Leicester City Council

Scrutiny Review

Scrutiny inquiry into
'The Underachievement of 'Black Caribbean' and 'White British Working-Class' pupils of secondary school age in Leicester'.

A Review Report of the Children, Young People and Schools Scrutiny Commission
31 October 2019

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Chair's Foreword

There can be no doubt that the greatest gift a parent can give their child is a good education.

> *"Education is a powerful way of inspiring young people and I would like to see British schools put the values of respect and fairness at the heart of the curriculum"*- **Baroness Lawrence**, April 2019.

The issue of 'Underachievement of White British Working-Class and Black Caribbean (see section 4.6 for definitions of these terms) pupils in secondary education' is complex and deep-rooted. The intention of this review is not to resolve what is a recurring problem, but to continue to highlight the issues and barriers faced by these two vulnerable groups. Deficits in aspiration; low expectation, school curriculum, disengagement from mainstream political process; loss of identity and deprivation are just some of the challenges that contribute to this complex problem.

It is recognised that the inability of successive government policies, and of decision makers to address the lack of academic progression in relation to Black Caribbean pupils over many decades has become an intergenerational problem that challenges government policies on equality for all. This can also be said of White British Working-Class pupils, which as a challenge has gained increasing prominence over the last decade.

We considered several areas that have formed the basis of the review, namely the educational landscape nationally and locally; the challenges experienced, and recommendations for the future. It is recognised that the academies agenda is transforming the educational landscape which in the long term will have an influence on attainment and academic success, however it is too early to predict the impact on the two groups being reviewed. However, the outcomes for children and young people in the city is still of great importance to the Local Authority.

In conclusion, it is evident that leadership and staff in secondary schools are hardworking and committed. We were impressed with their passion to support underperforming pupils, made more challenging because of limited budgets; stretched resources and an increase in numbers of pupils with complex issues.

A massive thanks to community individuals, schools, lead officers, youth workers and task group colleagues involved in the review, their contribution has been informative and valuable.

Councillor Mohammed Dawood

Chair, Children, Young People and Schools Scrutiny Commission

1.   Executive Summary

Background to the Review and Key Findings

1.1.   In 2014 Leicester City Council submitted evidence to the House of Commons Select Committee Inquiry on the underachievement of White British pupils in Leicester City. House of Commons - Underachievement in Education by White Working-Class Children - Education Committee files .

1.2.   An extract from the evidence states:
        'In parts of Leicester white working-class culture is characterised by low aspirations and negative attitudes towards education. The city faces many social challenges which affect the life chances of pupils; there is low achievement amongst white working-class boys; family-related issues play a key part in determining attainment outcomes; and the gaps in attainment widen through the key stages up to age 16 and beyond'.

1.3   In 2018 the Children, Young People and Schools Scrutiny Commission carried out a task group review and heard that similar issues relating to White British Working-Class persisted. A similar pattern of underachievement among Black Caribbean pupils has also persisted.

1.4   Leicester performance data for key stage 4 (KS4) in 2015/16 shows progress and attainment for White British and Black Caribbean pupils was well below average in key performance indicators (KPIs). This is a contrast to other groups in the city e.g. Indian, Black African, and other Asian. This is evidenced in the Leicester City Council annual education performance reports. http://www.cabinet.leicester.gov.uk:8071/documents/s76854/Annual%20Education%20Performance%20ReportFIN.pdf

1.5   Department for Education (DfE) national ethnicity data reinforces the underachievement at secondary school level key stage 4 of White British working-class and Black Caribbean pupils, this is evidenced in national DfE performance reports 2015 to 2016 DFE ethnicity data key stage 4.pdf. **In addition, review work carried out by Lambeth Council shows a similar position to that in Leicester. The Lambeth research findings show:**

- The reasons for the underachievement of Black Caribbean pupils are wide-ranging and complex. Seven key factors were identified as main reasons for persistent underachievement in English schools:
  1. Headteachers' poor leadership on equality issues
  2. Institutional racism
  3. Stereotyping
  4. Teachers' low expectations
  5. Curriculum barriers and relevance
  6. Lack of diversity in the work force
  7. Lack of targeted support
  https://www.lambeth.gov.uk/rsu/sites/www.lambeth.gov.uk.rsu/files/black_caribbean_underachievement_in_schools_in_england_2017.pdf
- The good practice findings showed that Key Stage 2 and GCSE results have improved significantly in the case study schools, despite

a national trend of underperformance. There were a number of reasons why Black Caribbean pupils were doing well and key features and success factors included:

1. Headteachers' excellent leadership on diversity and equality issues.
2. Effective teaching and learning
3. Use of a relevant inclusive curriculum
4. Parental engagement
5. Link with the community
6. The work of learning mentors in supporting Black Caribbean families
7. Church and community support and guidance
8. A clear stand on racism
9. Diversity in the school workforce
10. Celebration of cultural diversity
11. Effective use of pupil voice

https://www.lambeth.gov.uk/rsu/sites/www.lambeth.gov.uk.rsu/files/the_achievement_of_black_caribbean_pupils_-_good_practice_2017_0.pdf

- The reasons for underachievement of White Working-Class pupils is a perceived lack of aspiration amongst parents for their children's future and a lack of engagement in their schooling, the failure of the National Curriculum to reflect adequately the needs of White British Working-Class pupils. It is also perpetuated by factors such as:

  1. Economic deprivation
  2. Feelings of marginalisation within the community exacerbated by housing allocation
  3. A lack of community and school engagement
  4. A perception that their identities are not being affirmed in school
  5. Low literacy levels and parental low aspiration of their children's education.

  https://www.lambeth.gov.uk/rsu/sites/www.lambeth.gov.uk.rsu/files/Raising_the_Achievement_of_White_Working_Class_Pupils-School_Strategies_2010.pdf

- The good practice findings showed that there are a number of reasons why White Working-Class pupils and other groups are doing well in schools, despite low attainment at entry and challenging socio-economic circumstances in the area served by case study schools. Key features and success factors include:

  1. Strong and inspirational leadership by the headteacher
  2. High expectation for all pupils
  3. An inclusive curriculum that raises aspiration and meets the needs of the White Working-Class
  4. Close links with parents and increasing community support
  5. Effective use of data and rigorous monitoring systems
  6. Good and well-targeted support for White Working-Class pupils
  7. Effective support for language development

8. Good support for the transition between primary and secondary
9. Celebration of cultural diversity and a strong commitment to equal opportunities.

https://www.lambeth.gov.uk/rsu/sites/www.lambeth.gov.uk.rsu/files/Raising_the_Achievement_of_White_Working_Class_Pupils-School_Strategies_2010.pdf

1.6 The task group heard that White British Working-Class pupils and Black Caribbean pupils who are underachieving at secondary school are likely to face a combination of disadvantages – at home, in school, or through personal circumstances, examples relate to:

➢ Attending a less well-performing school e.g. Ofsted ratings 'requires improvement' or 'inadequate' (*although it is recognised that schools rated 'inadequate' are required to become academies – evidenced in paragraph 6.7 & 6.8*)
➢ Access to targeted support and supplementary learning opportunities
➢ Assessed as having special education needs or complex needs
➢ Parental and school engagement issues
➢ School attendance and /or behaviour issues
➢ Background and /or ethnicity e.g. poverty, discrimination; racism; bullying
➢ Low expectations by teachers and aspirations on the part of pupils
➢ Access to early intervention services from support agencies e.g. health and wellbeing, safeguarding or special needs assessment services.

1.7 Schools' provision has changed radically with many schools having become academies. The task group identified that it can be confusing to understand the governance; lines of management and responsibility for schools and that it would be helpful for both elected members and parents to have a better understanding of the Council's role and approach to monitoring and influencing performance outcomes particularly in relation to academies.

1.8 School budgets and provision for youth activities in the city are facing severe challenges which impact on young people and schools. The task group identified that schools are experiencing increasing numbers of pupils with low attainment and complex needs. We ask that the council executive address these funding gaps, and or look into alternative funding options.

