



Children and Young People's Services

## RAISING THE ACHIEVEMENT OF BLACK AND MINORITY ETHNIC (BME) PUPILS

### Self-evaluation toolkit

Bristol is one of England's great cities, with a population of about 400,000, it is the eighth largest city in the country and the largest city in the South West. 8.2% of the population is made up of black or minority ethnic communities, with 27% of young people in Bristol schools from BME communities. Like other major cities, Bristol's influence stretches well beyond its administrative boundaries for employment, transport and its cultural offer.

Across the whole authority, it is clear that some ethnic groups are more frequently underachieving and Bristol is keen that all schools consider the range of factors which are most likely to help these particular children achieve their full potential. To help our schools consider the full range of issues which may help improve further the achievement of minority ethnic children, this self-evaluation grid has been developed by merging ideas from a number of national programmes, most notably those addressing the Learning and Teaching for Bilingual Children and for African Caribbean Achievement.

The purpose of this self-evaluation grid is to support school leadership teams in recognising the current stage of development and identifying key priorities for further development across the school. As with all such self-evaluation, judgements should be based on evidence about provision and impact. The four columns represent a continuum of development and effectiveness, using headings which are familiar to those who have already used similar grids from the Primary National Strategy:

- **Well Established:** There is whole-school consistency and cohesive practice is embedded across the school. Impact on standards and progress is evident.
- **Developing:** The school has started to address some aspects but there is a need for further development in identified areas. Many things are in place and embedded. There has been a significant development in the quality of provision and an impact on standards and progress. Some issues regarding whole-school consistency and cohesion need addressing
- **Not yet in place**

As with other self-evaluation grids, highlighting text which broadly describes the school's current provision will help generate a "best-fit" judgement and, in turn, support the identification of potential priorities for further development.

For simplicity and brevity, the term “**BME**” (“**black and minority ethnic**”) is used throughout this document. This phrase should be assumed to include black and dual heritage children as well as those from bilingual backgrounds.

## Self-evaluation audit of provision for Ethnic Minority Achievement

The audit below has been devised using the audit questionnaires from all the different National Strategy Inclusion projects and programmes. It can be used to evaluate the provision for all groups of Black and Minority Ethnic (BME) and bilingual pupils\* in the school, or it could be used to focus on one or more particular group(s) if that has been identified as a priority. It is important for a wide cross-section of staff in the school, including support and admin staff, to be involved in the completion of the form. It could be completed, for example, at a staff meeting with small groups of people completing identified sections and reporting back to the whole staff for discussion. Once agreement has been reached as to which areas of school practice are well established, which are developing and which have not yet been put in place, it is the task of the Senior Leadership Team to collate the responses and produce a discussion document for consideration by all interested parties, including governors, parents and pupils. A more accessible version of the document may be produced for pupils to aid understanding.

The completed audit will be an invaluable tool for the identification of priorities for the School Development Plan and the completion of the SEF.

<b>Aspect</b>	<b>SEF</b>	<i>Evidence of practice</i>		
		<b>Well established</b>	<b>Developing</b>	<b>Not yet in place</b>
<b>A1: Leadership and management</b>	<b>6a</b>			
1. The headteacher provides an active lead on raising the attainment of identified groups of BME and bilingual pupils, as part of a commitment to the development of an inclusive ethos.				
2. The school development plan has clear objectives and strategies for raising the attainment of identified groups of BME and bilingual pupils.	3c			
3. The school SLT ensures a whole-school approach to raising the attainment of BME and bilingual pupils.				

