schools need to have systems which allow for tracking of minority ethnic children which can be used to monitor their overall performance and identify patterns and trends.
- The belief held by some schools that *all children should be treated the same* may result in their specific needs being overlooked. Cultural and linguistic differences need to be taken into account when planning intervention.
- EMAS needs to revise its procedures to take a more strategic approach to supporting whole school practice in ethnic minority achievement.

The Involvement of Parents in School Life

The involvement of the parents of minority ethnic pupils in the life of the school was seen as an issue by most schools surveyed. All schools feel that minority ethnic parents are involved to some extent although no schools actively monitor attendance at school functions by ethnicity.

One headteacher commented that he felt his approach was reactive rather than proactive and would welcome advice. Some schools confirmed that they would provide a translator for school consultations, where necessary. One school offered verbal invitations to assemblies to the only non-English speaking parent and used translated letters.

One school has two minority ethnic governors and the chair of the PTA is from a minority ethnic background.

Another school was running adult literacy and numeracy classes and encouraged its minority ethnic parents with more limited English to attend.

Recommendations:

- Schools need to consider whether their minority ethnic parents are kept fully informed of school events and if there are any further steps they can take to include them in the life of the school.

The survey findings:

2. The Curriculum

The survey investigated how far schools were making use of the curriculum to promote positive attitudes towards cultural and ethnic diversity, to educate all learners to positively appreciate that Britain is a multiethnic, multicultural society and to help all learners to understand, resist and challenge racism. Evidence was gathered through asking headteachers and other senior managers for information and in some cases through scrutiny of curriculum planning documents.

All of the schools visited could give examples of how they address issues of cultural and ethnic diversity through the curriculum. In several schools there was evidence in classroom displays and multilingual posters around the school.

One headteacher reviews opportunities for celebrating diversity through the curriculum in his SEF and against the ECM outcomes

The following planned opportunities for celebrating diversity were identified through the survey:

- Assemblies, including one school who offered an assembly planned and delivered by minority ethnic children
- PHSE, with one school offering a humanities unit on *Black Peoples of America, Slavery to Equality* which addresses issues of racism, prejudice and discrimination
- RE
- SEAL
- Links with schools overseas (Kenya)
- One school arranges an annual visit to Southall, London with a return visit and on-going contact through pen-pals
- Rights Respecting Schools
- Specialist weeks including creative arts and multi-cultural weeks
- Resources: displays, posters, dual language books, multicultural library resources
- Cross-curricular input including food, art, citizenship, fair trade week

Recommendation:

- Schools are generally aware of the need to provide a positive experience of diversity for children in predominantly white schools and should continue to identify opportunities to introduce this into the curriculum through their race equality planning.

The survey findings:

3. Recording and Reporting Racist Incidents

All schools had made appropriate arrangements for the legal requirement of recording and reporting of racist incidents. An annual return is made by all schools to the Local Authority including nil returns.

Several schools stressed the seriousness with which they view such incidents, the high level of involvement of the SMT and the headteacher and the amount of time spent investigating and following up incidents. One headteacher with a number of Muslim children commented that he is aware of potential tension between these children and children from army families and asks his staff to be particularly vigilant at times when world issues may have an impact on the children.

In some schools a review of the impact of school action is part of the procedure for dealing with racist incidents. Other schools have started to use the revised reporting form provided by the Local Authority which allows for a review of the action taken following a racist incident in school. Several schools keep a log of incidents and review this for any patterns or trends.

The amount of training and guidance for staff on identifying, responding to and reporting racist incidents was very variable. All teaching staff have received training but in some schools this was delivered some time ago while other schools revisit training annually.

In several schools the lunchtime supervisors had not received training or guidance.

Several schools viewed the audit as a mechanism to review these procedures such as including training in new teacher induction and guidance in the staff handbook. The need for updates for teaching assistants and other support staff was also acknowledged by some headteachers.

