Race equality in education

Good practice in schools and local education authorities

Contents

Executive summary

This report illustrates good practice on race equality in education in a sample of schools and local education authorities (LEAs) surveyed between the summer of 2003 and the spring of 2005.[1] The survey focused on schools and LEAs that were involved effectively in race equality in education.

Four areas were examined by inspectors:

- improving standards and achievement amongst groups of pupils, with reference to the Race Relations (Amendment) Act 2000 (RRAA)

- the incorporation of race equality concepts into the curriculum in schools

- the handling and reporting of race-related incidents in schools

- the work of schools and LEAs in improving links with local minority ethnic communities.

The survey found that the RRAA has added impetus to work on race equality already under way in the schools. For instance, some schools had policies in place before the Act came into force, and were in the process of revising their policies to take better account of that legislation.

The survey encountered effective measures involving the use of attainment data to measure gaps and stimulate intervention. That incorporated fine pupil- and group-level analysis, with senior managers leading that analysis and target setting. This led to interventions that produced improvements, involving:

- work on the educational and social integration of particular groups of pupils

- mentoring

- closer involvement with parents to discuss opportunities and barriers to attainment, and to increase their children's involvement with school.

In examining the use of race equality concepts in teaching and the curriculum, inspectors found the most effective work to be where the material was coherently incorporated into lessons, through, for example, anchoring the lesson in a local historical context, or stimulating creative and purposeful writing.

All the schools visited handled and reported race-related incidents. There were examples of extensive, thoughtful and supportive LEA guidance that greatly assisted schools in approaching what is, for many schools, a sensitive and challenging area. Schools were most confident about tackling racism and race-related incidents where there was a clear lead from the senior management team on the unacceptability of

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[1] Although local authorities are re-organising their services as a consequence of the Children Act 2004, the term local education authority is used throughout this report, as most LEAs had not yet been incorporated into children's services departments at the time of the visits.

such behaviour, which was plainly transmitted to staff, pupils and parents: pupils and staff in these schools particularly valued this approach.

Schools and LEAs undertook work to improve links with minority ethnic groups in order to strengthen the local community's involvement with education, and to address gaps in performance between groups of pupils. Outreach work between local communities and schools was found to be often driven by identified local needs, and encompasses, most commonly, work with parents to enable them to support their children's learning, and sometimes to enhance the parents' employment prospects. Effective work by local communities with schools results in improved attainment and behaviour and a greater sense of the community's obligations towards the school.

Key findings

❐ The RRAA has provided a formal structure to guide and stimulate work that was often already under way to tackle attainment gaps between groups of pupils.

❐ A common perspective amongst the headteachers is that race equality is no longer a 'bolt on' in education, but a mainstream concept, and the RRAA serves to give further impetus to work already under way in their schools.

❐ In the most effective schools senior managers used attainment data, qualitative evidence and contextual factors, effectively in their drive to raise the attainment of under-achieving groups.

❐ The successful incorporation of race equality was predominantly found in arts and humanities lessons.

❐ In effective schools, race equality concepts enrich the curriculum as a whole, contribute to effective teaching and learning and support pupils' attainment.

❐ Specialised LEA guidance for dealing with race-related incidents is helping to develop staff's knowledge, confidence, skills and understanding of different types of incidents, making it easier for staff to handle, record and resolve conflicts.

❐ The ways in which the schools link with and learn from their local communities vary widely, but the strongest links lead to benefits beyond supporting pupils' attainment and well being.

Recommendations

For schools:

• inclusion of race equality concepts in lessons should be seen as a normal part of effective teaching and learning

• local resources in lessons involving race equality, such as work by local black and minority ethnic writers, and in the history of local industrialisation, should be used to stimulate pupils' interest and learning.

For LEAs and schools:

- guidance on dealing with race-related incidents should be revised regularly by LEAs, taking account of local stakeholders' views, such as the police, headteachers and representative local minority ethnic groups, to reflect better local circumstances and new challenges

- as part of the review of race equality policies, schools should conduct an audit of training needs of all staff, to determine the form, nature and appropriateness of any future training; and such training should then be provided or secured by the school or LEA.

Evaluation[2]

Improving standards and achievement

1. This section focuses on work aimed at closing gaps in attainment between groups of pupils. A key driver of that work is the RRAA which placed new requirements on public authorities, including in education. Beyond general requirements, schools are also obliged to produce a race equality policy and take appropriate account of race equality in the consideration of other school policies. One key obligation of the RRAA is the duty to promote equality of opportunity, and this is, in part, put into effect in schools through assessments of race equality policies and tracking of the progress of groups of pupils. In school inspections undertaken by Ofsted under the terms of the Education Act 2005, a school is asked to determine, amongst other things, whether or not the school is complying with the general and specific duties of the RRAA.

2. The main findings in this area are:

- all schools visited had race equality policies in place, and some were revising current policies to take better account of legislation

- the survey encountered imaginative work to review race equality polices, such as involving local stakeholder groups in their development

- schools drew on a range of evidence to devise intervention strategies to close attainment gaps

- the involvement of parents in the development and implementation of strategies secured parental commitment to such projects.

3. A study in 2002 had raised concerns about the level of compliance with the RRAA amongst schools. All schools visited in this survey, which focused on schools reported by LEAs to be effective practitioners of race equality in education, either had devised race equality policies, or were revising existing

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[2] This is based on a survey of 12 LEAs and 50 schools in England; see 'Further information' for more details.

policies to take better account of the RRAA and the school's local circumstances. Inspectors sought examples of good practice with clear impact on particular pupils' attainment, progress and standing in the school. This section tracks the development of race equality policies; the use of data to inform decisions on support for pupils; and examples of effective interventions arising from work inspired by the RRAA.

4.   In the schools surveyed, headteachers viewed the RRAA as one of a series of stimuli, reinforcing race equality practices already in existence at school or at local authority levels. One headteacher suggested that the Act was a 'wake-up call' for schools with pupils drawn from predominantly white backgrounds, rather than those schools with a broader mix. Schools had characteristically drawn on LEA guidance and their own local circumstances to create or revise their race equality policies. One secondary school had relied on extensive consultation with a wider group of stakeholders, rather than a local authority's guidance, to draw up its policy. A primary school had used a different LEA's guidance to support its own policy's development, on the grounds that its guidance was more suited to that school's circumstances. Consultation with local stakeholders, including parents/carers and community groups, enabled senior managers to take account the community's perceptions and support the needs of pupils.