<b>A1: Leadership and management</b>	<b>6a</b>	<b>Well established</b>	<b>Developing</b>	<b>Not yet in place</b>
<p>4. The school's CPD cycle includes regular provision for training for all staff, eg, senior, middle leaders, NQTs, ancillary, related to:</p> <ul style="list-style-type: none"> <li>• race legislation, including procedures for recording, reporting and dealing with racist incidents</li> <li>• cultural and educational issues relating to BME and bilingual pupils</li> <li>• the development of inclusive practice for all pupils, including BME and bilingual pupils</li> <li>• the induction, assessment and ongoing support for learning and teaching (to ensure the achievement of identified groups of BME and bilingual pupils.</li> </ul> <p>The school monitors the outcome of such training and its impact on the achievement of BME and bilingual pupils.</p>				
<p>5. Performance management targets include those related to raising the achievement of identified groups of BME and bilingual pupils.</p>				
<p>6. EMAG and other additional funding are deployed strategically and are used to support more advanced learners as well as new arrivals.</p>	<p>F2, F3, F6</p>			

<b>A1: Leadership and management</b>	<b>6a</b>	<b>Well established</b>	<b>Developing</b>	<b>Not yet in place</b>
7. The school monitors the deployment of all additional funding such as EMAG to ensure that it is adding value.				
8. The school actively recruits governors' representative of wider community groups.				
9. A lead governor for race equality has been identified and is regularly briefed on progress in relation to the attainment of BME and bilingual pupils.				
10. Governors have training to develop their knowledge, skills and understanding in relation to meeting the learning needs of identified groups of BME and bilingual pupils.				
11. The school actively secures the representation of the BME and bilingual communities at all levels of non-teaching and teaching staff.				
12. The school staff is clear on the differences between SEN and EAL and bilingual pupils are not grouped or taught inappropriately.	Part C6-8			
13. Any withdrawal arrangements are carefully monitored for impact, which should be time limited, and to ensure full access to the curriculum.	Part C1			
14. The school makes effective provision for pupils to take examinations in home, community and heritage languages.	Part C6-8			

<b>A1: Leadership and management</b>	<b>6a</b>	<b>Well established</b>	<b>Developing</b>	<b>Not yet in place</b>
15. BME and bilingual pupils, who are not reaching age-related expectations, are targeted for support at key enrichment activities such as homework clubs, supplementary schools and revision clubs and their attendance is monitored				
16. BME and bilingual pupils, including asylum seekers, refugees, children in care, are identified and appropriate provision made for them.	Part B5-6 Part C6-8			
17. The school actively engages BME and bilingual pupils by involving them in all aspects of school life and seeking their views in a variety of ways, including their perceptions of the curriculum they receive.	Part C6-8, 2a-d			
18. Pupil feedback indicates that relationships between BME and bilingual pupils and staff are positive.				
19. Relationships between BME and bilingual pupils and other pupils are good.				
20. The school provides support, e.g. academic tutors, enrichment activities or buddy systems for pupils identified as “at risk” of underachieving during their transfer or admission to secondary school.				

<b>A1: Leadership and management</b>	<b>6a</b>	<b>Well established</b>	<b>Developing</b>	<b>Not yet in place</b>
21. The school has a positive and welcoming ethos and classroom and corridor displays positively reflect the languages, experiences and heritage of BME and bilingual pupils.				
22. The governing body, together with the SLT, ensure that there is compliance with the requirements of statutory legislation, including: <ul style="list-style-type: none"> <li>• the Race Relations (Amendment) Act 2000, especially the implications for identified groups of BME and bilingual pupils and monitoring racist incidents</li> <li>• Education and Inspections Act 2006, especially with regard to the duty to promote community cohesion.</li> </ul>				
23. All racist incidents are reported, recorded and analysed. The school takes clear and positive action to support victims and perpetrators of such incidents.				
24. Arrangements are in place to maintain and assess the impact of all school policies on the achievement of identified groups of BME and bilingual pupils and that these are reviewed on a regular basis.				

<b>A1: Leadership and management</b>	<b>6a</b>	<b>Well established</b>	<b>Developing</b>	<b>Not yet in place</b>
25. The school ensures that all pupils and parents are aware of the race equality policy, practice and procedures and their role in ensuring that it works.				
26. Senior leaders have good knowledge and understanding of race equality legislation and the school's statutory obligations.				
27. Senior leaders have the confidence and knowledge to deal effectively with issues related to racism.				
28. A curriculum audit has taken place as part of the school's race equality action plan and actions within timescales are embedded within the school development plan. This includes embedding aspects of BME and bilingual pupils' cultures into schemes of work.				
29. BME and bilingual pupils, including asylum seekers and refugees, children in care, are represented in all aspects of school life, e.g. school council, school teams, gifted and talented initiatives, speaking at events, representing the school, teacher interviews.				

