

Equal opportunities and diversity in schools in Wales

Survey on the implementation of ACCAC guidance on the promotion of equal opportunities and diversity (2001) and the effectiveness of schools and LEAs in meeting statutory duties under race relations legislation



...Rhagoriaeth i bawb... ...Excellence for all...



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1. Introduction

- 1.1 This report aims to look at how effectively schools are using the ACCAC guidance on the promotion of equal opportunities and diversity.
- 1.2 In producing this report, HMI from Estyn visited and considered evidence from twelve local education authorities (LEAs) and twenty-four schools.
- 1.3 The report also describes examples of good practice taken from a number of primary, secondary and special schools from across Wales. The examples represent schools that:
 - are multi-racial;
 - have predominantly or entirely white populations; or
 - have pupils with disabilities.
- 1.4 The report looks at how effectively schools are meeting their duties under race relations legislation and how effectively LEAs are supporting them in those duties.

2. Context

- 2.1 This report contributes to the Assembly's commitment to promote equality of opportunity and sustain an environment that celebrates diversity as described in 'The Learning Country'.¹ Chapter 4 of that document states that the Assembly intends to:
 - enable ACCAC to provide guidance on the scope within the National Curriculum for Wales for promoting equal opportunities and the understanding of diversity; and
 - implement the Ministerially endorsed recommendations of the Assembly's Equal Opportunities Committee Report on the measures to be taken in the education system in Wales to combat racism.
- 2.2 ACCAC produced guidance to schools in 2001. The guidance focused on the opportunities in the school curriculum to teach and learn about issues of equality and diversity relating to disability, gender and race, and to challenge prejudice and stereotyping in schools and in the wider community.
- 2.3 The Race Relations (Amendment) Act 2000 places a duty on schools to promote race equality. The duty means that schools must aim to:

¹ 'The Learning Country. A paving document A Comprehensive Education and Lifelong Learning Programme to 2010 in Wales.' National Assembly for Wales 2001

- eliminate unlawful racial discrimination;
- promote equality of opportunity; and
- promote good relations between people of different racial groups.

3. Main Findings

- 3.1 A minority of schools have embedded the promotion of race equality and diversity within the ethos, philosophy and day-to-day life of the school. These schools are largely, but not exclusively, those with a significant number of ethnic minority pupils.
- 3.2 Most schools have a multi-cultural dimension within school policies. In the best practice, inclusion is very much part of the school's ethos and the school seeks to ensure all pupils realise their full potential.
- 3.3 Most schools address discrimination and stereotyping in schemes of work, particularly where examination board specifications require pupils to study these issues.
- 3.4 Many schools place particular emphasis on promoting role models from ethnic minority groups. However, there are not enough teachers from ethnic minority backgrounds who can be effective role models for pupils.
- 3.5 Many schools have reviewed the content of textbooks and purchased new books that have less cultural and gender bias. However, a majority of schools have only a limited range of suitable multi-cultural texts.
- 3.6 A minority of schools ensure disabled pupils are able to participate in a full range of extra-curricular activities. Appropriate adjustments are made to allow this.
- 3.7 Very few schools have used the ACCAC document effectively as a resource for teaching approaches. A few schools, and individual teachers in many schools, are not aware of the existence of the document.
- 3.8 In those schools that have the most effective approaches for tackling discrimination and stereotyping, teachers have usually developed their own distinctive initiatives, rather than adopted ideas from the ACCAC guidance.
- 3.9 Nearly all schools have a race equality policy. One school visited did not have one nor did they know that they were required to have one.
- 3.10 Although nearly all schools have these policies, they are mainly just copies of model policies that are provided for them by the LEA, with very little or no consideration of the school's own individual circumstances.
- 3.11 Very few schools have action plans related to race equality.

- 3.12 Few LEAs have provided support for schools in race equality other than producing a model policy. Those LEAs with large numbers of ethnic minority pupils generally provide more support.
- 3.13 A minority of schools in areas with few or no ethnic minority pupils believe that race equality education has little significance for them.

4. Recommendations

LEAs should:

- R1** support schools in ensuring that race equality and diversity are well embedded within the ethos, philosophy and operating procedures of all schools;
- R2** provide greater support to schools in developing and reviewing their race equality policies; and
- R3** share more resources on equal opportunities and diversity issues with each other and with schools.