1.9 The task group identified that the reasons for persistent pupil absence in a couple of city secondary schools can be varied and complex e.g. identified higher levels for white working-class boys. Persistently absent are those who have 10% of more absence, data shows that the number of city secondary pupils classed as persistent absentees in Autumn and Spring 2016/17 is 2,851 pupils. The task group praised the council's Education Welfare Team who work closely with schools and with families using a range of methods to motivate parents and children to encourage and improve attendance.

1.10   Youth workers are a valuable resource for secondary schools. We identified that youth workers have a wide experience of how to approach young people facing challenging issues. We believe youth workers are 'informal educators' well placed to support schools to work with underachieving pupils.

1.11   The task group identified that support and encouragement for Black Caribbean parents and families would enable them to be more proactive in their children's education through participation on school governing bodies; parents' associations, local churches and through collective networking with other parents. The task group identified a range of further work to be explored to support raising achievement for Black Caribbean pupils (*listed in recommendations section).*

1.12   New approaches to better engage parents with schools and to be more closely involved in their children's wellbeing and learning journey should be explored for example this could include involving youth workers; mentors; parenting skills; free supplementary learning and alternative pathways.

1.13   The task group felt that "as a city we need to create a culture of much higher expectations for young people in all our schools, in our society and community, and in partnership with parents". The task group felt that joint working locally and nationally was a positive approach that could be considered through for example the sharing of knowledge, guidance and toolkits.

GOOD PRACTICE IN SCHOOLS

1.14   Secondary schools have the drive to support underachieving pupils. There are a wide range of approaches and programmes to help raise aspirations and improve self-esteem, as well as academic intervention. Examples include:

- Flexibility of courses for students
- Aspirational learning
- Vocational routes
- Access to role models and business leaders
- Investing in teachers and quality of teaching
- Better engagement with feeder schools

1.15   The task group identified many areas of good practice by secondary schools, this is expanded on below:

Good Practice identified in Leicester Secondary Schools

1.16   Secondary schools have demonstrated ambition and drive in their efforts to support underachieving pupils. The task group were informed by the schools

they visited and the staff they spoke to of a wide range of approaches and programmes to raise aspirations and improve self-esteem as well as academic intervention, some examples that were provided are:

➢ Flexibility of courses for students - To offer students more flexibility in choices of courses and encouragement to follow their interests in a way which engages them in learning e.g. health and beauty, construction skills or a 'pick and mix' of vocational courses. More curriculum options that provide high quality vocational opportunities linked to strong progression routes and include curriculum-related activities such as trips and visits to businesses, charities, or cultural venues etc.

➢ Aspirational learning - '*Best Self*' and '*Positive Future Selves*' initiatives for students to take control and write about their life journey and aspirations (making it real). This helps them to respect themselves and others, develop and display independence, resilience, leadership, positive attitude and self-management skills.

➢ Vocational routes - Vocational routes are providing good opportunities for pupils. The task group recognised this as good practice approach and believe that more can be done to prepare children for the world of work, whether that is through a vocational or academic route.

➢ Inviting role models and business leaders – Inviting into school role models (ex-students or celebrities) to talk about their experiences to motivate students to believe in themselves to achieve better. Inviting local sports role models and business leaders, and organising site visits to local enterprises and businesses.

➢ Investing in teachers and quality of teaching – The ethos is to put extra resources into training and developing teaching staff to improve quality of lessons. This is already helping to engage students in learning. Investing in teachers and teaching the right curriculum is key to raising achievement.

➢ Better engagement with feeder schools – Offering primary feeder school pupils taster day sessions along with early engagement with parents, to support the transition from primary to secondary. Older pupils offering 'buddy mentor support' to new year 7 intakes. Secondary school staff and leadership teams have improved their liaison work with primary feeder schools to ensure smoother transitions e.g. earlier liaison work, and pupils visiting initiatives e.g. sports events

➢ School measures in city schools to promote good attendance over the last few years have included award schemes; close working with Education Welfare Officers (EWO); more extra-curricular activities; breakfast and attendance clubs; raised awareness of attendance through publicised attendance levels in Y7; peer mentoring; special learning environments and negotiated timetables for returners; introduction of first day calling; attendance panels; improvements to school ethos and facilities; individual counselling.

➢ Pupils value reward schemes which motivates them to do well e.g. bronze, silver and gold positive behaviour points. Schools cited how as a result the number of incidents of poor behaviour significantly reduced for all groups of pupils.

2.   RECOMMENDATIONS

The Assistant Mayor for Children, Young People and Schools and the Executive are asked to consider the following recommendations (which have been grouped into four themes) and the conclusion (page 11) as a way forward.

Theme 1: Actions for Schools

2.1.   To request that the good practice identified by Lambeth Council be shared in Leicester. Schools and leads in education improvement to consider the research reports as an additional aid to help raise achievement. (*source:1.5, 4.7, 7.8, 8.10 & 8.21).*

2.2.   Some schools receive Pupil Premium funding (PPF) to help raise attainment among disadvantaged students. Secondary schools should consider how this fund could be channelled to boost outcomes specifically for Black Caribbean and White British working-class students. (*source 6.8 & 6.13*).

2.3.   Parents should be helped to understand how to interpret school performance measures, as this would encourage them to support their children, and assist them with school selection choices. (*source:8.6*)

2.4.   Schools should consider new approaches to strengthen relationships with Black Caribbean and White British working-class parents and families to support their children's progress. (source: 6.15 & 7.22).

2.5.   Schools and School Governing bodies should be encouraged to recruit Black Caribbean and White British working-class governors to help parents, community and schools break down barriers and influence pupil performance strategies. (source:7.24)

2.6.   Schools be encouraged to (source:7.15 & 7.16 & 7.17)

a. Involve Black Caribbean teachers at leadership levels and education performance forums
b. Recruit and support the career progression of Black Caribbean teachers.
c. Provide additional support to Black Caribbean trainee teachers. Schools should consider the use of the Stephen Lawrence Charitable Trust handbook to help pupils develop the skills and confidence to challenge racism and discrimination and to embrace inclusion.

2.7.   Schools should consider the use of the Stephen Lawrence Charitable Trust handbook to help pupils develop the skills and confidence to challenge racism and discrimination and to embrace inclusion.
(Stephen Lawrence resources web link) (*source:6.13*)

2.8.   Schools and the Council to consider key impacts of the council's Early Help Strategy in supporting raising achievement for Black Caribbean and White British Working-class pupils. *(source: 6.22)*

Theme 2: Actions for Council Officers

2.9.   The task group recognised that youth workers are a valuable resource who may be able to help secondary schools to address the challenges and issues facing Black Caribbean and White British working-class students who are underperforming. Whilst recognising the financial constraints facing this service, consider possible ways this experience can be shared or used including a possible pilot approach *(source 1.8, 6.14 & 6.15).*

2.10.   The council should set out clearly to elected members, parents and other key stakeholders how it engages with and influences the performance outcomes of pupils attending all schools, including academies, in the city. (source: 6.7b).

2.11.   Good school attendance is vital and pupil absences can lead to educational and societal problems, consider a city-wide campaign to raise awareness about the links between good school attendance and grades / prospects. (source:8.16).

2.12.   That good practice within higher-performing secondary schools be identified by education service improvement leaders and shared to support and mentor lower-performing secondary schools in the city. The Children, Young People and Schools Scrutiny Commission would welcome a report on the work being done and future proposals. (source: 6.13a & 7.31).

Theme 3: Actions for Elected Members

2.13.   Elected members be encouraged to: (source: 6.7a)

   a) Regularly visit schools within their wards to better understand the challenges faced by schools, and issues impacting on young ward citizens and the wider community.
   b) Become school governors to work closely with schools on improvement measures, strategies and better engagement, and to influence performance outcomes for students.

Theme 4: Further work to be explored

The following are possible areas to explore further in tackling this complex challenge and which may assist in providing new insights and in identifying other solutions, whilst recognising that any further work may be constrained by availability of resources both within the Council and schools.

2.14.   The task group were aware that Leicester City Council and other employers have had success in encouraging and supporting apprenticeships and alternative pathways for disadvantaged young people and NEETs in the city. To explore further how employers can provide guidance and support to Black Caribbean and White British working-class young people. (source: 6.20)

2.15.   The task group identified that there is a lack of Black Caribbean community support networks for young Black Caribbean's in the city. We suggest that a 'mapping exercise' in partnership with the community be explored. (source: 7.26).

