

Ethnicity and Education: The Evidence on Minority Ethnic Pupils

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Research Topic Paper: RTP01-05
January 2005

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Introduction

This topic paper presents the latest Department for Education and Skills (DfES) statistics and research on minority ethnic pupils' attainment and participation at school. It covers: a description of the minority ethnic school population and its patterns of variation across England; Foundation Stage and Key Stage attainment; measures of school behaviour (attendance and exclusions); special educational needs; parental involvement in children's education and the ethnic background of teachers. There is a section bringing together new data on Mixed Heritage pupils, as well as sections

on recent research and evaluations, in particular, evidence on the impact of the Excellence in Cities evaluation on minority ethnic groups.

The topic paper aims to update and add to the Research Topic Paper published in 2003¹. While that paper covered the whole education system, this topic paper examines issues relating to minority ethnic pupils of compulsory school age, using DfES sources and focusing on areas where new information and findings have become available.

NOTES

(1) Scope

In line with the 2001 Census and the majority of research and statistics in this area, this paper focuses on the following minority ethnic groups in England: pupils of White Other, Black Caribbean, Black African, Black Other, Indian, Pakistani, Bangladeshi, Chinese and Mixed Heritage. In addition, the educational participation and attainment of Irish children, Gypsy/Roma children and children of Travellers of Irish heritage (three categories included in the Pupil Level Annual School Census in 2003) are discussed as well as some of the 'extended' codes used by some LEAs in the Pupil Level Annual School Census.

(2) Sources

The focus is mainly on DfES statistics and DfES sponsored research, the majority of which have been previously published, though previously unpublished statistics are also presented. The most up-to-date figures have been given at the time of publication, where possible. References are given throughout.

(3) Terminology

The terminology used for categorisation of minority ethnic groups varies widely across studies. In this paper, the following terms are used: Black Caribbean, Black African and Black Other; Indian; Pakistani; Bangladeshi; Chinese; Mixed (in line with the usage of the 2001 Census and the Pupil Level Annual School Census). Also in line with the 2001 Census, the term Black includes Black Caribbean, Black African and Black Other and Asian includes Indian, Pakistani and Bangladeshi groups. Unless otherwise stated, minority ethnic group is defined as any ethnic group except White British.

(4) England/UK

The focus of this summary is on minority ethnic groups living in England. However, on occasion, UK-wide figures are given and indicated in the text to add context or quoted where figures for England alone are not known.

1 Bhattacharyya, G., Ison, L. & Blair, M. (2003). *Minority Ethnic Attainment and Participation in Education and Training: The Evidence*. DfES, RTP01-03. www.teachernet.gov.uk/ethnicattainmentreview2003

Key Findings

- In 2004, 17 percent of the maintained school population in England was classified as belonging to a minority ethnic group.
- The minority ethnic school population (maintained schools) has grown by an estimated fifth to a third in number since 1997; in comparison, there has been a much smaller increase of 2.3 percent in the total number of pupils in maintained schools during the same period.
- Indian, Chinese, White/Asian and Irish pupils are more likely to gain five or more A*-C GCSEs compared to other ethnic groups. Gypsy/Roma pupils, Travellers of Irish Heritage, Black Caribbean and White/Black Caribbean pupils are amongst the lower achieving pupils at Key Stage 4.
- Although numbers recorded in these ethnic categories are small, it is clear that Gypsy/Roma pupils and Travellers of Irish Heritage have very low attainment throughout Key Stage assessments and also have much higher identification of special educational needs.
- A large proportion of Gypsy/Roma pupils and Travellers of Irish Heritage appear to drop out of secondary school. Only a third of the number of pupils are registered on the Annual School Census as Gypsy/Roma at Key Stage 4 compared to Key Stage 1; and less than a half of pupils are registered as Travellers of Irish Heritage at Key Stage 4 compared to Key Stage 1.
- Travellers of Irish Heritage are the lowest achieving group at Key Stages 1 and 2. Of those Gypsy/Roma pupils attending secondary schools, they are the lowest achieving group at Key Stages 3 and 4. Only 23 percent of Gypsy/Roma pupils achieved 5+ A*-C GCSEs in 2003 (compared to the 51 percent national average).
- Attainment data on Mixed Heritage pupils shows that White/Asian pupils are amongst the highest achieving ethnic groups (with 65 percent attaining 5+ A*-C GCSEs compared to the 51 percent national figure) and that White/Black Caribbean pupils have lower achievement than the average (40 percent attaining 5+ A*-C GCSEs).
- Black Caribbean and Black Other boys are twice as likely to have been categorised as having behavioural, emotional or social difficulty as White British boys (identified as a special educational need type of School Action Plus or statement).
- Pakistani pupils are two to five times more likely than White British pupils to have an identified visual impairment or hearing impairment (identified as a special educational need of School Action Plus or statement).
- Pupils with English as an additional language are slightly less likely to be identified with a special educational need (7.2 percent compared to 8.3 percent of pupils with English as a first language) and are less likely to be classified as having a specific learning difficulty, behaviour, emotional and social difficulties or an autistic spectrum disorder. However, they are more likely to have an identified speech, language or communication need.
- Permanent exclusion rates are higher than average for Travellers of Irish Heritage, Gypsy/Roma, Black Caribbean, Black Other and White/Black Caribbean pupils.
- Within the Excellence in Cities initiative, Black Caribbean and Black African pupils were more likely than other groups to have reported seeing a Learning Mentor. Minority ethnic pupils were less likely than White pupils to be identified for the Gifted and Talented strand of the programme.
- In Excellence in Cities areas, Black Other pupils have higher rates of unauthorised absence than other pupils. White pupils have higher rates of authorised absence than Black Caribbean, Indian, Bangladeshi, Black African or Chinese pupils.
- Just over half (53 percent) of parents/carers of minority ethnic children reported feeling very involved with their child's education, a much greater proportion than the 38 percent of a representative sample of all parents who reported this.
- Nine percent of teachers teaching in England are from a minority ethnic group. In London, this figure rises to 31 percent.

1. The Minority Ethnic School Population

National Data²

In 2004, 17 percent of the maintained school population in England was classified as belonging to a minority ethnic group³.

There was a greater proportion of minority ethnic pupils in primary than secondary school:

- The minority ethnic school aged population was 18 percent in primary schools and 15 percent in secondary schools.

Figure 1 shows the proportion of pupils in each minority ethnic group attending maintained primary schools and secondary schools.

The minority ethnic school population has grown by an estimated fifth to a third in number since 1997⁴; in comparison, there has been a much smaller increase of 2.3 percent in the total number of pupils during the same period.

The equivalent increase in pupils classified as having English as an Additional Language (EAL) (who represent ten percent of the school population) is a 35 percent increase in numbers since 1997.

2004 was the second year since the change in ethnicity codes was introduced and the data show stability between the years with 98 percent of pupils in 2004 having the same ethnic group as in 2003. While 2.9 percent of pupils were 'unclassified' (either "not obtained" or "refused"), this represents an improvement on the previous year when the codes were fully introduced and when 4 percent of pupils were unclassified.

The figures for the two Traveller groups, Gypsy/Roma and Travellers of Irish Heritage, are probably the least reliable. Just under 4000 pupils are recorded as Travellers of Irish Heritage and just under 6500 as Gypsy/Roma. Ofsted has proposed much higher estimates of the Traveller population, although it should be noted that their definition of Travellers includes additional Traveller groups compared to the two used in the Annual School Census classification i.e. fairground families, circus families, New Age Travellers, bargees and other families living on boats. For all these groups, it estimates a population of 70-80 thousand. Ofsted estimates that around 12 thousand Traveller pupils are not registered at school, most of them of secondary school age⁵.

Declining participating rates at secondary school are borne out by the data. Only a third of the number of Gypsy/Roma pupils are recorded at Key Stage 4 compared to Key Stage 1; and less than a half of Travellers of Irish Heritage are recorded at Key Stage 4 compared to Key Stage 1.

Minority Ethnic School Population Variation across England

According to the Pupil Level Annual School Census (PLASC)⁶, the proportion of minority ethnic pupils varies across England in maintained schools from 4 percent of the school aged population of the North East to nearly three quarters of the school aged population of Inner London (of whom 17

2 Source: *Statistics of Education: Schools in England 2004 Edition*. <http://www.dfes.gov.uk/rsgateway/DB/VOL/v000495/index.shtml>

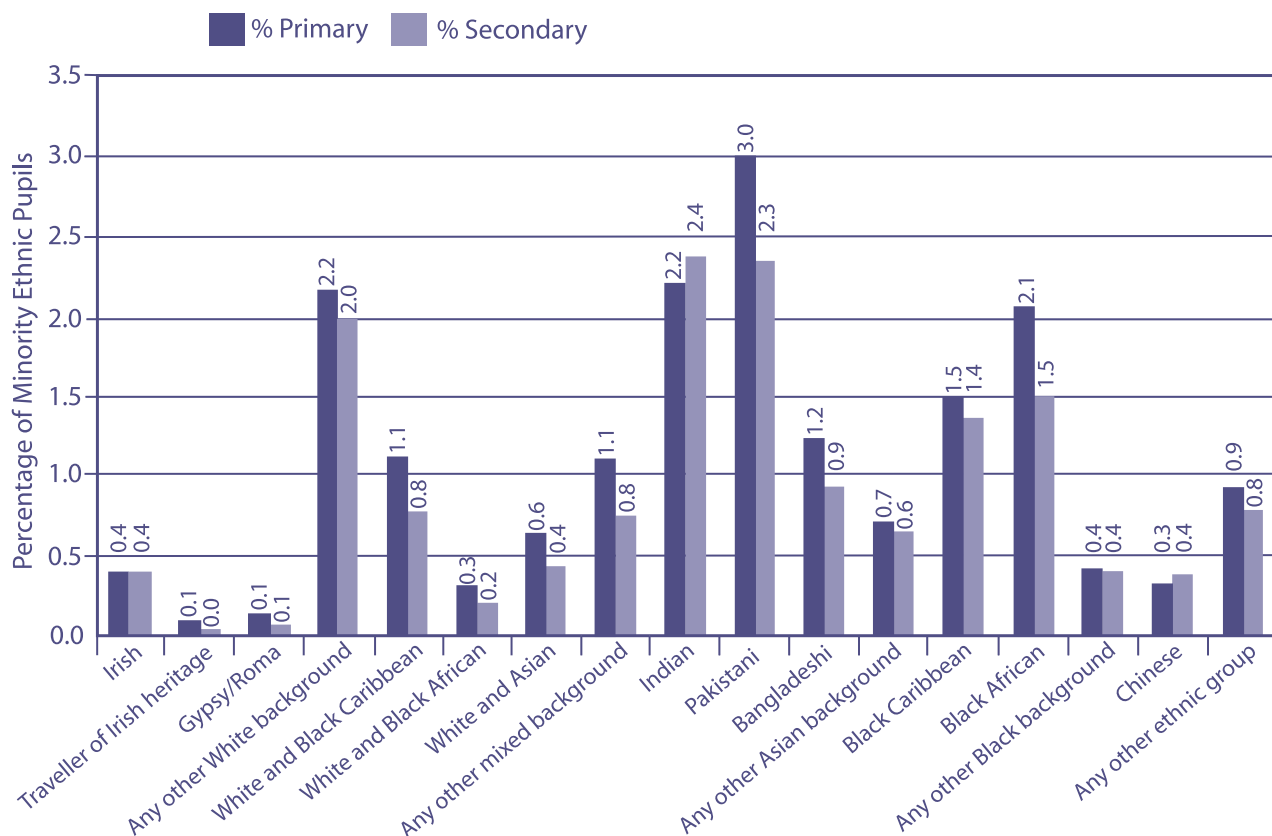
3 Minority ethnic group is defined throughout as ethnic groups excluding those defined as White British, unless otherwise stated. Figures quoted here are for maintained mainstream primary and secondary schools.

4 Because of the change in classification of ethnicity in 2002/2003, figures have been estimated. Taking a definition of minority ethnic group as pupils classified as non-White, there was a 33 percent increase between 1997-2004. However, part of the increase could be due to a number of previously classified White pupils being reclassified as Mixed in 2003 when the ethnic codes changed. A calculation readjusting for the 1.1 percent of previously classified White pupils (in 2002) who were reclassified as Mixed in 2003 (Godfrey, 2004), shows that the actual increase in minority ethnic pupils may be nearer 22 percent.

5 *Provision and Support for Traveller Pupils (2003)*, HMI 455.

6 Source: *Statistics of Education: Schools in England 2004 Edition*. <http://www.dfes.gov.uk/rsgateway/DB/VOL/v000495/index.shtml>

Figure 1 Percentage of Minority Ethnic Pupils at Maintained Primary and Secondary Schools (2004)



percent are Black African; 12 percent Black Caribbean; 11 percent Bangladeshi; 9 percent Any other White background; 8 percent Mixed Heritage background). The range by Local Education Authority (LEA) is shown in the map, illustrating that the school aged minority ethnic population ranges (maintained schools) from 1.5 percent of East Riding of Yorkshire LEA to 84% of Hackney LEA.

London has a high proportion of England’s minority ethnic pupils compared to other areas. Nineteen percent of England’s minority ethnic pupils go to school in an Inner London LEA compared to four percent of White British pupils; 44 percent of minority ethnic pupils attend schools in either an Inner or Outer London LEA compared to eight percent of White British pupils.

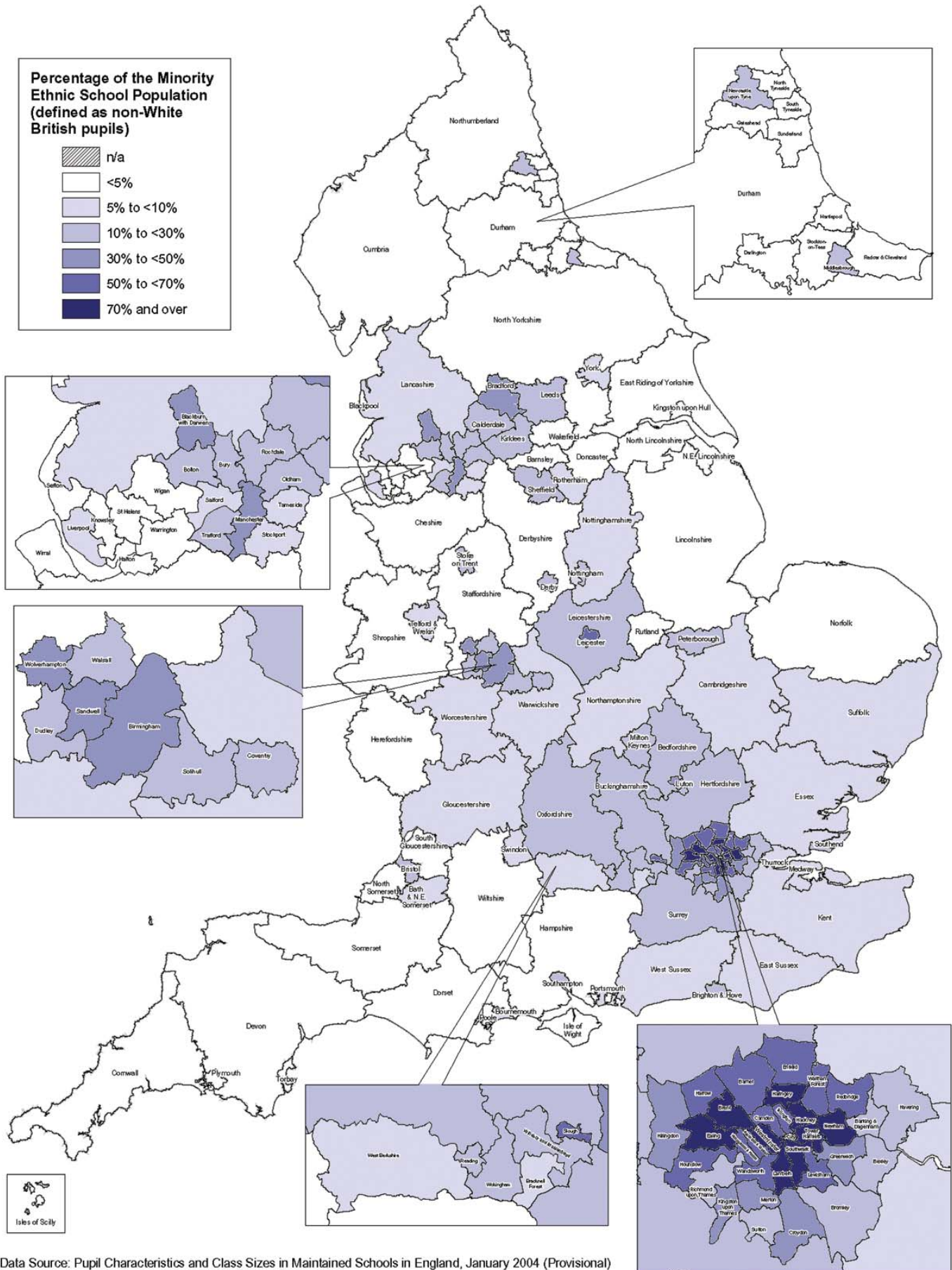
Younger Age Structure

The minority ethnic population has a younger age structure than White groups. Population figures for Great Britain from the 2001 National Census showed that people classified as Mixed had the youngest age structure with half under the age of 16. The Bangladeshi, Other Black and Pakistani groups also had young age structures: 38 percent of both the Bangladeshi and Other Black groups were aged under 16. Just over a third of Pakistanis and 30% of Black Africans were also in this age group. This compares to 20 percent of White British people who were under the age of 16⁷.