Schools should:

- R4** ensure that race equality and diversity are well embedded within their ethos, philosophy and operating procedures;
- R5** use more texts that reflect different cultural backgrounds;
- R6** use more resources that promote equal opportunities and diversity; and
- R7** develop action planning for race equality.

The Welsh Assembly Government should:

- R8** put in place strategies to attract more people from ethnic minority backgrounds into the teaching profession; and
- R9** provide a forum for LEAs to share and promote good practice in meeting their responsibilities under the Race Relations Amendment Act (2000).

5. Promoting equal opportunities and diversity

- 5.1 A minority of schools have embedded the promotion of race equality and diversity within the ethos, philosophy and day-to-day life of the school. These schools are largely, but not exclusively, those with a significant number of ethnic minority pupils. In these schools, racial equality and equal opportunities policies support all other policies and there is a focus on these issues within

school development plans. For example, one primary school's mission statement is 'Learning and Living in Harmony' and the school incorporates a specific section on race equality and equal opportunities within all school policies. Similarly, an infant school in Cardiff places particular emphasis on inclusion and a general statement to this effect is incorporated into all school policies. However, this is not common practice in most schools.

- 5.2 Schools that implement such policies place considerable emphasis on celebrating diversity in its broadest sense and valuing the individual contributions of all pupils.
- 5.3 Most schools have a multi-cultural dimension within school policies. In the best practice, inclusion is very much part of the school's ethos and the school seeks to ensure all pupils realise their full potential.
- 5.4 At most schools, assemblies are organised to be relevant to all pupils. A primary school in Swansea, for example, sometimes conducts assemblies trilingually in English, Bengali and Welsh.

Case Study A

Collective worship: We are all one family

The focus of collective worship for the spring and summer terms of 2004 in one primary school was "We are all one family". Over a period of 15 weeks, pupils explored the themes of equal opportunities, racial tension, racial persecution and racial harmony. The context for the assemblies included:

- Ebony and Ivory: Paul McCartney and Stevie Wonder;
- History of the slave trade;
- John Newton;
- Martin Luther King and Rosa Parks;
- Nelson Mandela;
- Sir Ifan ab Owen Edwards; and
- Mahatma Gandhi.

- 5.5 Although most schools comply with the legal requirement that collective worship should be broadly and mainly Christian, they also include other beliefs, so that pupils from different religions do not feel excluded. For example, throughout Wales, schools attempt to emphasise the importance of such values as respect, open-mindedness and co-existence. Several schools plan their assemblies to take note of the religious calendar for faiths other than Christianity. However, a few schools hold purely Christian assemblies that do not enable pupils to explore other religions.
- 5.6 Schools throughout Wales demonstrate their commitment to promoting equal opportunities and diversity through a range of practices. For example, they:
 - attempt to ensure that disabled pupils are able to participate in all areas of the curriculum;
 - display signs in many different languages;

- display pupils' work that reflects and celebrates cultural and linguistic diversity;
- encourage pupils to bring artefacts from other cultures into school;
- develop links with schools in other areas of the UK to help pupils appreciate diversity;
- modify uniform regulations to allow greater choice for ethnic minority pupils;
- encourage pupils from all ethnic groups and those from economically disadvantaged backgrounds, and supported through financial assistance, to take part in the full range of extra-curricular activities; and
- include within pupil homework diaries references to the importance of treating others with respect taking account of age, race, religion, disability and gender.

5.7 However, schools do not always follow through promising initiatives. For example, one school, provides vegetarian options in the school canteen for pupils from Muslim background, but does not offer halal food.

6. Tackling discrimination and stereotyping

- 6.1 Most schools address discrimination and stereotyping in schemes of work, particularly where examination board specifications require pupils to study these issues. This is generally done well and is reflected in the increased understanding and awareness that pupils have of these issues.
- 6.2 A minority of schools address these issues more creatively through a broader variety of initiatives and procedures. The most common foci of these initiatives are on racial equality and gender stereotyping. There is generally less emphasis on addressing issues related to disability discrimination.
- 6.3 Many schools place particular emphasis on promoting role models from ethnic minority groups. These schools ensure, for example, that they are well represented in positions of responsibility within the school, either as members of the school council, prefects or as head boy or head girl.
- 6.4 There are, however, not enough teachers from ethnic minority backgrounds who can be effective role models for pupils. This is largely due to the lack of candidates from ethnic minority backgrounds enrolling on initial teacher training courses, rather than any lack of will to employ suitable candidates.
- 6.5 Some schools have attempted to encourage members of the ethnic minority community to become school governors. In the majority of cases, this initiative has not been successful in attracting new governors, although there are a few exceptions.
- 6.6 Many schools have reviewed the content of textbooks and purchased new books that have less cultural and gender bias. Many schools have used a literacy hour particularly effectively to read stories from a range of cultures. However, a majority of schools have a limited range of suitable multi-cultural texts.

