

PROMOTING RACE EQUALITY

MAKING IT HAPPEN

SCHOOLS WORKING TO SECURE
SUCCESS FOR ALL AND POSITIVE
ATTITUDES TOWARDS DIVERSITY

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SECTION ONE

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SECTION ONE INTRODUCTION

Scotland is a multi-ethnic, multi-cultural and multi-faith society and Scottish education has a strong tradition of recognising the importance of equality and fairness for all. In November 2002, the *Race Relations (Amendment) Act 2000* came into effect in Scotland and gave public authorities, including education authorities, a statutory general duty to promote race equality. Schools have been given a key role in helping education authorities achieve success in meeting the three parts of the general duty as follows.

- **Eliminating unlawful racial discrimination.**
- **Promoting equal opportunities.**
- **Promoting good relations between people from different racial groups.**

The National Priorities provide strategic direction for the Scottish education system within the framework for improvement created by the *Standards in Scotland's Schools etc Act 2000*. Promoting race equality supports improvements in all five priorities, with most direct relevance to National Priority 3.

National Priority 3 – Inclusion and Equality

To promote equality and help every pupil benefit from education with particular regard paid to pupils with disabilities and special educational needs, and to Gaelic and lesser used languages.

Over the period 2002-2003, HM Inspectorate of Education carried out thematic visits to all education authorities to look at how they address race equality issues. The findings of the thematic visits showed that good practice in tackling racism and promoting race equality is not consistent across Scotland. These findings are supported by recent HMI inspection evidence from schools and indicate that improvements are required in the following areas.

- Monitoring and tracking the achievements of pupils by ethnicity and acting on the information to address underachievement.
- Encouraging parents from minority ethnic backgrounds to be involved in their children's learning.
- Recognising and valuing pupils' home languages and the benefits of bilingualism.
- The provision for anti-racist education.
- Staff development in promoting racial equality.

Schools are encouraged to evaluate their own practice using the self-evaluation guide Promoting Race Equality (HMIE 2004) www.hmie.gov.uk. Schools can also use *Educating for Race Equality – A Toolkit for Scottish Teachers* www.antiracisttoolkit.org.uk to assist with self-evaluation activities.

About Making it Happen

The main purposes of this report are to:

- **share the good practice demonstrated by Scottish schools in successfully tackling racism and promoting race equality; and**
- **identify and show key characteristics of good practice in action.**

As part of the HMIE task, education authorities were asked to identify primary and secondary schools that were considered to be demonstrating good practice in promoting race equality. Over the period 2003–2004, HM Inspectors carried out thematic visits to a sample of these schools. The report uses the information gathered on schools' effective approaches to promoting race equality to present ten case studies.

The case studies illustrate the key characteristics of good practice in:

- ensuring that pupils from minority ethnic backgrounds are achieving the highest possible standards; and
- providing opportunities for all pupils to develop positive attitudes and values and citizenship skills for life in a multi-cultural and multi-racial Scotland.

The schools visited in connection with this report represent a range of size, populations and geographical location. The information presented within each case study focuses on particular features of the school's work in promoting race equality that illustrate some of the characteristics of good practice. They do not give full accounts of all that the schools are doing to provide equality of opportunity and to counter discrimination.

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SECTION TWO PRINCIPLES AND CHARACTERISTICS OF BEST PRACTICE IN TACKLING RACISM AND PROMOTING RACE EQUALITY

The good practice that we found in schools was consistent with the philosophy of inclusive education and the key principle of the Standards in Scotland's Schools etc Act 2000.

- **It is the right of every child to an education that is aimed at developing the personality, talents, mental and physical abilities of the individual to their fullest potential.**

Schools that demonstrated good practice in promoting race equality also underpinned their work with the following principles:

All pupils should be provided with opportunities to:

- **study their own values and those of others;**
- **appreciate diversity; and**
- **develop respect for others.**

They supported the values in school life of:

- **equality;**
- **justice; and**
- **mutual respect.**

Characteristics of good practice

We found that schools who were successful in tackling racism and promoting race equality demonstrated the following characteristics.

