Estyn

Rhagoriaeth i bawb – Excellence for all

Arolygiaeth Ei Mawrhydi dros Addysg
a Hyfforddiant yng Nghymru

Her Majesty's Inspectorate
for Education and Training in Wales

The impact of schools' race equality policies

MAY 2009

The purpose of Estyn is to inspect quality and standards in education and training in Wales. Estyn is responsible for inspecting:

⅄ nursery schools and settings that are maintained by, or receive funding from, local authorities (LAs);
⅄ primary schools;
⅄ secondary schools;
⅄ special schools;
⅄ pupil referral units;
⅄ independent schools;
⅄ further education;
⅄ adult community-based learning;
⅄ youth support services;
⅄ youth and community work training;
⅄ LAs;
⅄ teacher education and training;
⅄ work-based learning;
⅄ careers companies;
⅄ offender learning; and
⅄ the education, guidance and training elements of the Department for Work and Pensions funded training programmes.

Estyn also:

⅄ provides advice on quality and standards in education and training in Wales to the National Assembly for Wales and others; and
⅄ makes public good practice based on inspection evidence.

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Introduction

1   This remit report is published in response to the annual Ministerial remit to Estyn for 2008-2009 from the Welsh Assembly Government. The advice includes an assessment of the degree to which race equality policies and action plans are effective in managing practice and securing improved outcomes for learners from minority ethnic groups in primary, special and secondary schools.

2   The report specifically evaluates the impact of schools' race equality policies in:

  • the extent to which schools are meeting statutory requirements;

  • how schools are monitoring aspects of their policy and practice; and

  • how managers in schools are using information from monitoring to secure improved outcomes both socially and academically for minority ethnic groups of learners.

3   Good practice is identified in a number of case studies in the report.

4   The evaluation is undertaken in the context of the Welsh Assembly Government's aim to raise standards for all groups of learners. This commitment is outlined in 'The Learning Country – Vision into Action', which highlights the importance of developing an inclusion policy and performance framework for Wales that builds on a whole school and community approach to:

  • meet additional learning needs; and

  • deliver a strategy for minority ethnic achievement, ensuring that the needs of all minority groups are met.

5   The evidence base for this report draws on:

  • meetings with teachers, headteachers and pupils in a selection of 11 primary, two special and 12 secondary schools across Wales;

  • meetings with relevant representatives from local authorities;

  • scrutiny of polices, development plans and attainment data provided by schools, local authorities and the Welsh Assembly Government; and

  • meetings with parents of pupils from minority ethnic groups.

Background

6	The legal duty of maintained schools in Wales to promote race equality is set out in the Race Relations (Amendment) Act 2000. This Act places a duty upon schools to promote race equality. The Commission for Racial Equality (now the Equality and Human Rights Commission) has produced a guide for governing bodies of maintained schools to assist them in meeting the requirements of the Act.

7	The Act requires schools to:

- promote equality of opportunity;

- promote good relations between persons of different racial groups; and

- eliminate unlawful racial discrimination.

8	In 2003, the Welsh Assembly Government published a report on 'The Achievement of Ethnic Minority Pupils in Wales'. This was intended, in part, to monitor how far schools met the requirements of the Act. The report outlines clear evidence of social and educational inequality between the different ethnic groups represented in schools in Wales. It found that although many inequalities are also linked to socio-economic background and levels of education amongst parents, these factors do not alone account for the gap between the attainment levels of most minority ethnic groups, particularly boys, and national averages. The report concludes that, while the attainment of pupils from some minority ethnic groups, such as those of Chinese origin, may be very good, pupils from other groups, in particular, boys from Afro-Caribbean backgrounds, attain at a lower level.

9	At about the same time in 2003, Estyn conducted a survey entitled 'Ethnic minority achievement grant (EMAG): effective use of resources'. This report recommends that schools and local authorities improve their systems for recording numbers of minority ethnic pupils to ensure that the EMAG grant from the Welsh Assembly Government was consistently and accurately allocated. The report also recommends better training for staff who work with minority ethnic pupils, to help them to meet the needs of all groups, set better individual targets and monitor individual achievement. The report also highlights the need for schools to have clear policies for English as an additional language, policies for race equality and for multicultural education.

10	As a follow up to these two reports, in 2004-2005, Estyn published a survey on 'Equal opportunities and diversity in schools in Wales'. The purpose of this report was to look at how effectively schools were using the Welsh Assembly Government guidance on promoting equal opportunities and diversity. The survey found that only a minority of schools had embedded the promotion of race equality and diversity in their day-to-day life and ethos. Where race equality and diversity were being promoted well, this was mostly in schools with significant numbers of minority ethnic pupils. Although nearly all schools had race equality policies, these were, in the main, merely a reproduction of the model policies provided by local authorities, with little or no customisation to reflect the individual circumstances of the schools. The report recommends that local authorities should provide greater support to schools in customising and reviewing their race equality policies.

11   As a result of Estyn's 2004-2005 survey, Estyn subsequently published
        'Supplementary guidance on the inspection of racial equality, the promotion of good
        relationships and English as an additional language' in 2005. This guidance provides
        detailed advice to inspectors on how to assess and report on the quality of schools'
        provision for minority ethnic pupils in the cyclical inspections of individual schools.
        The guidance emphasises how important it is for schools to link their race equality
        policies and action plans to school development plans. It is also important to review
        regularly the impact of actions taken.

12   The Welsh Assembly Government is shortly to publish additional guidance for
        schools on how to use the opportunities offered by the revised national curriculum to
        promote greater understanding of race equality and cultural diversity through a co-
        ordinated whole-school approach. This document will be published on the
        Assembly's website as 'Unity in Diversity: promoting race equality and cultural
        diversity in the revised national curriculum'.

13   There has been a considerable influx of pupils from Eastern European countries to
        Wales over recent years, in particular to Carmarthenshire, Wrexham and Flintshire.
        This influx has placed pressure on schools and local authorities to increase the
        provision they make for teaching pupils with English or Welsh as an additional
        language. Estyn is conducting a separate survey in 2008-2009 to look specifically at
        these issues. This will lead to a published report later on in 2009.

Main findings

14   Most schools visited provide generally good care, support and guidance for all their pupils and there are some examples of outstanding provision. Teachers know their pupils well and try to treat pupils equally and fairly, regardless of their racial group.

Meeting statutory requirements

15   Although most of the schools visited as part of the research for this report have race equality policies, only around half of the schools have adapted these to reflect their particular circumstances. The other schools, mainly where numbers of minority ethnic pupils are low, do not regard the development of race equality policy and practice as a priority. Most of these schools have adopted standard local authority model policies with no adaptations. A few of these schools do not even have a race equality policy in place.