5.   Many of the schools had undertaken to map and close gaps in attainment between groups of pupils. In one primary school, with 20% of pupils from a range of minority ethnic and social groups, steps to raise attainment had been brought about partly through a bespoke system of individual pupil tracking. The school had developed a spreadsheet that recorded rates of progress on meeting challenging targets in core subjects, and qualitative evidence, such as extended holidays abroad during the school term, or involvement in playground incidents. The qualitative evidence and the data then enabled the school to make secure judgements on allocating pupils to appropriate teaching groups and on the deployment of additional resources for support. Close monitoring of attainment data helped staff to raise their awareness and question, for example, the over-representation of minority ethnic pupils on the school's special educational needs register. The spreadsheet evidence enabled the headteacher to monitor the impact of specific factors on pupils' attainment and to take appropriate action. The careful assessment and monitoring of progress and then the targeted teaching support led to pupils from minority ethnic groups achieving standards in line with their abilities, and making good progress over time. A data-rich environment, the RRAA, and the school's focus on attainment had combined to ensure pupils' progress.

6.   Effective data analysis alerted senior management teams in other primary schools to attainment gaps, enabling them to respond rapidly. One primary school deployed Local Public Service Agreement Target 9 funding to address

the underachievement of mixed heritage pupils.[3] The school's analysis showed that an intensive literacy programme with three mixed heritage pupils led to them improving their English Key Stage 2 scores by at least one grade. Additional support in numeracy was not provided, and these pupils underachieved in that area. The analysis, in consequence, stimulated successful intervention in one area, and demonstrated that improvement may have been achieved elsewhere had resources been available.

7.   The examination of attainment and exclusions by pupil year groups in another primary school involved the deputy headteacher, the current class teacher, and the next year's teacher of these pupils. The results of their scrutiny guided decisions, and the pupils' new teachers focused on underachievers, those with bi-lingual needs, and those with special educational needs. For example, a group of minority ethnic pupils identified from the test results in Year 4 were provided with support in Year 5.

8.   At secondary level, local authorities' strong data analysis effectively supported schools, enabling them to engage in fine analysis of the attainment of minority ethnic pupils to ensure that judged support was put in place.

Case study illustrating how effective analysis of Key Stage 4 data identified areas for improvement and led to appropriate action.

At the time of the inspectors' visit, the school was revising its equal opportunities policy to take account of the RRAA, human rights and the recommendations in Challenges for the Future - Race Equality in Birmingham.[4] Staff, governors and pupils were involved in this revision. There was a clear focus in the draft policy on effective target setting. At Key Stage 4, the school analysed data by ethnicity, gender, form, group and subject. This led to the identification of underachievement at several levels – individual groups of pupils, individual teachers and in departments. Pupils identified as underachieving were targeted for additional support in study and independent learning skills. Support was initiated at a meeting involving pupils and a member of their family. The school planned to improve similarly the data analysis of Key Stage 3, particularly to analyse value added from Key Stage 2 to Key Stage 3 in terms of ethnicity, and to increase cross-departmental work. The improvement had arisen in part from the stimulus of the RRAA.

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9.   Work arising from the RRAA reinforced effective data analysis. In the best practice senior managers effectively incorporated target setting and

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[3] A Local Public Service Agreement (LPSA) is an agreement between a local authority and central government, setting out the authority's commitment to deliver improved services, and to meet more challenging performance targets in key areas. LPSA target 9 in this authority (Suffolk) is 'ensuring inclusion by raising attainment of Black Caribbean pupils in Ipswich'.

[4] The report of the Birmingham Stephen Lawrence enquiry commission, March 2001. The Commission was set up in late 1999 to consider the implications of the Stephen Lawrence enquiry report for Birmingham institutions, and to make proposals.

intervention for individuals and groups of pupils. They used contextual factors, for example taking account of the jobs of pupils' parents, and they met with parents and pupils to discuss and develop target setting. Analysis of the performance of groups of pupils and the drive to improve outcomes for them led to the following interventions.

10.   At one primary school in an inner city area, there was good support for Gypsy and Traveller pupils and their families by the school and the LEA, aimed at improving attainment and engagement. The LEA's learning materials about the Traveller community included a helpful synopsis of the history of Gypsy and Traveller families, as well as concerns about poor attendance. The LEA had also used an effective home-link worker to explain to families in their homes the importance of attendance, and to provide uniforms and transport, where necessary. Within school, the intensive work conducted with Gypsy and Traveller pupils on basic skills, literacy and numeracy (through *Talking Partners* and the *Talking Numeracy* pilot) was resulting in higher attainment. This work was undertaken in an atmosphere of calm and welcome and motivation, integrating Gypsy and Traveller pupils successfully into the mainstream of education. The school displayed work from other minority cultures effectively, as well as the history of Gypsies and Travellers, and their children's experiences of discrimination. This work was driven partly by the RRAA, but particularly by the school's and LEA's determination to ensure that all groups of pupils benefited from access to education.

11.   The case studies below illustrate a range of interventions at secondary level. Although mainly school-led, a number of activities led by the LEA are included. In one secondary school, targeted pupils from one minority ethnic group received an hour's mentoring each week, including lesson support, and a regular meeting with a volunteer sixth former. The levels of mentoring and other support were decided by the head of inclusion, and based on a form completed by each head of year. Evaluations, by both the mentor and the pupil, kept track of individual progress. Outcomes included reductions in exclusions, better behaviour and attendance, as well as improved self-esteem and self-confidence, impacting beneficially on the attainment of pupils in Key Stage 4.

Case study showing how parents may be guided to support more effectively their children's education.

In a Birmingham secondary school, analysis of pupils' performance has led to the establishment of an informal group of Black pupils aimed at raising boys' standards of attainment. A Black parents' group, facilitated by a member of the school's senior management team, complements that activity, helping to work on the issues their children encounter in school. The parents' group meet regularly, with letters describing the sessions sent to parents unable to attend. Meetings discuss how to give purposeful encouragement and constructive criticism, and how to set aspirations. A subsequent section 10 inspection of the school reported that 'the

overall impact of the work has resulted in Black boys achieving far better than they, their parents or teachers had expected. This work demonstrates the power and effectiveness of action when the school and parents work together, and understand what each requires from the other'.

12.   In one London secondary school, detailed analysis and monitoring of actions led to positive outcomes for targeted groups. For example, 15 girls of Somali heritage in Key Stage 3 were identified for support through analysis of data. The girls had weekly one-hour sessions at lunchtimes throughout the year with a Somali youth worker and a local therapist. The girls benefited from greater friendship bonds, better self-esteem, and stronger links between parents and school. The girls' achievement at the end of Key Stage 3 also improved, with better engagement, better motivation, and a greater sense of identification with, and progress in, education.

13.   Inspectors also tracked the impact of work to support Somali pupils at another secondary school in the same local authority through the involvement of that community. Activities such as counselling by Somalis, the use of a home-link worker and support for pupils with English as an additional language have resulted in improvements in behaviour and attendance. In one case, support had led one pupil, who had previously demonstrated aggressive behaviour towards other children, to take increased interest in lessons; staying on task; and becoming involved in music. Another pupil with behavioural difficulties was supported partly at a lunchtime club, where other Somali boys developed a rapport with that individual, increasing his sense of belonging. That pupil's work and behaviour were consequently improving. The common threads in such intervention were careful diagnosis of the problem and well judged and imaginative responses to a pupil's particular needs, often involving the relevant cultural community, resulting in increased involvement in education.