- School leaders show a strong commitment to equality and fairness.
- School leaders provide clear guidance and support for staff in taking forward race equality.
- The curriculum promotes access and success for all pupils and reflects ethnic, cultural and religious diversity.
- Pupils' progress and achievements are monitored effectively and appropriate steps are taken to ensure that all pupils fulfil their potential.
- Pupils who are bilingual, or those with English as an additional language, have their specific needs addressed.
- Staff have high expectations of pupils' achievements and pupils have high expectations of themselves and others.
- All members of the school community show commitment and contribute positively to the school's strategies for tackling racism and promoting race equality.
- Pupils have self-respect, show respect for others and recognise and value diversity.
- Positive steps are taken to encourage and enable all parents to participate effectively in their children's care and education.
- Parents and other positive role models from the community are encouraged to share their knowledge, skills and expertise.

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THE CURRICULUM

- **Borestone Primary School, Stirling (Stirling Council)**
- **Kersland School, Paisley (Renfrewshire Council)**
- **Denny Primary School, Falkirk (Falkirk Council)**

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SECTION THREE CASE STUDIES**The Curriculum****Taking account of race equality issues****Borestone Primary School, Stirling**

Characteristics: strong commitment by senior managers; clear guidance and support for staff; the curriculum reflects ethnic, cultural and religious diversity; pupils have self-respect, show respect for others and recognise and value diversity.

Borestone Primary has around 275 pupils, including 31 pupils in the nursery class. Almost all of the pupils are from white Scottish backgrounds.

At the onset of the Race Relations (Amendment) Act 2000, (RRAA), the headteacher led staff in a review of how the school promoted race equality. Using the guidance provided in *A Guide for Education Authorities and Schools in Scotland*, published by the Commission for Racial Equality in Scotland, and advice from the education authority, staff developed a holistic approach to promoting race equality.

The school devised a programme designed to ensure that race equality permeates all aspects of its work. It is designed on the following principles.

At all stages pupils should have opportunities to:

- value self;
- value diversity; and

the school will only accept:

- zero tolerance of racism.

Some concepts are taught discretely as part of the school's approaches to promoting pupils' personal and social development.

- From nursery to P4, pupils look at 'Cultures in the school and community'.
- From P5 to P7, pupils look at, 'Cultures not in the school or community'.
- Pupils at P5 to P7 also study prejudice and bigotry, the United Nations Rights of the Child, stereotyping and anti-racist education.

The headteacher has produced a very good policy on the school's agreed approaches for promoting race equality that provides clear guidance for staff and helps to ensure consistency in implementing the programme. The policy clearly sets out roles and responsibilities, and arrangements for monitoring and evaluating the effectiveness of the school's approaches. All staff have responsibility for checking for bias in materials. They discuss any concerns with the headteacher and depute headteacher with responsibility for inclusion. The senior management team monitor the effectiveness of the programme by reviewing teachers' plans and observing learning and teaching. Teachers are given written feedback on lessons to support and encourage them in promoting equality and fairness.

Staff use the results of the school's rigorous monitoring procedures effectively to continuously improve their approaches. Information is used to provide suitable training for staff. The programme for religious and moral education has been refined to include and reflect issues for those in the community from the Islamic faith and the local Imam attended the special end-of-year assembly.

Pupils are developing a very good understanding of race equality issues. At the upper stages, pupils talked confidently about rights and responsibilities and how to be a good citizen. They showed good understanding of the concepts of respect and tolerance and applied these well in practicing approaches to conflict resolution. Pupils recognised discrimination and racism. They also demonstrated awareness that the attitudes of some people in the community did not reflect the values of the school but were confident that they had been well equipped to challenge racism whenever they encountered it.

Promoting ethnic, cultural and religious diversity

Kersland School, Paisley

Characteristics: strong commitment by senior managers; the curriculum reflects ethnic, cultural and religious diversity; staff receive support and guidance in taking forward race equality; all members of the school community contribute positively to the school's strategies for tackling racism and promoting race equality.