16   Most schools that have a significant number of minority ethnic pupils also have race equality action plans. Teachers in these schools promote race equality and diversity as part of their mission. Race equality is part of the ethos of these schools and this is reflected in the day-to-day life of each school. Most of the schools that have no or few minority ethnic pupils say that race equality action plans have little relevance for them. A significant number are not even aware of the requirement for them to have such a plan. Only a minority of the schools have action plans for racial equality that are clearly linked to targets and actions in their school development plans.

Monitoring policy and practice

17   Most schools develop pupils' awareness of diversity, equality and race in a variety of ways. Awareness is raised in school assemblies and in lessons, including those in religious education, personal and social education, and other National Curriculum subject lessons.

18   Pupils from minority ethnic groups who have English or Welsh as an additional language, or other additional learning needs, are generally well supported in schools. Pupils with additional learning needs in primary, secondary and special schools have their needs assessed and catered for on an individual basis. Many secondary schools encourage pupils to take a GCSE in their home language but these home language courses are not always available.

19   Most schools have a range of positive policies and measures in place to encourage and reward good behaviour and to discourage bullying. In almost all schools, anti-bullying policies offer clear procedures for dealing with and recording racist incidents, but, in practice, a significant number of schools do not separately record racist incidents. Records show that very few pupils are excluded because of racially motivated incidents.

20   Most schools develop close links with parents and the local community and many parents of minority ethnic pupils regularly attend parents' evenings and other school functions.

21 Parents of minority ethnic pupils are represented on the governing bodies of a few schools. In areas with large minority ethnic communities, parents and other members of the community are often employed as learning support assistants, midday supervisors and teachers.

Using information and improving outcomes

22 Schools all emphasise the importance of inclusion and equality to their ethos and plans. However, very few schools track the achievement and attainment of their pupils by minority ethnic group. Many of the schools visited report that many pupils from minority ethnic groups are well motivated and achieve well. However, only a few schools collect and analyse data on the performance of pupils from minority ethnic groups to demonstrate this.

23 The Welsh Assembly Government collects data on pupil performance by different ethnic groups and publishes the details on the National Pupil Database. Despite this, few schools use this data to monitor their own minority ethnic pupils' attainment in order to identify individuals or groups of pupils whose performance needs to improve.

24 Most schools monitor the attendance of all their pupils on a regular basis and take appropriate action to address poor attendance. In a few schools with high numbers of minority ethnic pupils, extended holidays to visit families abroad are the main reason for some minority ethnic pupils' low attendance rates. In these schools, when pupils are absent for extended periods, work packs are often provided for pupils to enable some continuation of their studies. However, in many other schools, no such arrangements are made.

25 For most schools, support from local authorities is confined to offering a model race equality policy. Those local authorities with large numbers of minority ethnic pupils generally provide more support in the form of training for staff on the issues facing multi-racial schools. Of the schools visited, a few report that local authorities have not provided guidance on race equality and policy development and that there are no procedures in place for schools to report racist incidents. Neither do most authorities use the data collected by the Welsh Assembly Government on academic attainment by ethnic group to identify where there is minority ethnic pupil underachievement in order to remedy this.

26 Only in schools where there are significant numbers of minority ethnic pupils is a high priority placed on developing staff awareness of diversity and equality issues through training. In these schools, diversity training is often provided by specialist minority ethnic support staff from the local authority. However, many other local authorities do not currently see this as a priority for them.

27 Although many examples of good practice to promote race equality have been highlighted in this report, in many local authorities and schools across Wales there remains much to be done.

Recommendations

The Welsh Assembly Government should:

R1   remind local authorities about their duties under the Race Relations (Amendment) Act 2000 to ensure that schools have race equality policies and race equality action plans that are reflected in school development plans and that they report racist incidents; and

R2   support the development of provision for GCSE language examinations in an even wider range of minority ethnic languages.

Local authorities should:

R3   provide greater support to help schools to develop their race equality policies and action plans and to put into place systems for recording and reporting racist incidents;

R4   offer training to school staff to help them to embed race equality and good practice in relation to diversity in the mission and practices of all schools; and

R5   use the data provided by the Welsh Assembly Government on pupil performance by ethnicity, to compare the performance of all groups of pupils in their schools and take action to address the issues raised.

Schools should:

R6   ensure that race equality policies reflect their particular circumstances;

R7   plan and take action in relation to race equality and take account of this in school development plans; and

R8   make better use of data provided by the Welsh Assembly Government to monitor the trends in performance of all ethnic pupil groups and use this information to take action for improvement.

28   All or parts of recommendations 3, 4, 6 and 7 are identified in Estyn's 2005 report, 'Equal opportunities and diversity in schools in Wales'.

Section 1: The extent to which schools are meeting statutory requirements

29   Although most schools have race equality policies, only about half of the schools visited have customised these to meet their particular circumstances. Where schools have used local authority models for policy guidelines but not adapted these in any way, this tends to be in areas where schools have few, if any, pupils from minority ethnic groups. These schools do not regard the development of race equality policy and practice as a priority for them.

30   It is in schools where there are significant numbers of minority ethnic pupils that local authority policies have been most successfully adapted to reflect a school's own circumstances. These schools put their policy into a local context and give members of staff designated responsibilities for different aspects, such as investigating and reporting racist incidents and ensuring equal opportunity for all its pupils. These policies reflect the school's knowledge of the communities and the people they serve and are closely linked to other school policies on equal opportunities, behaviour and bullying.

31   In a few faith schools, the guidance provided by the diocesan authorities has also been used as a basis for policy, in conjunction with guidance provided by the local authority.

32   Many, but not all local authorities, provide model policy guidance to schools about meeting statutory requirements. In four local authorities where schools were visited, no such guidance had been provided. In these areas, schools either do not have a policy or have used information gathered from other sources to put together policies that address the requirements of the 2000 Act.

33   Schools with significant numbers of minority ethnic pupils ensure that, when policies are drawn up, interested groups are consulted and their views are taken into consideration. In these schools, staff are also consulted and the views of pupils are an important factor. The school council considers the draft policy and members comment on policies and help in amending them. In one primary school visited, pupils discuss the policy during circle-time sessions and also make their views known through a teacher-designed questionnaire to gather their views on equalities issues. Several of their suggestions are subsequently incorporated into the final policy.

34   A further example of good practice in developing a race equality policy is shown in
        the case study below.

Developing a race equality policy

Context: This school is a primary school in a Community First area, with
approximately 200 pupils on roll. Over 20% of these are gypsy traveller pupils. The
school is on the same site as a learning centre for gypsy traveller pupils of secondary
school age.

Strategy: The school adopts an inclusive policy and aims to meet the learning
needs of all its pupils. This school has produced a race equality policy that meets the
requirements of the Race Relations Act and very much reflects the character of the
school and the work that it carries out with the minority ethnic pupils in its care and
with the community.

The policy sets out the school's context and clearly defines what the school aims to
achieve. Responsibilities for everyone who is involved in the school are defined,
including pupils, parents and the community.