14.   The survey also found effective work led by LEAs to tackle the under-performance of identified groups of pupils. The following two examples illustrate effective activities: some succeeded in raising attainment, others in improving attendance and increased involvement in education.

In one London secondary school, an enthusiastic and knowledgeable Traveller teacher, well supported by the LEA, worked with parents and pupils. He visited families on site, explaining the benefits of education for Traveller children, principally as a way to enhance their employment prospects. He also explained their way of life to other groups of pupils. His work has raised the profile of Travellers positively so that their self-esteem has improved, with better attainment at GCSE amongst them and more going on to further education. Traveller pupils interviewed by inspectors spoke confidently of going to university, and acknowledged and appreciated that their culture was now being accorded more interest and respect in school.

> *The Liverpool Black Achievement Project (LBAP) effectively combines learning with race equality. The material, generated by local Black historians, celebrates the achievements of Black men and women in a range of fields, importantly anchoring pupils to two areas of interest – their own ethnic identity, and their own locality. The work includes classroom activities, use of role models, strategies to promote positive identities, and resources designed for use with Black learners but which were suitable for pupils from all backgrounds. In addition, increasing parental involvement in their children's learning also fosters improvement. The target group (chosen after data analysis and discussion with form teachers) is under-performing Liverpool-born Black or mixed heritage pupils. Evidence of improvement in attainment is greater at the primary than secondary level. Inspectors considered the challenges for LBAP to be: sustaining these improvements and progress throughout the secondary phase; and taking steps to develop the work as a module for use in all schools in Liverpool, and beyond. Although inspectors did not meet pupils who had been involved in LBAP, pupils' written evaluations of LBAP were encouraging.*

15. The effect of the RRAA in schools visited has, generally, been to give further impetus to work already under way to reduce gaps in attainment and other areas (such as behaviour) between different groups of pupils. That legislative framework provides formality and structure to such efforts, and the legislation has, in the case of the schools and LEAs visited, contributed to the drive of staff, officers and senior management teams to close attainment gaps and raise standards in their schools.

Race equality in the curriculum

16. This section deals with the use of race equality material in the curriculum. The National Curriculum's inclusion statement requires schools to take action to meet the specific needs of different ethnic groups. The Code of Practice on the RRAA signals that a race equality policy should encompass curriculum, teaching and learning (including language and cultural needs). Ofsted's inspections of schools under the Education Act 2005 examines the quality of the school's curriculum, to see how well it meets the range of needs and interests of all pupils. The main findings in this area are as follows:

- pupils enjoyed work which both stimulated and widened their perceptions on race equality and discriminatory practices

- effective lessons incorporating race equality were predominately in arts and humanities subjects, although good practice was spread across primary and secondary phases

- imaginative use was made of race equality concepts, for example in bringing together topics in history, art and textiles or in making use of local resources

about the history of major cities and pupils' experience of life in particular countries

- the incorporation of race equality concepts across the curriculum, underpinned by a strong cultural ethos, contributed to harmonious relationships between groups of pupils.

17. The benefits of explaining other cultures and beliefs are well articulated in, for example, *Curriculum Guidelines for Cultural Diversity and Race Equality.*[5] That guidance includes strategies for tackling racism and a range of examples of what might be included in different curriculum areas. This guidance, by incorporating the requirements of the RRAA, effectively draws attention to the educational opportunities presented by the use of race equality material in the curriculum.

18. Inspectors observed a range of lessons and discussed race equality provision in the curriculum with staff and pupils. The evidence gathered indicates that effective teaching of race equality concepts improves learning and pupils' interest and enjoyment. Pupils commented that they enjoyed subjects incorporating race equality issues, and that the 'Black dimension' within a number of curriculum areas widened their perspectives on race and discriminatory practices in school and beyond. Pupils also stated that the work had played an important part in helping to counter prejudiced views beyond school.

19. Although this section mainly illustrates effective lessons, inspectors did encounter weaker work. A few lessons sometimes had subject material that was too complex for the age of the pupils; or lessons consisted mainly of teachers reciting issues to pupils ('teacher talk') without stimulating informed discussion. In a handful of cases, such teaching was unsatisfactory.

20. Good curriculum mapping tested how well race equality concepts had been integrated and often resulted in action if gaps were detected. A good example is provided below. It extended mapping into pastoral areas, drawing on the LEA's self-evaluation material for schools on race equality provision.

Case study illustrating how the thoughtful incorporation of race equality into the curriculum has affected the attainment and personal development of pupils.

In a junior school, in a predominantly white area of a major city, the firm leadership and management of the headteacher and senior management team have provided strong support for the work of the equal opportunities coordinator.

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[5] Published and available from Hertfordshire County Council.

In meeting its requirements under the RRAA, the school monitors closely the progress and attainment of its small number of pupils from minority ethnic groups. Targets are set for individual pupils and most of these have been met. However, their progress and attainment is reported only at the end of Key Stage 2. The school is currently reviewing its race equality policy and is amending it to take account of future priorities.

Good use had been made of the local authority's **High Sights** *self-evaluation material to identify the strengths and relative weaknesses in race equality provision. The school has produced a suitable action plan to bring about further improvement.*

Inspectors found that the promotion of race equality is well embedded in the curriculum, building on the school's work on Black History month. All curriculum coordinators have reviewed their areas in order to ensure all themes and topics reflect the multicultural nature of Liverpool and Britain. A curriculum map is now being produced by the equal opportunities coordinator to make links explicit and ensure coherence.

In incorporating work on diversity and anti-racism, the school had promoted higher standards and had further developed pupils' enthusiasm and enjoyment of learning. For example, the school is aware that trips to the transatlantic slave museum and visits from Maori and African music groups could reinforce stereotypes. Positive images are reflected in displays throughout the school, including the 100 Greatest Black Britons (such as John Barnes and Ms Dynamite) in the classroom. The school has successfully engaged teachers of dual heritage who act as positive role models within the school.

Pupils display extensive knowledge and awareness of fair trade and human rights. Pupils from Year 3 onwards have a good understanding of the concept of human rights and are not only aware of the principles of fair trade but also apply them to their family shopping habits. They have developed their ICT skills in producing Fair Trade board games.

The leadership has effectively shaped the vision and direction of race equality work. The leadership of the school has fully engaged staff in discussion and consultation and the headteacher has set a clear lead for the future direction of the curriculum. The school is now planning to extend training on race equality to all non-teaching staff.

This school's governors and its new headteacher wanted a strong race equality dimension in all aspects of the school's work, in particular in its subject schemes of work. The headteacher reorganised the management structure of the school, taking overall responsibility for curriculum development to ensure that the race equality dimension is effectively integrated. The headteacher felt that in the past race equality matters were viewed as a 'bolt on' rather than as an integral and important strand of the school's work. To this end, a review of the geography and art curriculum has been undertaken and topics and themes included that make pupils

aware of their own and other cultures. PHSE work on asylum seekers, plus involvement in the **Kick Racism out of Football** *project has enabled pupils to discuss race issues and discriminatory practices directly. Work on display shows that pupils are gaining an awareness of art forms in other cultures and are improving their drawing, painting and design skills accordingly.*

21. The examples set out below illustrate effective teaching of race equality in the classroom, provoking pupils' interest.