2.16.   The task group identified that secondary school choices and allocations is likely to impact on performance outcomes for Black Caribbean pupils. We suggest that this be explored further, for example allocations data for 1st, 2nd, or alternative secondary school places compared with other cohorts. (source: 7.11).

2.17.   Analysis of turnover rates and findings from exit interviews for Black Caribbean teachers and trainees in Leicester be explored further. (source: 7.16).

2.18.   New approaches to be explored in partnership with the community to encourage Black Caribbean parents to boost their children's learning opportunities e.g. supplementary learning. (source: 7.27).

2.19.   The task group identified that good parenting skills are the building blocks to help disadvantaged families in the city. To explore new approaches to support parents who feel isolated and disengaged with schools for example as shown by the Lambeth research case studies. (source: 7.20, 7.22 & 8.16).

2.20.   Schools and communities in partnership with the council to explore new approaches to reconnect pride and celebration with White British working-class and Black Caribbean history and culture. (source:7.25 & 8.14).

2.21.   The task group suggested that De Montfort University and Leicester University be approached to explore possible programmes and support they could offer to Black Caribbean trainees (source: 7.17).

2.22.   The Sutton Trust (a government body) is calling for a renewed effort to close the attainment gap between disadvantaged students and their better off classmates. (source:5.3 & 5.4).
https://www.suttontrust.com/newsarchive/white-working-class-boys-have-lowest-gcse-grades-as-disadvantaged-bangladeshi-african-and-chinese-pupils-show-dramatically-improved-results/

The Sutton Trust recommendations included:

➢ Schools implement targeted improvement programmes for those students at risk of falling behind, including white working-class children.
➢ The government should consider incentives to encourage more highly-qualified teachers to teach in deprived schools.

We suggest that the City Mayor & Executive Lead write to the Government to call for Government support for such actions.

3.   CONCLUSION

3.1   The problems set out in this report are complex, multi-faceted and deep-seated. Their nature pre-dates the cuts imposed on local government and education over the past decade, but those cuts have now made it harder to respond to the issue of under-achievement within the identified communities.

3.2   The evidence is that the issues lie within, but also outside the education system. The problems within schools are a symptom of wider issues. But schools are where the problems come together in the most dramatic way.

3.3   Schools therefore, should be the base within which any strategy or programme of actions should take place. However, it is recommended that the wider issues of alienation and under-performance should also come into play.

3.4   Therefore we suggest that two schools or academies, one working within each identified community, be asked to support the creation of a multi-agency group aimed at dealing with the full range of issues contributing to the picture this report has set out.

3.5   They should include input from health, public health, police, adult and children's social care, youth community engagement as well as community-based arts projects. The team should concentrate in the first instance on

working with the first cadre of children within those communities moving into the first year of secondary education. Structures could include out of hours learning, including lunch and holiday clubs.

3.6   The building of community support for parent-supported learning groups, of which there are examples in other communities within the city, should be pursued, if possible, with the help of those communities.

3.7   There are no easy solutions for the problems in these communities, and it is not suggested that this is an easy solution. But it has the advantage of being the first step in a long journey.

4.   REPORT

Introduction

4.1   In November 2018 the Children, Young People and Schools Scrutiny Commission (CYPS) set up a task group to carry out a review into 'The underachievement of White British working-class pupils and Black Caribbean pupils of secondary age education in Leicester City'.

4.2   In Leicester City the education performance reports 2016 to 2018 highlight trends of underachievement at Key Stage 4, for White British Working-Class and African Caribbean pupils as shown in ethnicity data charts at Appendix A.

Purpose of review

4.3   To explore and begin to understand the complex issues and barriers that impact on the underachievement of Black Caribbean and White British working-class pupils, with a focus on secondary age, key stage 4 level.

Method of review

4.4   The approach taken by the task group was to gather evidence from invited witnesses plus a small sample of secondary schools in the city. The evidence taken has been anonymised. Evidence came from:

- research reports, media articles and council reports
- education performance data and reports
- A small sample of secondary schools in the city (3)
- A small sample of youth workers (5)
- A small sample of community representatives (4)
- Lambeth Council research studies

4.5   The review evidence has focussed on the above, however the task group intends to share the report findings and recommendations wider at a later stage and to receive responses back to Children's Scrutiny e.g. with Education Forums; Schools Partnerships and agencies that support schools.

Definitions

4.6   The following sets out the terms used in the report and their definitions:

- *Black Caribbean*: this refers to British African-Caribbean people who are residents of the United Kingdom whose ancestors were primarily indigenous to Africa
- *White British Working-class*: King's College London recently adopted a definition of 'white working class' developed by Lambeth Council (Lewis and Demie, 2015). According to this definition white working-class pupils are of White British declaration and have the following characteristics:
  - ➢ Parents are in skilled and semi-routine occupations
  - ➢ Parents depend on the welfare state for their income
  - ➢ All pupils eligible for free school meals or pupil premium

    The Cabinet Office (2017) states: *While pupils eligible for free school meals have low attainment on average than their non-eligible peers, the impact of deprivation on White Working-Class pupils (and boys in particular) is more pronounced than in other groups.*

Lambeth Research Studies

4.7   Recent research by Lambeth Council identifies the causes for these two underachieving cohort groups and highlights good practice to help raise achievement. The task group found that the Lambeth research in many ways reflected the position in Leicester. The task group submits the two reports (links below) as valuable supporting evidence to share wider as a resource for schools; the council and partners involved in raising education achievement in Leicester. **RECOMMENDATION 2.1**

    The task group is grateful to the authors of these reports for their permission to share the good practice research in this study.

    a) 'The Achievement of Black Caribbean Pupils - Good Practice' *by Feyisa Demi and Christabel McLean.*
    https://www.lambeth.gov.uk/rsu/sites/www.lambeth.gov.uk.rsu/files/the_achievement_of_black_caribbean_pupils_-_good_practice_2017_0.pdf

    b) '*Raising the Achievement of White Working-Class Pupils – Barriers and School Strategies' by Feyisa Demie and Kirstin Lewis.*
    https://www.lambeth.gov.uk/rsu/sites/www.lambeth.gov.uk.rsu/files/Raising_the_Achievement_of_White_Working_Class_Pupils-School_Strategies_2010.pdf

5.   **National evidence**

5.1   The task group recognised that many research studies and media articles
        relating to this review topic exists. The studies by Lambeth Council (see 2.5)
        stand–out as the most valuable in terms of good practice models. Other
        research and media articles are highlighted below and throughout the report.

5.2

> The latest official figures show the scale of the challenge nationally to tackle the education
> attainment gap, for students from disadvantaged backgrounds. By age 19 over 164,000
> students – 30% of the total cohort – had still not achieved a good standard of recognised
> qualifications in English and Maths. Worryingly, this includes a majority (50.2%) of all
> students who had been eligible for free school meals (fsm).
> *Source: Education Endowment Foundation 2017*
> (*The Education Endowment Foundation is an independent charity set up to improve the
> educational attainment of the poorest pupils in English schools. The EEF aims to support teachers
> and senior leaders by providing evidence-based resources designed to improve practice and boost
> learning).* http://www.educationendowmentfoundation.org.uk/

5.3   The Sutton Trust (*a foundation dedicated to improving social mobility through
        education*) said that it was "particularly concerning" that white working-class
        pupils still perform badly.   Recent research by the Sutton Trust '*Class
        Differences'*, highlights how the academic attainment of disadvantaged pupils
        at 16 varies dramatically between different ethnic groups Key findings
        highlighted:

        'In the past 10 years certain ethnic minority (free school meals)
        pupils have improved substantially more than the national average
        on attainment at GCSE (such as Chinese, Bangladeshi and
        Indian), however others such as Black Caribbean and White
        Working-Class still struggle."

5.4   In light of this, the Sutton Trust is calling for a renewed effort to close the
        n the light of this, the Sutton Trust is calling for a renewed effort to close
        the attainment gap between disadvantaged students and their better-off
        classmates. Recommendations included that:

        • Schools implement targeted improvement programmes for students at
          particular risk of falling behind, including white working-class children.
        • Schools use evidence from the Education Endowment Foundation's
          Teaching and Learning Toolkit to improve outcomes.
        • The government should consider incentives to encourage more highly-
          qualified teachers to teach in deprived schools.
        • Government and schools create more opportunities for disadvantaged
          ethnic groups to supplement core lessons, including through enrichment
          vouchers.