Action and outcomes: This is a working document with a range of probing
questions that are used regularly to evaluate actual practice. Questions focus on
monitoring and evaluating pupil performance and on listening to the views of pupils,
parents, staff and governors. The answers to these questions influence and guide
the school's future planning and decision making.

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35   In the schools where race equality is a high priority, mainly those with significant
        numbers of minority ethnic pupils, policies are regularly reviewed to ensure that
        practice responds to the needs of pupils and the communities that they serve. In
        these schools, governors are also very aware of their responsibilities and are actively
        involved in policy development. However, in schools where race equality is less of a
        priority, governors' roles are mainly confined to the formal adoption of the policy.

36   Only in a very few schools are parents involved in developing race equality policy, for
        example through a school parents association.

37   A few schools have race equality policies that are combined with other policies such
        as equal opportunities or anti-bullying policies. Staff in these schools consider that a
        separate race equality policy singles out minority ethnic pupils and this does not fit
        with their inclusive philosophy of ensuring that all pupils have the same entitlement
        and opportunities.

38   In addition to a race equality policy, schools are required to have in place an action
        plan to show how race equality will be embedded into their life and work. The 2005
        Estyn report on equal opportunities found that very few schools had an action plan in
        place and recommended that schools should develop this area of their practice as a
        priority. Field work for this report confirms that this has changed little over the last
        four years. Most schools still do not have an action plan to embed their race equality
        policy.

39   Only a minority of the schools visited have action plans for race equality that are up to date, reflect the needs of the school or are linked to targets in their school development plans. In a few schools, a plan produced several years ago has not been reviewed or updated.

40   However, in a few schools where there is no separate action plan, equality issues appropriately form an integral part of the school development plan. For example, in one primary school with high numbers of gypsy traveller pupils, race equality is central to the way that the whole school operates. Equality and inclusion issues and targets to address identified priorities are evident throughout the school's development plan, with progress towards the achievement of these being closely monitored.

41   One local authority in south-east Wales, where several schools have high numbers of minority ethnic pupils, has developed its own inclusion award that schools can work towards achieving. To achieve the award, staff are required to audit their practice and produce an action plan to ensure that inclusion issues are prioritised and given prominence in development plans. This ensures, for example, that schemes of work used to plan lessons in the subjects taught, reflect and promote the importance of understanding diversity.

42   In the minority of schools where good race equality action plans exist, these are reviewed on a regular basis and schools are making good progress to achieve their targets. In the few schools where no formal action plan is in place but inclusion issues are implicit in the school development plan, progress towards targets is monitored and reviewed carefully. However, schools with few or no minority ethnic pupils often report that race equality action plans have little relevance for them, and a significant number are not even aware of the requirement for them to have such a plan in place.

43   Most headteachers do not give parents copies of their race equality policies. In schools with large numbers of minority ethnic pupils, reference is made to policies in information for parents, such as school prospectuses, and copies can be obtained from the school or, in a few cases, from the school's website, if parents require them.

44   Where there are significant numbers of minority ethnic pupils, schools often have very close links with the parents of these pupils and information is effectively communicated through meetings, especially where parents' understanding of written English or Welsh is limited. In a number of schools where pupils have additional language needs in English or Welsh, home language workers, employed by the local authority, provide an important channel of communication with parents.

45   Few schools translate their policies into other languages to make them more accessible to parents, because of the added expense.

In schools with the best practice for meeting race equality statutory requirements, the following features are evident:

- race equality policies reflect the needs of the school, their pupils and the communities that they serve;

- in developing the policy, staff have taken into account the views of pupils, parents, governors and community groups;

- action plans are based on an audit of how well pupils are included in the range of school provision;

- action plans have clear targets, success criteria and timescales against which progress can be monitored;

- action plans are closely linked to priorities in the school development plan; and

- the school's policy on race equality and inclusion has been communicated to all interested parties.

Section 2:	How schools are monitoring aspects of their policy and practice

Curriculum

46   Inclusion and equality are central to the ethos of most schools visited, and staff and pupils develop an awareness of diversity, equality and race through many aspects of the curriculum. Even in schools where there are very low numbers of minority ethnic pupils, staff try to ensure that their pupils develop an understanding of these aspects. However, without race equality action plans, these intentions may mean that delivery is ad hoc. For example, in a small rural primary school in mid-Wales with no minority ethnic pupils, although policies and action planning on paper were limited, aspects of race equality were covered in practice. The emphasis in one whole school concert was on building bridges between two very different communities. Pupils described the moral of the play as "the importance of not judging a book by its cover".

47   School staff in predominantly white areas, report that it is difficult for many pupils to appreciate the range and diversity of minority ethnic communities and groups in Wales, because they often have no first-hand experience of such diversity, despite the schools' best efforts. However, in most schools, staff teach aspects of diversity through a range of subjects and the festivals of many different religions and cultures are celebrated.

48   The introduction of multiculturalism as a strand in the Foundation Phase through 'Personal and social development, wellbeing and cultural diversity' is beginning to provide a firm foundation upon which schools can build their future teaching. In a few primary schools, the curriculum is now being taught through a series of themes, rather than by separate subjects, enabling pupils to explore some issues of multiculturalism in more depth. For example, one primary school, as part of a 'Roots and Wings' project, has made links with schools in Europe who have a similarly diverse profile and ethos.

49   In the special schools visited, all pupils take part in cultural activities and celebrations throughout the year, both Christian and non-Christian, such as Ramadan, Christmas, Eid and Divali. During these occasions, the school community as a whole is involved in the celebrations with activities that also include parents and governors.

50   Most secondary schools develop pupils' understanding of other cultures through teaching in a range of subjects. In one large secondary school in a multicultural community, 300 pupils were involved in an 'African Day' that provided a range of opportunities for pupils to experience African art, dance and music. This enabled the school to embed African culture into its teaching of art, music and physical education.

51   The case study below is a further example of how one secondary school has successfully celebrated the culture of minority ethnic groups.

Raising awareness of, and celebrating, cultural diversity

Context: This is a medium-sized comprehensive school in mid Wales, with approximately 800 pupils. Over the last few years, the school has seen an increase in the numbers of pupils from eastern Europe and also has a group of approximately 30 pupils from Gurkha families, stationed at the local army base.

Strategy: The school has good links with the Gurkha commnuity. A Gurkha officer acts as a link between the school and the Nepalese community and provides support to some parents who have limited understanding of English.

Action: To celebrate and strengthen its links with the Nepalese community, the school held a Nepalese cultural day for its own pupils and those in all its feeder primary schools.

For all pupils, the Gurkha liaison officer gave a talk on life in Nepal, followed by a story-telling session based on Nepalese culture. Other events included a fashion show by Nepalese pupils, Nepalese music and dancing, and a display and demonstration of Nepalese musical instruments. At lunchtime, all pupils and staff took part in a Nepalese food-tasting session before afternoon workshop sessions provided opportunities for pupils to try Nepalese craft activities.