Kersland School provides primary and secondary education for pupils with severe learning difficulties. There are around 70 pupils on the roll and almost all are from white Scottish backgrounds.

With the introduction of the RRAA, the headteacher had fully involved staff and parents in setting down the schools' approaches to promoting race equality. Kersland School's Race Equality Statement clearly states the school's commitment to the principles of:

- equality of opportunity; and
- social justice.

It endorses the belief that the curriculum is a powerful tool in countering racism.

The headteacher clearly identified staff development needs and training for race equality issues is included in the school's staff development programme. Members of staff make good use of the CD-ROM, *Educating for Race Equality – A Toolkit for Scottish Teachers*, issued to all schools by the Scottish Executive Education Department, to inform their practice in this area.

The school celebrates all major religious festivals through its curricular programme for religious and moral education. Pupils participate in a range of experiences to promote their understanding of ethnic, cultural and religious diversity. For example in celebrating 'Divali', pupils enjoy tasting traditional foods. Teachers use digital cameras to record the celebrations and then use the photographs to discuss and extend pupils' understanding of diversity. Prominent displays in classrooms and around the main school corridors, opportunities to create art work relating to the celebrations, and listening to traditional music, all assist in helping pupils appreciate the richness of the culture.

Across the curriculum, staff give very good attention to ensuring that all resources reflect a multi-cultural, multi-ethnic society and promote positive images. The school has written and developed its own reading scheme. The illustrations and pictures within the books give good attention to representing people from different ethnic backgrounds.

The school is developing its approaches to promote pupils' understanding of citizenship. The school's pupil council includes two representatives from each of the secondary classes. The council meets each week with the teacher who has special responsibility for this specific aspect of school life. The meetings regularly take the form of training sessions and make good use of events in the school to help pupils understand and value differences. Two of the training sessions focus on extending young people's understanding of community. The teacher makes effective use of materials, including photographs from magazines to encourage pupils to sort out sets of families and uses this activity to discuss the responsibilities of family members to each other. The photographs represent different age groups and ethnic backgrounds. The second session builds on this by moving to consider the school community and helps pupils to recognise that the school community is made up of different people.

Across the school, pupils were developing good appreciation and understanding of the value of diversity. They cooperate well with others and show care and concern through their social relationships.

Providing opportunities for pupils to study their own culture and values and those of others**Denny Primary School, Falkirk**

Characteristics: strong commitment by senior managers; clear guidance and support for staff in taking forward race equality; curricular programmes promote ethnic, cultural and religious diversity.

Denny Primary School has around 247 pupils. Approximately 8% of those come from minority ethnic backgrounds.

With the introduction of RRAA, the headteacher led staff in review of the school policy on *Racial Equality and Cultural Diversity*. The school aim provided a very good focal point for the development of the school's approaches.

The aim of the school is:

- 'Denny Primary School aims to be a community where children have a positive social and educational experience. It strives to create an environment where the value of the individual, irrespective of gender, social and cultural backgrounds or exceptional educational need is maximised and where notions of discipline and self-discipline come from positive rather than negative experiences.'

The updated policy takes good account of RRAA and is underpinned by the authority's anti-racist policy. It is also supported by a series of related guidelines. Senior managers worked with staff to identify best practice and produce written guidance to support staff in promoting race equality and eliminating discrimination. School guidelines on equal opportunities, ethos, positive behaviour and anti-bullying emphasise valuing diversity and applying anti-discriminatory practices to all aspects of school life. There is also a strong focus on encouraging pupils to develop positive self-image and respect for others.

The school's main vehicle for providing opportunities for pupils to study their own culture and values and those of others is through the curricular programme for religious and moral education (RME). The aims of the programme are clearly stated and include the aim to:

- promote pupils' tolerance and respect for people of other faiths.

The programme is well structured and includes helpful advice for teachers on the topics to be covered and resources to be used at early, middle and upper stages. The school gives good attention to including materials that use other cultures to promote a view that human knowledge is globally sourced. For example, at P4, pupils study a topic on the rights of the child and the core resource is entitled *India-Children's Needs, Children's Rights*.