In 11 of the 14 schools no incidents had been recorded in the period from April 2006 to March 2007. In the remaining 3 schools, 4 incidents had been reported. County figures for all schools show there were 56 incidents in primary and middle schools in the same period. Recent incidents had been handled and followed up well.

Several schools had very clear procedures for handling racist incidents. One school immediately contacts both sets of parents and the headteacher is immediately involved, classteachers speak to both children and the school investigates how the issue can be integrated into circle time. All incidents are reviewed and further action is put in place where necessary. Other schools gave the following examples of how they follow up racist incidents: informing both sets of parents; detention or exclusion of the perpetrator; involvement of the pastoral support team; follow-up in circle time; use of SEAL materials; assemblies, including one school which holds *Blue Eyes*, *Brown Eyes* assemblies.

One child summed up the confidence felt by children in some schools, *'In this school the teachers tell them what it means, and why they should not say it, they do something about it'*.

However, several headteachers expressed the concern that although they were confident that all reported incidents had been recorded, they could not be sure that school staff were aware of all incidents that may have occurred.

Recommendations:

- All schools need to have clear procedures for recording and handling racist incidents and all staff, teaching and non-teaching, should receive guidance and training to enable them to recognise and respond effectively to any observed incident.

The survey findings:

4. *Minority ethnic pupils*

All of the 14 schools visited had some pupils of minority ethnic background. Some headteachers felt it had been very useful to identify these pupils from their PLASC data as in some cases they had not previously been aware of the ethnic background of some of the pupils on their roll.

A total of 45 pupils of ethnic minority background were interviewed in groups as part of the survey. These pupils were aged from Year 2 to Year 6.

Most of these pupils were clearly happy, secure and confident at school. Many had experienced racist name-calling or other abuse but appeared to know what to do if there was a problem and felt confident that the school would deal with it effectively. However, some problems identified by pupils included:

- *'I told the teacher but nothing happened. But it has stopped now.'*
- Not all children are confident to report racism particularly when it is part of a joke or not said in front of them.
- In school children generally do not suffer racist incidents but it can be a different matter outside school.
- Not all incidents are reported as they are sometimes dealt with within peer groups.
- Not all children are aware of the action the school has taken following a reported racist incident, for example, they were not sure that their parents had been informed.

When asked what specific help the school had provided for them, those with EAL identified such strategies as TA support, peer and parent support and feeling confident to ask their teacher if they had problems with understanding. One child had a first language book that went home.

While some felt there was little acknowledgement of their home culture in school, several children spoke positively about curriculum work on cultural diversity. One child commented, *'my teacher asks me how to say things in Bengali and the others learn it'*.

Recommendations:

- Schools with pupils of minority ethnic background need to remain vigilant with regards to racist name-calling and regularly interview these pupils to establish the extent of their security and well-being in school. Good practice may be found in offering minority ethnic children the opportunity to talk as a group about issues.

The survey findings:**5. The Views of Schools on how EMAS might offer Further Support**

Before the visits were completed, headteachers and/or other senior managers were invited to highlight ways in which EMAS might be able to provide further support to develop their provision for minority ethnic pupils. The following areas were suggested:

- Race equality training
- How to support new arrivals from new European countries
- Specialist teaching support
- Advice on support for refugees
- Greater understanding of different cultures
- How to engage parents in schools
- Further training for TAs beyond the induction level
- Cross curricular race equality activities
- Strategy based training (rather than awareness raising)
- Assessment for SEN
- Discussion resources for racist incidents at KS2
- Advice on resources
- Training for teachers to raise awareness of EMA issues

Recommendations:

- EMAS needs to take these needs into account when planning training for schools.
- EMAS needs to facilitate the dissemination and sharing of examples of good practice and resources found in schools.
- EMAS needs to further develop guidance materials for schools, particularly in induction procedures for new arrivals, race equality resources and engagement of parents in school activities.

Further Recommendation for Development:

- EMAS needs to develop a more comprehensive self evaluation tool for schools to be used within a rolling programme of self evaluation of Inclusion.