Three examples of lessons that developed pupils' interest in other cultures, and stimulated learning.

In a Year 3 religious education lesson on learning about different festivals, a notable feature was the use of a 'Melting Pot'. Pupils had already completed work on celebrations. Part way through this lesson the teacher introduced a big jar termed a 'Melting Pot'. It contained artefacts and props collected by the teacher during the course of six weeks which related to Islam, Judaism and Christianity as well as secular celebrations and events the pupils had been involved in, such as Arts Week. The teacher then used the artefacts to enable pupils to recall and explain what they had learned about the different festivals and religions. The pupils discussed the question why is it important to have celebrations and festivals in school? In a plenary session, the pupils reported back: 'so that we can learn about each others cultures; have fun, learn about the history of other religions: think about the poor'. The teacher then shared her own response to the question including: appreciating other beliefs, celebrating differences and similarities, so that each person feels valued and welcomed. The lesson promoted race equality effectively as an interesting experience for pupils.

In a Year 2 class in another primary, the topic of the lesson was Japan. The pupils were quickly on task, learning about the concepts of other cultures, ways of life, race and religion. This was sensitively handled by the class teacher, and good relationships and friendships were observed in the class. The children evidently enjoyed their work and were particularly interested in a discussion with a Year 4 pupil of Japanese heritage who visited the class to answer their questions about her visit to Japan. The children were thoughtful, interested and polite, and thanked her without any prompting from the teacher. The teacher had carefully involved a pupil from an ethnic minority to illustrate the culture and background of that minority ethnic group.

In the same school, a Year 6 class covered the Kristallnacht *(Night of Crystal) in 1930s Germany and the concepts of prejudice and discrimination against Jews. The class was composed mostly of pupils from Muslim backgrounds. The pupils handled difficult concepts well and respected the symbols of the Jewish religion. The teacher managed the class sensitively, and pupils responded well, especially in trying to understand the feelings of children involved in the Kindertransport. The work was well differentiated, effective use was made of the interactive whiteboard, and the teaching assistant and a student helper (both of minority ethnic heritage) purposefully supported less able pupils. In this class, issues of race equality, of*

prejudice and discrimination, were sensitively handled by drawing the attention of pupils carefully to the sufferings endured by children of the same age.

How consideration of race equality can be effectively harnessed and integrated into a lesson developing pupils' literacy skills.

In a Year 6 literacy lesson, pupils were asked to produce a leaflet for new arrivals to the school. Previous lessons have resulted in some drafts and this lesson concentrates on improving the text. The context was that four pupils are arriving in the school. Their situation has been discussed in earlier lessons. Pupils have to produce a leaflet explaining what the school offers for them. The best leaflets were expected to be printed and used for new in-coming pupils.

– Monique who will go into Y3. Her mum is from St Lucia and dad from Ireland. Monique was born in London. She wears glasses and is worried that she will be teased. She is keen on football and is hoping to join a team.

– Faheed will go into Y4. his parents came from Bangladesh 20 years ago. They are moving him from his last school because of racist bullying. Faheed is worried it will start up again. He is very interested in ICT.

– Elcin will go into Y5. She arrived into the UK from Turkey 5 months ago. She speaks very little English and is worried that she will not understand the teachers. Elcin does not know if she will be able to make friends. She is scared that she will not know what to do.

– Billy will go into Y6. His father is in the army and so Billy has moved schools a lot. He is clever but he has moved a lot and is worried about whether he will be able to catch up. He is also worried about making friends.

The Y6 pupils drafted their responses and in the lesson the teacher carefully drew out from the pupils how the leaflet will capture the attention of the incoming pupils. Features such as layout, short paragraphs, using bullet points, mixing text with visuals and decorative borders are explored sensitively, so that pupils gain knowledge and understanding about writing for this particular audience. The lesson consequently combined managing presentation, writing development and race equality within the context of a literacy hour.

Case studies showing how race awareness can be successfully incorporated into the curriculum

In one secondary school, with predominantly White pupils, all Year 10 pupils travel to Brick Lane in Tower Hamlets, London, not only to improve their geographical skills but to gain first-hand experience of the different cultures and lifestyles in the capital. The work is successful in widening pupils' perceptions of how ethnic minorities live and work beyond their own county town. In addition, topics and themes in particular

subjects at the school have successfully tackled race and discrimination matters: in one effective Year 13 media lesson, students were studying the portrayal of minority ethnic groups in TV soap operas. The range of work was assisting students to examine stereotypical views and counter them using evidence from a range of contemporary sources.

Religious education lessons in another secondary school were used for discussion on perceptions of asylum seekers. The work demonstrated the determination of staff to tackle race equality and to bring to the surface what they perceived to be an 'undercurrent' of racism existing in a rural area. The debate in that lesson helped in developing the skill of marshalling arguments, through distinguishing between fact and myth and then articulating those differences.

An A level music technology course focused on Black music, which led to a 20% increase in the number of Black pupils taking this option, and better than expected results in the subject. In the same school, pupils studied local Black history as part of the Key Stage 3 curriculum, including the background of a female slavery abolitionist who had once lived in the grounds of that school: this was placed in the context of the 19th *century industrialisation of Birmingham. Another history class at a school in the Wirral had explored emancipation and industrialisation in the context of the development of Liverpool.*

In a Year 9 English lesson, pupils were asked to analyse a poem by a New Commonwealth author. The teacher read the poem, using a PowerPoint presentation illustrating London and the poet's birthplace. After a brief evaluation of the geographic distinctions, pupils tracked her two 'cultural identities' – Caribbean and British – to illustrate the tensions inherent in the poem. Teasing out how those identities were exemplified in the poem contributed to the development of pupils' critical faculties and race awareness.

A music lesson in another secondary school, incorporated history, race equality, and musical development. The aim was for pupils to understand the social background to the development of Blues music and the contribution Blues has made to contemporary music. The pupils did not know where Blues music originated, and why it was named so. The level of challenge was high. The teacher made clear the links between Blues music and pop and rock genres. The lesson made a positive contribution to developing pupils' cultural awareness and improved their musical ability, particularly their keyboard skills.

A lesson set entitled 'African Jigsaw' mixed textiles, history, religious education, geography, music and art, into a compelling module, which in the judgement of inspectors secured pupils' attention, tackled race equality, and enhanced learning. In the same school, 'prejudice' was a theme which ran through a series of history modules – for example, how the ancient Romans treated other groups under the empire. The parallels with contemporary events secured pupils' engagement.