At all stages, the programme includes other world religions. Teachers are encouraged to involve pupils in making presentations about their religion. Muslim pupils felt that they had good opportunities to contribute. These opportunities are helping to raise pupils' self-esteem and building confidence in themselves and in their own culture and values.

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ETHOS/PARTNERSHIPS

- **Hillhead High School, Glasgow (Glasgow City Council)**
- **Dalry Primary School, Edinburgh (City of Edinburgh Council)**
- **All Saints' Secondary School, Glasgow (Glasgow City Council)**
- **English as an Additional Language Service, City of Edinburgh in partnership with James Gillespie's High School**

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Ethos/Partnerships**Taking positive steps to create and ensure equality and fairness****Hillhead High School, Glasgow**

Characteristics: strong commitment by senior managers; the school community shows commitment and contributes positively to the school's strategies for tackling racism and promoting race equality; pupils have self-respect, show respect for others and recognise and value diversity; parents and other positive role models from the community are encouraged to share their knowledge, skills and expertise.

Hillhead High School is a secondary school with just over 1100 pupils and is situated in the west end area of Glasgow. Around 300 pupils on the roll come from minority ethnic backgrounds, representing approximately 30 countries.

Underpinning all aspects of school life is the belief that:

- Pupils have a right to expect that they will be able to achieve their full potential.

The schools aims to achieve this by:

- Promoting equal opportunities and social justice.

The headteacher and his staff have established a welcoming and stimulating learning environment where ethnic, cultural and linguistic diversity is recognised, valued and promoted as a positive feature of the school and its community. The school has a noticeboard displaying the word 'welcome' in all the pupils' first languages. Every Friday afternoon there is time within the school timetable set aside to encourage the development of cultural activities. The *Minority Time Activities Programme* includes: attendance at a Mosque; Asian music; human rights; Chinese cultural activity; Amnesty International; Greek language/dance; and Urdu.

The school celebrates a wide range of cultural and religious festivals and has a programme for highlighting culture and language with associated primaries and a local special school. In addition, the school has participated in special events, including a tree planting ceremony performed by the Indian High Commissioner to celebrate Ghandi's anniversary.

The school is highly successful in encouraging members of the school community to contribute positively to the school's strategies for promoting race equality and tackling racism. It has a major focus on the development and encouragement of links with international communities and does so both internally and externally.

Internal linking

In addition to celebrating various cultural/religious festivals and encouraging the development of cultural activities, the school makes links by:

- involving ethnic minority role models in various work/enterprise/careers activities;
- teaching community languages (Urdu, Punjabi, Chinese);
- commissioning a multi-cultural mural, designed by a former pupil and prepared and constructed by pupils; and
- staging community Interfest events to celebrate the range of cultures and nationalities within the school.

External linking

- The school actively encourages visits from pupils and teachers from abroad. Recent examples of this include: Canada, USA, Brazil, Taiwan, India, Malta, China, Finland Sweden, Norway, New Zealand, Iceland and various educational visitors, speakers and student teachers.
- Pupils and staff go on international visits. Over the past three years there have been visits to France, USA, Germany, Italy and Austria.
- Staff have exchange visits to Karachi Grammar in Pakistan and to Dakhar College in Bangladesh.
- The school has had joint Comenius projects with Italy, Germany, Holland, Belgium and Romania.

The strong leadership of the headteacher and the steps taken have secured the commitment of all members of the school community to the school's aims. Pupils, parents and staff feel confident that the school is countering discrimination and promoting equality across all aspects of its work. Pupils feel valued and demonstrate a respect and appreciation of other's cultures, faiths and countries.

Creating a sense of equality and fairness**Encouragement to parents to be involved in the life of the school****Dalry Primary School, Edinburgh**

Characteristics: strong commitment by senior managers; positive steps are taken to encourage all parents to participate effectively in their children's care and education; parents and other positive role models from the community are encouraged to share their knowledge skills and expertise; all members of the school community show commitment and contribute positively to promoting race equality.