- 6.7 Most schools offer all pupils the same choices in all areas of the curriculum. A minority of schools ensure disabled pupils are also able to participate in a full range of extra-curricular activities. Appropriate adjustments are made to allow this.
- 6.8 In such circumstances, where disabled pupils are present in a class, action is taken to help them by, for example, providing specialist equipment such as benches for posture or a special mouse to use with a computer.

Case Study B

Dance: an example of inclusion

A Y6 blind pupil was very interested in participating in physical education, especially dance. The school wanted to select a team for the Urdd Eisteddfod folk dancing competition and the pupil wanted to be considered for selection. During practice sessions, the pupil was taught the steps and, working closely with her carer, learnt the dance.

The pupil was then taught to dance with a group of pupils and showed excellent spatial awareness. She was chosen for the school team and they went on to win the area and county dance competition.

- 6.9 Teachers are increasingly encouraging pupils to take up subjects that often their parents considered inappropriate. For example, at one secondary school, Asian pupils are enlisting on engineering courses, as well as subjects such as business studies that they have traditionally followed. Teachers responsible for Education and Careers Guidance in one LEA have received training that has addressed the stereotyping of sexes in employment and this has then helped them to encourage young people not to be influenced by such factors, when choosing a career.
- 6.10 One secondary school, which has a significant number of asylum-seeker pupils, has participated in a national refugee week. This included a presentation that explained the reasons why people claim asylum and the problems they face. This has resulted in a greater understanding and acceptance of these pupils within the school.
- 6.11 Throughout Wales, police liaison officers visit schools to talk to pupils about bullying. A number of schools have developed very effective links with the South Wales or Gwent Police to help them tackle discrimination. The police force has provided schools with a useful package, entitled 'Fight against Racism', that focuses on the experiences of people living in Swansea. In some schools, officers take PSE lessons and lead discussions between pupils that are designed to challenge racist attitudes.

Case Study C

PSE: Tackling racism in partnership with the police

Both the South Wales Police and Gwent Police support aspects of PSE within a number of schools in south east Wales.

At one comprehensive school, the police force has produced a teaching video on racism for pupils in Year 8 and above. The video is supported by a good series of notes, prompts and guidance for teachers to use in exploring the theme of racism and to help promote discussion. It explains effectively the legal position and the negative impact of racism on peoples' lives. The video also exposes the racist activities of particular groups, including the Ku Klux Klan and the National Front.

At another, school the police liaison officer leads sessions for year 11 pupils as part of a module entitled 'Diverse Communities' that explores and challenges stereotypes and prejudices very effectively.

- 6.12 However, in some schools, staff still use inappropriate terms such as 'coloured' when referring to black and ethnic minority pupils.

7. School and LEA leadership

- 7.1 In those schools where equal opportunities is regarded as integral to school life, headteachers or members of leadership teams place considerable emphasis on promoting good practice.
- 7.2 One school in Cardiff carried out an audit, funded by the General Teaching Council of Wales as part of the 'Learning for All' agenda, that focused on three areas of school life:
- curriculum, teaching and assessment;
 - admissions, attendance and behaviour; and
 - attitude and environment.
- 7.3 This audit helped teachers prepare the school development plan and resulted in specific actions to promote equal opportunities and diversity.
- 7.4 Similar audits have been carried out in other schools. A secondary school, for example, carried out an audit of opportunities for addressing equal opportunities and diversity within subjects and year groups.
- 7.5 However, the majority of schools have not carried out similar audits as part of a systematic approach. In these schools, very good initiatives often stand alone rather than being part of a centrally planned and coordinated approach.
- 7.6 In some schools, equal opportunities and race equality coordinators feel they are operating in isolation and that many teachers are not fully committed to developing suitable approaches.