Outcomes: All pupils were very enthusiastic about the day and Nepalese pupils feel integrated within the school community and proud to have had the opportunity to share aspects of their culture. The day also provided schools in this cluster with a useful starting point for work on diversity across the curriculum.

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52   Schools promote pupils' awareness of equality issues well in personal and social education lessons. Assembly themes also regularly address issues such as trust, friends, communication and sharing, with pupils' diverse cultures often being celebrated. In a number of primary and secondary schools, specialist local authority additional language staff have worked with teachers to develop schemes of work and collaborative teaching arrangements to promote appreciation of race equality.

53   One pupil commented: *"in religious education lessons we've talked a lot about racism and we have lots of opportunities to discuss things and listen to other people's points of view. We don't always agree but that doesn't matter so long as everyone has the same chances to do things without people singling them out because they're a different colour".*

54   However, in a few secondary schools visited, pupils from minority ethnic groups report that more could be done to make staff and pupils aware of their origins. For example, in one instance, a pupil from Thailand was often mistakenly thought to be Chinese and she found this upsetting. Schools do not always address such personal but important concerns as an issue where minority ethnic pupils are very few.

55   Schools support a wide range of charities and such support raises pupils' awareness of issues connected with deprivation across a range of cultures and racial groups.

56   Most schools do their best to break down stereotypes by ensuring that all pupils have equal access to all aspects of the curriculum and extra-curricular activities. For example, in one secondary school a newly-purchased set of textbooks contained photographs of white male pupils only and the school returned these to the publisher, because it considered this an unacceptable model for pupils.

57   No secondary schools currently check pupils' choice of work placements for stereotyping. Placements tend to be pupil- led and governed by pupils' own interests, or the expectations of their families. Schools report they often find it hard to counter such pressures. In one secondary school, Asian girl pupils said that their families required them to study sciences with a view to eventually studying medicine. In some cases, the girls felt that this was not appropriate to their interests and abilities.

58   In another secondary school with high numbers of gypsy traveller pupils, the wider range of vocational courses now on offer through the 14-19 pathways initiative are proving to be popular. Most gypsy traveller pupils opt for traditional male/female course options, but school staff allow this because it is a step forward for the gypsy community to engage with vocational experience outside their own community.

In the schools where inclusive principles are embedded successfully into the curriculum:

- inclusion and equality are central to the ethos of the school and are reflected in its curriculum policies and schemes of work;

- lessons in subjects such as religious education and PSE cover a wide range of topics concerned with diversity, race and equality;

- staff ensure that pupils' awareness of other cultures is raised through first-hand experiences;

- assembly themes are well planned to ensure that all pupils have opportunities to reflect on a range of issues relating to equality; and

- the cultures of minority ethnic pupils are celebrated, to make pupils proud of their heritage.

Teaching and learning arrangements for minority ethnic pupils

59   Pupils from minority ethnic groups who have English or Welsh additional language needs are well supported in schools, mainly through the provision by local authorities of specialist teachers and support assistants. The Welsh Assembly Government's five stage model of language acquisition is used effectively to establish the level of support that pupils require and their progress is carefully monitored.

60   Support in most schools is a mix of withdrawal support in small groups and extra support in mainstream classes. In a few local authorities, specialist staff carry out assessments in pupils' home languages in order to establish any needs that they have over and above the acquisition of language. Where such support is available, it is highly effective. In one school where a Polish pupil was recently admitted, the local minority ethnic service assisted parents to acquire reports from the educational psychologist in Poland. Translated into English, the reports allowed for an accurate assessment of the pupil's needs to be made and appropriate support to be put in place.

61   The biggest support issue for most secondary schools is when pupils with English or Welsh as an additional language are admitted after the age of 14. In these cases, support is often more heavily targeted at these pupils to help them achieve examination success, where possible. One secondary school reported a number of examples where pupils admitted in Years 10 and 11 with little English had achieved GCSE pass grades in English and maths at C and D grades. Many secondary schools encourage pupils to take a GCSE in their home language but, in a few cases, they are not always available.

62   A few schools are effective in recruiting teachers and learning support assistants from minority ethnic communities and they report that this is very helpful in developing community links and communicating with pupils in their home language, particularly when the pupils are at an early stage in their acquisition of English or Welsh.

63   In the schools visited, pupils are very positive about the support they receive from specialist additional language teachers and support assistants. One pupil reported more problems in understanding the 'slang' used by her friends than issues in mainstream lessons. Another pupil commented: *"I couldn't speak English when I came here, but everyone was really helpful and I had special lessons. I don't need these now and I'm expected to do well in my GCSEs. I've had a lot more support here than in my own country".*

64   Many schools visited receive good additional language teaching support from their local authorities. However, in a number of schools, due to the recent influx of large numbers of pupils from abroad, particularly eastern Europe, schools report that resources are becoming stretched

65   All primary and secondary schools visited assess pupils' additional learning needs on an individual basis. Any pupils who are found to have additional learning needs are supported as part of the school's everyday additional learning needs procedures and pupils' progress is carefully monitored. For example, in one primary school, as a result of pupil progress monitoring, the school became involved in the RAISE Success Maker project, and in an action research project on raising boys' achievement. This is having a positive impact on all pupils' attitudes to learning.

66   The case study below illustrates the strategies used by one secondary school to improve attitudes to learning among some minority ethnic pupils.

Improving attitudes to learning

Context: This is a large comprehensive school in an urban area of south-west Wales. It has 1,500 pupils on roll, with approximately 10% of these from minority ethnic groups. The school has inclusion and equality for all at the centre of its ethos.

Strategy: All pupils who are identified as having barriers to learning are assessed by their teachers and the school's inclusion team. Bilingual members of the community support team are designated to work as learning mentors for minority ethnic pupils. Pupils' issues are varied but can include poor attendance and punctuality, disruptive behaviour, poor social skills and negative attitudes towards learning, all of which can result in poor academic achievement.

Action: The learning mentors:

- meet pupils regularly on a one to one basis to gain their respect and trust and to help them to resolve issues which create barriers to learning;

- agree action plans with the pupil that clarify the aims of the mentoring sessions and provide achievable but challenging targets for the pupil;

- work at building confidence and improving motivation;

- provide support with translation, coursework and revision;

- communicate with parents by telephone or in writing in their home language;

- attend parents' evenings to provide translation services for pupils, parents and teachers; and

- organise workshops on topics that relate to teenagers' lifestyles, such as, for example, stress, careers and team-working.

Outcomes: This initiative is having a positive impact on the attitudes to learning of many of these minority ethnic pupils, as exemplified by their improved attendance, behaviour and marks in coursework.

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67   Many staff working in schools with high numbers of minority ethnic pupils have built up their expertise over a number of years and are well able to provide effective support to both pupils and their families, when additional needs are identified. Many schools also fund additional provision, particularly teaching assistants, from their own budgets in order to give pupils the additional attention they need.