Dalry Primary School has around 290 pupils, including 52 in the nursery class. Almost 25% of pupils come from minority ethnic backgrounds, representing approximately 21 countries.

The school strongly promotes positive attitudes to ethnic, religious, cultural and linguistic diversity. The headteacher plays a significant role in fostering a very good atmosphere and positive relationships throughout the school. He sets clear expectations for pupils' behaviour and regularly joins pupils in the playground at break times to actively encourage them to show care and concern for one another in their social relationships. The school playground has friendship benches and other themed areas to encourage pupils to get together with others and to help all pupils feel included and secure. The school has successfully recruited and trained local adults to assist with playground supervision. This has assisted in promoting fairness and mutual respect among pupils within the school and among the local community.

Pupils from 21 different ethnic backgrounds, deriving from four continents, make up the school population. The school takes care to ensure that pupils develop a sense of personal and cultural identity and feel valued. Displays around the school are reflective of the ethnic, religious and cultural diversity of the school community. There is a range of flags on display that are representative of pupils' ethnic backgrounds. Staff also give good attention to recognising and supporting pupils' first languages and to choosing materials and resources that present positive images of people from diverse backgrounds.

A strong feature of school life is the involvement of parents. The depute headteacher has a specific responsibility for linking with parents. She carries out home visits to support parents to be involved in their children's learning. She also works with other professionals and agencies to provide a wide range of support measures to minimise any barriers that may hinder parents from being partners in their child's learning and in the life of the school.

The school's approaches for assisting parents and facilitating effective communications include support from:

- bilingual members of staff within the school;
- members of Edinburgh City's English as an Additional Language Service; and
- City of Edinburgh Council interpreting and translating services.

The school actively encourages parents' involvement in the daily life of the school. Parents are involved in telling traditional stories from their culture to pupils and are regularly asked to contribute to enhance pupils' learning experiences across a range of curricular areas. In particular, parents are very involved in various cultural and religious celebrations. The school successfully promotes inclusive events in which all members of the school community join together to celebrate e.g. Robert Burns, Divali. During Divali celebrations, parents prepare traditional foods for pupils and all pupils and staff have the opportunity to have mendi painted on to their hand. Pupils are encouraged to dress traditionally for the celebrations. These events are helping to promote pride in cultural identity and help pupils to be receptive and respectful towards other identities.

The headteacher has established very good relationships with parents and the wider community. He seeks and listens to parents' views and has built effective links with parents and the community. He organises and accompanies groups of parents to other schools to help them understand more of the education system and to see and hear about good practice. He successfully promotes the school as a community resource. The school building is used as a meeting place for a number of parent and community groups. Pupils benefit from these in various ways e.g. provision of Bengali language classes.

The school provides a welcoming environment for pupils and parents from all cultures. Relationships among pupils and staff are very positive and all members of the school community demonstrate a strong commitment to promoting equality and fairness and respect for all. Pupils are developing good understanding and skills of active citizenship in Scotland's multi-ethnic society.

Valuing the culture, lifestyle and home languages of all pupils

All Saints' Secondary School, Glasgow

Characteristics: strong commitment by senior managers; school community shows commitment and contributes positively to the school's strategies for tackling racism and promoting race equality; pupils have self-respect, show respect for others and recognise and value diversity.

All Saints' Secondary is situated in the east end of Glasgow. It has around 925 pupils, including approximately 80 international pupils who come from families of asylum seekers.

The school has successfully established an inclusive ethos. It makes very good efforts to ensure that pupils develop a sense of personal and cultural identity that is confident and open to change and that is receptive and respectful towards other identities. To achieve this, the school uses a range of practical measures that include the following:

- each week the school selects a theme to promote positive attitudes towards diversity and pupils' understanding of global issues, different countries, and cultures. Themes include those that focus on the home countries of pupils, provide information on current issues within those countries, look at the variety of first languages of pupils within the school and address bullying issues. A powerpoint presentation is produced on the weekly themes and runs continuously throughout the week at the entrance to the school's main communal area. Pupils contribute to the content of the presentations;
- international pupils make presentations to their peers to inform and involve them in celebrating their cultures;
- the school encourages a dress code and this code makes provision for pupils to wear traditional clothing; and
- international pupils are given responsibilities for organising and participating in special events to celebrate religious and cultural festivals.

