

Renfrewshire Council

To: Lifelong Learning and Work Policy Board

On: 7 February 2007

Report by
Director of Education and Leisure

Promoting Race Equality in Education: Progress Report 2005-6

1. Summary

- 1.1 Renfrewshire Council's Race Equality Scheme includes a policy statement on Promoting Race Equality in Education. This policy was reviewed and approved by the lifelong learning and work policy board in December 2005. This is the first report on progress on the revised policy.
- 1.2 The Education and Leisure Services' Plan for 2005-2008 commits the service to promoting equality to ensure that everyone enjoys equal choice and opportunity.
- 1.3 Information is provided on progress made to date on the tasks associated with the policy and service plan.
- 1.4 This monitoring report is the annual statement of the position on school attainment, attendance and exclusions by ethnic group and on the numbers of racist incidents reported by schools.
- 1.5 For the first time information on workforce monitoring is included.

2. Recommendations

- 2.1 Members of the Lifelong Learning and Work policy board are requested to note the progress made to date in implementing our policy Promoting Race Equality in Education and the data reported.

3. Background

- 3.1 Renfrewshire Council is committed to the principles of equality of opportunity and justice for all. It is also committed to tackling social exclusion. Racism is contrary to the council's values and, therefore, has no place within its education establishments.

- 3.2 Racism adversely affects peoples lives and may lead to underachievement. It can also have a negative influence on ethos and behaviour. As such, it can vary from racist remarks to subtle differences in assessment, expectation, service provision and treatment and it is therefore essential that all staff are aware of the impact of racism and are vigilant in ensuring it is challenged.
- 3.3 The policy, Promoting Race Equality in Education, makes recommendations for action at school and authority level. These tasks are reflected in the education and leisure service plans 2005-2008 and 2006-2009 and good progress is being made in taking forward the tasks.

4. Progress on Tasks to Date

- 4.1 The Promoting Race Equality in Education Policy gives advice to schools on the preparation and communication of their own policy statements. Link advisers discuss policy statements as part of their work with establishments on improvement planning. The school review team discuss race equality as part of review meetings with establishments. An additional monitoring procedure is being introduced in session 2006-07. The customer support manager will sample policies from each sector in June each year.
- 4.2 A working group on impact assessment developed a template and associated guidelines which were circulated to schools and services. From session 2006/07 all new policies are to be assessed for race equality impact and a programme of assessment of impact of existing policies in schools and service is under way.
- 4.3 In November 2005 education and leisure services and the chief executive's department commissioned Lowland Market research to consult the BME (black and minority ethnic) community in Renfrewshire. Four focus groups were held to consider our policy on Promoting Race Equality in Education and our service provision. The focus groups were in general very positive about our services. Their comments fed into the review of our policy.
- 4.4 Every school in Renfrewshire has a member of staff who takes on the role of race equality coordinator. Since the policy promoting race equality in Renfrewshire was formulated in 2005, the system of race equality coordinators has been extended to pre 5 establishments including partner providers.
- 4.5 We continue to work in partnership with the charity, Show Racism the Red Card (SRTRC). As part of this initiative, we sponsored their St Mirren Squad poster and received copies of this poster along with the Celtic, Rangers and Scotland Squad posters for all our schools and sports staff.
- 4.6 Schools were given the opportunity to bid for funding for anti-racist activities taking place during SRTRC's annual campaign fortnight in October 2005. Trinity High School, Renfrew made a successful bid.

4.7 Clearly, appropriate staff development is important to support the implementation of the policy. To date, a range of successful approaches to training opportunities has been developed:

- in May 2006 schools were offered the opportunity to be represented at a seminar on race equality impact assessment with input from Moving on Race Equality in Scotland.
- the inservice catalogue for session 2006-07 continues to offer a wide range of tailored development opportunities. Education and Leisure Services offered a broad range of 441 courses for staff in 2005/06. 880 voluntary equalities monitoring forms were completed by staff attending these courses. The break down of participants by ethnic categories is shown below. 13 returned monitoring forms did not include ethnicity data.