*Barbara Hart
Ethnic Minority Achievement Service
29.06.2007*

APPENDIX 1

Ethnic Minority Achievement Service
Audit of Schools' Provision for Black and Minority Ethnic Pupils

Schedule for School Visits - June 2007

Date:**School:****Number of Minority Ethnic Pupils:****Number with EAL:**

POLICY AND IMPLEMENTATION	
1. Does the school have a policy and action plan for ethnic minority achievement, either as part of its race equality policy or as a separate policy?	<i>Please provide documentation if available</i>
2. Has the school identified a member of staff with responsibility for ethnic minority achievement and race equality?	
3. Does the school have a policy and strategies in place to provide for new arrivals? If so, what strategies are used?	<i>Please provide documentation if available</i>
4. How is the attainment of minority ethnic pupils tracked? Is it monitored in the long term to identify trends?	<i>Please provide documentation if available</i>
5. How is this data used by the school?	
6. Does the school have arrangements for monitoring the attendance of black and minority ethnic pupils and any exclusions of these pupils?	<i>Please provide documentation if available</i>
7. Are you aware of any over or under representation of bme pupils on the SEN or Gifted and Talented registers?	<i>Please provide documentation if available</i>
8. To what extent are the parents of black and minority ethnic pupils involved in the life of the school and what steps has the school taken to enhance this involvement?	

CURRICULUM	
9. Does the school's curriculum provide planned opportunities for celebrating Britain's cultural diversity and for addressing issues of racism, prejudice, stereotyping and discrimination? Is this reflected in school resources , e.g. library	<i>Please provide documentation if available</i>
RACIST INCIDENTS	
10. Has the school made appropriate arrangements for the legal requirement of recording and reporting of racist incidents?	<i>Please provide documentation if available</i>
11. Have all staff received guidance and/or training on the reporting and recording of racist incidents, including the definition of a 'racist incident'?	
12. How has the school followed up any examples of racist incidents? Are you aware of any impact as a result of this action? Have there been repeated incidents?	
BLACK AND ETHNIC MINORITY PUPILS	
13. Do black and minority ethnic pupils experience any racist name-calling or other forms of racial abuse while at school?	
14. Do black and minority ethnic pupils feel that they are equally valued with other pupils and treated fairly at school?	
15. What specific help does the school provide for black and minority ethnic pupils (e.g. with English as an additional language)?	
FURTHER SUPPORT FOR THE SCHOOL	
16. What training has the school received in ethnic minority achievement?	
17. What additional support would help the school to further improve its provision for minority ethnic pupils?	

APPENDIX 2

**CHECKLIST OF GOOD PRACTICE FOR
ETHNIC MINORITY ACHIEVEMENT FOR SCHOOLS**

<p>The school has a designated member of staff with responsibility for ethnic minority achievement and race equality. This post should be held by a senior member of staff with training in race equality.</p>	
<p>The school has a policy for race equality and an action plan to support it which is reviewed and updated regularly as part of the school monitoring cycle.</p>	
<p>The progress of minority ethnic pupils is tracked separately and good use is made of attainment data to plan intervention where necessary.</p>	
<p>Other school data is monitored by ethnicity to check for over or under-representation, e.g. exclusions and attendance, SEN and Gifted and Talented register.</p>	
<p>Parental involvement at school events and consultations is monitored and actively encouraged.</p>	
<p>Clear procedures are in place for recording and handling racist incidents of which ALL staff are aware. The impact of action taken is monitored.</p>	
<p>The welfare of minority ethnic pupils is monitored closely.</p>	
<p>Induction practices are in place to prepare for admission of pupils newly arrived from overseas.</p>	
<p>The curriculum acknowledges pupils' heritage and provides opportunities for the promotion of diversity and race equality issues among the whole school population.</p>	
<p>Appropriate resources are developed to support the curriculum.</p>	
<p>Staff are trained in good practice and strategies for the teaching of pupils with English as an Additional Language.</p>	