- 7.7 In a minority of schools, departmental heads are using more structured methods to address these issues. They are beginning to focus more attention on the impact of these initiatives.
- 7.8 Many of the most useful activities introduced in schools are a response to, or are planned to coincide with, community initiatives. Many of these initiatives build on normal programmes of work. Teachers will modify their programme and organise their teaching to take advantage of these opportunities. For example, the headteacher in one primary school has developed good links with the Arts Development Officer for the authority. As a result of this partnership, several groups have visited the school and organised a variety of activities that have successfully extended pupils' understanding of cultural and world issues. As part of one initiative, pupils produced an African musical based on the theme of protecting the rain forest. Pupils at this school have also produced an Indian dance featuring poetry about animals and, during one particular visit learned about African costumes, folk-stories and music.

Case Study D

Celebrating diversity: Black History Month

Many schools in one LEA take part in a competition celebrating culture and diversity; specifically the progress, richness and diversity of African, Asian and Caribbean people.

The initiative focuses on the history of these groups and is intended to promote equality, respect and understanding in an ethnically diverse Britain. Pupils produce articles on issues such as Olympians, historical figures, contemporary artists and writers and local sporting heroes. The best articles from each school are included in a celebratory newspaper.

- 7.9 Some LEAs have organised conferences and produced materials that have addressed issues linked to inclusion and that have helped teachers understand, for example, how to use language in lessons and how to approach technical terms for ethnic minority groups.

8. ACCAC document on equal opportunities and diversity

- 8.1 Very few schools have used the ACCAC document effectively as a resource for teaching approaches. A few schools, and individual teachers in many schools, are not even aware of the existence of the document.
- 8.2 In some schools, a copy of the ACCAC guidance is prominent in the staff room and certain aspects have been highlighted or drawn to the attention of teachers. Some headteachers have photocopied relevant extracts for particular teachers. In a few secondary schools, each department has a copy of the guidance. In a few schools, teachers have discussed the

implementation of the issues identified in the ACCAC document in staff meetings.

- 8.10 The ACCAC document is generally regarded as a useful tool for those schools that have less well-developed structures and approaches. In one school, the drama department's equal opportunities policy makes specific reference to the ACCAC guidance. A few schools have found the examples of good practice and the recommended books within the ACCAC document useful.
- 8.11 In many schools, however, few members of staff know about the ACCAC document because it remains with the headteacher, or a member of staff with responsibility for equal opportunities.
- 8.12 In schools that have particularly innovative approaches to tackling discrimination and stereotyping, teachers have usually developed their own distinctive initiatives, rather than adopted ideas from the ACCAC guidance.
- 8.13 Generally, the best initiatives are in schools where the headteacher or some other teacher provides strong leadership. Their initiatives usually reflect a particular commitment to equal opportunities and diversity.

9. Enhancing or enriching programmes of work

- 9.1 All schools can identify areas within their schemes of work that provide opportunities to address equal opportunities and diversity. In secondary schools, most of these opportunities are contained within National Curriculum requirements or GCSE subject specifications.
- 9.2 A number of schools in one LEA actively promote structured circle time as a means of developing respect towards others and self-respect.

Case Study E

Promoting equal opportunities awareness through English and geography

The English department in one comprehensive school in South Wales has planned the programme of study to ensure that issues of race and gender are addressed in all year groups, whether within the study of particular texts, or through written or investigative work.

The key stage 3 programme is more flexible than key stage 4. This has pupils studying autobiographies from the West Indies, plays based on Islamic folk tales, the writings of women and different ethnic groups. Pupils are encouraged to write biographies, exploring their own backgrounds and building on their knowledge of their countries of origin. They look at their own language focusing on word maps, idioms and the origins of particular words. Additional items include presenting their country in poetry form and producing a song based on their own nationality as part of a world song contest.

By studying texts, which reflect different cultures and ethnic backgrounds, students develop greater pride in their own identity and show respect for the traditions and ideas of other people. By the end of Year 11, students have studied writers who are Welsh, Caribbean, Asian and Black American and have learned to feel empathy and understanding in a complex world.

The geography department introduces pupils in Year 7 to these issues through a project where pupils bring their experiences with them to the classroom. They bring back news from other parts of the world and create wall displays. Recent contributions include articles on secular schooling and dress in France and the current political problems and ethnicity issues in Zimbabwe. Some pupils access Indian news broadcast on the Internet.

An associated aim of this initiative is to build pupils' self-esteem since they can all contribute to the development of a wider understanding of world issues and celebrate diversity in its broadest sense.

10. Extra-curricular activities

- 10.1 Most schools use their extra curricular activities programmes to develop a range of issues or themes related to diversity or equal opportunities, which are perhaps considered elsewhere in the curriculum.
- 10.2 Several schools in one particular LEA have established links with other countries through the Comenius project. One school, for example, made links with a school in Uganda.