Training 2005/06	
Ethnic Group	Number
White UK	846
White Other	13
Black African	0
Black Caribbean	0
Black Other	0
Chinese	0
Indian	0
Pakistani	0
Asian Other	0
Mixed	7
Any Other	1
Total	867

- training opportunities are offered to staff through the corporate training and development unit. These are monitored corporately.
- there were 96 participants on 9 race equality related courses.
- awareness of managers and head teachers was raised through consultation on a review of the policy and implementation plan in September 2005.
- a training course was provided for school board members.
- the Scottish Executive made the Show Racism the red card (SRTRC) video on tackling racism available to all schools. We held a staff development session for race equality coordinators on the use of this video and another on asylum seekers produced by SRTRC. These materials were well received by schools.
- SRTRC provided a speaker for a twilight course on asylum seekers.

- 4.8 Renfrewshire participates in the West of Scotland Race Equality Council (WSREC) annual competition. In 2005/06 five pieces of pupils' art work were selected by councillors and officers and submitted to WSREC. Their judges selected one poster from each authority to be included in a teaching pack which was circulated throughout the West of Scotland. In session 2006-07 schools and nurseries in Renfrewshire have been given the opportunity to enter written or art work produced by pupils as a contribution to a book dealing with dignity in diversity which will be circulated to schools in the West of Scotland.
- 4.9 The specialist peripatetic support service provides additional support to pupils for whom English is an additional language. The number of pupils can vary from week to week dependent on circumstances. A snapshot in September 2006 saw 195 pupils from primary, secondary and special schools receiving a range of levels of support. These pupils have among them 34 different languages as their first language. Community learning and development provides language classes for adults for whom English is a second or other language.
- 4.10 We continue to participate in the national network organised by CERES (the centre for education in race equality in Scotland) and benefit from information and research, and sharing good practice.
- 4.11 Five bids were made to the new race equality, inclusion and community support fund in February 2006. However the bids were unsuccessful, the Scottish Executive having decided that bids from local authorities reflected work which authorities should be funding as part of their duty under the Race Relations (Amendment) Act 2000.
- 4.12 Many Polish families have moved into the area and have registered their children in schools and nurseries. Many do not have strengths in English language. Translators and interpreters have been identified, although many schools and nurseries tend to make alternative arrangements locally.

5. Monitoring

- 5.1 The ethnic mix of children enrolled in Renfrewshire primary, secondary and special schools in 2005-06 is indicated in the table below:

Table A

Ethnic Group	Primary	Secondary	Special
White - UK	12,458	10,848	287
White - Other	161	110	5
Black - African	34	23	0
Black - Caribbean	*	*	0
Black - Other	*	5	0
Chinese	38	30	0
Indian	69	33	0
Pakistani	76	85	*
Asian Other	20	18	0
Mixed	63	52	*
Gypsy Traveller	0	*	0

Ethnic Group	Primary	Secondary	Special
Other Ethnic	25	23	0
Not Disclosed	92	56	0
Not Known	316	78	*

In order that individual children cannot be identified, groups of 4 or less are indicated as * in the table above and those which follow. An entry of 0 indicates that there are no children or young people within these categories.

Table B

Percentage of pupils who belong to ethnic groups other than white UK

Sector	2005/06	2004/05	2003/04
Primary	6.73	4.95	4.58
Secondary	4.53	5.25	5.5
Special	4.01	7.02	5.54

“Not disclosed” indicates individuals who have ticked a box on the form indicating that they do not wish to disclose their ethnic origin. “Not known” indicates those who have made no response to the question. The percentages of children whose backgrounds are not disclosed or not known are small, see table C below. However the level of these percentages means care should still be taken in drawing conclusions from the tables in 5.2 and following sections.

Table C

Percentage of children whose backgrounds are not disclosed or not known

Sector	2005/06	2004/05	2003/04
Primary	3.05	1.46	1.58
Secondary	1.18	2.22	2.71
Special	1.00	0	0

5.2 Attainment at 5-14, Standard and Higher Grade by ethnic background is monitored by the headteacher and the school review team on an individual school basis. Aggregated data is presented below.