22.   Inspectors found that race equality, incorporated as an element of good lessons, had materially increased pupils' motivation and participation rates, and

enhanced pupils' progress. Such work signals generally that inculcating race equality into the curriculum has effectively moved teaching and learning on and is a valuable tool for educational improvement, capturing pupils' interest and engagement, and improving attainment.

23. Effective work in the curriculum must be firmly based on the school's context. Work on welcoming new pupils from a range of backgrounds and the debate on asylum seekers illustrated in the examples above took place in significantly different schools in different communities. Some lessons and activities need to be led by experienced staff to ensure that pupils achieve well and do not succumb to preconceptions. In such circumstances, where schools effectively incorporate race equality into the curriculum, the supportive culture and ethos of the school underpin such activities firmly. Secure thoughtful planning and teaching enable such schools to bind race equality into the curriculum to improve pupils' achievement and enjoyment.

The handling and reporting of race-related incidents

24. This section starts with an outline of administrative and legislative requirements for handling and reporting race-related incidents, discusses the definition of such incidents, then sets out effective practice at local authority and school levels.

25. The main findings in this area are as follows:

    • authoritative, well researched and supportive LEA guidance helped schools tackle race-related incidents effectively

    • headteachers' strong stance on the unacceptability of racism provided staff with the confidence to manage incidents well

    • pupils and staff considered that the firm approach of the senior management team to incidents and racism improved relationships between groups of pupils

    • schools in most LEAs were confident that the LEA would provide effective support where serious incidents occurred; this was borne out by records in several LEAs

    • there was some under-reporting of incidents because of the perceived lack of confidence in defining and reporting incidents, or lack of clear LEA guidance.

26. One of the recommendations of the Macpherson enquiry into the death of Stephen Lawrence was that schools should record all race-related incidents, and inform local education authorities. A further recommendation was that Ofsted should examine the implementation of such strategies. The Department for Education and Skills's guidance on behaviour indicates that schools have procedures to record such incidents. The Commission for Racial Equality's *Code of practice on the duty to promote race equality* signals that, in assessing

schools' policies, regard should be paid to steps to prevent racist bullying. Finally, the Home Office's *Code of practice: reporting and recording racist incidents* recommends that schools record all such incidents. In terms of school inspections under section 5 of the Education Act 2005, schools are asked by Ofsted to evaluate whether pupils feel safe from racist incidents. Pupils may also be questioned by inspectors on whether they feel free from any form of bullying or harassment within school. The outcomes of those aspects of inspection are taken into account in reaching judgements on, amongst other things, the overall effectiveness of the school. Under the terms of the Children Act 2004, joint area reviews of services supporting children and young people in a local authority's area will seek evidence of contributions made towards ensuring that pupils are free from bullying and discrimination.

27. The legislation, administrative guidance, and inspectors' expectations consequently signal to schools and LEAs the need to put in place systems for handling and recording race-related incidents. Beyond that, the number and range of types of incident reported to inspectors in the survey, and the adverse impact of racist abuse on victims' attainment and attitudes, show clearly the need to deal with such incidents effectively and proportionately.

28. In deciding what constitutes a racist incident a number of LEAs use the Macpherson definition, with one headteacher summing that up cogently in the phrase 'if the child feels the incident is racist, it is.' It is for LEAs with their schools to decide what constitutes a racist incident, and inspectors found good practice meant liaison with other partners, such as the police, to ensure that each agency in the local authority's area has a settled, common definition of what represents a race-related incident.

29. The nature of incidents handled and reported in schools in the 12 LEAs visited ranged from verbal abuse (the largest proportion of incidents, spanning name calling in infant schools to adults verbally abusing pupils) to assaults. The survey found that two principal features provided schools with the confidence and knowledge to tackle incidents effectively. These were guidance provided by LEAs; and the strong leadership of headteachers.

30. Authoritative, well researched and supportive guidance makes clear to school staff the need and reasons why such behaviour should not be tolerated. Such guidance, coupled with training, equips schools with knowledge, confidence and firm ground on which to prevent and respond to incidents. The quality of guidance examined by inspectors was, in the main, strong, and school staff said that they had found it to be extremely useful in handling incidents. This section illustrates two examples of guidance provided by LEAs to schools which they found useful in supporting and shaping their approaches to incidents.

Example one

31. In one LEA, the racist incident procedures were developed with the local racial incident action group. The material refers to the relevant Macpherson

recommendations, and Ofsted guidance. The LEA uses the Macpherson definition of an incident and makes plain early on in the guidance that all incidents must be recorded. The guidance is put into practice by, for example, each school having a nominated monitoring officer, whose responsibilities include overseeing the handling of all incidents and, importantly, identifying particular trends. The officer's role extends beyond mere processing and tracking, and covers work on developing the curriculum to reflect racism and diversity, as well as training on incidents and the analysis that the RRAA requires.

32. This guidance also refers to behaviour that might be symptomatic of racist and other bullying, as well as providing advice for pupils. It suggests that the educational context and level of adverse personal impact should both be considered as part of the teacher's immediate intervention. It also examines 'indirect racism' – in plain terms, stereotyping, such as when pupils with English as an additional language are incorrectly categorised as having special educational needs; Black boys are assessed as 'difficult'; and parents in some minority ethnic groups are involved in school, but only in activities such as modelling traditional dress or cooking. The guidance states that, if an institution does not intervene authoritatively in incidents, there is real danger that the school itself may be viewed by the unsupported victim as colluding with the perpetrator. Inspectors found the guidance to be thoughtful, thorough and coherent. It rightly begins with national policy; sets out central principles; is practical and reasonably detailed; and, when complemented by effective training, was reported to be of great use to teachers and other staff.

Example two

33. The second set of guidance begins by setting out principles, based on legislation (including the Crime and Disorder Act 1998) and on inspection's expectations. The guidance states that the Macpherson definition of an incident should be used and goes on to widen the context by referring to curriculum guidance on race equality and Ofsted's references to race equality. Importantly, the guidance draws the reader's attention to the LEA's school self-evaluation material and its references to race equality. The LEA suggests that schools adopt a preventative approach on incidents, through mentioning anti-racism in schools' prospectuses and formalising what some schools do informally at induction meetings with parents. The guidance also sets out a range of incident types, and offers suggestions on handling each one. They range from name calling, to comments made in lessons, to assaults. This approach is seen as welcome, and of material help, to staff. The guidance also advises that a collated report on incidents should be included in the Governors' report to parents. Inspectors found the guidance to be clearly written, offering practical suggestions to senior management teams on how to handle particular kinds of incidents.

34. In light of the good practice seen in the survey, the following areas should be covered in local authorities' revision of guidance to schools on handling and reporting incidents:

- relevant legislation and administrative guidance

- inspection's expectations

- the definition of what constitutes an incident

- the adverse educational and emotional impacts of racism on pupils

- the incorporation of race equality into school self-evaluation

- advocacy of preventative approaches to racism, such as covering anti-racism in a school prospectus and at parents' induction evenings

- the range of incident types

- ways of handling incident types, exemplified by anonymised case studies

- guidance on how to record race-related incident reports

- advising that a digest of incidents should be made available to governing bodies, and mentioned in schools' annual report to parents

- outlining the use made by local authority officers and elected members of data and collated digests of incident reports

- helpline numbers for further guidance and advice

- contact names and telephone numbers in case of a serious incident.