At primary school, Pakistani pupils are the single largest minority ethnic group (3%); at secondary school, the two single largest minority ethnic groups are Pakistani and Indian (representing 2.3 percent and 2.4 percent of the population respectively).

⁷ Census, April 2001, Office for National Statistics. <http://www.statistics.gov.uk/cci/nugget.asp?id=456>

Variation in the proportion of the minority ethnic school population



Data Source: Pupil Characteristics and Class Sizes in Maintained Schools in England, January 2004 (Provisional)
<http://www.dfes.gov.uk/rsgateway/DB/SFR/s000457/index.shtml>

There is a greater proportion of Black African, Black Caribbean, Bangladeshi and Mixed Heritage pupils in primary school than in secondary school, again reflecting the younger age profiles of these minority ethnic groups.

Deprivation and Ethnic Group

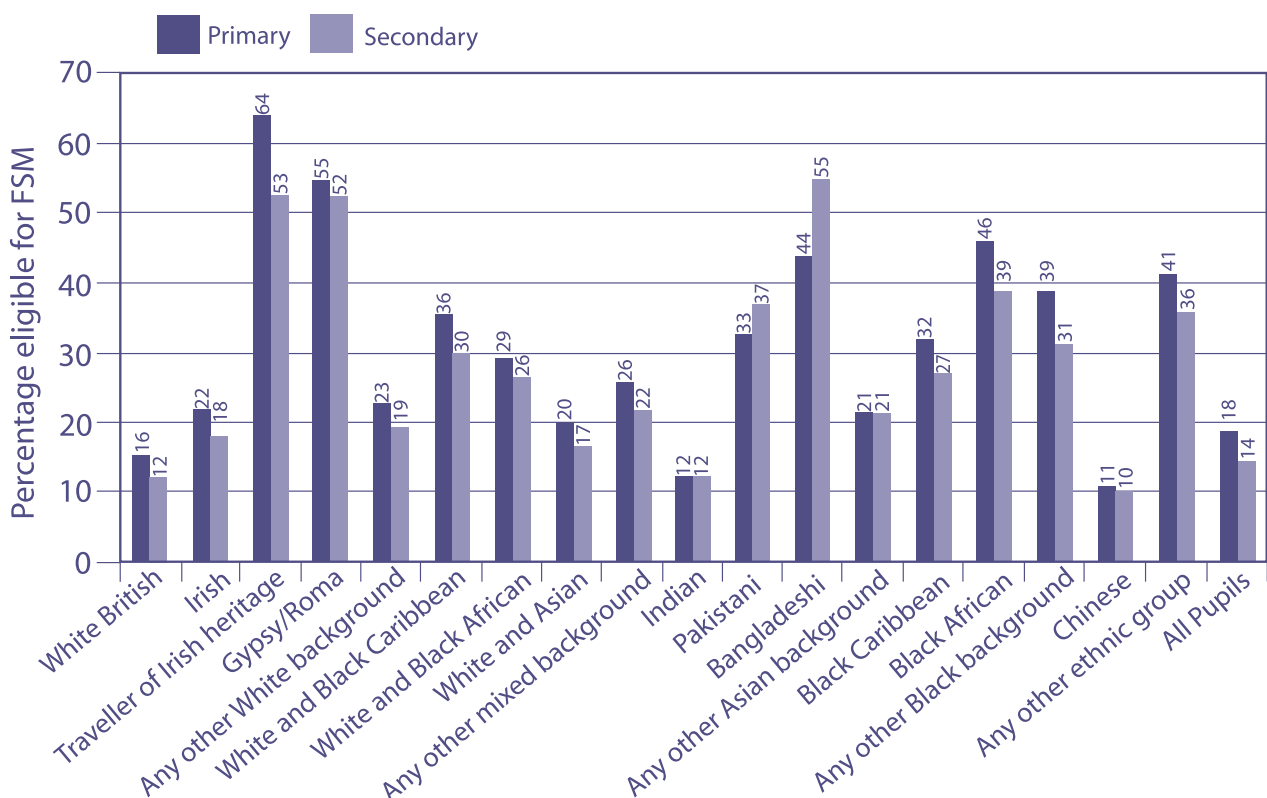
Minority ethnic children are more likely to live in low income households: 38 percent of minority ethnic households are of low income compared to 18 percent of White households⁸. For Black households, it is 27 percent and for Pakistani/Bangladeshi households, the figure is 65 percent.

Deprivation information relating to school/attainment data makes use of the proxy socio-economic measure of eligibility for a free school meal (FSM), as collected through the Annual School Census and, this can be analysed in relation to ethnic group.

Over half of pupils recorded as Traveller of Irish Heritage and Gypsy/Roma are eligible for free school meals compared to 16 percent of all pupils. There are also high rates of eligibility for free school meals in Bangladeshi, Pakistani, Black groups and White/Black Caribbean.

For the majority of ethnic groups, the proportion of pupils eligible for free school meals is greater in primary than secondary school. However, for Pakistani and Bangladeshi pupils, the reverse pattern is shown, with a greater proportion of secondary school pupils on FSM than primary school pupils.

Figure 2 Percentage of Children Eligible for Free School Meals by Ethnic Group (2004)



⁸ Family Resources Survey 2002/03 cited in *Ethnic Minority Employment Task Force Year 1 Progress Report (2004)*, Department for Work and Pensions.

2. Foundation Stage Profile

The Foundation Stage Profile (FSP)⁹ replaces statutory baseline assessment on entry to primary school. It measures progress against early learning goals at the end of the Reception Year. The following are results by ethnic group and EAL from a representative sample containing roughly 10% of pupil level data. As 2003 is the first year such data are available, the results should be treated with a

degree of caution and are no more than an indication of attainment. The FSP is based on ongoing teacher/practitioner observation of children's learning. Teachers received limited and variable training and the moderation of results between LEAs was patchy. In addition some of the data was of poor quality and completeness.

There are six areas of learning in the Foundation Stage Profile.

Each score is given out of a total of 9 points using the general criteria:

- a scale score of 1-3 indicates working towards the Early Learning Goals
- a scale score of 4-7 indicates working within Early Learning Goals
- a scale score of 8-9 indicates met or working beyond Early Learning Goals

1. Personal, social and emotional development:

Dispositions and attitudes

Social development

Emotional development

2. Communication, language and literacy:

Language for communication and thinking

Linking sounds and letters

Reading

Writing

3. Mathematical development:

Numbers as labels for counting

Calculating

Shape, space and measures

4. Knowledge and understanding of the world

5. Physical development

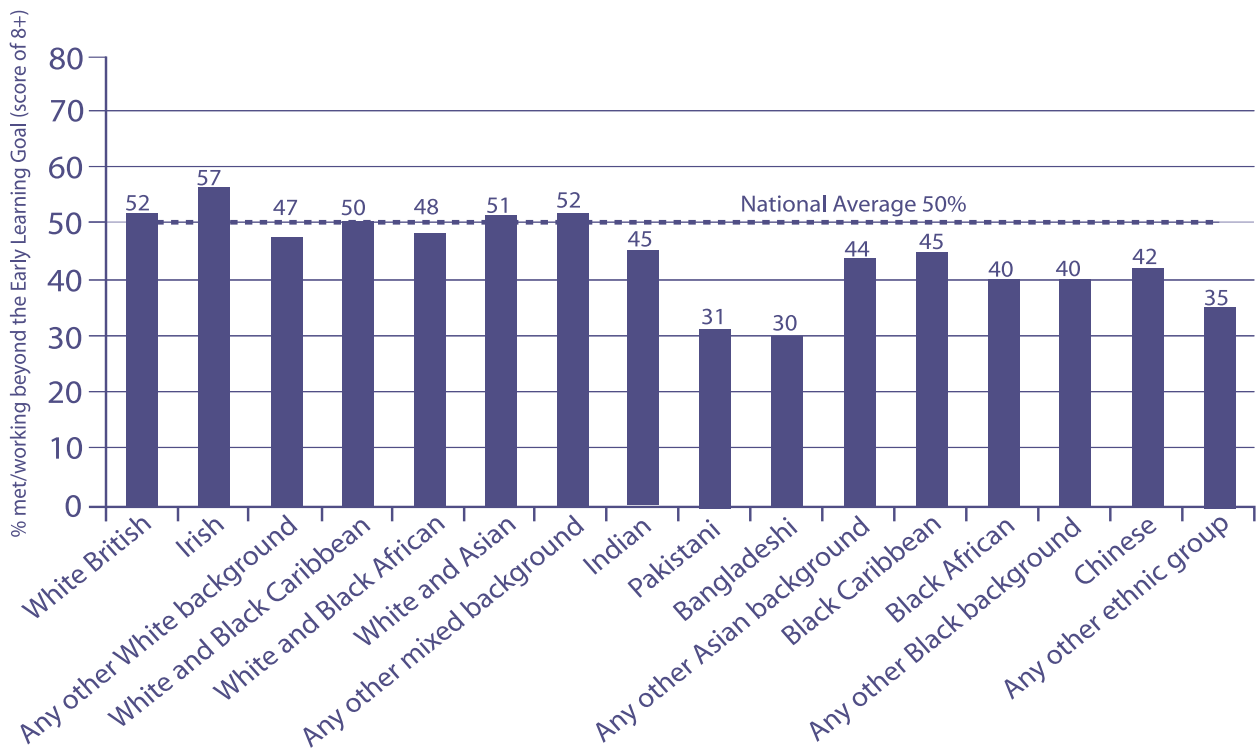
6. Creative development

⁹ Further information on the Foundation Stage Profile 2003 can be found in *An Experimental Statistics First Release* at <http://www.dfes.gov.uk/rsgateway/DB/SFR/s000476/index.shtml> and www.qca.org.uk/160.html.

Patterns of achievement for minority ethnic groups in Early Learning Goals would appear to broadly mirror attainment gaps at older ages (an example is shown in Figure 3):

- The highest performing ethnic groups are Irish (scoring above average on all 13 scales), White and Asian children (on 10 of the scales) and Chinese (on 8 of the scales); the lowest performing are Travellers of Irish heritage and Gypsy/Roma children.
- Pakistani and Bangladeshi children also perform less well, followed by Black African and Black Caribbean children (with all groups scoring less well than the average on all 13 of the scales).
- Indian children are below average in 10 of the 13 scales, a different profile of performance compared to Key Stage tests where they are amongst the higher achievers.
- Children whose first language is other than English do not perform as well as other children across the scales.

Figure 3 Foundation Stage Profile 2003: Communication, Language and Literacy: Language for Communication and Thinking



3. Key Stage Attainment

Overall Attainment

Attainment data for 2003 show a pattern of high achievement for Indian and Chinese pupils and lower achievement compared to the national average for Black Caribbean, Bangladeshi and Pakistani pupils. The proportion achieving the expected level by ethnic group at each Key Stage¹⁰ is shown in Table 1.

For some ethnic groups, the attainment gap¹¹ widens during compulsory education (see also the section: "The attainment gap and pupil progress"); for other groups, the gap appears to decrease:

- The attainment gap is wider at Key Stage 4 than Key Stage 1 for Black Caribbean pupils and pupils from any other Black background and, to a lesser extent, Black African pupils.
- The difference between Bangladeshi and all pupils (but not between Pakistani and all pupils) is narrower at Key Stage 4 than Key Stage 1.

Key Stage attainment data for 2003 gave results for the first time for **Irish pupils, Mixed Heritage groups** (see Mixed Heritage section for more detail on this), **for Travellers of Irish Heritage and for Gypsy/Roma pupils**. Irish pupils and White/Asian pupils have high levels of attainment.

- At Key Stage 4, 60 percent of Irish pupils achieved 5+ A*-C GCSE/GNVQs compared to 51 percent of all pupils.
- At Key Stage 4, pupils of Mixed White and Asian Heritage are amongst the highest achieving with 65 percent achieving 5+ A*-C GCSE/GNVQs.
- In contrast, pupils of Mixed White and Black Caribbean heritage have lower attainment at Key Stage 4, with 40 percent achieving 5+ A*-C GCSE/GNVQs.

Both Gypsy/Traveller groups have extremely low attainment. Although it is estimated that many children from these groups are not recorded in the Annual School Census, are not present during key stage assessments and/or do not continue in education up till Key Stage 4, for those that have a recorded result, attainment is very low:

- At Key Stage 1, 28 percent of Travellers of Irish Heritage and 42 percent of Gypsy/Roma pupils achieved Level 2 or above in Reading compared to 84 percent of all pupils.
- At Key Stage 4, 42 percent of Travellers of Irish Heritage and 23 percent of Gypsy/Roma pupils achieved 5+ A*-C GCSE/GNVQs compared to 51 percent of all pupils.

¹⁰ There are four Key Stages and tests are taken at the end of each Key Stage, at ages: 7, 11, 14 and 16.

¹¹ Attainment gap is defined here as the difference between groups in the percentage achieving the expected level at a Key Stage.

Table 1 Percentage of pupils achieving the expected level at each Key Stage by Ethnic Group (2003)

ETHNIC GROUP	KEY STAGE 1: % EXPECTED LEVEL			KEY STAGE 2: % EXPECTED LEVEL			KEY STAGE 3: % EXPECTED LEVEL			KEY STAGE 4: % EXPECTED LEVEL
	Reading	Writing	Maths	English	Maths	Science	English	Maths	Science	5+ A*-C GCSEs
White										
White British	85	82	91	76	73	87	70	72	70	51
Irish	85	82	91	76	73	88	70	72	70	51
Traveller of Irish Heritage	84	81	91	82	78	90	75	75	73	60
Gypsy/Roma	28	28	52	23	19	36	49	49	45	42
Any other White background	42	38	60	30	27	48	33	35	35	23
	80	78	89	74	72	84	66	70	65	52
Mixed										
White and Black Caribbean	85	82	91	77	72	87	69	69	67	49
White and Black African	83	79	90	73	67	85	62	62	60	40
White and Asian	86	83	90	77	72	85	69	68	68	48
Any other mixed background	88	85	93	81	78	89	78	78	76	65
	85	82	91	79	75	88	71	71	68	52
Asian										
Indian	80	78	86	69	67	79	66	66	59	53
Pakistani	88	86	92	79	77	87	77	79	72	65
Bangladeshi	76	73	83	61	58	72	57	55	47	42
Any other Asian background	75	73	83	68	63	77	58	57	48	46
	82	80	89	73	74	82	70	75	69	59
Black										
Black Caribbean	78	74	84	68	60	77	56	54	51	36
Black African	79	74	84	68	59	78	56	53	51	33
Any other Black background	77	73	83	67	62	75	56	55	50	41
	79	75	86	71	62	79	58	55	54	34
Chinese	90	88	96	82	88	90	80	90	82	75
Any other ethnic group	74	71	85	63	67	75	59	64	58	46
Unclassified	76	73	85	69	66	83	63	67	65	47
All pupils	84	81	90	75	72	86	69	71	68	51

Source: National Curriculum Assessment and GCSE/GNVQ Attainment by Pupil Characteristics, in England, 2002 (final) and 2003 (provisional), Statistical First Release 04/2004.

The Attainment Gap and Pupil Progress

A commonly used measure of pupil progress is the 'value added score'. A value added score refers to the progress a pupil makes between Key Stages taking account of the pupil's prior attainment and is therefore a useful indicator of what effect the school system has had on a pupil's academic progress relative to other pupils of similar prior attainment¹².