The school ethos is supported by a highly effective pastoral system that listens well to pupils and acts on pupils' views to make them feel valued and secure. Staff also maintain close links with parents to ensure that the school is kept well informed of any barriers to pupils' learning.

International pupils feel that they are an integral part of the school community. They demonstrate confidence and have made presentations to the Minister of Education and Glasgow City Council on their experiences as pupils of All Saints' Secondary School.

Addressing the specific needs of bilingual and minority ethnic pupils

English as an Additional Language Service, City of Edinburgh, in partnership with James Gillespie's High School

Characteristics: strong commitment by senior managers; appropriate steps are taken to ensure that all pupils fulfil their potential; parents are encouraged and enabled to participate effectively in their children's care and education.

The EAL in Edinburgh is a centrally funded peripatetic teaching service. As part of the service, a Development Officer has been working with a number of primary and secondary schools to identify and address factors affecting the attainment of bilingual pupils.

James Gillespie High School is a city centre comprehensive with a roll of 1100, around 250 bilingual learners representative of over thirty languages.

One area of work undertaken by the Development Officer focused on the importance of successful transition at key points as being a crucial factor in promoting pupils' attainment. The Development Officer, and the senior management teams in the schools associated with the project, recognised that some bilingual and minority ethnic families may experience disadvantage at these times, because of communication difficulties.

James Gillespie High School, Edinburgh, worked with the Development Officer to offer a meeting for parents of bilingual and minority ethnic students at the P7/S1 transition. The aims of the meetings were to:

- establish a positive home school contact from the beginning of secondary school; and
- familiarise bilingual parents with the range and type of support available to their children in secondary schools.

The meetings were held in June around the time of visits by Primary 7 pupils. Staff from primary schools assisted in setting up the meetings by contacting parents. Parents were given the opportunity to choose from four language groups, Bengali, Chinese, Urdu or English. Careful consideration was given to conducting the meetings in a warm and relaxed style. Parents were helped to feel at ease by going on a tour of the school accompanied by senior bilingual pupils who acted as their guides. The meeting consisted of introductions to key staff, information about support and opportunities to raise questions and express views. Senior pupils acted as translators as necessary. The Development Officer and school took effective action in response to the views and concerns of parents raised during the meeting.

- An annual meeting has been established for bilingual parents of new S1 pupils and takes place in the first term of each school session.
- A welcome booklet containing the key information requested by parents is distributed to the parents of new pupils.

James Gillespie High School also worked in partnership with the Development Officer to improve support for bilingual pupils at the post S4 transition stage. Staff were concerned that some students required further help in making choices about their future, especially where the choices were not clear or straightforward. The Development Officer reviewed the school's approaches to supporting pupils at this transition stage and made recommendations for improvements, including developing S4 transition materials. The school and Development Officer acted on those recommendations to introduce the following as part of the school's transition arrangements.

- The school offers additional support in the form of an interpreter supported interview for S4 bilingual pupils and their parents who are facing difficulties with decisions about the next stage of education, training or work.
- Pupils and parents receive a helpful guide written in plain, clear language. It is available in the main community languages and contains a separate introductory booklet for parents with a timeline and summary of key information.

The staff of James Gillespie High School, the Development Officer and other members of the EAL Service, have successfully worked together to establish effective parent-school partnerships with parents of bilingual and minority ethnic children. These very important features of the school's work are having a positive impact in helping all pupils fulfil their potential.