In the schools with the best practice in meeting the teaching and additional learning needs of minority ethnic pupils, the following features are evident:

- schools work closely with local authority specialist additional language teachers to track and monitor the progress of pupils with additional language needs;

- where available, home language assessments are undertaken with pupils;

- support is closely targeted to pupils' needs when additional learning needs are identified;

- underachievement of any individuals or groups of pupils is identified and plans are put in place to address this;

- the success of these strategies is carefully monitored and their impact on pupil achievement is assessed; and

- the experience of staff, particularly those recruited from minority ethnic groups, is used to involve parents and the local community in bringing about improvements for pupils from minority ethnic groups.

Behaviour and pastoral support

68   Most schools visited have a range of positive measures in place to encourage and reward good behaviour. These schools ensure that strategies are made clear to all staff and, in the best cases, these strategies are consistently applied across all groups of pupils. Pupils from minority ethnic groups and non-minority groups react well when they know that they will be treated fairly and consistently by all members of staff. In the best practice, schools also ensure that their behaviour policies are clear to all parents, either through written communication or personal contact.

69   In most schools, regular training ensures that all staff follow the same procedures when dealing with incidents of misbehaviour. This is at its most effective where senior members of staff have a high profile around the school as part of their monitoring role. Where pupils from minority ethnic groups are involved in the development of a school's behaviour policy through, for example, the school council, this has a positive impact as pupils help to make decisions about the policy and feel that it is theirs. Most pupils also respond well to the celebration of their achievements in the widest sense and most schools have systems in place to ensure that these celebrations take place on a regular basis. Pupils from minority ethnic groups report that mutual respect is an important factor in encouraging good behaviour.

70   All schools visited try to see pupils as individuals first and not as members of a particular racial group. In most schools, the same standards of behaviour are expected from everyone. In a very small number of cases, there are some initial behaviour problems when pupils join a school from abroad, but this is often mainly because pupils with limited understanding of English or Welsh cannot read school policies and such issues tend to be quickly resolved.

71   In a few schools, racial tensions in the community between families are sometimes brought into school and, in such cases, schools work hard with a range of agencies to ensure that these are resolved, where possible, before they escalate.

72   Almost all schools have clear anti-bullying policies that refer to racial bullying. Headteachers acknowledge that bullying does occur in schools and consider it vital that schools have consistent strategies in place to deal with this. High-profile events, such as the Welsh Assembly Government's national anti-bullying week, provide schools with good opportunities to raise awareness of racist and other bullying issues and their potential consequences.

73   Many schools have introduced buddy systems and peer mentoring support to help counter any bullying issues and to provide support for pupils. These schemes are popular with pupils. For example, a number of primary schools have provided training for older pupils, including pupils from minority ethnic groups, to become buddies at break and lunchtimes. Their role is to ensure that no pupils are isolated from others' games and that minor disputes are resolved. A number of primary schools also provide 'listening boxes' where pupils can write down any concerns they may have that they may not wish to speak to staff about. Pupils know that these will be investigated and appropriate action taken. Pupils from minority ethnic groups speak highly of such arrangements as an effective means of countering racist bullying.

74   In secondary schools, a number of peer mentoring systems are in operation to support pupils who are new to the school, including those from minority ethnic groups, and also to provide support to pupils who are upset or disaffected. These arrangements are popular with pupils. In a number of schools, minority ethnic pupils are peer mentors. These peer mentors are trained to support pupils who are in need of help and, if they wish, the peer mentors can build up a portfolio of the support they have provided to gain an accreditation in mentoring. Pupils from minority ethnic groups value these arrangements and most feel well supported. Those who act as peer mentors value the responsibility and carry out their duties conscientiously.

75   Most school staff are good at looking for solutions to all individual pupils' needs. They provide good levels of pastoral support, know their pupils well and try to treat everyone equally and fairly. This is evidenced in the table below which shows the grades that schools inspected in 2007-2008 received for Key Question 4: 'How well are learners cared for, guided and supported?' as reported in Her Majesty's Chief Inspector of Education and Training in Wales Annual Report 2007-2008.

	Grade 1	Grade 2	Grade 3	Grade 4
Primary schools	40%	55%	5%	-
Secondary schools	51%	43%	6%	-
Special schools	57%	25%	18%	-

76   These figures demonstrate that, in 95% of primary schools, 94% of secondary schools and 82% of special schools, the quality of care, support and guidance that learners receive is good or better with no important shortcomings (grade 2). In almost half of schools, this provision is good with outstanding features (grade 1). However, many inspection reports do not comment in detail on the quality of care, support and guidance offered to pupils from minority ethnic groups.

Monitoring and reporting of racist incidents

77   Many schools have clear procedures for dealing with and recording the racist incidents that occur. However, in a few of the schools visited, no systems are in place to record these incidents separately. In these schools, incidents are logged as behaviour incidents and are recorded as part of the school's behaviour incidents log and not as separate racist incidents.

78   All schools visited can identify whether any racially-motivated incidents had occurred during the last 12 months. In all cases, the number of recorded incidents is very low or non-existent. Where incidents have taken place, these often relate to inappropriate name calling by an individual or group of pupils.

79   In one primary school where most pupils are from the minority ethnic community, the school works hard to ensure that, if white pupils are admitted, measures are put in place to ensure that those pupils who have often previously attended schools where pupils are from predominantly white backgrounds do not inadvertently make, or are the subject of, racist comments.

80   One predominantly white secondary school visited reported that racist abuse had been used by some white pupils. When this happens, the school takes a firm approach and involves the parents of these pupils in dealing with the abuse. However, the school reports that parents do not always support them in dealing with such issues, due to parents' own racist views and the views held within the local community. Such instances raise wider issues about the context in which schools work.

81   Special schools visited report very little evidence or incidents of racist abuse.

82   Several secondary schools with significant numbers of minority ethnic pupils report that the main occurrence of racist abuse is from the local community. Most pupils interviewed in the schools visited report that most pupils get along well together and disputes that arise are rarely racially motivated. One pupil commented: *"when there are arguments, it's often about football, not because we come from a different country. Our school motto is, all equal, all different and that's really important".*

83   In a few secondary schools, pupils from minority ethnic groups who have previously attended schools in England are extremely positive about their experiences in Wales. They report that racial abuse was much more prevalent in their former schools, and that they have not experienced this at all since moving to their present secondary schools.

84   However, although this is a largely positive picture, many schools are aware that, despite their best efforts, a number of the racist incidents that take place are not reported to staff. This may be because the victims fear reprisals either in school or in the local community.

85   The case study below shows how a secondary school took effective action when a racist incident occurred.

An effective approach to dealing with a racist incident

Context: This medium-sized comprehensive school in south-east Wales has 960 pupils on roll. Less than 2% of these pupils are from minority ethnic groups. The school has the following motto:

"In all that we do we believe that every pupil matters. We value every pupil for what they have tried to achieve as well as for what they have achieved. We value everybody equally."