Value added scores can be calculated for groups of pupils e.g. expected progress for pupils with FSM and the expected progress for pupils from different ethnic groups. Table 2 gives the value added scores for a range of pupil characteristics including minority ethnic pupils. To illustrate this, a pupil with FSM makes less progress (a value added score of -2.50) than other pupils with similar prior attainment between Key Stage 3 and Key Stage 4. This is the equivalent of a pupil with FSM getting two and a half grades less than another pupil with similar prior attainment¹³.

Some minority ethnic groups with achievement below the national average have one or more positive value added scores and consequently the attainment gap does narrow to some extent during compulsory education. These groups - predominantly Bangladeshi and, to a lesser extent, Pakistani and Black African - have high proportions of EAL speakers and their relative improvement is

likely to be due to their increasing fluency in English, allowing them to start to narrow the achievement gap by improving at a faster rate than other pupils with similar prior attainment.

Other low achieving minority ethnic groups e.g. Black Caribbean pupils, have lower value added scores. For these groups, there is an overall widening of the attainment gap.

Higher achieving minority ethnic groups such as Chinese and Indian pupils who attain above the national average and who have positive value added scores appear to be making better progress than other pupils of a similar prior attainment. The attainment gap between these groups and the national average increases.

The overall effect of these variations between value added scores across minority ethnic groups results in an overall increasing gap between the highest and lowest achieving ethnic groups. At Key Stage 1, there is a 15 percentage point achievement gap (15% for Reading and Writing; 13% for Maths) between the highest and lowest attaining ethnic groups (this excludes the 2 Traveller groups) but at Key Stage 4, the equivalent gap is 42 percent (5+ A*-C GCSEs).

12 For further information, see DfES Statistical Bulletin *Variation in Pupil Progress 2003*. <http://www.dfes.gov.uk/rsgateway/DB/SBU/b000481/index.shtml>

13 A value added score of +1 at Key Stage 2 and Key Stage 3 is the equivalent to making an extra term's progress based on expected progress. A value added score of +1 at Key Stage 4 is the equivalent of getting one grade higher in one GCSE/GNVQ subject.

Table 2 Attainment and Value Added by Pupil Characteristics

Coverage: Maintained mainstream schools	Value Added		
	KS1-2	KS2-3	KS3-GCSE/GNVQ
Female	-0.3	-0.1	0.2
Male	-0.1	-0.3	-2.4
Non-FSM	0.0	0.0	-0.8
FSM	-0.4	-1.4	-2.5
Non-SEN	0.0	0.0	-0.7
SEN without statement	-0.5	-1.2	-3.7
SEN statemented	-0.9	-0.9	-1.8
Non-EAL	-0.1	-0.2	-1.4
EAL	0.3	0.0	3.2
White British	-0.1	-0.2	-1.5
Irish	0.3	-0.3	-1.2
Traveller of Irish heritage	-1.0	-0.7	-3.6
Gypsy/ Roma	-0.7	-1.0	-4.7
Any other white background	0.7	0.3	1.1
White and Black Caribbean	-0.2	-1.0	-2.1
White and Black African	0.0	-0.5	-0.4
White and Asian	0.2	0.4	0.0
Any other mixed background	0.2	-0.2	-1.0
Indian	0.3	0.6	2.9
Pakistani	-0.1	-0.4	3.4
Bangladeshi	0.7	-0.9	4.2
Any other Asian background	0.7	1.0	2.7
Black Caribbean	-0.5	-1.1	0.0
Black African	0.1	-0.3	3.8
Any other Black background	-0.3	-1.0	-1.0
Chinese	1.0	1.7	1.4
Any other ethnic group	0.9	0.2	2.0
Unclassified	-0.1	-0.4	-2.6

Source: *Variation in Pupil Progress 2003* <http://www.dfes.gov.uk/rsgateway/DB/SBU/b000481/index.shtml>

Attainment by Ethnic Group and Gender

At Key Stage 4, there is an 11 percentage point gap between boys and girls at GCSE, with 46 percent of boys achieving 5+ A*-C GCSE/GNVQs compared to 56 percent of girls.

The gender gap is largest for the following four minority ethnic groups: Black Caribbean pupils (15 percent); pupils of Mixed White and Black African Heritage (16 percent); pupils of Mixed White and Black Caribbean Heritage (15 percent) and Bangladeshi pupils (14 percent):

- 25 percent of Black Caribbean boys achieved 5+ A*-C GCSE/GNVQs compared to 40 percent of Black Caribbean girls.
- 40 percent of boys of Mixed White and Black African Heritage achieved 5+ A*-C GCSE/GNVQs compared to 55 percent of girls of Mixed White and Black African Heritage.
- 32 percent of boys of Mixed White and Black Caribbean Heritage achieved 5+ A*-C GCSE/GNVQs compared to 47 percent of girls of Mixed White and Black Caribbean Heritage.

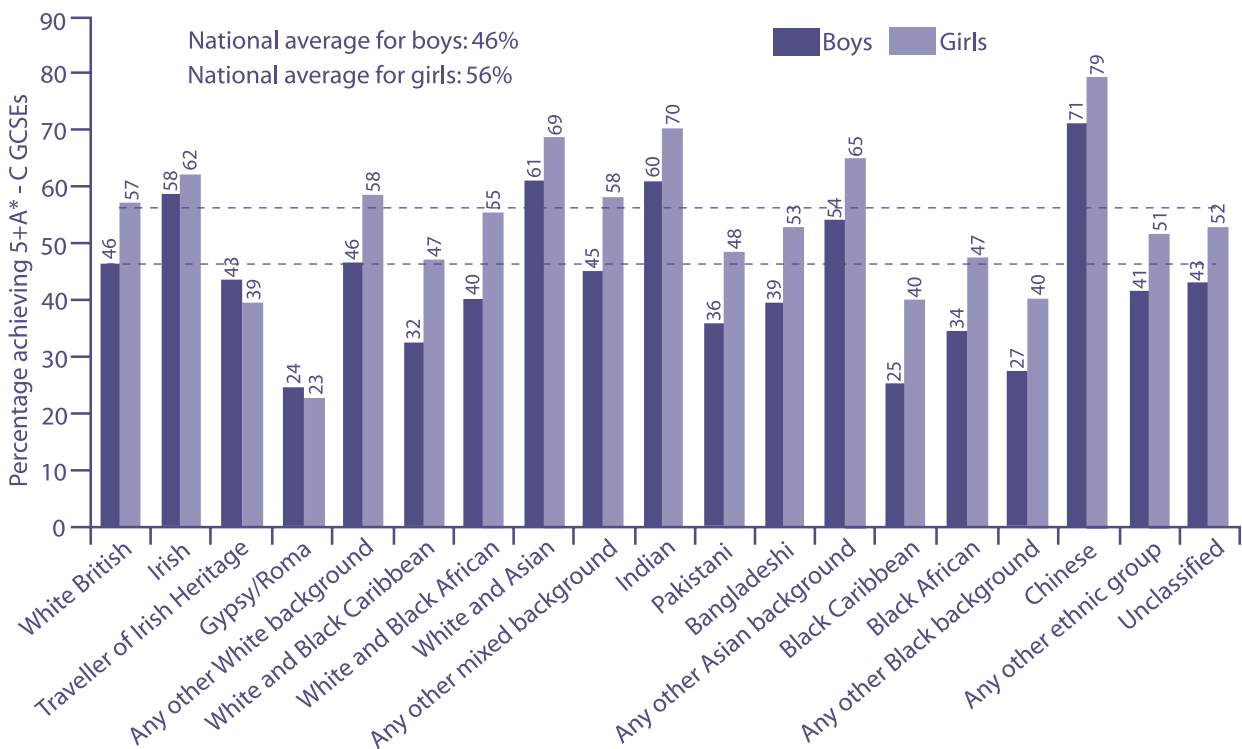
- 39 percent of Bangladeshi boys achieved 5+ A*-C GCSE/GNVQs compared to 53 percent of Bangladeshi girls.

Attainment of Pupils with English as an Additional Language

Pupils for whom English was an Additional Language have lower attainment than pupils whose first language was English. The difference between the two groups is narrower at Key Stage 4 than Key Stage 1. For example,

- At Key Stage 1, 78 percent of pupils for whom English was an Additional Language achieved Level 2 or above in Reading compared to 85 percent of pupils for whom English was a first language (7 percentage point gap).
- At Key Stage 4, 48 percent of pupils for whom English was an Additional Language achieved 5+ A*-C GCSE/GNVQs compared to 51 percent of pupils for whom English was a first language (3 percentage point gap).

Figure 4 Proportion of Pupils by Ethnic Group and Gender Achieving 5+A*-C GCSE/GNVQs (2003)



In general, this pattern of attainment holds across all ethnic groups with a greater proportion of pupils whose first language is English achieving expected levels than pupils who have a first language other than English.

Relationship between Attainment and Deprivation

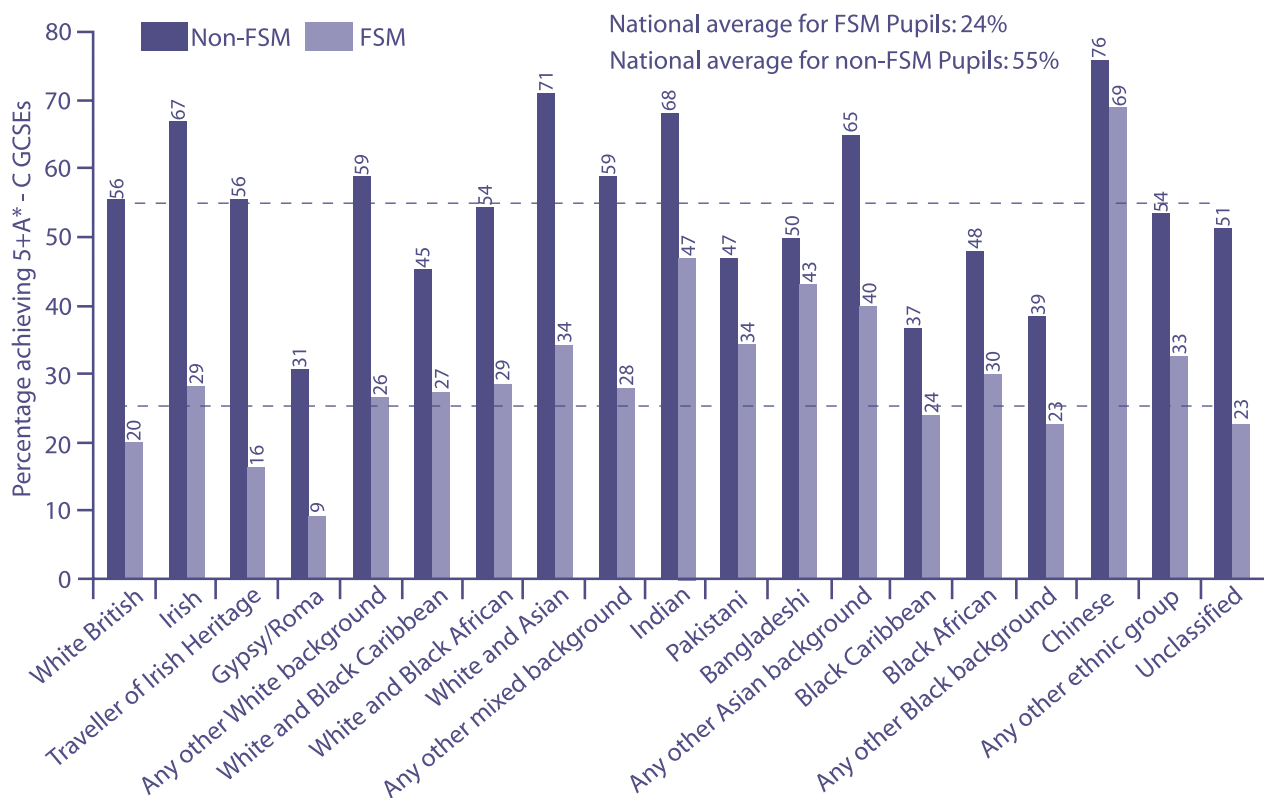
For all ethnic groups, pupils eligible for free school meals (FSM) perform less well than those not entitled to free school meals (Non-FSM).

The extent of the attainment gap between FSM and Non-FSM pupils varies between different ethnic groups. For example, the attainment gap at

GCSE/GNVQ is just 6.5 percentage points between Bangladeshi FSM pupils and Bangladeshi Non-FSM pupils compared to the larger difference at a national level of 30.8 percentage points between FSM and non-FSM pupils. However, the proportion of pupils eligible for free school meals varies considerably between ethnic groups with 55% of Bangladeshi pupils compared to a national average of 14%, at secondary school¹⁴.

In addition, Bangladeshi FSM pupils do better at all Key Stages and at GCSE/GNVQ than the national average of FSM pupils but Bangladeshi Non-FSM pupils do less well than the national average of Non-FSM pupils.

Figure 5 Proportion of Pupils by Ethnic Group and FSM Status Achieving 5+A*-C GCSEs (2003)



¹⁴ Source: *Statistics of Education: Schools in England 2004 Edition*. <http://www.dfes.gov.uk/rsgateway/DB/VOL/v000495/index.shtml>

White British and Black Caribbean children eligible for free school meals are groups with particularly poor attainment. Although girls in these groups (with FSM) do much better than boys, there is a greater attainment gap between White British and Black Caribbean girls with FSM and their non-FSM counterparts, than there is for the equivalent male groups:

- Only 17 per cent of White British boys eligible for FSM achieve 5 or more A*-C GCSE/GNVQs compared to 50 per cent of White British boys not eligible for FSM.
- While White British girls eligible for FSM do better than White British boys eligible for FSM at 24 per cent, there is a 37 percentage point discrepancy with White British girls not eligible for FSM, 61 per cent of whom attain 5 or more A*-C GCSE/GNVQs (the equivalent discrepancy for boys was slightly smaller: a 33 percentage point discrepancy).
- 19 per cent of Black Caribbean boys eligible for FSM achieve 5 or more A*-C GCSE/GNVQs compared to 28 per cent of Black Caribbean boys not eligible for FSM. While Black Caribbean girls eligible for FSM do better, with 29 per cent achieving 5 or more A*-C GCSE/GNVQs, there is a greater discrepancy with their non-FSM counterparts (16 percentage points i.e. 45 per cent of Black Caribbean non-FSM girls achieving the expected level) than there is for boys (9 per cent).

Chart 6 illustrates the interaction between ethnicity and FSM rates. The chart separates out the effect of ethnic group and the effect of FSM at GCSE.

The purple bars show the actual results of each ethnic group compared with the national average for all pupils, so negative values show a group is doing less well than average: Gypsy/Roma pupils are the lowest achieving group at Key Stage 4 and Chinese pupils are the highest achieving group.

The light purple bars show what we would have expected each group to achieve if the only thing affecting their results was the proportion of pupils

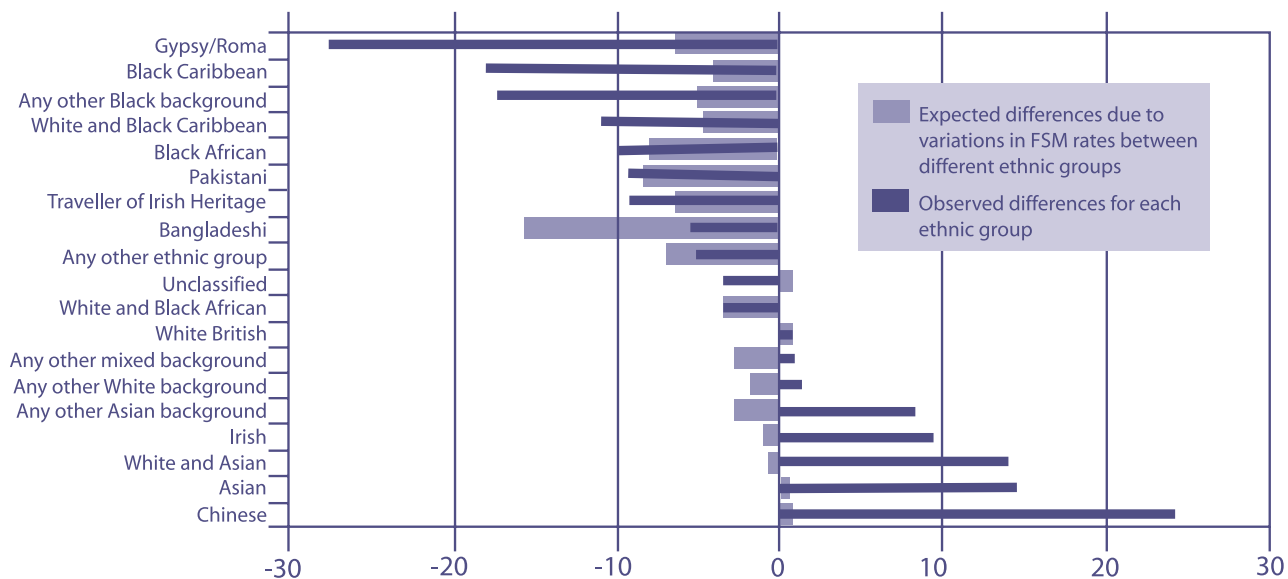
in that ethnic group eligible for free school meals. For example, Bangladeshi pupils have a high proportion of pupils eligible for free school meals while Chinese pupils have a low proportion. Therefore we would expect a group like Bangladeshi pupils with a high FSM percentage to do less well than a group like Chinese pupils with a low FSM percentage.