5.2.1 The table below indicates the percentage of combined P3, 4, 6 and 7 rolls meeting or exceeding the appropriate 5-14 levels for their age in 2005-06. This is national priority 1.1A

Ethnic Group	Reading	Writing	Maths
White - UK	86.45	77.58	87.85
White - Other	81.36	71.19	84.75
Black - African	79.17	66.67	70.83
Black - Other	*	*	*
Chinese	90.48	80.95	100
Indian	76.32	76.32	84.21
Pakistani	81.08	64.86	86.49
Other Ethnic	66.67	50.00	66.67
Mixed	82.50	77.50	85.00
Asian Other	77.78	77.78	100
Gypsy traveller	*	*	*
Not Disclosed	83.33	70.83	75.00
Not Known	46.43	46.43	53.57
Total all ethnic groups	86.13	77.29	87.61

It is not possible to draw conclusions of any significance from these figures, given the very small numbers. Only a few cases represent valid statistical samples.

5.2.2 The following table indicates the percentage of S2 who have met or exceeded level E in reading, writing and maths by the end of S2. This is national priority 1.1B. Figures are given for 2005/06 with figures for 2004/05 in brackets.

Ethnic Group	Reading		Writing		Maths	
White - UK	69.71	(69.73)	56.99	(55.66)	63.16	(65.72)
White - Other	66.67	(60)	66.67	(50)	72.22	(70)
Black - African	*	*	*	*	*	*
Black - Other	0	*	0	*	0	*
Chinese	*	*	*	*	*	*
Indian	*	(71.43)	*	*	*	(71.43)
Pakistani	33.33	(56.25)	33.33	(50)	53.33	(75)
Other Ethnic	*	(100)	*	(100)	*	(100)
Mixed	62.50	(80)	43.75	(60)	50.00	(70)
Asian Other	83.33	*	66.67	*	83.33	*
Not Disclosed	66.67	(35.71)	77.78	(42.86)	66.67	(50)
Not Known	31.25	(46.15)	31.25	(38.46)	31.25	(41.03)
Total all ethnic groups	69.23	(69.07)	56.81	(55.38)	63.11	(65.4)

Again, it is not possible to draw conclusions of any significance from these figures, given the very small numbers.

5.2.3 The percentage of pupils attaining SCQF (Scottish Credit and Qualifications Framework) English and Maths Level 3 or better ie Standard Grade Level 6 or better by S6 is shown below as a percentage of the S4 cohort from that background.

Ethnic Group	S4 % of pupils of the original S4 cohort who by the end of S6 have attained 5+ at SCQF Level 3 or better		
	2005/06	2004/05	2003/04
White UK	93.38	90.87	92.29
White Other	100	100	100
Black African	100	0	0
Black Caribbean	100	0	0
Black Other	100	0	0
Chinese	100	75	100
Indian	100	80	100
Pakistani	100	90	100
Other Ethnic	100	100	100
Mixed	100	83.33	N/A
Asian Other	100	100	N/A
Not Disclosed	84.21	94.92	93.14
Not Known	79.17	87.18	94.59
Total of all ethnic groups	93.27	90.86	93

The numbers of pupils involved in categories other than white UK are small so no valid conclusion can be made from the data.

5.2.4 Figures are available on the percentage of S6 pupils attaining 1+ at SCQF level 6 or better ie 1 Higher pass. However, the number of pupils in each category other than White - UK, White - other and other ethnic is less than 10 across all Renfrewshire schools. Therefore, no valid conclusion could be drawn from presenting figures, nor could individual anonymity be preserved.