- 10.3 Many schools encourage both boys and girls to attend after-school football, rugby or netball clubs. At one school an out-of-hours football club has been renamed a sports club to encourage more girls to attend. However, this is not yet common practice, particularly in secondary schools, and sometimes schools that have otherwise well-embedded approaches to equal opportunities do not provide such opportunities.

11. Special events

- 11.1 Several primary schools liaise closely with parents and members of the community to promote and celebrate major festivals such as Diwali, Eid, Christmas and the Chinese or Jewish New Year. Many schools will reflect on these festivals during school assemblies. Pupils in some primary schools make masks and dragons as part of their celebration of the Chinese New Year and link these celebrations with other areas of the curriculum.

Case Study F

Celebrating diversity: International Evening and Fun Day

One primary school organised an international evening. Parents from 8 different countries created a table of buffet items from their country for people to taste. Tables decorated with flags, pictures and artefacts gave all pupils the opportunity to learn about the cultures and traditions of each country. Adults and children came dressed in their national costumes. They sang songs and performed dances from various countries. Stories were told in three different languages.

This was then followed by an international fun day. In preparation for the day, each class chose a different country and pupils spent the week researching various aspects of the culture and traditions of that country. During the day itself, children and staff dressed up in traditional costumes and sampled food from all over the world. All of the pupils visited other classes in the school to share information about the different countries. Those pupils who came from Turkey, Bangladesh, Libya, China, Mexico and Malaysia also arranged displays from their home countries.

As a result of the international dimension in the curriculum, pupils:

- increased their international awareness as they began to appreciate different languages and cultures and the way in which Welsh and English related to them;
- developed a healthy, positive national and international identity and appreciation of diversity;
- developed an awareness and understanding of their position as active citizens within Europe and the wider world; and
- increased their self-confidence, broadened perspectives and increased personal motivation, with resulting improvement in levels of achievement.

- 11.2 Many schools use school assemblies to explore particular issues, including respect for individuals, stereotyping and ageism. In the best cases, they are prepared and presented by a particular class or year group. For example, in one school, pupils prepared a class assembly with the theme 'New Beginnings'. They related how the New Year is celebrated in certain countries, wrote 'welcome rap' poems and composed words and music for Chinese New Year songs and dances.
- 11.3 One primary school held an activities week where each class adopted a different country and dressed in the costume and produced food from that country. They followed this up with research into that country and shared their findings with other pupils in assembly. Countries covered included South Africa, France, Japan, Jamaica and Australia.

Case Study G

Building links with European countries: The Roots and Wings project

One LEA has been at the forefront of developing links with European countries through its Roots and Wings project. The philosophy of the Roots and Wings project is that if the individual is proud of his or hers roots then he./she is able to identify with other people and their way of life more effectively.

The Roots and Wings (Gwreiddau ac Adenydd) project, based on the Comenius network, was originally established in 1995. It initially linked Ceredigion with Vejle in Denmark, and Tuscany in Italy. In 2004, the network was expanded to include Steiermark in Austria, Olomouc in the Czech Republic, Malmo in Sweden and Dublin in the Republic of Ireland. One of the main aims of the project is to support schools in producing good-quality plans with their partners in other countries for improving aspects of learning between children, and between teachers and heads, as part of school development. The outstanding features of the project are that:

- it has promoted schools to use ICT in a variety of formats, and for a wide range of activities;
- it has provided excellent opportunities for professional development through partnership conferences, teachers visiting schools in other countries and related curriculum developments;
- staff have contributed to the professional development of teachers in other parts of Wales and Europe;
- staff have benefited from the British Council Training programme; and
- the flexibility of the project allows groups of schools to develop partnerships tailored to their needs, but within a common structure and framework.

The project also supports the development of effective leadership by;

- raising awareness of different models of leadership and promoting a dialogue about leadership;

- focusing on issues such as under-achieving of boys, self-evaluation, learning approaches and promoting inclusion; and
- identifying areas where it would be useful to share solutions to other problems that the countries have in common.

12. Race Relations legislation Context

12.1 The code of practise for the elimination of racial discrimination notes that it is unlawful for an LEA to discriminate in carrying out any of its functions under the Education Acts 1944 – 1981. This would include, for example, the following:

- school meals provision ;
- school transport provision;
- educational welfare, liaison and psychological services;
- English as an additional language provision;
- the Youth Service; and
- grants to students.