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PERSONAL AND SOCIAL DEVELOPMENT

- **Glendale Primary School, Glasgow (Glasgow City Council)**
- **Burghead Primary School, Moray (Moray Council)**

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Personal and Social Development**Tackling racism and promoting good relations and equality and fairness for all****Glendale Primary, Glasgow**

Characteristics: strong commitment by senior managers; curriculum promotes access and success for all pupils and reflects ethnic, cultural and religious diversity; all members of the school community contribute positively to tackling racism and promoting race equality; pupils have self-respect and recognise and value diversity.

Glendale Primary School is situated in the south side of Glasgow. It has a large number of pupils from minority ethnic backgrounds.

The headteacher has a very good knowledge of race equality issues and is sensitive to the needs of particular groups. The school values the diversity of its community and all aspects of the school's work show a strong commitment to promoting ethnic, cultural and religious diversity. It ensures that the cultural knowledge and experiences of staff, pupils and parents from minority ethnic backgrounds are drawn on to actively promote positive attitudes and respect for one others' culture, lifestyle and home language.

Ethos

Staff have established a welcoming reception area using materials and soft furnishings deriving from Asian culture. In and around the school building, signs, notices and displays reflect ethnic and linguistic diversity. The school has clear and positive approaches to providing for pupils' religious and dietary requirements and these are well integrated as features of school life. Staff recognise and promote pupils' first languages. Pupils are encouraged to use their first language in school and their achievements are celebrated. At the early stages, a class teacher promotes pupils' learning through their first language. The school provides pupils with translations of popular children's novels to encourage their skills in reading in their first language.

Curriculum

The school's curriculum gives very good attention to promoting access and success for all pupils and encouraging pupils' appreciation of diversity. The headteacher and staff review curricular programmes and resources carefully to ensure that all pupils have equal access to the curriculum. All pupils with English as an additional language are given support to promote their reading and writing skills. Staff have developed curricular programmes and materials that provide opportunities for pupils to study their own culture and values, and those of others. For example, the school's art programme provides pupils with a broad programme of learning experiences that enables them to study and develop art techniques and styles from a range of ethnic cultures.

Personal and Social Development

The school places particular emphasis on anti-racist education. It has a clear and structured approach to help pupils recognise and tackle racism and teachers deliver this through a programme of discrete lessons. The lessons focus upon developing:

- self-esteem;
- interpersonal relationships; and
- independence and inter-dependence.

Pupils participate in a range of activities designed to give them opportunities to:

- know themselves as unique individuals;
- demonstrate respect and tolerance for others;
- demonstrate the ability to co-operate;
- express their own views on values that are important to home, school and community; and
- reflect upon, evaluate and express their opinions about values held by the school and community.

In the activities, pupils use puppets, props, games, books and role play to explore race issues and to help them understand and challenge racism. Across the school, pupils show respect for each other. They recognise racist behaviour and know what to do if they see or hear racist behaviour in school. Pupils at the middle and upper stages are aware of how to reduce or avoid conflict. They appreciate that diversity has a positive effect on their lives.

Developing positive attitudes to diversity

Burghead Primary School and nursery class, Moray

Characteristics: strong commitment from senior managers; all members of the school community contribute positively to the school's strategies for tackling racism and promoting race equality; the curriculum reflects ethnic, cultural and religious diversity.

Burghead Primary School has a roll of 149 including 24 in the nursery class.

The school uses a range of planned and inter-related approaches to promote pupils' personal and social skills. Within these approaches, there is a focus on helping pupils to develop positive attitudes to ethnic, cultural and religious diversity. Staff give very good attention to the development of pupils' personal and social skills across all curricular areas.

The headteacher gives staff responsibility for checking for bias in new and existing resources. They ensure that the resources and materials they select present positive images to encourage pupils' appreciation of diversity.

- In the nursery class, dolls and playmobile figures are representative of children and people of different skin tones. The book corner contains a good number of books that reflect a multicultural society. Multi-language posters are displayed at the entrance to the nursery class.
- The core reading resource for pupils at the early stages includes a Muslim family as main characters. The school library has a selection of fiction and poetry books from other countries. Staff invite people from minority ethnic backgrounds who live in the wider community to contribute to activities in RME.