Strategy: This motto permeates the school's whole ethos. Although the school has relatively few pupils from minority ethnic groups, it takes all forms of bullying, including racist incidents, very seriously and works hard to counter racist attitudes in the local community and some of its parent group. Pupils confirm the effectiveness of the school's procedures.

Action: In the last 18 months, when one pupil from mixed Welsh, Afro-Caribbean heritage was called offensive names, the school acted quickly to involve all pupils and their parents in its investigation. The victim was involved in deciding what action should be taken against the offenders. He took his role very seriously and acted in a mature manner. His mother confirms that being involved in deciding the outcome empowered her son and raised his self-esteem and confidence. There has been no repetition of the offence and the victim has now settled into school life.

Outcome: This school has piloted and gained the 'Investors in Families' Award, promoted by its school improvement service. This award recognises the way in which the school supports all families to ensure their children have the best physical, mental and emotional health and that everyone is listened to and treated with respect.

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86   Although a few of the schools visited are not aware of the need to report racist incidents to their local authorities, the majority have clear internal procedures for recording all incidents of unacceptable behaviour, racist or otherwise. In the schools where reported racist incidents are logged on forms provided by the local authority, regular returns on the number of incidents are made. However, in a significant number of local authorities, although incident reports are required, local authorities do not require their schools to send in nil returns when there have been no reported incidents.

87   Only a very few schools are aware of the use made by the local authority of the racist incident logs that they return. In these few local authorities, incidents are carefully collated and analysed. If patterns of racist incidents are found to occur within a school, then these local authorities ensure that specific support is put in place to help the school address the issues. There is, however, rarely a need for such support.

Pupil exclusions

88   Most schools keep detailed records of exclusions, although few formally monitor these by racial group. However, evidence produced from schools for this remit reveals that the exclusion of minority ethnic pupils is not a proportionally significant issue. School records confirm that the highest exclusion rate proportionally is of white boys. Only a very few pupil exclusions are the result of racially-motivated incidents in schools.

89   The majority of schools do all they can to avoid excluding pupils and regard this as a last resort only when other measures have failed. A range of strategies is used to prevent pupil disengagement, many of which are impacting positively on all groups of pupils.

In the schools with the best practice of encouraging good behaviour, logging and reporting racist incidents and reducing pupil exclusions, the following features are evident:

- a range of measures are implemented to improve pupil engagement and behaviour that take into account the views of pupils, parents, governors and the school's community;

- behaviour policies and anti-bullying strategies are clear to all and are consistently applied;

- peer mentoring and buddy systems are in place to effectively support all pupils;

- local authorities require schools to submit reports of racist incidents or nil returns on a regular basis and make schools aware of how their analysis of this data is used to support a reduction in racist incidents in schools where issues are identified; and

- schools keep detailed records on the exclusions of all groups of pupils and analyse these for trends or patterns.

Partnerships with parents and the local community

90   Most schools are effective in developing close links with parents and their local communities. Many parents of pupils from minority ethnic groups are keen to attend events such as parents' evenings, class assemblies, concerts and events organised by schools' parents' associations.

91   Many schools operate an open-door policy and parents can talk to headteachers or senior members of staff without an appointments system. Many schools also make sure that staff are available before and after school each day to deal with any issues of concern that parents may have.

92   A few schools have been successful in attracting parents of minority ethnic pupils to serve as school governors and have made good use of their community knowledge when planning multicultural events. For example, in one secondary school, governors from the minority ethnic community organised and helped to run a multi-ethnic food tasting evening, which was very popular with parents and other members of the local community.

93   A minority of schools provide family learning courses for parents in conjunction with their local authority adult and community education services. In a number of schools, these courses provide good opportunities for parents with little English or Welsh to improve their language skills, sometimes learning alongside their children.

94   In a number of schools in areas with large minority ethnic communities, parents or other members of the community are employed in the school as learning support assistants and midday supervisors, and, in a few cases, as teachers. In two schools which serve established gypsy traveller communities, a number of ex-pupils have successfully gained national vocational qualifications (NVQs) and are now employed as support assistants, providing an excellent link to the local gypsy traveller community.

95   In a few schools, local authority specialist language staff provide translation facilities for schools to communicate with parents who have little English or Welsh. However, in most schools, letters and other communications are not translated. In schools with large minority ethnic populations and high numbers of parents who speak English but may struggle with written communication, schools ensure that there is personal contact to tell parents about any important events in the school or issues that may concern their child.

96   A few schools make good use of teachers or learning support assistants from minority ethnic groups to communicate with parents in their own language. Where such arrangements are not possible, school staff also communicate with parents by using older brothers or sisters, or pupils themselves, as translators.

97   The case study that follows illustrates how one primary school has deployed home support workers to secure better outcomes for a group of minority ethnic pupils.

Securing better outcomes for learners

Context: This large primary school in an urban area of south-east Wales has over 600 pupils, 83% of whom are from minority ethnic backgrounds. The school also has increasing numbers of pupils with English as an additional language needs.

Strategy: The school has a large number of staff working with identified pupils to provide home-language support, both in school and to pupils' families, many of whom have very limited English. This helps to foster close relationships between home and school and ensure that parents know what the school is aiming to achieve for their children and how they are going about it.

Action: Home language support staff work with individual pupils and small groups in school, to develop pupils' oral and written communication skills in English through both the medium of English and using the pupils' own languages.

Outcomes: This approach enables the school to help new pupils settle quickly and, in most cases, rapidly develop their language skills so that they can cope with mainstream lessons. The school's end-of-key-stage results show the success of this approach for pupils for whom English is an additional language.

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98 Many schools also receive good support from the local community to help raise pupils' awareness of other cultures and traditions through assemblies, visits and visitors, to enhance current topics being studied in a range of subjects.

99 These schools also make sure that they are fully involved in the life of their local communities through participation in community events, some of which take place on the school premises. In one secondary school, the school's additional learning needs resource base also functions as a local drop-in centre for parents from the local gypsy traveller community when they need advice or support.

Where schools develop effective links with parents and the local community, in the best practice, they:

- promote a sense of inclusion and a welcoming ethos with easy access to staff when parents have concerns or require information;

- use all the resources at their disposal to communicate clearly with parents and the community, sometimes through the use of home-language support staff; and

- make good use of community resources to foster links with the school and enhance provision for pupils.

Section 3: How managers are using information to ensure improved outcomes for learners

Monitoring achievement and attainment

100   Very few schools track the achievement and attainment of their pupils by minority ethnic group. However, in most schools there are arrangements for recording the progress of each individual pupil.