The task group suggest that the City Mayor & Executive Lead write to the Government to call for Government support in addressing these actions **RECOMMENDATION 2.22**

5.5   Sir Peter Lampl, Chairman of the 'Sutton Trust' and of the 'Education Endowment Foundation', stated:

> "The fact that Indian, Bangladeshi and Chinese pupils from poor homes are performing better than the national average is in itself a great achievement. This may reflect a strong cultural appreciation of education from which we can all learn. But it is worrying that there is such a disparity in the achievement of different ethnic groups at GCSE and particularly concerning that white working-class pupils continue to perform so poorly. Harnessing that same will to learn that we see in many ethnic minority groups in white working-class communities should be a part of the solution to the low attainment of many boys and girls. We need a more concerted effort with white working-class boys in particular. This should ensure that every pupil, regardless of family income, gender or ethnicity has the chance to succeed".

5.6   Other research from the '*Social Market Foundation's Commission on Inequality in Education*' has found that poorer pupils were more likely to be affected by four teaching factors which contribute to worse educational outcomes facing a 'cocktail of disadvantage' – they are:
- more likely to have unqualified teachers,
- non-specialist teachers,
- less experienced teachers, and
- have a high turnover of teachers.

(The Social Market Foundation's Commission on Inequality in Education is an independent, cross-party initiative which is examining the causes and effects of inequality in education at primary and secondary levels in England and Wales). http://www.smf.co.uk/commission-on-inequality-in-education/

6.   Leicester City context

The source of date for this section is taken from Leicester's demographic profile 2015:
https://www.leicester.gov.uk/media/183446/cyp-jsna-chapter-one-setting-the-context.pdf

6.1   Population - Leicester is a fast-growing city. Our population is estimated to be 342,627 and is forecast to rise at a faster rate than England to 404,000 by 2038. Children and young people under 20 make up a quarter of the population and 61% of the population are under 40.

6.2   Poverty - More than 34,000 children are growing up in poverty. Research by the *End Child Poverty Coalition* has laid bare the struggles facing many families in the city. The campaign has looked at deprivation rates in 650 parliamentary constituencies and found Leicester South was the 13th worst area where 40.59% of children - 12,509 - are mired in poverty. In Leicester

West 10,290 youngsters (37.4%) are living under the Government's defined poverty level and 11,642 (39.4%) in Leicester East.

Leicester City Education provision 2018

6.3   Primary Schools: • 56 LA maintained, • 26 Academies
        Secondary Schools: • 10 LA maintained, • 9 academies
        Special Schools: • 9 LA maintained, • 1 academy
        Due to convert to academy status in 2018/19: • 7 primary schools,
        • 6 secondary schools

6.4   We have 11 Multi-Academy Trusts (MATs) (with two Single Academy Trusts (SATs) and might expect about 15 MATs by the end of next academic year (2019).

6.5   Leicester City Council's ambition is for ALL schools in the city to be judged good or outstanding by Ofsted and to increase the attainment of young people to at least national averages. The Education Performance Service plays a lead role in this for the local authority with maintained LEA schools and has a strategy of engaging with academies and Multi-Academy Trusts to contribute appropriately to improving standards across the sector.

6.6   The task group were aware that the national and local landscape for education and schools is changing rapidly. Over the last few years many schools in the city have become or are converting to academy schools.

6.7   Minute Extract 22nd August 2017 from Children, Young People and Schools scrutiny commission, re: Annual Education Performance Report 2016, states:

        'Councillor Russell, Lead Executive member, noted that the local authority was in a difficult position with the amount of work it could do to support schools as a result of the impact of government drive to convert schools to academy. There was ongoing work sharing best practice and it was important to identify any slippage and to have performance dialogues with schools, brokering relationships with other schools doing well and to support them with the right information and best practice.

        With regards to the curriculum commission members were informed that as changes happened in a particular year it took time to get through to GCSE stage, so those in KS2 and KS4 at the moment were facing the challenge of meeting that change in the curriculum. It was also noted that for some GCSE's this year would see new grading.

        In terms of academies there were now a combination of convertors and sponsor academies which by definition had poor prior attainment, although the view was that all were Leicester City Schools and so they were not separated out and the data in the report contained all children in Leicester except for those in independent schools'.
        http://www.cabinet.leicester.gov.uk:8071/documents/g8190/Public%20reports%20pack%20

Children, Young People and Schools Scrutiny Commission:

Scrutiny councillors questioned whether positive outcomes for pupils had increased through academisation?
The Deputy City Mayor with responsibility for Children and Young People's Services, stated: *"Although schools in the city have converted to academies for a variety of reasons, most in the city wanted to continue to work with the Local Education Authority (LEA). This was encouraged by the LEA, although it was recognised that some academies engaged more productively than others. The welfare of students in the city is the responsibility of the council, however it did not have responsibility for student outcomes at academies in the city. The LEA has regular contact with the Regional Commissioner responsible for Academies, and in terms of engaging with academies, it depends on which chain of academies schools are part of".*

Scrutiny councillors expressed concerns about the authority's inability to enforce any action they might deem appropriate to make improvements. Councillors raised concerns about:

a) Where to direct people who have problems with academies relating to their children (particularly if they are unhappy with the way an academy has handled an issue or complaint).
b) The council has responsibility for LEA maintained schools' performance outcomes of pupils. The council needs to set out clearly how it intends to engage and influence the performance outcomes of pupils attending academies. **RECOMMENDATION 2.10**

6.7a   The task group recommend that elected members be encouraged to:
- Regularly visit schools within their wards to better understand the challenges faced by schools, and issues impacting on young ward citizens and the wider community.
- Become school governors to work closely with schools on improvement measures, strategies and better engagement, and to influence performance outcomes for students.
- **RECOMMENDATION 2.13**

6.8   The task group was aware that over the last few years some secondary Schools in the city were rated by Ofsted as *'Inadequate'* or *'Requiring Improvement'*. This is likely to impact on pupils' attainment and performance outcomes, in particular where Ofsted identified concerns about the quality of teaching, learning and assessments. *(However it is noted that 'inadequate' rated schools have become 'Academy' status' schools).*

Pupil Premium' is additional money for schools. It was introduced by the government in 2011 as a funding allocation to tackle the attainment gap for underperforming pupils. The government has since broadened out the allocation criteria to include other categories of disadvantage, such as children who are looked after by local authorities.

The Pupil Premium is a valuable focus for closing the attainment gap – but it is important schools consider how they can best use all their resources to improve the quality of teaching as this will benefit all pupils, particularly the most disadvantaged and those underperforming most.

The '*Education Endowment Foundation*' forecasts across the next five years, 2017 to 2021, GCSE attainment gap widens slightly based on Progress 8; and narrows slightly based on Attainment 8 scores. However, to help close the attainment gaps secondary schools need to take steps now to boost GSCE outcomes for their Pupil Premium-eligible pupils. **RECOMMENDATION 2.2**

6.9   Tables 1 and 2 below (6.12) shows key performance measures known as 'Progress 8' and 'Attainment 8' used to highlight the overall performance for Leicester Secondary Schools at Key Stage 4, GCSE results, showing Black Caribbean pupils and White British working-class pupils with low scores, and the gap widening compared to national data.

'Progress 8' is a measure of the progress children make between the end of primary school and the end of secondary school. It is designed to encourage good quality teaching across a broad curriculum. 'Attainment 8' is a measure of a pupil's average grade across a set suite of eight subjects. These measures are a type of value-added measure, which means that pupil's results are compared to the actual achievements of other pupils with similar prior attainment.

2016 to 2018 Key Stage 4 Attainment by Ethnicity

6.10   The progress and attainment of the following groups were well below average in all three performance indicators (Attainment 8, English Progress 8 and mathematics Progress 8):

➢ White British / White Other / Black Caribbean / Black Other / White/Black Caribbean / Black African and White / White and Asian / Any other mixed background / Irish / Gypsy/Roma / Travellers of Irish Heritage.