5.3 Figures below indicate attendance by ethnic background for school session 2005/06 with 2004/05 figures in brackets.

Ethnic Group	% Attendance					
	Primary		Secondary		Special	
White - UK	96.14	(95.3)	91.18	(90.1)	93.30	(92.9)
White - Other	96.56	(95.9)	92.66	(91.5)	90.41	(93.6)
Black - African	98.40	(96.9)	98.22	(96.2)	0	(0)
Black - Caribbean	97.42	(93.1)	65.98	(67.2)	0	(0)
Black - Other	0	(83.1)	87.32	(90.2)	0	(0)
Chinese	97.82	(69.2)	96.61	(92.9)	0	(0)
Indian	95.92	(94.7)	92.16	(90.1)	0	(0)
Pakistani	92.86	(93.9)	93.06	93.9	93.49	(90.9)
Other Ethnic	86.86	(91.7)	93.89	(94.9)	0	(0)
Mixed	95.87	(94.8)	90.49	(90.5)	86.60	(99.4)
Asian Other	94.61	(93.8)	90.33	(91.1)	0	(0)
Gypsy Traveller	86.05	(0.0)	97.94	(97.4)	0	(0)
Not Disclosed	95.04	(93.0)	88.40	(88.4)	0	(0)
Not Known	94.50	(93.5)	86.57	(87.5)	94.37	(100.0)
Total all ethnic groups	96.09	(95.2)	91.17	(90.1)	93.21	(93.3)

Again, given the small numbers involved, little can be concluded from these figures.

5.4 Information relating exclusions to ethnic background is available for the last six school years. However, the numbers of exclusions of pupils from ethnic groups are extremely small. Moreover, it is possible that the same pupil was excluded more than once. The drawing of any valid conclusions is not, therefore, possible.

5.5 Racist incidents were recorded as follows:-

Sector	Incidents			Roll			Number of incidents per thousand pupils		
	05/06	04/05	03/04	05/06	04/05	03/04	05/06	04/05	03/04
Primary	30	27	40	13,357	13,925	14,350	2.2	1.94	2.79
Secondary	17	20	20	11,507	11,658	11,796	1.48	1.72	1.69
Special	0	0	0	299	304	322	0	0	0

The differences in number of incidents per thousand pupils relate to a low number of incidents and may reflect bedding in of monitoring and recording procedures.

5.6 The ideal is no racist incidents and this is the goal we are working towards. Current targets to reduce the low level of incidents taking place are as follows:

2005/06	2006/07	2007/08	2008/09
47	43	41	41

6. Workforce Monitoring data

6.1 Ethnicity of staff in post in schools has been provided from the Resourcelink system and is shown in the table below:

Ethnic Group	Cleaning/Catering/Janitorial	Teachers	Support Staff	Total
Asian - Chinese	*	0	0	*
Asian - Indian	*	0	*	*
Asian - Other	0	0	*	*
Asian - Pakistani	0	*	*	*
Black - African	0	*	0	*
Black - Other	0	0	*	*
Mixed Ethnic background	0	5	0	5
Other Ethnic background	0	8	*	9
White - English	0	17	10	27
White - Irish	*	8	*	13
White - Other British	0	14	17	31
White - Scottish	575	1,595	764	2,934
White - Welsh		*	*	*
Total of all ethnic groups	578	1,653	803	3,034

6.2 Ethnicity of staff leaving posts in schools between August 2005 and August 2006 has been provided from Resourcelink and is shown in the table below

Ethnic Group	Cleaning/ Catering/ Janitorial	Teachers	Support Workers	Total
Asian - Chinese	*	0	0	*
Other Ethnic background	0	0	*	*
White - English	*	0	*	*
White - Irish	0	0	*	*
White - Other British	*	5	*	7
White - Scottish	228	130	112	470
Total of all ethnic groups	234	135	118	487

6.2a Please note that the figures above take into account those employees who were TUPE (Transfer of Undertakings, Public Employees) transferred from the schools. The breakdown of these is:

Ethnic Group	Cleaning/Catering/Janitorial
Asian - Chinese	*
White - English	*
White - Other British	*
White - Scottish	65
Total	69

Implications of this Report

1. **Financial Implications** - None

2. **Personnel Implications** - None

3. **Community Plan Implications**

Social inclusion - Tackling racist incidents in schools is important to create an atmosphere in which all pupils can thrive and take the most benefit fully from the learning opportunities available to them.

Modernising government - Efforts to promote race equality challenge the institutionalisation of certain attitudes and values.

Sustainable development - Promotion of race equality in education and celebration of diversity is important in fostering sustainable communities.

4. **Legal Implications** - None
5. **Property Implications** - None
6. **Information Technology Implications** - None
7. **Equal Opportunities Implications** - None

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