However, the chart shows that the light purple and purple bars do not coincide with each other showing that FSM does not by itself account for the variation in ethnic achievement. The chart therefore shows that deprivation, as measured by FSM, does not account for all of the differences between ethnic group attainment. Additionally, FSM accounts for different proportions depending on the ethnic group. For example, the chart shows that:

- Bangladeshi pupils are doing much better than expected, when their high rate of FSM is taken into account (i.e. one would expect them to have much lower attainment if one takes account of FSM).
- Irish, White/Asian, Indian, and Chinese pupils also do better than expected even when FSM is taken into account.
- For some groups (e.g. Pakistani, White/Black African) FSM appears to explain most of the difference in results.
- For other groups (e.g. Black Caribbean, Gypsy/Roma) results are much lower than FSM indicates.

This analysis confirms that we must take account of FSM when interpreting Pakistani and Bangladeshi attainment data as there are large proportions of FSM pupils in these populations. But it also emphasises that, given the influence of FSM, Bangladeshi pupils are actually doing relatively well compared to the national average. It also underlines that Black Caribbean pupils' lower attainment is not wholly explained by deprivation factors.

Figure 6 Effect of Ethnicity and Deprivation on GCSE Results



4. GCSE Subject Entry

There is evidence for differences between ethnic groups in the number of exams pupils are entered for, as well as the subjects that are chosen.

Ethnic group Differences in Number of Exam Entries (2002)

- The average number of GCSE/GNVQ entries per pupil is 8.7 GCSE/GNVQs. Indian and Chinese pupils have a slightly higher average (9.4 and 9.3 respectively).
- Black Caribbean boys are entered for fewer GCSE/GNVQs than average (7.9 compared to average for all boys 8.5) as are Black Other boys (also 7.9).
- Overall, girls have a slightly higher average number of entries (9.0) than boys (8.5) and this also varies by ethnic group. However, Black African girls (8.5), Black Caribbean girls (8.7) and Black Other girls (8.7) have a slightly lower average than all girls (9.0).

Ethnic Group Differences in Subject Entry Choice (2002)

Pupils in lower attaining minority ethnic groups appear to make different subject choices to pupils in higher attaining minority ethnic groups¹⁵:

- Some lower achieving minority ethnic groups (Pakistani, Bangladeshi, Black Caribbean and Black Other) are less likely than White pupils to be entered for Modern Languages such as French and German.
- Some lower achieving minority ethnic groups (Pakistani, Bangladeshi, Black Caribbean, Black African, Black Other) are less likely than White pupils to be entered for Geography and History. Chinese pupils, a high achieving group, are more likely to be entered for Geography but not for History.

¹⁵ lower attaining = those who, overall, do less well at key stages than White pupils e.g. Black Caribbean, Black African, Black Other, Pakistani and Bangladeshi; higher attaining = those who, overall, do better than White pupils at key stages e.g. Indian and Chinese. Only the main subject entry choices are considered here. Data for 2002 include the old ethnic codes.

- Some lower achieving minority ethnic groups (Pakistani, Bangladeshi, Black Caribbean, Black African) are more likely to be entered for Religious Studies (full course) than White pupils.
- Indian pupils are more likely to be entered for English Literature than White pupils and Indian and Chinese pupils are more likely to be entered for Business Studies than White pupils.
- Bangladeshi and Pakistani groups are more likely to be entered for Design & Technology: Textiles Technology. Chinese pupils are more likely to be entered for Design & Technology: Graphic Products.

There are some exceptions to this pattern i.e. where both high and low achieving minority ethnic groups show a similar pattern of entry compared to White pupils. For example:

- Chinese and Bangladeshi pupils are more likely to be entered for Art and Design.
- The three Asian groups and Chinese pupils are less likely to be entered for Physical Education.

5. School Attendance¹⁶

While there is no national data on school attendance disaggregated by ethnicity, data from the Evaluation of the Excellence in Cities give, for the first time, attendance rates from over 60,000 young people in Excellence in Cities (EiC) secondary schools in 2002¹⁷. Although not a nationally representative sample, over 60 percent of pupils from a non-White background attend EiC schools¹⁸.

Authorised absence was significantly higher amongst young people of White UK heritage (27.26 half days) than amongst young people of Black

Caribbean (20.25 half days), Indian (17.97), Bangladeshi (22.23), Black African (12.51) or Chinese (9.85) heritage.

Pupils from Black Other heritage (both boys and girls) had a mean **unauthorised absence** that was significantly higher than all other ethnic groups (12.54 half days). Those from Bangladeshi backgrounds had a significantly higher level of mean unauthorised absence (6.99 half days) than young people from Black African (3.03 half days) and Indian (3.51 half days) backgrounds.

¹⁶ Pupils' authorised and unauthorised absence are recorded by schools. Absences can only be authorised by the school.

¹⁷ Morris, M. & Rutt, S. (2004). *Analysis of Pupil Attendance Data in Excellence in Cities (EiC) Areas: An Interim Report*, DfES Research Report 571. <http://www.dfes.gov.uk/research/programmeofresearch/index.cfm?type=0&keywordlist1=0&keywordlist2=0&keywordlist3=0&andor=or&keyword=RR571>

¹⁸ This is the figure for EiC phases 1-3 (Kendall, L. Rutt, S. & Kaye, J. (2004) *Minority Ethnic Pupils and EiC in 2002: A Working Paper*, NFER).

Figure 7 Mean Authorised Absence by Ethnic Group and Gender (Excellence in Cities 2002)

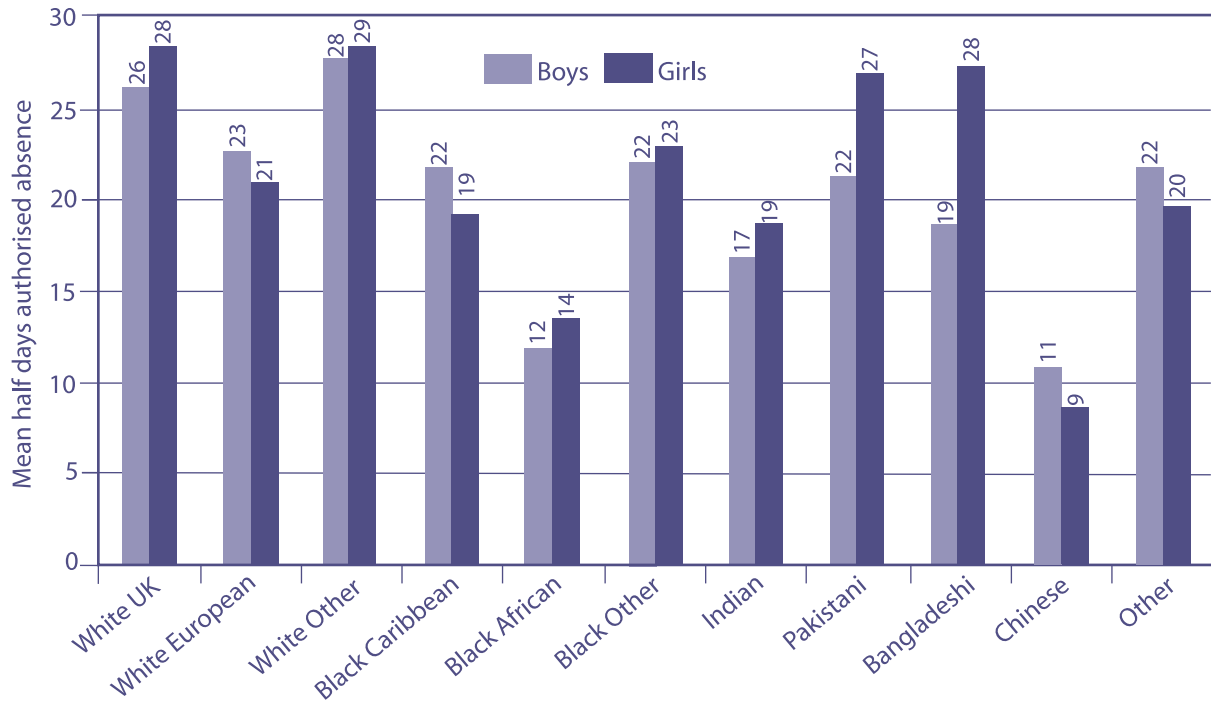
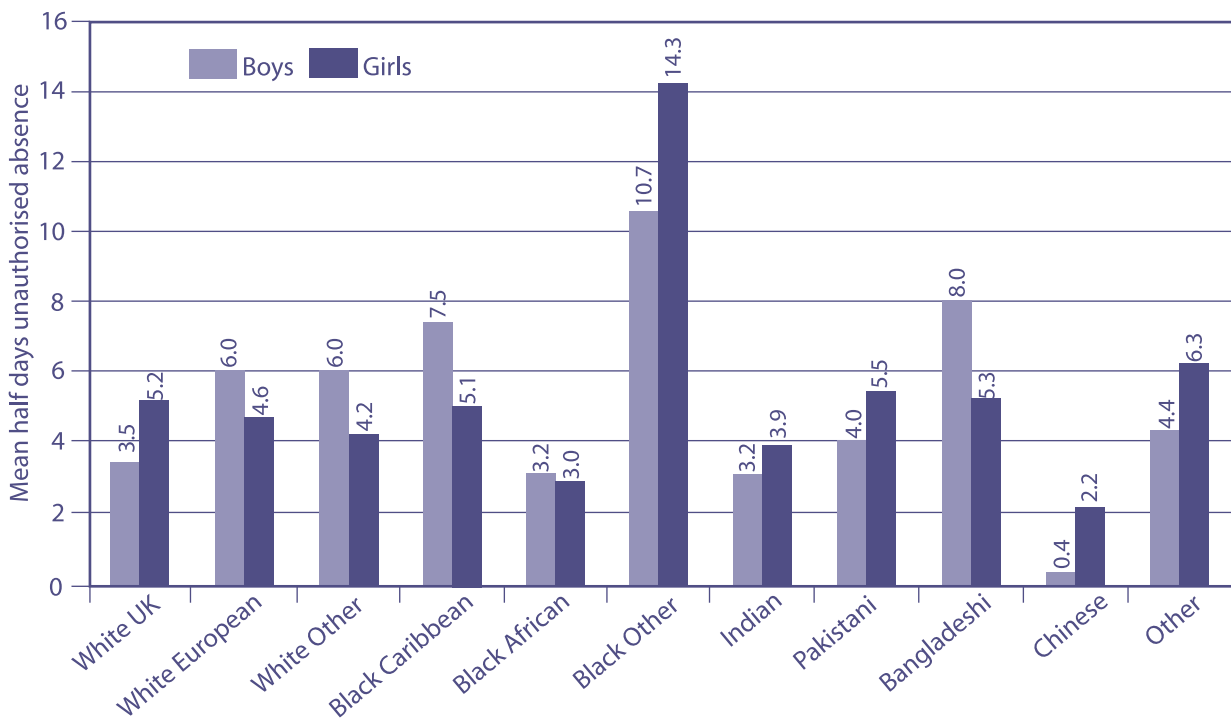


Figure 8 Mean Unauthorised Absence by Ethnic Group and Gender (Excellence in Cities 2002)



6. Exclusions from School

Rates of Exclusion

2002/03 was the first year that information on permanent exclusion rates using the new set of ethnic codes was available. While this makes year-on-year comparisons problematic, it does give information for the first time on disproportionate exclusions for Travellers of Irish Heritage, Gypsy/Roma pupils and Mixed Heritage pupils.

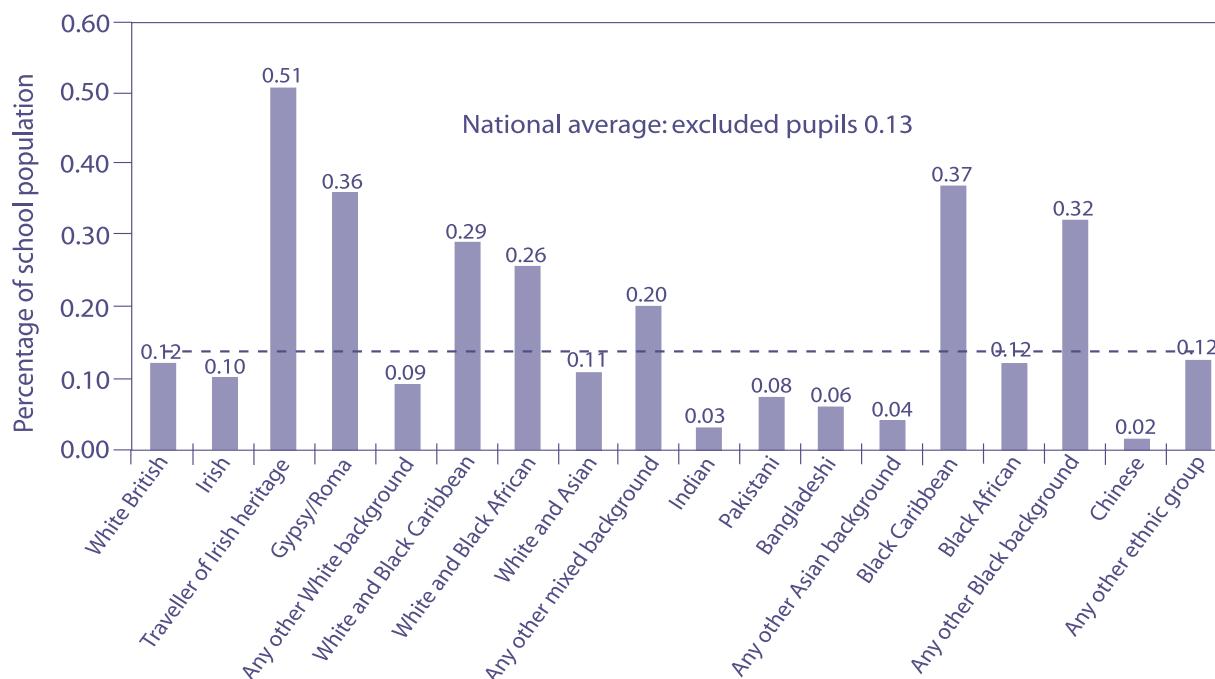
Travellers of Irish Heritage were the ethnic group most likely to be permanently excluded in 2002/03. Although actual numbers were small, their rate of exclusion was nearly four times that of overall rates. Gypsy/Roma, Black Caribbean, Black Other, White/Black Caribbean and White/Black African pupils also had higher rates of permanent exclusion (see Figure 9).

Further data on fixed term exclusions and reasons for exclusion has become available from DfES commissioned research¹⁹.

In a sample of 50 secondary schools selected (based on a sample of LEAs with a range of proportions of minority ethnic pupils and a range of permanent exclusion rates), both permanent and fixed term exclusion rates were higher amongst Black pupils (data available from 33 of these schools). In 34 percent of the sample supplying data, Black pupils received fixed term exclusions at twice the rate of other pupils.

A sample of pupils audited in these schools were found to differ in reasons for exclusions. Black, Asian and Mixed Heritage pupils were more frequently cited as being excluded for violence against other pupils compared to White pupils (41 percent Black and Mixed Heritage and 46 percent Asian pupils compared to 29 percent of White pupils).