35. Finally, in most local authorities visited in the survey, local authority officers prepared collated reports for members' consideration. The best examples included: breakdowns by geographic area; by phase; by victim and perpetrator type, such as teaching staff as victims; and incident type. Such reports conclude with details of action taken by schools, including where there have been exclusions, or police involvement. Elected members would then consequently be able to take a strategic view on schools' and officers' responses to rises or decreases in incident rates.

36. Although effective guidance offers authoritative support to schools, the role of the headteacher and the leadership team is crucial to the success of such schools in handling incidents, and maintaining a racially harmonious atmosphere. Zero tolerance of racism depends on the headteacher's insistence that incidents are treated seriously and crucially through putting this policy into action. Effective practice was found when headteachers made their position clear at induction meetings with parents of new pupils. One headteacher used an emergency assembly, when a serious incident occurred, to reinforce the school's zero tolerance of racist attitudes. In one primary school, the headteacher confronted the negative attitudes of a small minority of parents,

and made plain that she was not prepared to tolerate racist attitudes in and around her school.

37.   Other effective leadership by senior management teams in this area involved, in one primary school, the new headteacher monitoring and reviewing the racist incident log and identifying particular areas where staff required further training, and where possible under-reporting might occur. A programme was put into place in the school to train dinner supervisors, and involved pupils acting out three short scenarios:

*   *The Push* – reinforcing how to resolve a dispute between pupils

*   *Grace's Story* – to show the effects of persistent, intentional victimisation

*   *Jew Boy* – dealing with a racist incident.

The work here generated knowledge and confidence amongst staff in managing subsequent incidents.

38.   In one primary school, a log has been diligently kept and reported to the LEA since 1999. The management team saw to it that all staff, including lunchtime supervisors and part-time staff, received training on reporting and recording incidents to ensure consistency of approach and application. Dealing with incidents is a component of the equal opportunities policy, which is managed by the deputy headteacher, and is part of the wider school policy on behaviour. Most recorded incidents are linked with name calling. Action is taken immediately and for all incidents the school involves parents at appropriate stages. Sanctions follow a code of conduct, which is well understood by pupils, parents and staff. The same code is applied to clubs and other activities before and after school. The procedure for monitoring involves all staff and members of the governing body.

39.   In one primary school, the headteacher held a meeting between victim and perpetrator a month or so after the initial incident and interview. That sent a strong message to the perpetrator and to others involved about how the headteacher viewed such matters. In another school, the headteacher sent letters to both the victim's and the perpetrator's parents, emphasising how seriously the matter was taken by the school. Once again, this approach sent out clear messages about the unacceptability of racism within the school.

40.   Although the survey focused on schools and LEAs exhibiting effective work on race equality, inspectors encountered some weaker practice on handling and reporting incidents. This was characterised by a lack of confidence in defining and reporting such incidents; reported lack of clarity in LEA guidance on incidents; and under-reporting of incidents.

41.   The impact of effective work is twofold. At school level, firm approaches to racism by the school's leadership affected both staff and pupils. Staff

interviewed endorsed the approach and commented that addressing racist incidents was seen as a normal part of the school's behaviour strategy. In schools where staff are confident about handling incidents, action was swift, proportionate, discreet but influential and effective. Staff at such schools commented that they had a collective understanding about what represented an incident and the types of incidents, as a consequence of effective LEA guidance, and staff training (including non-teaching staff).

42. Pupils also welcomed the firm approach to racism on the part of the school's leadership. In one school, a pupil commented 'there is racism outside the gates, but not here'. Pupils commented that in such schools, they felt confident in reporting incidents; that incidents would be dealt with quickly; and that the school took racism and bullying seriously. Pupils in such schools understood that boundaries were clearly drawn, and knew that the school did not take racist behaviour lightly. The strong line taken by headteachers contributed to a harmonious ethos at such schools. Finally, parents expressed confidence in the ability of such schools to deal with incidents effectively and confidently.

43. The second impact was the effect on the numbers of incidents reported. In some LEAs visited in this survey there was an increase in the number of incidents; and, in others, a drop between 2002/03 and 2003/04. Reasons for **increases** in numbers of incidents were said to be: the impact of external events, such as the Iraq war and its aftermath; and/or greater confidence on the part of staff in handling and reporting incidents. The reasons for **decreases** in incidents reported were said to be: pupils' growing realisation of the seriousness of incidents, and the sanctions available; and/or improved cohesiveness amongst groups of pupils.

44. It is impossible, given the number of schools and pupils in these LEAs, to assess how much of an effect the quality of handling and of reporting processes has had on the increase or decrease in incidents reported. Inspectors found, however, that the strong line taken by headteachers in schools visited has helped in developing a more harmonious ethos in those schools. Pupils from minority ethnic groups see and acknowledge that racist behaviour is tackled confidently and effectively in their schools and the racial harmony is testimony to the effective handling of racism by headteachers and staff.

45. The characteristics seen in the survey of good practice on handling and reporting incidents are as follows:

- the senior management team ensure that pupils, parents and staff are aware of the school's approach to race-related incidents, through publishing the school's policy in the school's prospectus, and mentioning the policy at induction sessions with new pupils and parents

- pastoral managers conduct regular staff audits to establish whether they have received training on incidents, and initiate in-house or LEA-led training events

where necessary, reflecting both the school's policy, and the LEA's guidance and reporting procedures

- pastoral managers ensure that incidents are properly recorded, and responses judged appropriately to reflect the seriousness of the incident.

- the adverse effect on the victim is emphasised, with the accent placed on an assertive approach to perpetrators (possibly through role play – such as putting the perpetrator in the shoes of the victim)

- parents/carers of perpetrators are apprised of the incident, and the action taken by the school.

- in the case of serious incidents (such as repeated verbal abuse, or physical intimidation) the views of the headteacher and the relevant LEA officer are sought, before determining sanctions

- the number of incidents handled and recorded is reported on at least a termly basis to governors, and annually to all parents.

46. This section now focuses on examples of how partnership working between the LEA and a school has supported the handling and reporting of incidents. Although the majority of schools visited were submitting racist incident returns to their LEA, in one LEA staff said that not all incidents were logged and reported, but were dealt with informally, partly because it was considered by headteachers that 'first time offenders' should be dealt with informally. In addition, the LEA's guidance was said to lack clarity.

47. The role of an LEA extends beyond providing written guidance and training courses, to supporting a school when a serious incident occurs, and involving other local partners as appropriate. Most schools visited expressed confidence in the ability of the LEA to respond effectively in the event of a serious incident.