6.11   The progress and attainment of the following groups were above average in all three performance indicators (Attainment 8, English Progress 8 and mathematics Progress 8):
➢ Indian / Other Asian / Black African (exc. Somali) / Black Somali

6.12   Table 1 shows 2018 Progress 8 Score ethnicity data:

Progress 8 Score

	White British	Black African (exc Somali for LA)	Black Somali	Black Caribbean	Black Other	White/Black Caribbean	Black African and White	All Pupils
2018: Progress 8 score								
Leicester City	-0.74	0.22	0.12	-0.84	-0.22	-0.82	0.23	-0.04
National	-0.14	0.31		-0.30	0.08	-0.37	0.01	-0.02
Gap to National (All Pupils)	-0.72	0.24	0.14	-0.82	-0.20	-0.80	0.25	-0.02
2017: Progress 8 score								
Leicester City	-0.50	0.24	-0.10	-0.69	-0.04	-0.76	0.03	-0.01
National	-0.14	0.37		-0.23	0.03	-0.33	0.08	-0.03
Gap to National (All Pupils)	-0.47	0.27	-0.07	-0.66	-0.01	-0.73	0.06	0.02

Results in green highlight where attainment is better than All Pupils in Leicester.
- **The attainment of Black Caribbean pupils is low** compared to All Pupils and Nationally. The gap has widened by 0.16 from 2017 to -0.82, and is the largest gap to National of these reported ethnicities.
- **The attainment of White British pupils is low** compared to All Pupils and Nationally. The gap to National has widened by 0.25 since 2017 to -0.72.

Table 2 shows Attainment 8 Score ethnicity data:

Attainment 8 Score

	White British	Black African (exc Somali for LA)	Black Somali	Black Caribbean	Black Other	White/Black Caribbean	Black African and White	All Pupils
2018: Attainment 8 score								
Leicester City	35.1	45.7	45.0	34.0	40.8	35.5	48.8	42.8
National	46.1	47.5		39.6	43.0	41.3	46.5	46.6
Gap to National (All Pupils)	-11.5	-0.9	-1.6	-12.6	-5.8	-11.1	2.2	-3.8
2017: Attainment 8 score								
Leicester City	38.0	43.3	41.8	31.1	42.0	33.3	41.1	42.8
National	45.9	46.9		40.5	42.6	41.3	47.1	46.3
Gap to National (All Pupils)	-8.3	-3.0	-4.5	-15.2	-4.3	-13.0	-5.2	-3.5

Results in green highlight where attainment is better than All Pupils in Leicester.
- **The attainment of Black Caribbean pupils is low** compared to All Pupils and Nationally. The gap has narrowed 2.6% since 2017 to 12.6%, however it is the largest gap of these reported ethnicities.
- **The attainment of White British pupils is low** compared to All Pupils and Nationally. The gap to National has widened 3.2% since 2017 to 11.5% and it is the 2nd largest gap of these reported ethnicities (Black Caribbean pupils had the largest gap to National).

6.13   The task group were informed about valuable sources and guidance for schools to raise attainment levels, for example:

Pupil Premium - Use the Pupil Premium Awards case studies to find out how the most successful schools are spending their funding to raise disadvantaged pupils' attainment:
http://www.pupilpremiumawards.co.uk/ppawards2015/2013

Education Endowment Foundation - The teaching and learning toolkit currently covers 34 topics, each summarised in terms of their average

impact on attainment, the strength of the evidence supporting them and their cost: http://educationendowmentfoundation.org.uk/toolkit/

The Sutton Trust - Use the Sutton Trust/EEF Teaching and Learning Toolkit to identify evidence-based strategies for raising attainment: https://educationendowmentfoundation.org.uk/toolkit/toolkit-a-z/

Schools should consider use of the Stephen Lawrence Charitable Trust handbook to help pupils develop the skills and confidence to challenge racism and discrimination and to embrace inclusion. (Stephen Lawrence resources web link) **RECOMMENDATION 2.7**

6.13a   The task group praised the dedication of school staff for introducing new schemes and initiatives to support pupils and raise performance. The good practice across all schools in the city should be published and shared to support less-performing schools. **RECOMMENDATION 2.12**

Youth Workers supporting young people in the city

6.14   The task group identified that youth workers are a valuable resource to support schools in the city. It was evident from discussions with them that youth workers in Leicester were passionate about helping young people and may be well-placed to help schools by sharing their years of experience. However, it was recognised that financial and resource constraints could make this challenge for youth services. Some examples of youth workers good practice in Leicester:

> ➢ Youth workers are informal educators - In previous years youth services were a visible service in schools which worked well and complemented the learning setting. Youth workers supported teaching staff with pupils facing challenges and issues e.g. targeted approach for boys. This approach to be re-considered as a resource within schools. **RECOMMENDATION 2.9**

> ➢ Identified that Youth Workers have ample experience of how to approach young people facing challenging issues – an example given: *one of the successful tools used is a 'route-map' which is a solution-based method to enable young people to think about basic issues and problem-solving e.g. housing, money advice, wellbeing.*

6.15   The task group recommend that the role and experience of youth workers in supporting underachieving Black Caribbean and White British Working-Class pupils be considered as a positive idea to be taken forward. **RECOMMENDATION 2.9**

Exclusions and Absences

6.16

> *"Police Commissioners across the country have written to the Prime Minister saying pupils both formally and informally excluded are being "sucked into criminality", and that cuts to school funding and youth services mean that "interventions" for youngsters in need are not happening. The letter also called for unofficial exclusions, known as off-rolling, to be outlawed".*
> *Source: BBC News Website 2019*

6.17   'There is a strong correlation between pupil absences and attainment' according to the Department for Education (DfE). Black Caribbean pupils are disproportionately likely to face temporary or permanent exclusion from school (DfE 2018). Exclusion rates nationally from 2009/10 to 2015/16 for Black boys was high at 52.7% per 1,000 and mixed or multiple ethnicity 31.0 per 1,000. The reasons behind high exclusion rates are varied and complex.

6.18   The task group noted that exclusion rates in Leicester are on the whole well below national rates.

> A Recent Ofsted inspection report at secondary school stated: that the proportion of pupils excluded had continued to reduce, although this was still higher than the national average. Leaders, along with the help of governors, have worked hard to improve communication and relationships with families and this has been successful in reducing the number of exclusions. Ofsted stated: '*the school is aware of our concerns about the over-representation of boys among those that have been excluded. The introduction of your internal exclusion unit is helping to target pupils, and early indications from your current records give cause for cautious optimism. Fixed-term exclusions have been high in the past but are reducing as a result of new systems for managing behaviour. There have been no permanent exclusions for several years*.

6.19   The task group heard from two schools in the city that persistent pupil absence is an issue and could be for other schools also. The impacts of persistent absence that were cited included the impacts on a school's reputation, ability to meet targets, lowered school attainment as well as an unsettling effect on staff morale. According to the council's Education Welfare Service children who are persistently absent are those who have 10% or more absence data shows that the number of city secondary pupils classed as persistent absentees in Autumn and Spring 2016/17 is 2,851 pupils.

The task group identified other factors that contribute to underachievement of young people.

6.20 In Leicester the proportion of NEETs (Not in Education, Employment or Training 16-19-year olds) is falling but remains significantly higher than England. Some of the challenges that people identified in discussion with the task group were:

➢ Barriers to work including. a need for basic skills, lack of a bank account, email address and NI number; a need for interview skills, and basic health & safety awareness. Many young people are not confident and give up when sent forms need to be filled in.

➢ Work experience was popular and helped introduce young people to the world of work and build skills and confidence. Due to limited funding and resources, schools find it hard to support and encourage work experience programmes.