Figure 9 Percentage of Permanent Exclusions by Ethnic Group (2002/2003)



¹⁹ Parsons et al. (in press). *Minority Ethnic Exclusions and the Race Relations (Amendment) Act 2000*, DfES, RR616.

Schools' Approaches to Tackling Disproportionate Exclusion

Parsons et al. rated the school sample according to their compliance with the Race Relations (Amendment Act) (RRAA)²⁰. They gave 20 percent of schools a top rating. Through interviews and documentation, these schools demonstrated a good awareness of the RRAA and were developing policies in line with the Act. Race Equality Policies were in place and all staff and governors had received some training about the Act. Effective liaison between the school and the local community was made. Fixed term and permanent exclusions in these schools were low and any disproportionality was recognised and being addressed. Seventy two percent of schools were given a middle rating while eight percent appeared to be struggling with the implications of the Act.

Across the sample, monitoring of data by ethnicity was judged to be weak with schools not taking advantage of the range of data that could be analysed by ethnic group and used as a basis for further action.

A number of factors were identified that could help support fulfilment of the schools' race equality duties:

- Public commitment through regular review of policies.
- Training for curriculum content for a multi-ethnic society; for classroom management; specifically for governors on their role in relation to minority ethnic issues and exclusions.
- Specific projects such as mentoring, counselling, youth work and preventative initiatives for vulnerable groups.
- Constructive links with minority ethnic community organisations.

Specific strategies seen as successful in reducing exclusions included: the use of Learning Mentors, inclusion units, social skills courses and anger management training, restorative justice and assertive discipline.

²⁰ The Act placed duties on organisations, as from April 2002, to examine their practices - including exclusions - and consider adjusting them if they had negative effects on minority ethnic groups.

7. Special Educational Needs

Overview

Differences in the proportion of pupils identified as having special educational needs (SEN) across ethnic group has been noted previously²¹. It is not clear what the reasons are for these differences: whether there is a higher incidence of SEN in some ethnic groups; whether some pupils are inappropriately identified; or whether some pupils are not identified at all.

In the following text, the phrase “over-representation” refers to when a particular ethnic group has an identified SEN greater than expected given the national average or compared to White British pupils. A range of hypotheses for these differences are explored in the section “Possible Reasons for Minority Ethnic Group Differences”.

“Over-representation” can be an issue because:

- If a child is given an inappropriate label, they and their family could feel stigmatised.
- If a child is given an inappropriate label, this could reinforce low teacher and school expectations - particularly in relation to behaviour issues.

- If a child is diagnosed with a language problem, rather than recognised as having difficulties with English due to EAL, they may be given inappropriate support and therapy.

Equally, under-representation can be an issue if pupils’ needs are not being identified or met.

Overall Differences in Identified Special Educational Needs across Ethnic Groups

Data from the Annual School Census shows that there is an over-representation in School Action Plus by some ethnic groups (see figure 10) with Traveller groups more likely to have identified SEN, followed by Black Caribbean, Black Other, White/Black Caribbean.

The differences in proportion of SEN across ethnic groups is more pronounced in the mainstream school population than the special school population, where differences between ethnic groups are small. However, there is variation, with Gypsy/Roma, Travellers of Irish Heritage and Pakistani pupils being more likely to be attending a special school (see Figure 11) than other groups.

21 Bhattacharyya, G., Ison, L. & Blair, M. (2003). *Minority Ethnic Attainment and Participation in Education and Training: The Evidence*. DfES, RTP01-03. www.teachernet.gov.uk/ethnicattainmentreview2003 http://www.standards.dfes.gov.uk/ethnicminorities/links_and_publications/763003/

Figure 10 Percentage of Pupils with Special Educational Needs (School Action Plus/Statement) by Ethnic Group (All Schools)

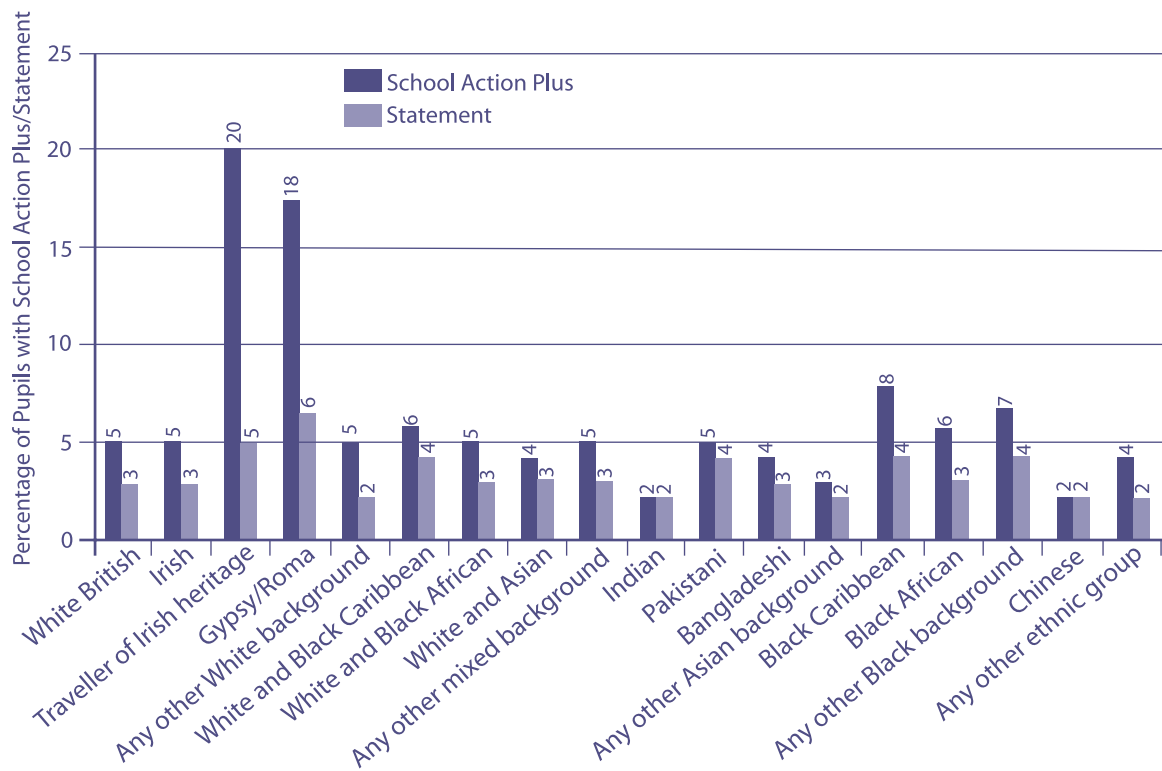
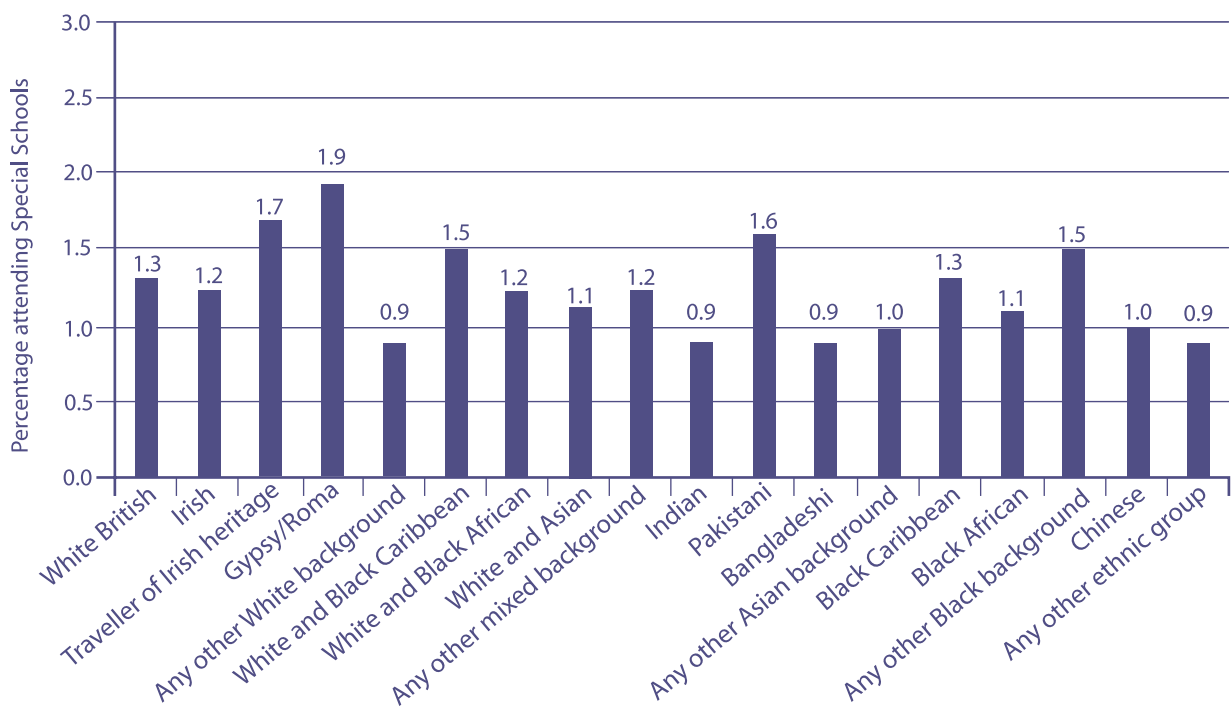


Figure 11 Percentage of Pupils by Ethnic Group Attending Special Schools (2004)



Differences across Minority Ethnic Groups by SEN type

In 2004, information on type of special educational need (SEN) was collected for the first time and so it has been possible to examine for which type of SEN such over-representation occurs. Findings are

reported on pupils' primary identified need of SEN (information on secondary need is not given here). As it is the first year of collection, the reliability of the data on type of need is unknown and analyses should be treated with some caution²².

Provision Types with ethnic information:

School Action Plus or a *Statement of SEN*. This means that a pupil has educational provision which is additional to, or different from, the educational provision made generally for children of their age - support has been sought from external services. Where a child has an impairment or disability which does not require additional support, SEN type is not recorded. Therefore, only School Action Plus and Statement data are available by SEN type (i.e. not School Action which represents a large proportion of SEN).

Types of SEN recorded through the Pupil Level Annual School Census:

A Cognition and Learning Needs:

Specific Learning Difficulty
Moderate Learning Difficulty
Severe Learning Difficulty
Profound and Multiple Learning Difficulty

B Behaviour, Emotional and Social Development Needs

Behaviour, Emotional and Social Difficulties

C Communication and Interaction Needs

Speech, Language and Communication Needs
Autistic Spectrum Disorder

D Sensory and/or Physical Needs

Hearing Impairment
Visual Impairment
Multi-Sensory Impairment
Physical Disability

Other Difficulty/Disability

Guidance on recording SEN Type:

The school completes the information (DfES has supplied guidance on this). The pupil's primary need is recorded. If the pupil has a statement, the school should be guided by their written statement where their need will have been formally assessed and recorded. Some children whose needs are being met at *School Action Plus* will also have had assessments by educational psychologists, specialist teachers and others, which should guide the recording process. For other children, the school makes the classification based on the guidance.

Source: DfES guidance at <http://www.teachernet.gov.uk/wholeschool/sen/datatypes/>.

²² For a discussion of the limitations of the data's reliability and validity, particularly in the first year of collection, and discussion of the variation in identification across LEAs see the explanatory notes of the Schools Volume: <http://www.dfes.gov.uk/rsgateway/DB/VOL/v000495/index.shtml>

- Travellers of Irish Heritage and Gypsy/Roma pupils are more likely to be over-represented in nearly all SEN types.
- **Severe Learning Difficulty (SLD):** at primary school, Black Caribbean boys are three times more likely than White British boys to be on School Action Plus. Black Other boys, Bangladeshi girls and Irish girls are twice as likely as White British pupils to be on School Action Plus. Pakistani pupils are more likely (1.7 times) to have SLD and be attending a special school.
- **Behavioural, Emotional and Social Difficulties (BESD):** Black Caribbean and Black Other boys are about twice as likely to be on School Action Plus than White British boys (at primary and secondary). Asian and Chinese boys are under-represented compared to White British boys. Black Caribbean girls are approximately twice as likely as White British girls to be on School Action Plus. Black Caribbean girls are twice as likely as White British girls to be statemented. Black Caribbean and Black Other pupils are 1.5 times more likely and White/Black Caribbean over twice as likely as White British pupils to have been identified as BESD and be attending a special school.
- **Speech, Language and Communication Disorders:** in primary school, Chinese girls are twice as likely as White British girls to be on School Action Plus. In secondary school, Chinese children are between five and seven times more likely than White British pupils to be on School Action Plus. Black African and Black Caribbean boys are twice as likely as White British boys to be on school action plus and Other Asian boys two and a half times more likely. Chinese children and Black Other boys are also approximately twice as likely as White British children to be statemented.
- **Hearing Impairment:** Pakistani children are two to five times more likely than White British pupils to be on School Action Plus or have a statement (both primary and secondary). Bangladeshi pupils are also approximately twice as likely to have a statement.
- **Visual Impairment:** Pakistani pupils are two to three times more likely than White British pupils to have School Action Plus/statement for visual impairment (both primary and secondary). There is also greater likelihood of this in girls from Bangladeshi, Black Caribbean, Other Asian and Chinese groups (at primary level).
- Asian groups are under-represented in Autistic Spectrum Disorder and Behavioural, Emotional and Social Difficulties at both primary and secondary schools.
- Most minority ethnic groups are either as likely or slightly less likely to have a record of Specific Learning Difficulty (exceptions at primary: Irish pupils; Other Black girls; exceptions at secondary: Black Caribbean, Black Other boys, White Other boys).
- **Moderate Learning Difficulty (MLD):** Black Caribbean and Pakistani pupils are slightly more likely to have identified MLD.

SEN Type and EAL Pupils

- EAL pupils are slightly less likely to have an identified special educational need (i.e. either School Action Plus or a Statement) compared to non-EAL pupils: 8.3 percent of non-EAL pupils compared to 7.2 percent of EAL pupils.
- For both EAL and non-EAL pupils, moderate learning difficulty is the largest SEN type.
- For non-EAL pupils, behaviour, emotional and social difficulties is the second largest SEN type. For EAL pupils, the second largest SEN type is speech, language and communication needs followed closely by behaviour, emotional and social difficulties.
- A greater proportion of non-EAL pupils compared to EAL pupils are classified as: specific learning difficulty (twice as likely); behaviour, emotional and social difficulties (nearly twice as likely); autistic spectrum disorder (twice as likely).

The finding that EAL pupils are half as likely to be labelled as having a Specific Learning Difficulty could be because their learning difficulty is seen as a result of their EAL status rather than a primary and specific learning difficulty. Cline and Shamsi (2000)²³ found some evidence indicating that children with EAL are under-represented among SEN statemented children receiving specialist support for pupils with specific difficulties. For example, studies in two cities cited by the authors showed that children in some groups were four times less likely to receive such help than might have been expected on the basis of their numbers in the school population.

Role of Deprivation in Ethnic Differences across SEN Types

Pupils with FSM are more likely to have an identified special educational need than non-FSM pupils. For example, pupils with FSM are 2-3 times more likely than non-FSM pupils to have a statement for moderate learning difficulty, severe

learning difficulty, profound and multiple learning difficulties, behaviour, emotional and social difficulties and physical disability.