48. In one LEA, a headteacher noticed an incident between racial groups outside school, and after receiving what she considered to be an inadequate response from the local police, contacted a senior LEA officer. He, in turn, got in touch with the area commander and explained the background and concerns of the headteacher that the issue might escalate. Given the good relationships at that high level, the commander was able to ensure there were police officers at the school the next day to prevent possible escalation.

49. In another LEA, a secondary school reported tension between groups of girls from the Somalian and Turkish communities that had spilled out beyond the school gates. The school's senior management team, its governors and the LEA worked effectively with a counsellor to mediate with the two groups, and that intervention assisted in defusing a situation that could, otherwise, have

escalated. Both incidents reflect the importance of seeking advice from experienced LEA officers.

50.   Proactive and effective work by an LEA's link advisers on race-related incidents was also seen. For example, an analysis of incidents by LEA officers which compared schools with similar intakes indicated that some schools may be under-reporting incidents: potential under-reporting was then tackled in subsequent link advisers' visits. In one case, a termly monitoring of schools signalled that inclusion was not being properly addressed in a secondary school. As a result, race equality was put on the agenda of the link adviser's visit. The ethnic minority achievement team was then invited in by the headteacher to discuss minority ethnic attainment and inclusion. There were subsequently no further reports of an apparent failure to address inclusion at that school.

51.   What emerges clearly is that judicious support by the local authority, and clear leadership by the senior management team, is a forceful combination. Improved staff confidence in the light of the senior management team's lead contributes to pupils' perception that racism is not tolerated, and firm action will be taken with perpetrators, and that all groups of pupils are treated with respect. That, in turn, contributes to the pupils' sense that all groups are valued, and that greater harmony exists within the school. The harmonious atmosphere contributes to the improved well-being and education of pupils.

Improving links with local ethnic minority groups

52.   Work undertaken by a school (often with its LEA) to strengthen educational links with a local community can assist in reducing inequalities and gaps in performance between groups of pupils. It can increase a local community's knowledge of, and support for, local schools.

53.   The main findings in this area are as follows:

- work predominately involved parents, enabling them to support their children's progress, and improve parents' employment prospects

- effective work with local minority ethnic groups contributed to improved attainment for pupils.

54.   The survey found activity to be commonly driven by local needs that are accurately identified and led by a school's senior management team, often with the LEA's support. The work was wide ranging as the following examples illustrate.

55.   In one London borough, individual schools developed specifically targeted curriculum initiatives to meet the needs of both pupils and parents from minority ethnic groups. For example, one school successfully promoted and developed an English for other languages course with a local college that provides specific language support for parents. Somali mothers who attended

sessions showed increased confidence and ability to help their children in mathematics and literacy. The impact of that work goes beyond assisting the pupils' attainment. It leads to improved educational attainment amongst parents, enabling them to gain access to employment or training opportunities; increased confidence in the school and in education; and increased interest in their own children's educational progress.

56.   In another London borough a booster class in one primary school, aimed at potential level 4 achievers, invited parents into the school, where they had arithmetical concepts explained so that they could help their children with homework. The outcome was that pupils whose parents had been able to attend the classes achieved level 4. Not only did that result in better attainment, but the work is having beneficial effects in terms of parental engagement and confidence in the education system, and demonstrates to parents how valued their children are within school.

57.   In a further two LEAs visited, involvement with parents led to the development of more formal structures to support parents, through the creation of adult education units as part of the schools' sites.

Case study

Community education funding has been shrewdly used to develop an adult learning centre in the school's grounds. The centre provides access to adults in the wider community to develop their skills and gain accreditation. More than 200 courses are available, and the benefits of this for the school include easy access for classroom and other support staff to gain relevant NVQ levels 2 and 3. Around 30 adults have benefited in this way over the last four years. Some of these are Muslim women, who provide very effective role models for the children within the school. This is a practical illustration of translating the school's commitment and drive to put its race equality policy into practice.

Case study

*The project **Equal Access for All** is an excellent example of how a public body (the LEA with support from the school) can involve a 'hard to reach' community in education. The project focuses on adult education for the local Pakistani heritage community, which traditionally has little contact with further education. The impact was as follows:*

– For pupils, sessions on basic skills for parents resulted in pupils' improved attendance and punctuality; and providing parents with reading skills had an impact on their children's attainment, with parents able to read with, and listen to, their children.

– For parents, learning led to a spectrum of improvement. A parent who was illiterate was now reported to be an enthusiastic and regular attendee at classes; other parents were now taking Open University degrees, or Diplomas in Pre-School Practice.

> *– In terms of outreach activity, this work was with a group not traditionally involved in adult education. There was now greater confidence in the school environment: children now went on school trips; attended homework clubs; and the school was seen as a safe haven for women's employment. The project also ensured that there was increased attendance at parents' evenings, as the community became more involved in pupils' academic progress.*

58. Effective work in schools extends to groups other than parents and contributes to the improved attainment and well-being of pupils, as well as enhancing links between local groups and the school. The following examples in one school illustrate some of these:

   - the organisers of *Itifaq*, a local Muslim community group, work effectively with the school in order to raise standards for Pakistani heritage boys by organising an effective mentoring project. The enormous mutual goodwill contributes to very productive relationships between the local Muslim community and the school

   - excellent joint work between the school and local police officers makes a significant contribution to promoting community safety and cohesion. Daily visits to the school by the 'beat bobby' are accepted as the norm by the students. The students are encouraged to suggest solutions to local problems. For example, the students proposed that personal alarms would serve the needs of local senior citizens, who were feeling unsafe and vulnerable. Personal contact and good relationships between the officers and young people makes the local area more harmonious, particularly during out of school hours.

59. In another secondary school, with 54% of its pupils from minority ethnic backgrounds – mainly Pakistani and Indian heritages - the local mosque has been involved in supporting pupils' education at the school. The school implements effective measures designed to help pupils get to know each other. From Year 7, teachers organise all classes so that boys, girls and those from different ethnic backgrounds sit together. These classroom arrangements to encourage mutual understanding between pupils are backed up by clear and firm action on bullying and racist abuse. The school makes great efforts to involve all parents; there was 97% turnout at the previous parents' evening. Attendance, exclusions and attainment are carefully monitored, and despite higher than average levels of Free School Meals entitlement and pupils with special educational needs, all pupils gain at least one qualification and the general level of attainment in GCSE shows a high level of value-added. The work in the school is supported and extended by the local mosque and Madressah. The mosque's trustees determinedly work closely with the school and also contribute to the local community. For example, the local *Sure Start* is housed in the centre attached to the mosque, and an ICT suite is open to all pupils to complete homework or improve ICT skills. In such circumstances, the positive approach of the school and its partner fosters racial harmony and contributes to attainment.