➢ The task group were aware that Leicester City Council and other employers have had success in encouraging and supporting apprenticeships and alternative pathways for disadvantaged young people and NEETs, and therefore there may be an opportunity to explore further how employers can provide guidance and support to Black Caribbean and White British working-class young people. **RECOMMENDATION 2.14**

A recent Ofsted inspection in city secondary school identified positive and creative approaches to help pupils – evidence of this was heard by the task group.
"The careers advice and guidance offered to pupils within the school are impressive. The school's concept of the 'positive future self' is a core value and that pupils 'don't always understand that they are writing their life story' with the decisions that they make in school. The school recognises that a barrier for many of the pupils is the ability to look outside the community and to understand the many possibilities that exist. To support pupils in making well-informed choices, the school has ensured a curriculum that includes subject-specific careers advice in each year group.
"Every pupil is involved in a two-week work placement. Each pupil receives an individual interview to support them as they continue their education beyond Secondary School. The school employs a 'futures adviser' to work with the more challenging pupils, so they can develop the skills they need for future learning and widen their experiences. Leicestershire Cares, a local charity, provides pupils with the opportunity to refine their employability skills".

6.21 The task group were aware of other contributing factors that can impact on the underachievement of young people e.g. vulnerable young people can be enticed into illegal activities, drugs and gangs. Young people are more likely to be disadvantaged with parents who have behavior issues, mental ill health or are in the justice system.

According to Leicester Children and Young People JSNA 2016,
www.leicester.gov.uk/JSNA :

- In Leicester one in seven 5 to 15year olds has Special Educational Needs.
- Many younger people live in deprivation, 9,3666 Leicester pupils are eligible for free school meals (2,792 in secondary education).
- There is a higher registration for mental health services in the most deprived areas of Leicester, 10% of children between 5 and 15 have a mental health disorder.
- **Childhood mental illness can lead to significant distress and poor outcomes in educational attainment and employment prospects.**
- It is estimated that between 3,220 and 6,210 young people aged 15-19 years in Leicester have a mental health condition.
- Parents with conditions affecting their behaviour or mental health can contribute to children underachieving at school.
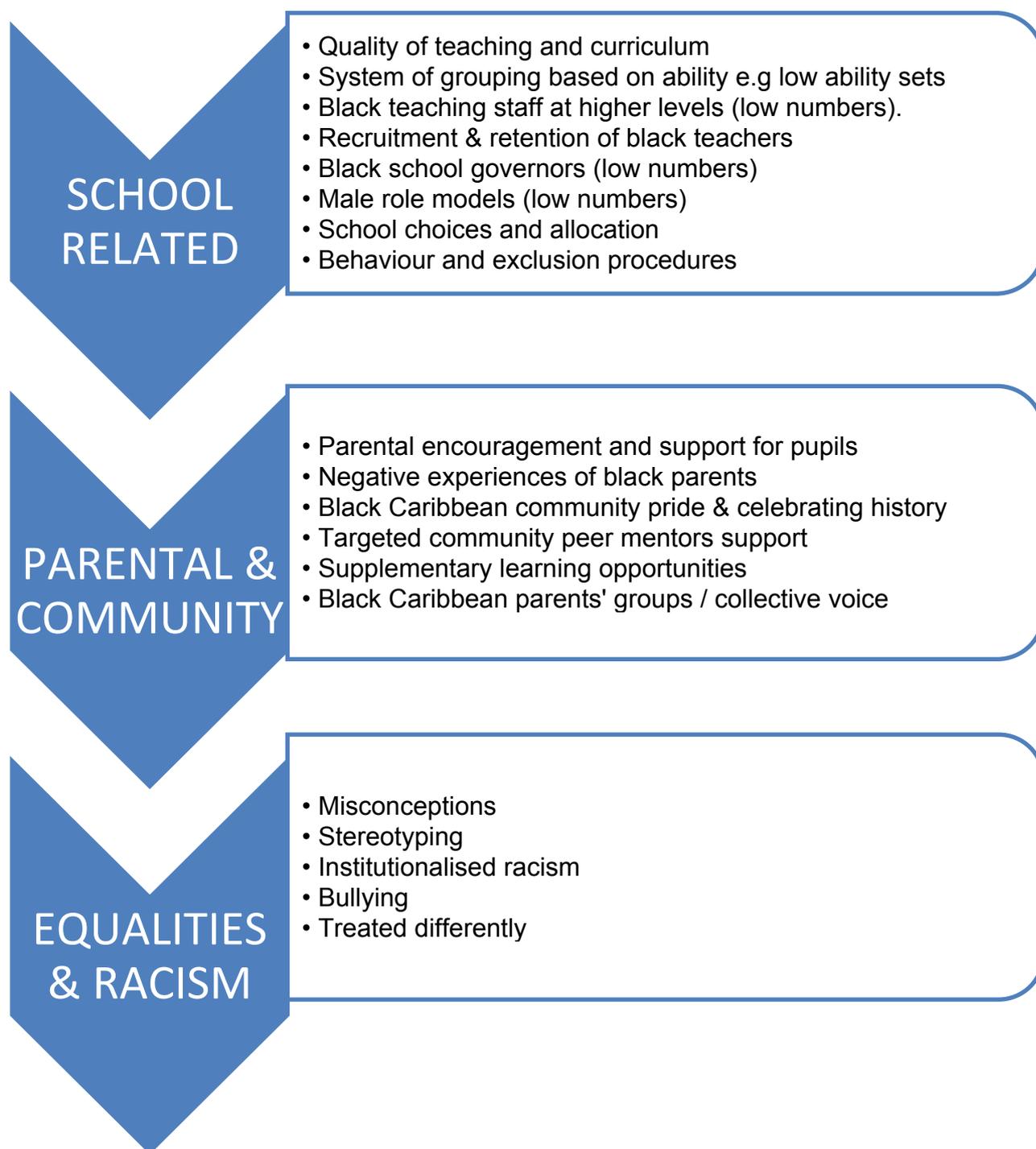
Schools identified behavioural issues; learning difficulties; mental health concerns that need to be addressed (early intervention is essential) within the education system. The task group were informed the city council Psychology Service continues to provide a free service to schools in respect of both statutory and non-statutory functions. However, if schools feel additional resource is needed this can be accessed by buying additional support. The Task Group heard from one school how the demand they have in terms of this service is far greater than the local authority free resource and therefore it does require them to buy additional resources which is an added pressure on school budgets.

6.22   Schools and the Council to consider key impacts of the council's Early Help strategy in supporting raising achievement for Black Caribbean and White British Working-class pupils. **RECOMMENDATION 2.8**

SECTION TWO

7.   Black Caribbean pupils – challenges and contributing factors to underachievement

7.1   Table 3 – The table below summarises examples of some of the factors which may impact on Black Caribbean pupils' underachievement. The task group identified these through research reports and information gathered from individuals and schools during the review.

SCHOOL RELATED

- Quality of teaching and curriculum
- System of grouping based on ability e.g low ability sets
- Black teaching staff at higher levels (low numbers).
- Recruitment & retention of black teachers
- Black school governors (low numbers)
- Male role models (low numbers)
- School choices and allocation
- Behaviour and exclusion procedures

PARENTAL & COMMUNITY

- Parental encouragement and support for pupils
- Negative experiences of black parents
- Black Caribbean community pride & celebrating history
- Targeted community peer mentors support
- Supplementary learning opportunities
- Black Caribbean parents' groups / collective voice

EQUALITIES & RACISM

- Misconceptions
- Stereotyping
- Institutionalised racism
- Bullying
- Treated differently

LOW ATTAINMENT OF BLACK CARIBBEAN PUPILS

7.2   Black Caribbean pupils – and boys in particular – tend to fall behind their peers as they progress through school *(Cabinet Office, 2017)*. Furthermore, the gender attainment gap between Black Caribbean boys and girls is one of the largest for any BME group. This is described (*Demie 2017*) as a 'real and persistent' national challenge.

7.3   Brent Council's recent research report, '*Improving Outcomes for Black Caribbean Boys*' identified that Black Caribbean boys were over-represented across a range of indicators, including low educational attainment; youth offending, school exclusions, and those not in education, employment or training between the ages of 16-18 (NEETs).