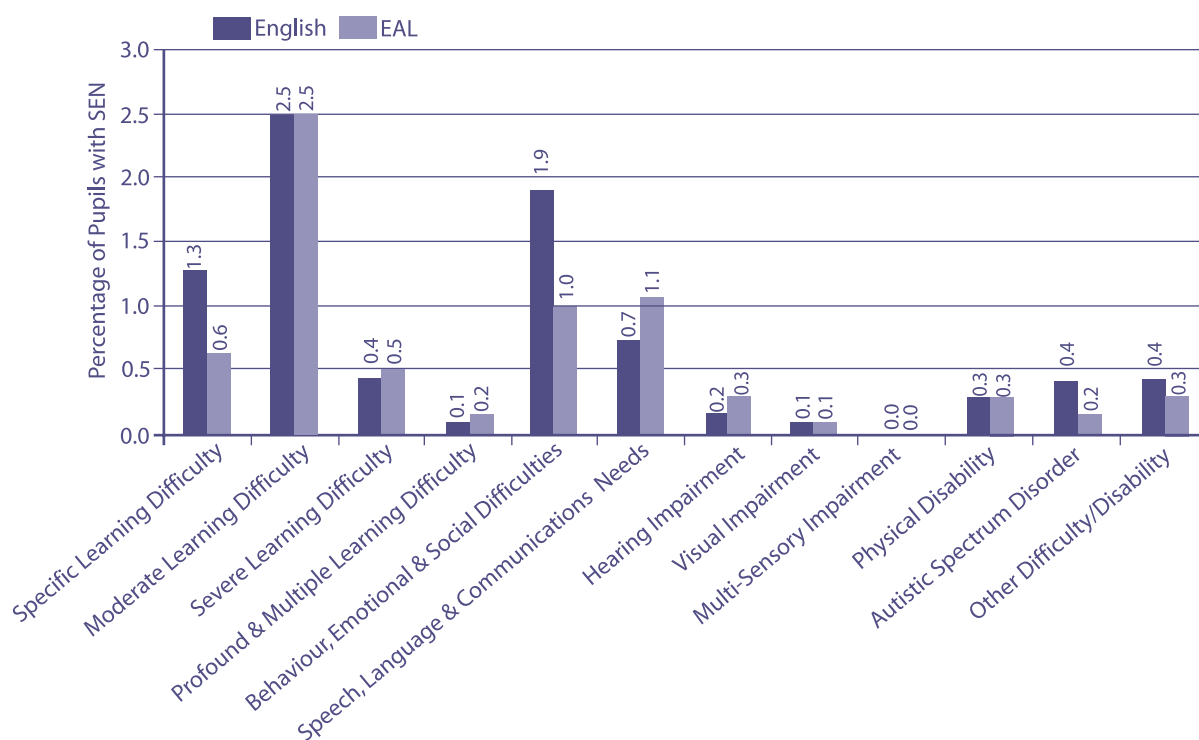
Because of this strong relationship between deprivation and SEN, and, as some minority ethnic groups are more likely than others to be eligible for FSM, some of the differences in incidence of SEN by ethnic group could be due to variation in FSM.

FSM pupils:

School Action Plus: The two Traveller groups have higher rates of School Action Plus than all other groups. White British pupils have similar rates to Irish, White/Black Caribbean, Black Caribbean and Black Other. Other groups tend to have lower rates.

Statements. White British pupils, Travellers of Irish Heritage and Gypsy/Roma pupils have higher rates of statements than other ethnic groups.

Figure 12 Percentage of Pupils by SEN type and EAL status (School Action Plus/Statement) (All Schools) 2004



23 Cline, T. & Shamsi, T. (2000) *Review of Research on the Relationship between Learning English as an Additional Language (EAL) and the Identification and Assessment of SEN*. <http://www.dfes.gov.uk/research/programmeofresearch/projectinformation.cfm?projectid=12785&resultspage=1>

Non-FSM pupils:

School Action Plus: The two Traveller groups, White/Black Caribbean, Black Caribbean and Black Other pupils have higher rates of School Action Plus than White British pupils.

Statements. Pakistani pupils have slightly higher rates of statements than White British pupils and other pupils.

Overall, FSM seems to be accounting for some of the variance between ethnic groups though differences between ethnic groups are still apparent. For example,

- Black Caribbean and White/Black Caribbean pupils not eligible for FSMs are approximately twice as likely as their White British counterparts to have a school action plus/statement for Behaviour, Emotional and Social Difficulties. Black Caribbean and White/Black Caribbean pupils eligible for FSM are also slightly more likely to have a School Action Plus for this difficulty.
- Pakistani pupils - whether FSM or not - are more likely to have an identified hearing or visual impairment than other groups.

Figure 13 Percentage of Pupils with FSM by Ethnic Group with School Action Plus (2004)

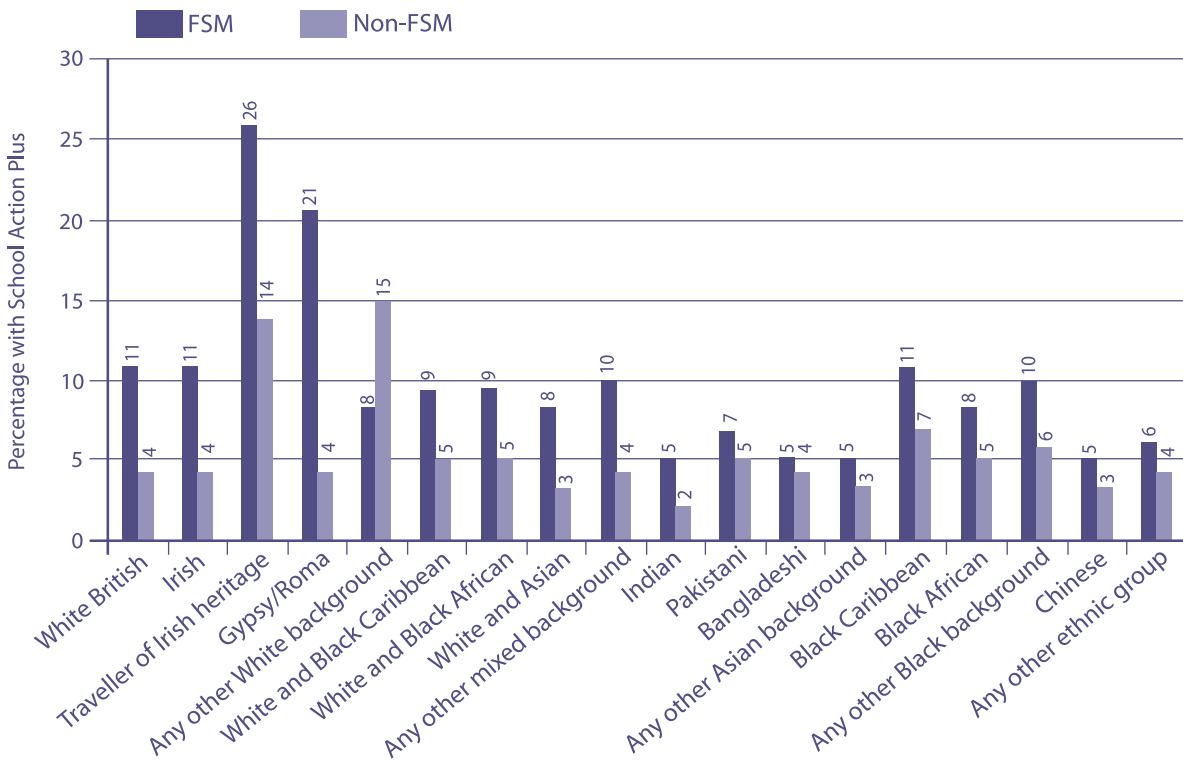
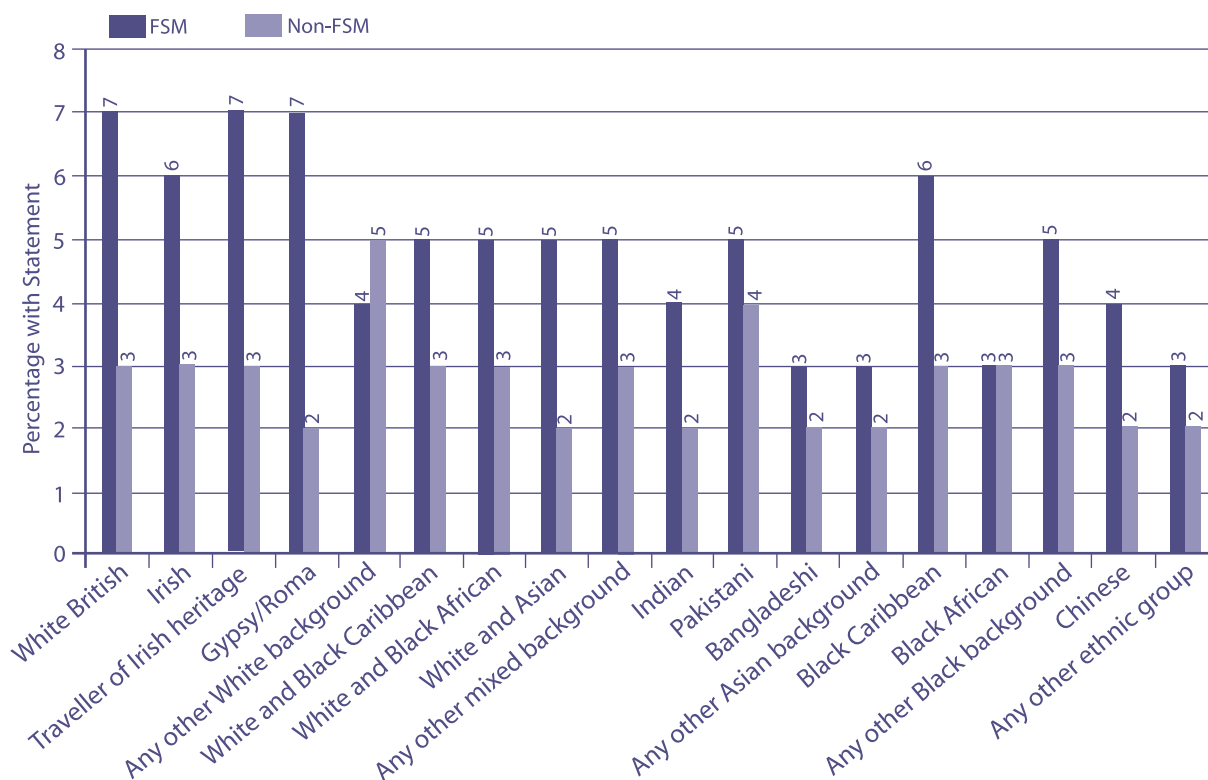


Figure 14 Percentage of Pupils with FSM by Ethnic Group: Statement



Possible Reasons for Minority Ethnic Group Differences

While it is unclear what the explanation is for the variation in identified SEN by ethnic group, there are a number of factors that are likely to interact to create this pattern. This section briefly lists these factors.

- **Deprivation** (known link between health and deprivation). This can combine with other factors such as inequalities in access to maternal health care²⁴ and is also demonstrated in the last section by the relationship with FSM.
- **LEA variation** (known variation in SEN identification practices across LEAs²⁵). As ethnic groups are not evenly distributed across the country - e.g. high concentration in London -

variation in SEN incidence could be a function of this LEA variation.

- **Genetic/chromosomal risk factors.** For example, consanguineous marriages have been cited as a cause for the known higher prevalence of congenital disorders/learning difficulties in Pakistani families as these marriages carry an increased risk of recessive genetic disorders - though this has been contested²⁶. Some studies have found a higher prevalence in Pakistani children than other groups of severe learning disorder, severe and profound hearing loss and severe visual problems²⁷.

24 Mir, G., Nocon, A. & Ahmad, W. with Jones, L. (2001) *Learning Difficulties and Ethnicity*, Department of Health.

25 Pinney, A. (2004). *Reducing Reliance on Statements: An Investigation into Local Authority Practice and Outcomes*, DfES, RR508. <http://www.dfes.gov.uk/research/programmeofresearch/projectinformation.cfm?projectId=14214&resultspage=1>

26 Mir, G., Nocon, A. & Ahmad, W. with Jones, L. (2001) *Learning Difficulties and Ethnicity*, Department of Health.

27 Morton, R., Sharma, V., Nicholson, J., Broderick, M. & Poyser, J. (2002) *Disability in children from different ethnic populations*, *Child: Care, Health and Development*, 28, 1.

- **Misidentification due to having English as an additional language.** There seems to be some evidence from the data presented here that EAL pupils are more likely than non-EAL pupils to have a label of 'speech, language & communication need' suggesting that pupils may be labelled as having a primary language problem, when their problem could be more likely associated with the fact that they are learning English as an additional language.
- **Cultural differences.** For example, the cultural practice of consanguineous marriages might lead to higher prevalence of some learning difficulties. For other difficulties there may be under-identification because of cultural differences.
- **Teacher perceptions.** It has been argued that some teachers have lower expectations of some of their pupils²⁸. In the SEN context, this could lead to over-identification.
- **Engagement with services e.g. at pre-school.** The reason for the higher prevalence of severe learning difficulty of School Action Plus in primary schools could be because earlier identification has not taken place. This may be because engagement with services has been late or referral to services has been slow, leading to more pupils with School Action Plus rather than a statement in primary school. There is evidence that, because of their culturally inappropriate and unwelcoming nature, maternity services are underused by South Asian and African Caribbean women²⁹. The same could apply to other services e.g. GPs; speech and language therapy etc.

28 Gillborn, D. & Gipps, C. (1996) *Recent Research in the Achievement of Ethnic Minority Pupils*. OFSTED Reviews of Research, HMSO, London.

29 Baxter et al 1990 cited in Mir et al 2001, *Learning Difficulties and Ethnicity*, Department of Health.

8. Mixed Heritage Pupils

There has been considerable awareness of achievement issues for minority ethnic groups, but until recently little attention has been given to the attainment and educational needs of Mixed Heritage pupils. However, due to changes in the classification of ethnicity data in 2003, much more information is now available on the profile and attainment of Mixed Heritage pupils.

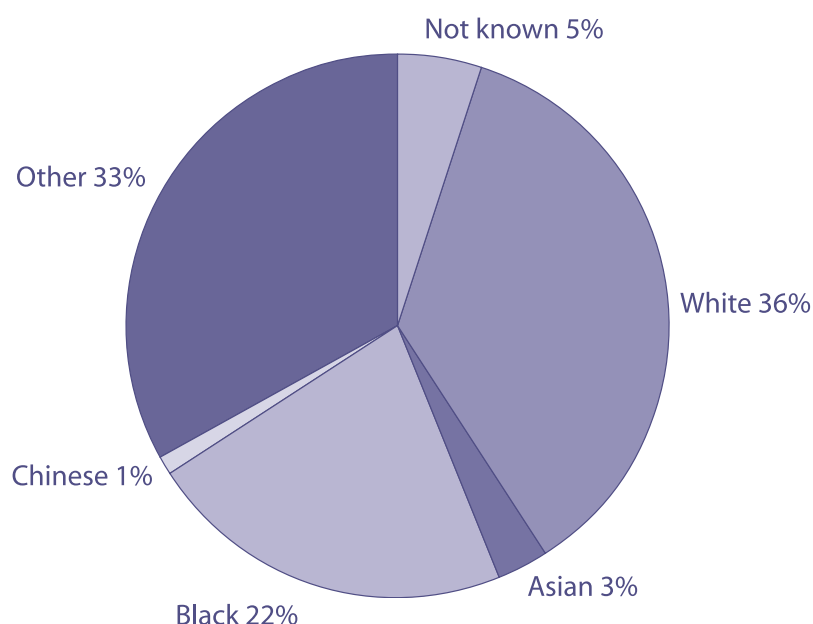
There are four classifications in the Annual School Census. The largest group is White/Black Caribbean, then 'any other mixed background', White/Asian with White/Black African the smallest Mixed Heritage category.

- There are greater proportions of Mixed Heritage pupils in primary than secondary school. The four groups make up 3.2% and 2.2% of the primary and secondary school population respectively.

By tracking how children's ethnicity was reclassified in the Annual School Census of 2003, it has been possible to examine how Mixed Heritage pupils were previously classified. Overall, 2.5% of pupils were reclassified as Mixed Heritage. The majority of these pupils had previously been classified as White, Black or Other Ethnic background: about one third of Mixed Heritage pupils transferred from White ethnic groups, 22 percent from Black ethnic groups and about one third from Other ethnic group³⁰. The pie chart in Figure 15 illustrates this, showing the breakdown by previous ethnic group of those who were reclassified as Mixed Heritage.

This means that the composition of the ethnic categories from which pupils have been moved has also changed. About one third of Other Black pupils have moved to Mixed Heritage. About a third of those classified as Other Ethnic Group and about one pupil in eight classified as Black Caribbean moved to Mixed Heritage.

Figure 15 Previous Ethnic Classification (2002) of Mixed Heritage Pupils in 2003



30 Godfrey, R. (2004) Changes in Ethnicity Codes in the Pupil Level Annual Schools Census 2002-2003. <http://www.dfes.gov.uk/rsgateway/DB/STA/t000455/index.shtml>

Attainment of Mixed Heritage Pupils

The White/Black Caribbean group on average achieved below the expected level. At Key Stage 1 (2003 results), attainment is just below the national average in Reading and Writing (1-2 percentage point differences); in Maths it is in line with the national average. Only 40 percent achieved 5+ A*-C GCSE/GNVQs compared to 51 percent of all pupils. This is better than the 33 percent average for Black Caribbean pupils attaining this level.