Curricular programmes for RME and environmental studies give particular attention to promoting positive attitudes about other cultures and values.

- In the school and nursery class, pupils celebrate major festivals from different faiths and cultures. The well planned programme for RME provides a series of progressive activities for pupils to study several world religions in addition to Christianity. At P7, pupils have opportunities to explore the similarities and differences of the major faiths and their associated values.
- In environmental studies, pupils learn about life and society in different countries in Europe and Asia. In addition, the school has had direct links with schools in Japan and New Zealand. Senior pupils maintain regular communications with their pen-friends in France.

The headteacher has provided clear written advice for staff to help them foster an anti-racist perspective across all aspects of school life. As part of the school's planned approaches to PSD, staff use circle time activities to help pupils recognise and tackle discrimination. Whole school assemblies are used to give the school community further opportunities to reflect on issues relating to equality and mutual respect such as bullying, difference, respect and tolerance.

PROMOTING **RACE EQUALITY**

MAKING IT HAPPEN

SECTION THREE

MONITORING PROGRESS AND ACHIEVEMENT

- **Craigbank Primary School, Larkhall (South Lanarkshire)**

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Monitoring Progress and Achievement**Raising the achievements of pupils from minority ethnic backgrounds****Craigbank Primary School, Larkhall**

Characteristics: strong commitment by senior managers; effective monitoring of pupils' progress; appropriate steps taken to ensure that all pupils fulfil their potential; parents encouraged to participate in their children's education.

Craigbank Primary School has around 155 pupils. Approximately one third of the school population are traveller children.

The headteacher has established an effective system to track individual pupils' progress. Staff make good use of the information to provide appropriate additional support to meet pupils' needs. When pupils are away from the school, the information can be easily transferred to another educational establishment that the pupil may attend. The system is helping to ensure improved progression and continuity in pupils' learning experiences.

Staff receive good support and training from the headteacher to help them understand the social and cultural factors that affect the lives of pupils. The headteacher and her staff ensure that the school's approaches to raising the attainment of traveller pupils are sensitive to pupils' cultural identity. An example of this is seen in one of the school's strategies for promoting reading skills. The school library contains a number of books on Gypsy and Traveller history. Monitoring information shows that this has successfully encouraged traveller children to read more widely and regularly.

The school maintains regular communications with traveller parents and listens to their views. The school responded to parents' concerns about their children going on educational visits and staff now invite parents to accompany classes on these visits. Talking frequently to parents about their children's education, and taking account of their views, has helped the school to raise the attendance levels of traveller children. It has also helped to encourage parents to be involved in their children's learning and traveller parents now assist with a supported study class.

The school also gives very good attention to listening to pupils and promoting their personal and social development. Traveller children have representatives on the pupil council. Staff have good links with other agencies who provide resources and opportunities for traveller children to meet together in various locations. They encourage pupils to attend extra curricular clubs in computing and music.

PROMOTING **RACE EQUALITY**

MAKING IT HAPPEN

SOME USEFUL SOURCES

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Some useful sources

The following additional information and sources of support can be obtained through the following:

- *Promoting Race Equality – Self-evaluation guide*
<http://www.hmie.gov.uk>
- *Educating for Race Equality – A Toolkit for Scottish Teachers*
<http://www.antiracisttoolkit.org.uk>
- *Centre for Education for Racial Equality in Scotland (CERES)*
<http://www.education.ed.ac.uk/ceres>
- *Runnymede Trust*
<http://www.runnymedetrust.org>
- *Complementing Teachers – A Practical Guide to Promoting Race Equality in Schools* (Runnymede Trust, 2003) The Runnymede Trust, Suite 106, The London Fruit and Wool Exchange, Brushfield Street, London
- *Race Equality, Inclusion and Attainment – A Report on the Raising Attainment Project in Edinburgh Schools 2000-2003* (English as an Additional Language Service, 2003) EAL Service, Education Services Centre, 154 MacDonald Road, Edinburgh EH7 4NN

www.hmie.gov.uk

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