12.2 LEAs have a general duty to provide all their services without unlawful racial discrimination. Local authorities have a general statutory duty to ensure that their various functions are carried out with due regard to the need to:

- eliminate unlawful racial discrimination; and
- promote equality of opportunity and good relations between persons of different racial groups.

13. Work of LEAs and schools in meeting statutory duties under the Race Relations Amendment act

13.1 All local councils visited view their responsibility for promoting racial awareness as being very important. A member of the chief executive's team often holds the responsibility for this part of the council's corporate agenda. This corporate agenda is then promoted and developed in each council department including education. Most councils monitor progress through their performance management systems.

13.2 Most LEAs in Wales have produced exemplar race equality policies for their schools. Nearly all schools have a race equality policy. One school visited did not have one nor did they know that they were required to have one. Although nearly all schools have these policies, they are often just copies of the model policies that are provided for them by the LEA, with very little or no consideration of the school's own individual circumstances. Very few schools have action plans related to race equality

13.3 A minority of schools in areas with few or no ethnic minority pupils believe that race equality education has little significance for them. One inappropriate

comment made by a headteacher was that "It's not an issue here as we have no 'coloured' pupils in our school".

- 13.4 Few LEAs have provided support for schools in race equality other than producing a model policy. Those LEAs with large numbers of ethnic minority pupils generally provide adequate support. Only a minority of LEAs have monitored whether the school has formulated its own policy and the implementation of that policy including whether the policy is linked to the school's development plan.

Case Study H

Racial diversity and differences

In one LEA, high priority was given to 'Race Diversity and Differences' during the visit of the Link Officer or Advisor to schools during the Spring Term 2004. During each visit, three questions were asked, namely:

- Is the school's race equality policy implemented through a specific action plan?
- Does every member of staff implement this?
- Does the school have a system for recording racial incidents?

An example of some responses given during a school visit were:

Is a racial equality policy implemented through a specific Action Plan?

Does every member of staff implement this?

A racial equality policy was adopted and implemented. In general, the attainment of pupils in the school who are from ethnic minority backgrounds is higher than county and national norms. These pupils are given the opportunity to meet as a group once a week.

Does the school have a system for recording racial incidents?

A specific book is used to record any racial incident. At present, there is no record of any incident in the book.

Details of any further action which the school needs to take. This should be agreed with the Headteacher before leaving the school.

- Continue to operate the self-evaluation programme and to give attention to those matters which were raised by Estyn's inspectors.
- Continue with the good practice of giving status and respect to the culture and language of pupils from different ethnic backgrounds.

Following the visits, a whole authority picture was collated. As a result, it was found that every school in the LEA had responded to the need to have a policy but there were a small number of schools that had neither devised nor reviewed an action plan nor had a clear strategy for recording racial incidents.

- 13.5 A few LEAs have systems in place to monitor the impact of schools' race equality policies on pupils' attainment levels. However, most LEAs do not analyse their data sufficiently.

Case Study I
Analysis of pupil attainment

One LEA in north Wales, that contains a city university and a large hospital, has a large proportion of ethnic minority pupils. In this LEA, particularly rigorous analyses and monitoring of pupil attainment takes place during the autumn term.

In schools where there are large numbers of pupils of ethnic minority origin, the School Improvement Officer will challenge the school about their achievement.

When pupils are transferred from KS2 to KS3 and from KS3 to KS4, the School Improvement Service 'ranks' every school. It includes information about the performance of every pupil as well as a forecast of their performance at the end of the Key Stage.

The ranking list enables schools and the LEA to discover at an early stage if specific ethnic groups of pupils are underachieving or underattaining.

The clear pattern which is seen in both sectors is that the performance of ethnic minority pupils in this particular LEA, more often than not, is in the highest quartile. In fact, in one school, pupils of ethnic minority origin, consistently attain Level 4 in Welsh at key stage 2.

- 13.6 LEAs provide clear guidance and support for their own departments and to schools when they wish to recruit and employ staff. LEAs also give good advice to schools about discrimination in employment, and this usually covers:

- recruitment;
- promotion;
- conditions of employment ;
- dismissal;
- transfer;
- training; and
- access to facilities or services provided by an employer.

- 13.7 Some LEAs promote race equality through encouraging schools to broaden their horizons and work in partnership with schools from other countries. These partnerships have been generally very successful and have produced very good work.