<b>A1: Leadership and management</b>	<b>6a</b>	<b>Well established</b>	<b>Developing</b>	<b>Not yet in place</b>
30. There are clear policies and procedures for new arrivals, including those pupils arriving outside the normal admission times including information gathering, induction, pupil support and feedback to parents and carers.	B10a			
31. Policies relevant to the achievement of BME and bilingual pupils are understood by all staff and their effectiveness is monitored, for example, race equality policy, behaviour policy, rewards and sanctions, examination entry policy, G&T identification policy.				
32. The school has an agreed grievance procedure that is understood by pupils, parents and staff.				

<b>Aspect</b>	<b>SEF</b>	<i>Evidence of practice</i>		
		<b>Well established</b>	<b>Developing</b>	<b>Not yet in place</b>
<b>A2: Teaching and learning</b>	<b>5a-c, 5e</b>			
33. Teachers are aware of the difference between conceptual development and EAL development and of the need to teach academic language explicitly in order to support effective learning.				
34. The assessment of pupils moving in to the school at non-routine times is quick, accurate and effective. It establishes a sound baseline for progression.				
35. There is a swift dissemination of relevant assessment information in order to set appropriate individual targets and plan appropriate interventions.				
36. Assessment methods are checked for cultural bias.				
37. Schemes of work and lesson plans show evidence of high expectations, personalised learning and targeted intervention, where appropriate, for all groups of BME and bilingual pupils.				
38. Lesson plans show evidence of the development of higher-order thinking skills.				

<b>A2: Teaching and learning</b>	<b>5a-c, 5e</b>	<b>Well established</b>	<b>Developing</b>	<b>Not yet in place</b>
39. Teachers value pupils' own interests, learning styles and skills and use a range of inclusive strategies to engage, motivate and accelerate the progress of all groups of BME and bilingual pupils.				
40. The curriculum is culturally sensitive, actively enables pupils to appreciate their own and others' cultural traditions, and provides opportunities for pupils to discuss issues of identity and ethnicity.				
41. The school provides a range of opportunities for curriculum enrichment, for example through visits from members of different BME communities.				
42. As part of the celebrations of different communities' religious holidays, celebrations and fairs are also recognised.				
43. Lesson plans show evidence of integrated speaking and listening activities, with a focus on targeted language learning (including language structures) into the curriculum for BME and bilingual pupils.				
44. Schemes of work and lesson plans show evidence of use of focused language activities such as active reading strategies for BME and bilingual pupils..				

<b>A2: Teaching and learning</b>	<b>5a-c, 5e</b>	<b>Well established</b>	<b>Developing</b>	<b>Not yet in place</b>
45. Schemes of work and lesson plans show evidence of support for developing extended writing e.g. through modelling, oral rehearsal, shared writing.				
46. Pupils are encouraged to use L1 to support their learning and English language development as appropriate.				
47. Pupils are grouped within classes in such a way as to support both their progress in the subject and their language development.				
48. Targeted pupils have agreed language development targets as well as challenging curricular targets and these are used to inform planning.				
49. Schemes of work and lesson plans show evidence of opportunities for pupils to reflect on their own learning and evaluate their work and progress.				

<b>Aspect</b>	<b>SEF</b>	<i>Evidence of practice</i>		
		<b>Well established</b>	<b>Developing</b>	<b>Not yet in place</b>
<b>A3: Tracking and monitoring</b>	<b>1a, 1c-e</b>			
50. The school has robust and sensitive systems for collecting contextual data for BME and bilingual learners, such as: first language (L1), other languages spoken, including dialects, literacy in L1, faith, refugee status and length of schooling inside and outside the UK.				
51. The school is confident that it has accurately recorded ethnicity and language data for all BME and bilingual pupils, including Gypsy/Roma and Travellers of Irish Heritage as part of the School Census data.				
52. The member of staff responsible for supporting self-ascription is aware of key issues regarding the under-ascription of Gypsy/Roma and Traveller groups and strategies are in place to improve the accuracy of self-ascription.				
53. The school has an established time line for the collection and analysis of attainment data.				