101   Most primary schools use a range of standardised tests to track pupils' progress in, for example, maths, reading and spelling. Many also use standardised ability tests to predict pupil performance at the end of key stages 1 and 2. Many schools have computerised systems in place to record pupils' progress against these tests as they move through the school.

102   However, only a minority of primary schools effectively analyse the data that they have collected on individual pupil achievement to identify and target support for pupils who are underperforming. In only three primary schools visited was attainment data broken down by minority ethnic group.

103   Best practice was evidenced in a small minority of primary schools with high numbers of minority ethnic pupils, where data has been used to identify any underperformance in such groups and, if appropriate, measures have been put in place to address this. For example, one primary school had identified writing as an issue for a few Bangladeshi girl pupils and had targeted support through a writing club aimed specifically at this group.

104 The case study below illustrates good practice in tracking pupil progress and
intervening.

Tracking pupil progress

Context: This is a primary school in south-west Wales, with high numbers of
minority ethnic pupils. Most of these pupils come from a settled community, and in
only a few cases are outcomes affected by low attendance.

Strategy: The school has developed its own, robust tracking system that enables
teachers to track pupils from nursery to Year 6.

Action: Each pupil has an individual pupil profile which covers a range of
assessments and tests. These include baseline assessment, attainment in maths
and English, additional learning needs records, self-esteem and attitudes to learning
assessments and attendance records. Data which feeds these profiles is analysed
by the headteacher, assessment co-ordinator and teachers on an annual basis. This
allows the school to identify areas for improvement for individuals, cohorts or groups
of pupils. Those who need additional support or specific interventions in the year to
come are identified and appropriate support is put in place.

Outcomes: The impact of this support on pupil achievement and attainment is
carefully monitored and evaluated. The analysis is also used to inform curriculum
planning, the selection of resources and the professional development needs of staff
to best support these learners.

The school has successfully used RAISE money to target pupils at risk of
underachievement, and this is having a measurable impact on end-of-key-stage
results.

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105 In the special schools visited, tracking of all pupils' progress takes place regardless
of ethnicity but, thus far, no obvious trends have emerged regarding the performance
of any particular groups. Tracking is done mainly by assessing progress against
targets in pupils' individual education plans. As most pupils in special schools have
very different needs, these schools report that they do not place a high priority on
tracking pupils' achievements by ethnicity.

106 The majority of secondary schools visited track individual progress through regular
tests in different subjects and a range of other assessment indicators to predict
individual performance at GCSE and A level. Many schools use a variety of
computer programmes to record pupil progress. These programmes have the
facilities to enable schools not only to track individual progress but also to track the
progress of different groups within the school.

107 However, the use of tracking systems in secondary schools varies considerably. In
the best practice, schools use data analysis effectively to track all pupils and target
additional support, particularly for basic skills, but in many schools the use of data
analysis to target support and improve results is underdeveloped.

108 In one secondary school which effectively uses computerised tracking systems and has detailed data on all its pupils, careful analysis of results has revealed very few issues with the attainment of minority ethnic pupils. This school's analysis has also shown that pupils who had received English as an additional language support are extremely well motivated and are among the most successful in the school in attainment at GCSE and A level.

109 In many local authorities, an analysis of data on end-of-key-stage performance is supplied to schools. Although this data is a useful source of information against which schools can benchmark their performance, most local authorities do not analyse the performance of different groups of pupils, except by gender. This is despite the fact that the Welsh Assembly Government collect data on the performance of different minority ethnic groups and publish this on the National Pupil Database. Her Majesty's Chief Inspector of Education and Training in Wales Annual Report 2007-2008 noted that: "Most local authorities and schools do not make good use of a range of performance data to analyse the performance of groups of learners at risk of underachievement".

110 Few schools use data to identify trends in the attainment rates of minority ethnic groups, or put in place measures to address these. Where patterns have been revealed, these are mainly concerned with underperformance amongst white male pupils rather than underperformance of minority ethnic pupils.

111 By contrast, in one secondary school with large numbers of minority ethnic pupils, an annual analysis of pupil achievement is carried out as part of the school's self-evaluation process. This includes an analysis of the attainment rates of minority ethnic pupils compared to those from non-minority groups. The overall attainment rates of minority ethnic pupils has, over recent years, compared favourably with the rates of attainment of those from non-minority groups within the school. Comparison with local authority data shows that the school's minority ethnic pupils achieve significantly higher standards than the local authority average.

112 There are many instances where pupils from minority ethnic backgrounds in Wales have successfully attained a good range of qualifications, allowing them to access further and higher education and/or their chosen careers, in line with their chosen pathways.

Attendance

113 The Welsh Assembly Government has introduced attendance targets for all schools. This has raised awareness of the importance of regular attendance and the impact that poor attendance has on pupil attainment.

114 Most schools now monitor the attendance rates of all their pupils on a regular basis. They have a range of measures to combat poor attendance and take action to follow it up. Many schools also reward good attendance. However, very few schools or local authorities look at trends in the attendance rates of minority ethnic group.

115 In a few schools with high numbers of minority ethnic pupils, extended holidays to visit families abroad are often a reason for poor attendance rates. In some schools, when pupils are absent for extended periods, work packs are often provided for

pupils to enable some continuation of their studies. However, in many other schools no such arrangements are made, and pupils fall behind with their studies as a result.

116 In the best practice, in a few schools with high numbers of minority ethnic pupils, staff work with the community to raise awareness of the importance of regular attendance and the effects of extended absence on pupil attainment. For example, in one primary school visited, parents wishing to take extended family holidays must meet with the headteacher and are asked to watch a video in their first language, emphasising the importance of good attendance. Parents are informed that absences over 10 days will be marked as unauthorised. This procedure is beginning to have a positive impact, with an increasing number of families beginning to plan visits to family abroad in school holiday periods.

117 In another primary school with high numbers of gypsy traveller pupils, poor attendance has been reduced as the gypsy traveller community has become more settled. A number of parents have gained employment outside the community and are beginning to see the value of uninterrupted periods of education. Travelling has been reduced and the families that still do this tend to do so in the school summer holidays. This has had very beneficial effects on pupils' attendance rates and consequently, on outcomes.

118 Most secondary and special schools report that they have few concerns over the attendance of minority ethnic pupils. Schools have in place good strategies to combat the poor attendance of any pupil within the school. A range of measures similar to those in operation in primary schools is employed.

119 A few schools visited reported that they recognise that pupils may be absent for religious or cultural reasons and are sensitive to these needs. For example, in one secondary school where there are pupils from the Nepalese community, governors have authorised absence for the religious festivals of Dasain and Tihar.

Where the attainment and attendance rates of minority ethnic pupils are good:

- sound systems are in place to track the individual progress of all pupils, including by minority ethnic group;

- schools use data well to track the progress of identified groups of pupils, who are at risk of underachieving;

- data is carefully analysed to identify where additional support is needed and a range of strategies put in place to address this;

- the effectiveness of support systems are monitored by their impact upon pupil performance;

- in conjunction with education welfare officers and behavioural support workers, the attendance of all pupils is carefully tracked and speedy action is taken to address issues of low attendance with pupils and their families; and

- where there are attendance issues amongst minority ethnic pupils regarding extended family holidays abroad, schools work with their communities to reduce the impact of this on pupil achievement.