The attainment of the White/Black African group appears to fluctuate in relation to the national average during compulsory education. At Key Stage 1, attainment is in line with the national average. At Key Stage 3, this group's attainment is in line with the national average in English and Science but slightly lower in Maths. In terms of GCSE attainment, there is a three percentage point difference between this group (48 percent) and the national average (51%).

Together with Indian and Chinese pupils, White/Asian pupils attain better than the national average at all Key Stages in the majority of Key Stage assessments. This difference was greatest at Key Stage 4, with 65 percent of White/Asian pupils attaining 5 or more good GCSE/GNVQs compared to 51 percent of all pupils.

Mixed Heritage Exclusions

In 2002/03, permanent exclusions figures for Mixed Heritage pupils were available for the first time. This showed that White/Black Caribbean and White/Black African pupils were disproportionately excluded compared to national figures. The permanent exclusion rates for the main Mixed

Heritage groups were as follows: 2.9 per 1,000 White/Black Caribbean pupils, 2.6 for White/Black African and 1.1 for White/Asian pupils. This compares to 1.2 for White pupils and 3.7 for Black Caribbean pupils³¹.

Educational Needs of Mixed Heritage Pupils

Recent research³² has identified similar barriers to achievement for White/Black Caribbean pupils as for other lower achieving minority ethnic groups, for example, the greater likelihood that these children will live in more deprived areas and therefore be socio-economically disadvantaged. Barriers that are more specific to this group were identified:

- Low expectations by teachers often seemed to be based on a stereotypical view of the fragmented home backgrounds and 'confused' identities of White/Black Caribbean pupils.
- Some pupils reported experiencing racism from teachers and from their White and Black peers targeted at their mixed heritage. This could lead to the adoption of what were perceived to be rebellious and challenging forms of behaviour.
- There was perceived to be an invisibility of Mixed Heritage pupils at policy levels, the absence of guidelines on appropriate use of terminology and ineffective monitoring of Mixed Heritage achievement.
- There was seen to be a failure to reflect Mixed Heritage experiences and identities explicitly in the curriculum and school.

31 Permanent Exclusions from Schools and Exclusion Appeals in England 2002/2003 (Provisional).

<http://www.dfes.gov.uk/rsgateway/DB/SFR/s000465/index.shtml>

32 Tikly, L, Caballero, C., Haynes, J. & Hill, J. (2004) *Understanding the Educational Needs of Mixed Heritage Pupils*. DfES, RR549. http://www.standards.dfes.gov.uk/ethnicminorities/links_and_publications/Mixed_Heritage_Pupils_Rsch_04/

9. Extended Ethnic Codes

The DfES collects data through PLASC on nationally agreed ethnic background categories which closely reflect those used in the 2001 national Census. Many, but not all, LEAs choose to collect additional data for their own management and planning purposes that allows for a more detailed ethnic background analysis at a local level. This is not a DfES requirement and a national survey of this potential complexity would be a major undertaking for schools. Nevertheless, the data that these LEAs have collected, although not fully comprehensive, provides a very useful indication of the potential make up of some of the nationally agreed categories.

In all, the DfES makes available over 90 'extended codes' that LEAs can use to collect more focused information on the ethnic groups attending schools than would be available using the main ethnic categories³³. For example, a pupil classified with a main ethnic category of Black African in the national figures could have been classified with a Black African extended code such as Black Somali or Black Ghanaian and a pupil classified with the main category of Pakistani could be classified with the Pakistani extended codes of Kashmiri or Miripuri if the LEA has made available these

particular extended codes in schools in their area. LEAs decide on their own use of the extended codes.

Because LEAs do not use these categories uniformly, it is not possible to show accurately the proportion of these groups at a national level. However, it is possible to give an indication of relative size of pupils in extended code for those clusters of LEAs using a particular set of extended codes. This section therefore presents analyses of some of these extended codes for those LEAs that classified over 90 percent of their pupils using a particular set of extended codes.

Table 3 shows the proportion of pupils in each of the main ethnic categories who were classified with an extended code - for four of the main ethnic groups, between 27-58 percent are classified with an extended code i.e. 58 percent of Black African pupils are classified with an extended code; 45 percent of Other pupils; 43 percent of Pakistani pupils; and 27 percent of White Other pupils. The table also shows the proportion of LEAs and London LEAs using the extended codes. For example, 58 percent of Black African pupils, captured by an extended code, were concentrated in 25 LEAs.

Table 3

Extended Code set	Percent of pupils accounted for within the main ethnic category	Percent (number) of LEAs using this set of codes	Percent (number) of London LEAs using this set of codes
Black African	58%	17% (25)	48% (16)
Other	45%	25% (37)	48% (16)
Pakistani	43%	5% (8)	3% (1)
White Other	27%	31% (47)	61% (20)
Other Asian	12%	13% (20)	21% (7)
Mixed White and Asian	5.9%	3% (5)	3% (1)
Chinese	2.5%	3% (4)	3% (1)
Mixed Other	1%	0.7% (1)	3% (1)

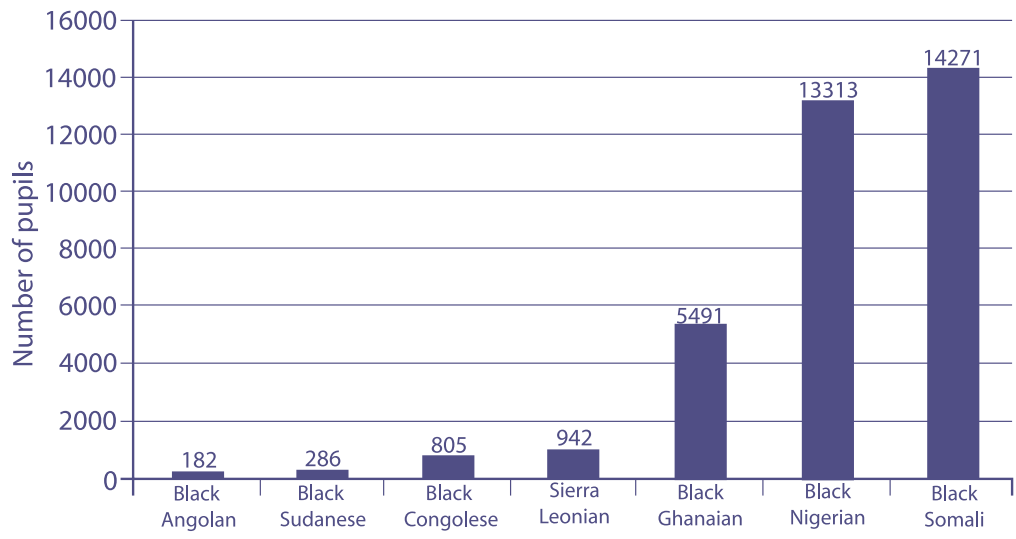
Note: Figures derived from LEAs who classify 90 percent or more of their pupils with an extended code

³³ Link to full list of codes: <http://www.standards.dfes.gov.uk/ethnicminorities/collecting/763919/>

The following four charts show the relative numbers of pupils by extended code for Black African, Other, Pakistani and White Other (in LEAs classifying 90% or more of their pupils using an extended set of codes). These four sets of extended

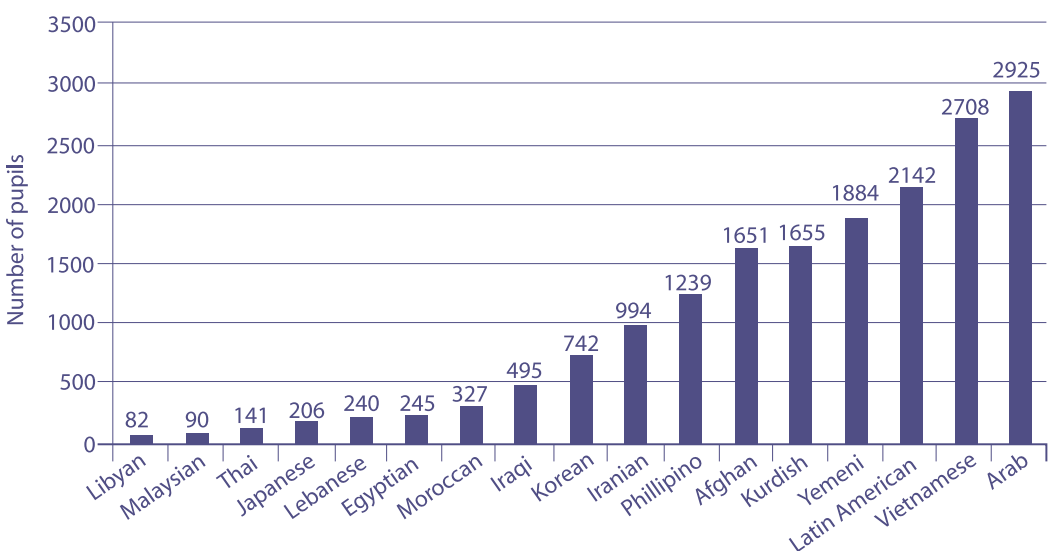
codes are shown as these involved categories where more than a quarter of pupils within the main category were captured using an extended code³⁴.

Figure 16 Numbers of Black African Pupils in the 25 LEAs Using Extended Black African Codes for 90% or more of their Pupils (2004)



Of those LEAs using the Black African extended codes, the two largest groups are Somali (accounting for 14 thousand pupils) and Nigerian (accounting for 13 thousand pupils). Ghanaian was the third largest group.

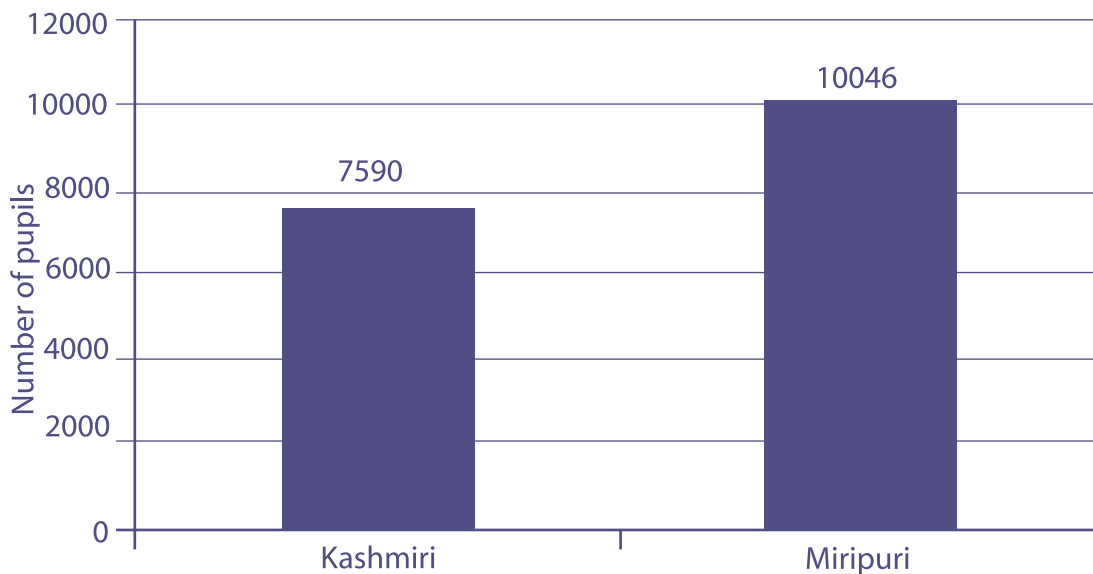
Figure 17 Numbers of Other Pupils in the 37 LEAs Using Extended Other codes for 90% or more of their Pupils (2004)



Of those LEAs using the Other extended codes, only three groups account for more than two thousand pupils: Arab, Vietnamese and Latin American pupils.

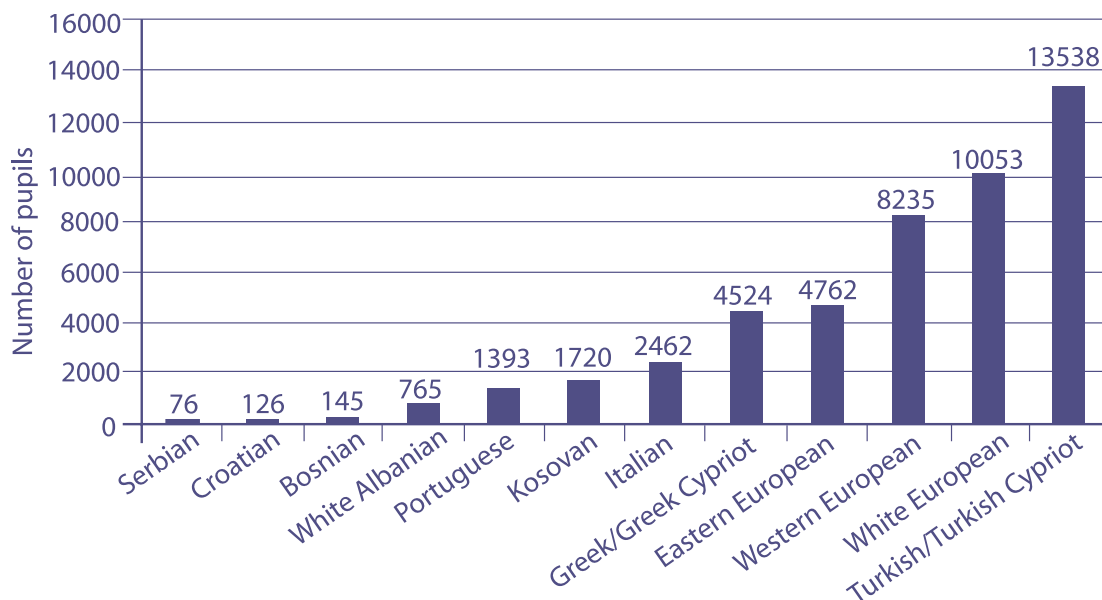
³⁴ Extended codes with numbers less than 10 are omitted and 'Other' categories within these extended sets are also not shown.

Figure 18 Number of Pakistani Pupils in the 8 LEAs Using Extended Pakistani Codes for 90% or more of their Pupils (2004)



Of those LEAs using the Pakistani extended codes, just over 10 thousand were classified as Miripuri and 7,600 as Kashmiri.

Figure 19 Numbers of White Other Pupils in the 47 LEAs Using Extended White Other Codes for 90% or more of their Pupils (2004)



Of those LEAs using the White Other extended codes, the largest White Other ethnic group is Turkish/Turkish Cypriot³⁵ (with 13 thousand pupils). There are also large numbers of Western and Eastern European and Greek/Greek Cypriot.

³⁵ This is a sum of the merged categories of Turkish, Turkish Cypriot, Turkish/Turkish Cypriot.

Attainment - Extended Ethnic Group Categories

This section presents attainment analyses of some of these extended codes for LEAs that classified over 90 percent of their pupils using a particular set of extended codes (e.g. 47 LEAs classified 90 percent of more of their pupils using one of the White Other extended codes and 25 used the Black African extended codes³⁶). The groups explored here live in LEAs where a large proportion of these groups tend to live. Only extended categories with four thousand or more pupils are analysed by attainment (numbers are considerably smaller than this when looking at the Key Stage 4 cohort).