7.4   Impact of 'Windrush' generation and their children:

> Baroness Floella Benjamin OBE gave an inspirational talk to school children and Leicester community on the positive impact of the Windrush generation, and their offspring, in the worlds of politics, business, music and food. Lady Benjamin said that a national Windrush Day is to be commemorated each year on 22 June. 'I think a special day would be important for schools so that children know why Caribbean people came to live here and what the Windrush generation has done for this country'.
>
> *February 2019 article by Dr Patricia Walker, professor at University of West London: 'The Windrush descendants need our support in school – three, possibly four, generations on, their descendants should be thriving at school but sadly this is not the case. In 2018, 50% of black Caribbean pupils achieved a standard pass, compared to 69% of pupils. Among FSM pupils, 40% of black Caribbean pupils achieved a standard pass, slightly below the 46% figure for white British FSM pupils.*
>
> *Nationally, Progress 8 for Black Caribbean pupils is below average (-0.1), particularly for boys (-0.5).*

7.5   In Leicester the gap in attainment for Black Caribbean pupils has been increasing, especially from the transition from primary to secondary KS3 / KS4 upwards. This can impact on their progress through to year 11 e.g. lowering their expectations.

7.6 **Table 4 below shows Attainment of Black Caribbean pupils in Leicester secondary education is particularly low.** The attainment gap has also widened 8.7% points since 2016 to 29.9% which is the largest gap of these ethnicities.
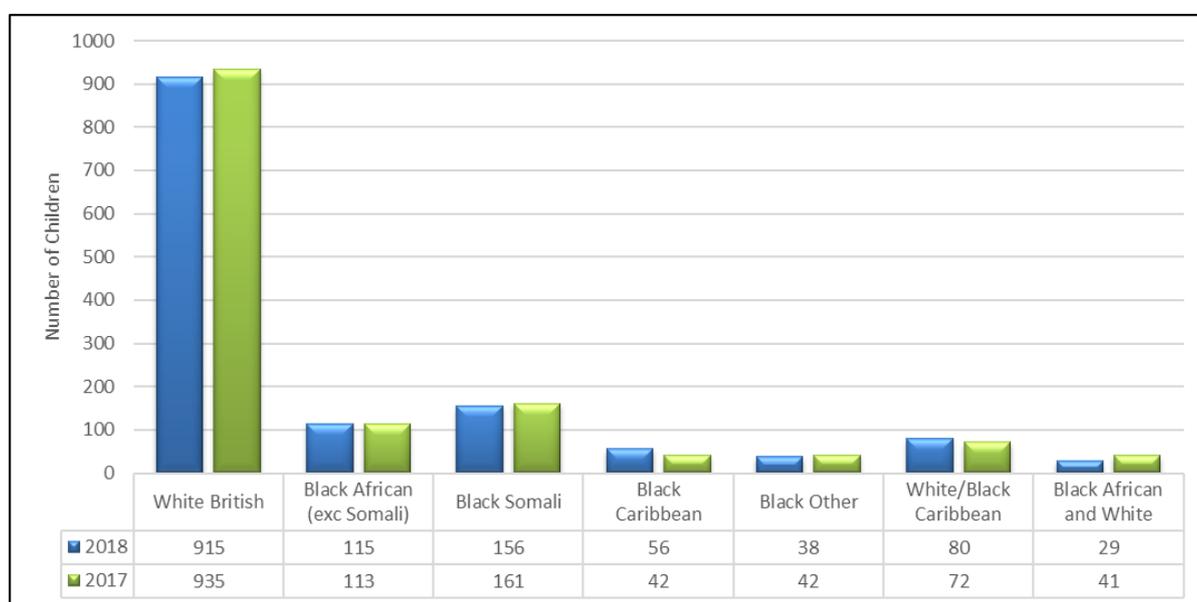
% of English & Maths Strong Pass

	White British	Black African (exc Somali for LA)	Black Somali	Black Caribbean	Black Other	White/Black Caribbean	Black African and White	All Pupils
2018: % of English & Maths Strong Pass								
Leicester City	25.6	31.3	42.3	21.4	31.6	17.5	37.9	36.3
National	42.7	44.3		26.9	33.2	31.4	41.1	43.5
Gap to National (All Pupils)	-17.9	-12.2	-1.2	-22.1	-11.9	-26.0	-5.6	-7.2
2017: % of English & Maths Strong Pass								
Leicester City	27.5	36.6	35.6	11.9	26.2	18.3	29.3	35.6
National	42.1	43.5		28.7	32.1	31.1	42.8	39.6
Gap to National (All Pupils)	-12.1	-3.0	-4.0	-27.7	-13.4	-21.3	-10.3	-4.0

Results in green highlight where attainment is better than All Pupils in Leicester.
- The attainment of White/Black Caribbean pupils in particular is low. The attainment gap to National has also widened 4.7% since 2017 to 26.0%, which is the largest gap of these reported ethnicities.
- Black Caribbean pupils attainment gap to National has narrowed by 5.6% since 2017, this is the biggest % improvement of these reported ethnicities.

7.7 **Table 5 below shows Number of Pupils at the end of Key Stage 4 in each academic year 2017 and 2018.**

	White British	Black African (exc Somali)	Black Somali	Black Caribbean	Black Other	White/Black Caribbean	Black African and White
■ 2018	915	115	156	56	38	80	29
■ 2017	935	113	161	42	42	72	41

- **Number of Black Caribbean students went up 33.3% from 2017**
- Number of Black African & White students went down 29.3% from 2017
- Number of White/Black Caribbean students went up 11.1% from 2017

Lambeth Council research

7.8 '*The Achievement of Black Caribbean Pupils; Good Practice'* by Dr Feyisa Demie, provides school case studies and methods of success factors in driving school improvement and raising attainment. This is submitted by the task group as best practice supporting evidence for schools, Leicester city council and agencies in Leicester to take forward. **RECOMMENDATION 2.1**

7.9 There is extensive research over decades which identifies the most significant factors that lead to successful outcomes for Black and African Caribbean pupils in schools include:

- Effective leadership to ensure that achievement gaps are narrowed.
- Raising aspiration and ambition for pupils at all levels
- High quality teaching, learning and assessment, and early intervention and support for pupils who are underachieving, or are at risk of underachievement.

School Choices and Allocations can hinder progress

7.10 The school that pupils attend impacts on individual performance. Good and outstanding schools in the city are oversubscribed and for some parents their preferred 1st or 2nd choice of secondary school is not always available.

An example given to the task group indicated:

*'that some black Caribbean parents were experiencing
difficulties when their preferred 1st/ 2nd choice of secondary
schools were not available e.g. due to the high demand
for high performing schools or due to catchment areas in
the city. The difficulty for some parents is having to accept
an alternative school offered that could be of a lower performance
'Ofsted rating' standard than would have preferred'.*

7.11 The task group believes this issue could be explored further to better understand the data and trends of school choices and school allocations for Black Caribbean pupils across the city, to determine how many pupils receive their 1st, 2nd or alternative choices and what impact this may therefore have on attainment. **RECOMMENDATION 2.16**

Black Caribbean teaching staff in schools

7.12   The task group were informed through a review of national research reports, evidence from national teacher unions and surveys along with anecdotal evidence that there are low numbers of black BME teaching staff in British schools. The task group has referenced some examples:

>   "Black teachers seem to be leaving the profession at higher rates than their white counterparts, and some experience discrimination e.g. through performance management; through fair pay" – (*anecdotal evidence*)

>   "Black teachers are more likely to live in deprived areas and work in challenging schools with least desirable working conditions" – (*anecdotal evidence*)

7.13   National reports referenced in relation to the challenges faced by black (BME) teachers in British schools:

The Runnymede Trust 'Visible & Invisible Barriers: Impact of Racism on Black Teachers' link to report:

>   https://neu.org.uk/media/2936/view
>   *Extract:*
>   *Overall, the BME teachers' survey and interviews revealed that there are large differences in perceptions and career progression among BME teachers, and that more importantly, discrimination based on race is one of the more significant and deep-rooted factors that affect the experience of teaching and career progression for BME teachers. Differences in experiences in school and career progression are particularly marked for Black Caribbean and Black African teachers in comparison to other minority ethnic groups. Age, length of experience in teaching and geographical location were also important factors influencing the experience of BME teachers in primary and secondary schools.*
>
>   NASUWT The Teachers' Union re: BME Teachers in the Education System in England 2016 'Visible Minorities, Invisible Teachers', link to report:
>   https://www.nasuwt.org.uk/uploads/assets/uploaded/6576a736-87d3-4a21-837fd1a1ea4aa2c5.pdf
>
>   *Extract of report highlights 2016 survey results, for example:*
>
>   *- twice the proportion of BME teachers' reported they had experienced discrimination in the workplace in the last 12 months.*

- 75% of BME teachers have considered leaving the teaching profession, proving that the retention of teachers is a problem.