School and local authority leadership

120 Most schools have a designated member of staff with responsibility for race equality and/or equal opportunities. However, only in schools with significant numbers of minority ethnic pupils is this role given a high profile. One pupil interviewed commented: *"our headteacher walks around the school a lot to see what's going on. She's very approachable and her talks in assembly are very motivational and really make us all think about issues like racism and equal opportunities. It's really important to make sure everyone is treated fairly and that happens in this school".*

121 In most schools with significant numbers of minority ethnic pupils, governing bodies ensure that the school fulfils its responsibility to comply with equalities legislation, and the headteacher or a member of the senior management team is the person responsible for dealing with reported incidents of racism and racial harassment.

122 Other staff often have delegated responsibility for the organisation of the school's personal and social education curriculum. They have responsibility to ensure that this is taught throughout the school to develop attitudes and values which promote an understanding of diversity and equality.

123 Subject leaders for religious education often have delegated responsibility to ensure that all lessons promote and respect the value of different viewpoints and that stereotypical views are examined in an objective and relevant way to break down barriers.

124 In schools where there are few or no minority ethnic pupils, these roles are not always so clearly defined, but actual practice within schools to develop pupils' awareness of equalities issues is often good.

125 Only in schools where there are significant numbers of minority ethnic pupils is a high priority consistently placed on developing staff awareness of diversity and equality issues through the provision of training. In these schools, training is often provided by local authority specialist minority ethnic support staff, for example on diversity and multiculturalism and the challenges facing multi-racial schools.

126 A very few schools with small numbers of minority ethnic pupils have accessed training through their local authorities, but many schools and local authorities do not see this as a priority. In a small numbers of schools where training through the local authority was not available, schools have looked to local authorities in areas where there are high numbers of minority ethnic pupils to provide them with best practice training.

127 The following case study demonstrates how one local authority has raised awareness in many of its schools of multi-racial issues and describes the impact that its strategies are having on racist behaviour and pupil achievement.

An effective local authority approach to diversity and inclusion

Context: One local authority in south-east Wales has a large numbers of minority ethnic pupils in many of its schools.

Strategy: To raise schools' awareness of the importance of inclusive practice, this authority has developed a challenging school inclusion and equalities award, based on a self-evaluation model that is linked to the Estyn inspection framework. It recognises and celebrates the achievements of schools where inclusion and equal opportunities have been firmly embedded into the culture and ethos of the school.

Action: The award encourages schools to assess the ways in which they:

- promote equality of opportunity;

- support and promote diversity;

- promote good relationships between people; and

- deal with issues of bullying, harassment and discrimination.

Because the award is broadly based on the theme of 'equality' rather than just 'race equality', schools have embraced this as a more general self-assessment tool to audit their existing practice and to plan for future improvement to demonstrate their commitment to educational excellence for all pupils.

Outcomes: One secondary school that has achieved this award has received grade 1s for all seven key questions during a recent Estyn inspection. Working towards this award contributed to its inspection outcomes.

As an integral part of its inclusion ethos and practice, this authority makes very good use of its minority ethnic pupil achievement monitoring data, to identify underperformance and to put in place effective intervention strategies in schools where there are issues.

In addition, reported racist incidents from schools are carefully analysed and, where patterns emerge, intervention and training is targeted at specific schools. The impact of these interventions is closely monitored. The result has been a deeper exploration of equalities issues in a number of schools where problems have been identified, leading to greater tolerance and appreciation of differences.

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128 In one school which serves an established gypsy traveller community, the local authority has delegated its out-reach funding for the gypsy community to this school, to organise provision for all schools in the authority. Staff in the school have developed expertise over many years in developing good community relations. This expertise is used by teachers and support workers from the school to provide a range of training across the authority and across Wales for schools working with gypsy traveller pupils and their families.

129 This report confirms that local authorities' support for schools in race equality is mostly confined to producing a model policy. Those local authorities with large numbers of minority ethnic pupils generally provide more support by, for example, raising the awareness of school staff of the challenges facing multi-racial schools. A minority of schools in areas with few or no minority ethnic pupils believe that race equality education has little significance for them.

130 Local authorities in all areas of Wales do not always provide support for schools to ensure that race equality and diversity are well embedded in their mission and practices. Many local authorities, particularly those with small numbers of minority ethnic pupils, do not currently see this as a priority for them.

Where school and local authority leaders develop best practice, the following features are frequently evident:

- schools designate persons to be responsible for different aspects of race equality and governing bodies are proactive in ensuring they meet their legislative responsibilities;

- effective training is provided for all members of staff to raise their awareness of equalities issues and ensure consistency of approach;

- local authorities are proactive in providing a range of support to schools to help them develop and share good practice; and

- local authorities actively monitor the performance of schools across a range of indicators and intervene to provide support and challenge where necessary.

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131 Throughout this report, a series of case studies exemplify the range of good practice being developed in schools to ensure inclusive practice and equal opportunities for all pupils.

132   The final case study below celebrates the success of two young women from the gypsy traveller community. Traditionally, secondary education has not been highly valued by members of this community. The success of both these young women is therefore a tribute both to their personal drive and determination and to the success of the schools they attended in contributing towards a change of attitude in their communities to the value of secondary and higher education.

Celebrating successful outcomes for learners

Context: This case study relates to two members of the gypsy traveller community, who have benefited from further and higher education in the south-west of Wales.

Strategy: These two young women have been encouraged by the schools they attended to achieve both academic and vocational qualifications and to forge successful careers for themselves.

Action: After gaining a degree, one former pupil worked as a learning support assistant in a primary school that caters for high numbers of gypsy traveller pupils. The other student has gained qualifications in sign language and business studies and is currently studying for an NVQ Level 3, whilst working with infant pupils in the same school she attended at both primary and secondary level.

Outcomes: The first young woman gained the skills and confidence she needed, through support in school, to progress to working in the same school as a well-regarded, unqualified special educational needs support teacher.

During her school career, the second young woman became chairperson of the local authority's youth forum and then an ethnic minority representative on the Welsh Assembly's Funky Dragon youth forum. Since then, she has gone on to be a high profile and effective advocate of the views of young gypsy travellers with regard to equalities issues. Her work has, amongst other things, included meetings with Welsh Assembly government members and a visit to the European Parliament in Brussels to discuss gypsy-traveller rights. Last year she received a 'British Young Person Achievement Award' from Her Royal Highness the Princess Royal.

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133   Although this report highlights many examples of good practice in schools to promote race equality, in many local authorities and schools across Wales there remains much to be done.

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