<b>A3: Tracking and monitoring</b>	<b>1a, 1c-e</b>	<b>Well established</b>	<b>Developing</b>	<b>Not yet in place</b>
54. The school analyses attainment, attendance and exclusions data by ethnicity and L1 to ensure an accurate picture of progress and attainment across all years, and in comparison with other schools in the authority.				
55. The leadership team analyses attainment data to identify trends in relation to subjects (including tiers of examination entry), key stages, year groups or classes and ensure that targeted action is taken as a result.	3a			
56. The school has clear systems for communicating findings from ethnicity and language data analyses to all stakeholders including parents and governors.	2b			
57. Targets are set for the attainment of all groups of BME and bilingual pupils overall, as well as by gender, and progress is rigorously monitored. High expectations are evident in these targets.	3c			
58. Composition of pupil groups is monitored to ensure that BME and bilingual pupils are not placed inappropriately or over-represented in lower sets.	6a C6, C7			

<b>A3: Tracking and monitoring</b>	<b>1a, 1c-e</b>	<b>Well established</b>	<b>Developing</b>	<b>Not yet in place</b>
59. Option choices, work experience placements and vocational choices are analysed by ethnicity and gender to ensure that BME and bilingual pupils make appropriate selections (and) career and vocational guidance encourages (BME and bilingual pupils) to aim high.				
60. The school ensures that CPD is provided so that middle and senior managers are skilled and confident in interpreting and making use of data.	6a			
61. The school collects and uses a range of information (including attainment data, mobility and gaps in education) from primary school, previous schools and settings and parents/carers to maintain the progress of BME and bilingual pupils from primary to secondary school. (Support is offered to those at risk during transition).				
62. The school ensures that quantitative data is supplemented with other forms of evidence, eg pupil group discussions, staff discussions, evaluations, feedback from surveys.				

<b>Aspect</b>	<b>SEF</b>	<i>Evidence of practice</i>		
		<b>Well established</b>	<b>Developing</b>	<b>Not yet in place</b>
<b>A4: Parents and community</b>	<b>2a-d</b>			
63. The school foyer is welcoming and informative for parents and relationships between school staff and BME and bilingual parents are positive.				
64. The school has a policy on parental involvement (which explicitly identifies how it will engage with parents of BME and bilingual pupils to build effective partnerships) and its implementation is rigorously monitored.				
65. There is a policy on behaviour and attendance formulated and operated with parental support.				
66. The school creates opportunities to ensure that parents/carers of BME and bilingual pupils are aware of the progress that their children are making and are equipped to support their children's education, e.g. academic review days, information evenings, workshops, support packs.	Part C6-7			

<b>A4: Parents and community</b>	<b>2a-d</b>	<b>Well established</b>	<b>Developing</b>	<b>Not yet in place</b>
67. The school engages the parents of BME and bilingual pupils by actively seeking their views, especially with regard to their child's cultural identity, reaching out to parents/carers less confident in speaking English through the use of translators and interpreters as well as targeted meetings. It can provide examples of actions taken based on their responses.				
68. BME and bilingual parents/carers are well informed about a range of school developments, e.g. procedures for national tests, exam entry policy, enrichment classes. Support for parents (eg through translations or interpreters) is available if needed.				
69. The school actively develops links and effective partnerships with the wider BME and bilingual communities, e.g. complementary schools, local arts groups, religious organisations, local businesses.				
70. Community groups have access to school facilities.				

\*Identified groups of BME and bilingual pupils may include:

- pupils from a specific ethnic group, e.g. Somali
- pupils from a specific language group, e.g. Polish
- pupils from Gypsy/Roma/Traveller backgrounds
- recently arrived pupils from outside the UK
- pupils in the early stages of learning English
- more advanced EAL learners
- refugee and asylum-seeking pupils