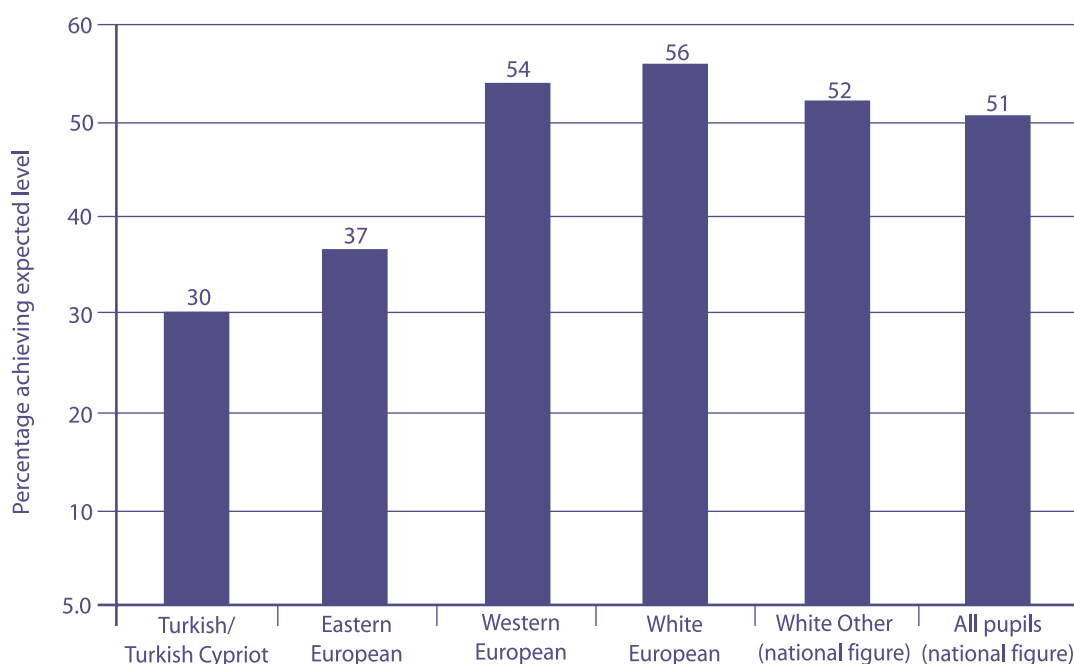
Because LEAs do not use these categories uniformly, the analyses presented here are not a

true national picture of attainment of these groups but they do give an indication of level of attainment in LEAs using the codes.

Figure 20 shows that within the White Other category there is significant variation of attainment at GCSE (some of the extended codes have been collapsed due to small numbers). Only 30 percent of Turkish/Turkish Cypriot pupils and 37 percent of Eastern European pupils achieve 5+ A*-C GCSEs.

Figure 21 shows that within the Black African category there is significant variation of attainment at GCSE between Somali pupils (22 percent), Ghanaian (46 percent) and Nigerian (54 percent), the latter achieving above the overall national average at GCSE (51 percent).

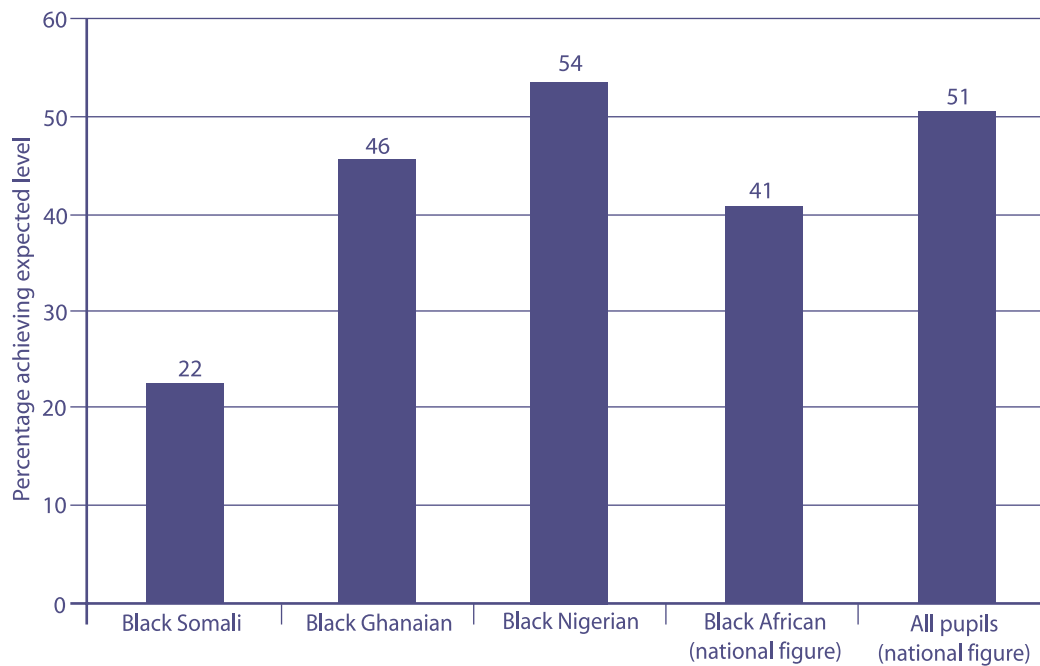
Figure 20 Proportion of White Other Pupils Achieving 5+ A*-C GCSEs (2003)



NOTE: Western European includes: White Western European, Italian, Portuguese, Greek, Greek Cypriot, Greek/Greek Cypriot. Eastern European includes: White Eastern European, Albanian, Bosnian-Herzegovinian, Croatian, Kosovan, Serbian

36 2004 ethnic classifications from PLASC are matched to 2003 attainment records.

Figure 21 Proportion of Black African Pupils Achieving 5+ A* -C GCSEs (2003)



10. The Impact of the Excellence in Cities Policy on Minority Ethnic Pupils

The Excellence in Cities (EiC) policy is a major DfES initiative, introduced in 25 urban LEAs, many with high rates of deprivation, in autumn 1999 (phase 1), and extended to a further 33 LEAs (phases 2 and 3) in 2000 and 2001. The policy aims to raise pupil achievement in these areas through targeted support to meet the needs of all pupils and by promoting collaboration between schools.

Many of the areas included within EiC have a relatively high proportion of pupils from minority ethnic backgrounds. Taking EiC Phase 1, 2 and 3 areas together, just over 80 per cent of pupils in EiC areas are from White UK backgrounds (in Phase 1 areas alone, 62 per cent of pupils are from White UK backgrounds), compared with over 95 per cent of pupils in non-EiC areas. Over 60 per cent of pupils from non-White UK backgrounds attend schools in EiC areas (almost half of them in Phase 1 areas).

The findings reported here cover interim findings from the academic year 2002³⁷.

Involvement in the Strands of EiC

Minority ethnic pupils' engagement in two of the main strands of Excellence in Cities was assessed: the gifted and talented strand and the Learning Mentor strand.

Gifted and Talented Strand: The gifted and talented strand is targeted at schools' most able 5-10% of pupils, giving schools the resources to introduce teaching and learning programmes and complementary out of school hours study support programmes.

- Pupils from White UK backgrounds were more likely than those from other ethnic backgrounds to be identified as gifted and talented. Six percent of Indian pupils, five percent of Pakistani pupils, four percent of Black Caribbean pupils and two percent of Black African pupils were identified compared to ten percent of White UK pupils.

Learning Mentor Strand: Learning mentors are employed through the EiC initiative to work with teaching and pastoral staff to identify, assess and work with pupils who need help to overcome barriers to learning. These barriers can include, amongst others: behavioural problems, bereavement, difficulties at home, problems transferring from primary to secondary school, poor study or organisational skills.

- White non-UK, Black Caribbean and Black African pupils were most likely to report that they had seen a Learning Mentor. For example 35 per cent of Black Caribbean pupils and 48 per cent of Black African pupils, compared to 29 per cent of White UK pupils, reported that they had seen a Learning Mentor.

Progress of Pupils in EiC Areas by Ethnic Group

Using modelling techniques to take into account a wide range of school and pupil factors that influence attainment such as eligibility for free school meals, gender, prior attainment and school type, the specific relationship between ethnicity and rate of progress between Key Stage 2 and Key Stage 4³⁸ was isolated.

37 Kendall, L. Rutt, S. & Kaye, J. (2004) *Minority Ethnic Pupils and EiC in 2002: A Working Paper*, NFER.
http://www.nfer.ac.uk/research/EIC_CP2.asp

38 In other words, statistical models were constructed to measure the relative importance of the different factors that influence attainment outcomes. By controlling for factors such as gender and free school meals, the specific relationship between ethnicity and educational outcomes was examined.

- In EiC areas, Indian, Pakistani and Black African pupils made greater progress between Key Stage 2 and Key Stage 4 than White UK pupils and pupils of other ethnic backgrounds. However, because Pakistani pupils were at such a low base at Key Stage 2, they were still below the White UK group at the end of Key Stage 4 (37 percent achieved 5+ A*-C GCSE/GNVQs compared to 51 percent of all EiC pupils).

The Impact of EiC by Ethnic Group (EiC Phase 1 Areas Compared with Non-EiC Areas)

It is important to consider the specific contribution of the Excellence in Cities policy and the differential impact on each broadly defined ethnic group, taking into account a range of school- and pupil-level factors including attainment at the end of Key Stage 3.

- In Phase 1 EiC areas, the policy has raised attainment among pupils from White non-UK and 'other' backgrounds, and for those from Bangladeshi and Chinese backgrounds in comparison to similar pupils in non-EiC areas.
- Indian and Black African girls also seemed to make greater progress (on some measures of attainment) than similar non-EiC pupils.

It therefore appears that the impact of EiC varies by ethnic group, as well as by gender within ethnic group. Some groups of pupils, notably Black Caribbean boys, do not appear to benefit from EiC when comparing their progress at school with similar non-EiC pupils. However, other minority ethnic pupils in EiC areas are making at least as much, and in many cases more, progress than similar pupils from White UK backgrounds.

Excellence in Cities/Ethnic Minority Achievement (EiC/EMAG) Pilot Projects³⁹

Additional pilot projects aimed specifically at raising minority ethnic achievement were funded

in Excellence in Cities areas by the DfES to encourage local innovation in schools. Projects took place in 35 schools in 10 LEAs. The LEAs were selected on the basis of their minority ethnic school population and their EiC action plans. In order to encourage innovation and to encourage existing working practices, schools were given flexibility in the development of their projects. The majority of the projects targeted EAL (Bangladeshi and Pakistani pupils), African-Caribbean pupils and refugee and asylum seeker pupils. Many of the projects sought to enhance the self-esteem and self-confidence of minority ethnic students, as well as raising pupils' achievement. The evaluation of the pilot projects reported:

- The emerging good practice centred on a range of innovative activities including mentoring, work on transition issues, literacy, curriculum development and teacher training.
- One of the main barriers to learning which was identified was 'cultural stereotypes'. Some schools, where cultural stereotypes were thought to be hindering student progress, directed their projects towards addressing issues such as peer pressure and negative expectations.
- The Pilot Projects have facilitated joined up working, collaboration and the sharing of good practice between EiC and EMAG staff. Minority ethnic pupils have benefited from participation in EiC activities, e.g having access to EiC learning mentors for both academic and pastoral tutoring.

The findings of this evaluation confirm existing research as to some of the key factors necessary if schools are to narrow achievement gaps for minority ethnic pupils including a strong focus on leadership, involving and listening to parents, pupils and the local community and the effective use of data.

39 Cunningham, M., Lopes, J. & Rudd, P. (2004). *Evaluation of the Excellence in Cities/Ethnic Minority Achievement Grant (EiC/EMAG) Pilot Project*. DfES RR583. <http://www.dfes.gov.uk/research/programmeofresearch/index.cfm?type=0&keywordlist1=0&keywordlist2=0&keywordlist3=0&andor=or&keyword=RR583>

11. Parental Involvement in Children's Education

Parental involvement in their children's education has been shown to be a key factor in pupils' attainment, and this is the case across all ethnic groups⁴⁰.

A survey of parental involvement⁴¹ has reported findings for the first time on the involvement of minority ethnic parents/carers in their children's education. The telephone survey sampled over 1500 parents/carers of minority ethnic children (some of the findings below compare this sample with a main, representative sample of parents).

- Just over half (53 percent) of minority ethnic parents/carers felt very involved with their child's education, a considerably greater proportion than the main sample (38%).
- Asked whether their child's education was mainly the school's responsibility, the parent's responsibility or both, 24 percent of minority ethnic parents felt it was largely the parents' responsibility: this was higher than in the main sample (19 percent). It was higher still amongst Black African parents (27 percent) and Black Caribbean and Bangladeshi parents (both 26 percent).
- A high proportion of minority ethnic parents say they go to parents' evenings whenever there is an opportunity (82 percent). Parents for whom English is not their first language are less likely to do so (78 percent). Looking at attendance of fathers, Pakistani men are the most likely to attend (81 percent) and Bangladeshi men the least likely (59 percent).
- Overall, 40 percent of minority ethnic parents say they are always confident helping their child with homework but carers of children from Pakistani and Bangladeshi backgrounds are less likely to be always confident (36 percent and 34 percent) as are those for whom English is not the first language (36 percent).

40 Desforges, C. with Abouchaar, A. (2003). *The impact of parental involvement, parental support and family education on pupil achievement and adjustment: a literature review*. DfES, RR443.

41 Moon, N. & Ivins, C. (2004) *Survey of Parental Involvement 2003/04*, DfES RR589.

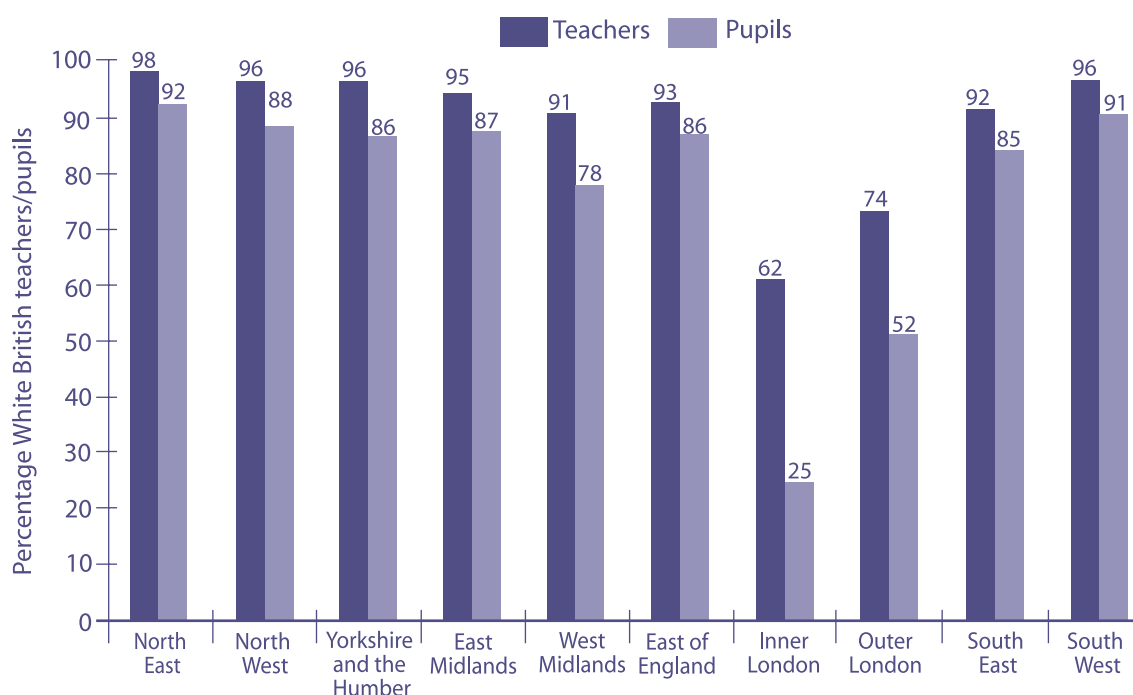
12. School Workforce

Teachers' ethnicity was recorded at a national level from 2003⁴². Provisional 2004 figures show that 9 percent of teachers were from a minority ethnic group⁴³.

- The proportion from the Mixed group rose slightly, from 0.5 percent in 2003 to 0.6 percent in 2004.
- The proportion from the Asian or Asian British group remained at 2.0 percent in 2004 (Indian 1 percent; Pakistani 0.5 percent; Bangladeshi 0.2 percent).
- The proportion from the Black or Black British group remained at 1.5 percent in 2004 (Black Caribbean 0.8 percent; Black African 0.5 percent).

In line with regional variation in the population, there are more minority ethnic teachers in London, where a greater proportion of minority ethnic people live. Compared to the 9 percent national figure, 31 percent of teachers in London were from a minority ethnic group. Figure 22 shows that while the percentage of White British teachers varies regionally and follows a similar pattern to the variation in White British pupils, there is a substantial gap between the relative proportions of minority ethnic pupils and teachers.

Figure 22 Percentage of White British Teachers Compared to White British Pupils by Government Office Region (2004)



⁴² Some caution is required in interpreting these data as, for 18 percent of teachers, ethnicity information was not provided.

⁴³ Source: *School Workforce in England: Provisional Teacher Sickness Absence in 2003 and Teacher Ethnicity 2004*
<http://www.dfes.gov.uk/rsgateway/DB/SFR/s000466/index.shtml>

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Ref no: RTP-01-05

ISBN 1 84478 380 4.