60.   Two further examples illustrate effective work by one LEA and its partners to respond, through education, to particular needs in the local community. One identified need was tackling xenophobia through the **Understanding Islam** project, part-funded by the local authority and managed by the Lancashire council of mosques. A qualified Muslim teacher takes lessons in schools to help pupils gain familiarity with Islam, dispel misconceptions, and answer any questions pupils choose to ask. Schools are given further resources to follow up with their classes later. Two high-quality sessions observed by inspectors were effective because of engaging teaching, interesting resources and a humorous approach. The teacher asked pupils questions which prompted them to think and reflect. Pupils were delighted to try on Muslim headwear and examine prayer beads. Pupils in both classes of a primary school with very few pupils from minority ethnic groups had sufficient acquaintance with the concepts of Islam to answer with good sense and ask serious questions. The experience for pupils was a very good one. The Lancashire council of mosques evaluates the project by questionnaires left with the schools and follows this up, when invited, with further visits. Inspectors judged this to be a valuable experience for pupils, although it is difficult to assess its long term effects.

61.   Finally, the county's Gypsy and Traveller education service (TES) carries out a range of valuable work.[6] For pupils it principally involves improving attendance and literacy (mainly up to Key Stage 2); establishing mechanisms to track the progress of an often mobile population; as well as developing resource material and running projects to promote awareness of Gypsy and Traveller culture. The TES's impact can be seen in terms of improved literacy and attendance up to Key Stage 2, credibility with families, and also in a generational shift, from families at one time seeing education as being of little value, to seeing it now as an important instrument in supporting traditional Gypsy and Traveller employment. That is one major step on the road to full educational inclusion, and the TES must take credit for playing a key part in that progress.

62.   What most of these activities have in common is the determination, by the school and often the LEA, to work to secure educational gains both for and beyond the pupils. The direct benefits are improved pupil attainment and involvement in education. And coupled with that is work with parents that may offer them better life chances, through access to wider employment opportunities. The school has embraced outreach work and sought to deliver better education for all.

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[6] The TES is also supported by, and works in, the boroughs of Blackburn with Darwen and Blackpool.

Notes

Further information

This report is based on visits by Her Majesty's Inspectors (HMIs) and additional inspectors to 12 LEAs and 50 schools in England between summer term 2003 to spring term 2005. The methodology underpinning the survey is shown at Annex C. The survey's aim is to illustrate examples of good practice in race equality in schools and LEAs.

The survey was undertaken as a consequence of Ofsted's concerns about the unsatisfactory performance of some LEAs in respect of their work on combating racism, and promoting race equality. Her Majesty's Chief Inspector's annual report for 2003/04 noted that eight out of 30 LEAs inspected were graded unsatisfactory on the function of promoting race equality or combating racism; and that in 2004/2005, four out of 15 LEAs inspected were judged unsatisfactory or worse on their work of promoting race equality. Inspectors visited LEAs that had been judged to be highly satisfactory or better in their work on race equality to examine and report on good practice.

The survey also sought good practice in schools that were closing attainment gaps between groups of pupils, responding well to their duties under the RRAA, and integrating race equality concepts effectively into the curriculum. Inspectors identified examples of good practice that might be shared, through this report, with other schools and LEAs.

Wide variations in attainment by particular groups of pupils and the need to reflect in schools the cultures of minority ethnic groups in Britain are well documented. It is expected that the work illustrated here will assist further in enabling gaps in attainment between groups to be closed; and race equality concepts more effectively harnessed to enhance pupils' performance, and project firmly to pupils from all backgrounds the valuable contributions made by minority ethnic cultures to national life.

The survey also scrutinised the handling and reporting of race-related incidents. The continuing, and in some cases, increasing number of incidents reported in schools in LEAs visited, and the increasing number of racist incidents presented for prosecution, points to the need for LEAs, with their schools, to demonstrate forcefully the unacceptability of racist behaviour, and act accordingly.

The survey also examined the involvement of schools and LEAs with local minority ethnic groups, particularly work with parents from different groups to support their children's progress and signal that those pupils' education and well-being are properly valued by society.

Finally, the HMI and additional inspectors who conducted the survey would wish to express their thanks and gratitude to the officers, senior school managers and staff, pupils and stakeholders who contributed to this survey.

Annex A. Local educational authorities visited in this survey

Birmingham

Enfield

Hertfordshire

Kirklees

Lancashire

Liverpool

Camden

Hammersmith & Fulham

Royal Borough of Windsor & Maidenhead

Suffolk

Telford & Wrekin

The Wirral

Annex B. Schools visited during this survey

Apley Wood Primary School

Argyle Primary School

Barn Farm Infant School

Birchfield Community School

Birkenhead Christ Church CofE Primary School

Boyne Hill CofE Infant and Nursery School

Brettenham Primary School

Cuckoo Hall Primary School

Edith Neville Primary School

Ellington Primary School

Fulham Primary School

Handford Hall Primary School

Langford Primary School

Liscard Primary School

Prince of Wales Primary School

Rice Lane Junior School

Sidegate Primary School

St Ignatius Catholic Primary School

The Trinity Catholic Primary School

Wilbury Primary School

Withnell Fold Primary School

Wilkes Green Junior School

Worsthorne Primary School

Archbishop Blanche Church of England Voluntary Aided High School, a Technology College

Broughton Hall High School

Bushey Meads School

Childwall School - a Specialist Sports College

Copleston High School

Desborough School

Ercall Wood Technology College

Francis Bacon School

Fulham Cross Secondary School

Golden Hillock School and Specialist Sports College

Henry Compton Secondary School

Hamstead Hall School

Honley High School

Howden Clough Girls' School and Sixth Form Centre

Moor End Technology College

Moseley School, a Language College

Parliament Hill School

Pensby High School for Girls

Rhyddings Business and Enterprise School

Sudbury Upper School and Arts College

The Burton Borough School

The Highfield School

South Camden Community School

South Wirral High School

Westborough High School

Westfield Community Technology College

Windsor Girls' School

Annex C. The thematic survey's methodology

A number of LEAs were approached to establish whether or not they would be prepared to host a visit from Ofsted inspectors for the purposes of the survey. Barring one, all had been judged to be good or better on their work on the function of combating racism, or subsequently promoting race equality (the latter function succeeded combating racism from January 2004).

Each of the 12 LEAs was asked to select schools for visits by inspectors that, in the view of the LEA, exhibited effective work on race equality in education. Fifty schools were visited, mainly primary and secondary.

Prior to the visits to the LEAs, inspectors examined a range of data and material, including PANDA and section 10 inspection reports on the schools; data on ethnicity and race-related incidents in the LEA's area; and documentation on initiatives introduced by schools or LEAs to promote race equality or to close gaps in attainment between groups of pupils.

During the visit to the LEA, inspectors conducted meetings with stakeholders and senior officers. In schools visited (typically four in each LEA) the inspectors held meetings with senior managers, teaching staff, pupils and stakeholders; and also observed lessons or events that were said to represent effective work on race equality. The evidence base also included material provided by schools and LEAs on site and prior to the visits.

At the end of each visit to an LEA, the inspection team fed back its views on the quality of the documentation and work observed, pointing out both strengths and areas for development. That verbal feedback was subsequently followed up by written feedback from the inspection team.

Annex D. Further reading

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