   1) NUT EQUALITY CONFERENCES SECTION Sunday, 27 March 2016
IMPACT OF GOVERNMENT POLICIES ON RACE EQUALITY - MOTION 36
Conference is further concerned that the scaling back of equalities legislation and
the Public Sector Equality Duty will prevent workplaces from being held to
account about unfair policies and practice which are detrimental to Black
teachers.
Conference notes that Black teachers continue to experience:
1. Discriminatory employment and management practices in schools, which
impact on the recruitment and promotion of Black teachers and their
representation in positions of leadership and influence; and
2. High levels of workplace bullying and the misuse and abuse of capability
procedures which impact on performance related pay and staff retention.
Above NUT motion extract from:
NUT Annual Conference 2016 Equality Conference Section (page 57):
http://www.teachers.org.uk/sites/default/files2014/nut-final-agenda-2016.PDF

NUT: Black Teachers Union Conference 2015: Motion submitted:
https://www.teachers.org.uk/sites/default/files2014/btc-2015-report-website-version.pdf

7.14   Lambeth research identified that diversity of staff is needed as one way to raise achievement and case studies are provided to support this.

> GOOD PRACTICE IDENTIFIED
> An example of one multi-academy trust that is proactively
> collecting ethnicity data of all staff in their schools to map out
> the ethnicity of teaching staff, in order to identify gaps and take
> action.

7.15   The task group were aware that in Leicester schools all senior and leadership staff have open and equal access to all forums and decision-making groups. The task group agreed to further explore this issue to better understand the trends and journey of Black Caribbean staff in senior / higher leadership levels in Leicester schools, as this data is captured by individual schools. **RECOMMENDATION 2.6**

Recruitment and Retention of Black Caribbean Teachers

7.16   The task group heard that more needed to be done to recruit and support new black trainee teachers. An element of competitiveness and power imbalance can exist in some schools, which impacts on the retention of black staff. The task group identified that further work was required to explore the turnover rates for newly qualified Black Caribbean staff and trainees and exit interviews. **RECOMMENDATION 2.17**

7.17   The task group suggested that De Montfort University and Leicester University be approached to explore possible programmes and support they could offer to Black Caribbean trainees. **RECOMMENDATION 2.21**

Black Caribbean male role models

7.18   The visibility and guidance of black Caribbean male role models and mentors within school settings is essential for black pupils to build confidence and pride in themselves.

> Task group heard evidence from youth workers who explained that multiple factors could impact on Black Caribbean boys, making them more susceptible to becoming involved in crime. These include the influence of poverty, lack of male role models and disengagement with education.
> *The above factors and the impact of having a criminal record can severely curtail future employment prospects (Stacey, 2018).*

Parental and family support for Black Caribbean pupils to be encouraged

7.19   Education does not begin and end in the classroom. The learning process stretches way beyond the school gates, and children whose parents encourage them, help with homework and get involved with school events are the most likely to excel.

7.20   The task group heard that in some cases parents can feel disengaged from their children's education if they themselves had negative experiences of school and this can result in poor engagement or refusal to engage with schools and teachers.

7.21   However, it is important to note that sometimes families' aspirations are not 'low' but different to those traditionally supported by schools. *Professor of Critical Race studies at the University of Birmingham emphasised that pupils from black backgrounds "tend to have higher than average aspirations – and are very motivated to achieve in school" 2018.*

> Lambeth research (page 165) shows:
>
> *The high achievement of the black Caribbean pupils has been achieved due to a level of trust that has been established between staff and parents, often this is because parents see the diversity of staff employed by the school and they feel confident that their children will not only be treated fairly but that they will have positive role models to aspire to.*

7.22   Schools have an important role to build strong, constructive relationships with parents and families and involve them in their children's raising achievement journey. 'ParentKind' **RECOMMENDATION 2.4**

School Governing Bodies – to encourage more Black Caribbean parents to engage with school governance

7.23   When parents are involved with their children's schools, they can become much better informed about and involved in their children's education and progress. The task group recognised that engaging more black Caribbean school governors is an essential part of closing the gap which can exist between schools and Black Caribbean parents.

7.24   Leicester City Council does not hold ethnicity data on city school governors. The schools and their governing bodies are responsible for recruiting them. However, the LA provides support and guidance via 'on-line centre'. The council also encourages schools to register governor vacancies with national and local recruitment organisations such as 'Governors for Schools' and 'Inspiring Governance'.

> *"Schools should be actively encouraged to have a diverse mix of school governors from all backgrounds. Black governors are the missing link between parents, community and schools to breaking down barriers and to support Black Caribbean pupil performance and wider issues".*
> *Schools in the city need to do more to raise awareness amongst Black Caribbean parents and the community to actively recruit them to the role of school governor.* **RECOMMENDATION 2.5**

To encourage community pride and support for black Caribbean history and culture

7.25   There are now 2nd and 3rd and possibly 4th generations of the Black Caribbean community in the city. Leicester prides itself on the diverse range of celebratory events held in the city such as 'Black History Month' and the 'Caribbean Carnival'. Additional programmes and events and awareness-raising of Black Caribbean history and culture (in 'positive images' and stories) would broaden the knowledge of the younger generation. There were suggestions made around the possible need for a more balanced curriculum in schools to provide students with a better reference point and knowledge of black history whilst recognising that the curriculum is very much defined by the Department for Education. The Task Group suggest that schools and communities in partnership with the council explore new approaches to reconnect pride and celebration with Black Caribbean history and culture. **RECOMMENDATION 2.20**

7.26 The task group heard there was a lack of Black Caribbean community support / networks for young Black Caribbean's within Leicester. The task group identified that further work was required to explore what is available within the black community network e.g. black churches, community groups such as WISP, and what additional support and guidance can be offered e.g. through mentoring and education support. The task group suggested that a 'mapping exercise' in partnership with the community be explored by the Council although this would require appropriate resources to be identified. **RECOMMENDATION 2.15**

> GOOD PRACTICE IDENTIFIED
> Task group were informed of youth activities provided by black churches which has helped young people to have positive outcomes and identity to their culture; helped with pastoral and education support and with peer mentor guidance. This positive approach needs to be replicated and enhanced within the black voluntary and community sector network. **RECOMMENDATION 2.15**

7.27 Leicester City Council performance data shows that other communities e.g. Black Somali community and Indian communities perform better than Black Caribbean pupils. Many communities have created learning support provisions within their own community. The task group suggested that new approaches be explored in partnership with the Black Caribbean community to encourage parents to boost their children's learning e.g. supplementary learning opportunities. **RECOMMENDATION 2.18**

> GOOD PRACTICE IDENTIFIED
> The ethos of the Somalia parents who have settled in Leicester have created their own learning opportunities for their children's needs, for example up to 80 students attend community education provision most Saturdays in the St. Matthews area of the city.

Misconception and Stereotyping

7.28 Misconceptions and stereotyping are common in society and mean black pupils may be labelled as trouble makers or treated differently to non-black pupils (this can be a bigger issue for black boys at secondary school as they can feel they receive harsher punishments when incidents have taken place).

Bullying

7.29 Bullying can occur in school and schools have anti-bullying policies. Bullying can occur on the grounds of race and contribute to black pupils feeling demoralised and marginalised. **The task group were informed that the city council supports schools to address bullying in schools and have developed a** new charter on 'Peaceful Places' to support this work.

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Good Practice identified: An example of a secondary school in the city giving priority to tackle concerns about bullying:

Leaders took quick action by introducing a new system for referring and monitoring these concerns. Staff have worked actively to improve anti-bullying strategies. An anti-bullying leader has been appointed and has led developments in all areas of the school. A team of 15 pupils has been appointed as anti-bullying ambassadors to support staff in promoting the anti-bullying message and supporting other pupils where potential concerns may arise.

The emphasis is on prevention and support and there is a clear understanding, throughout the school that bullying will not be tolerated. Pupils said they felt safe in school and that bullying was now rare. They reported that when incidents did occur staff dealt with them quickly and effectively. Pupils said the school was friendly and welcoming. Older pupils recognised the improvements that had been made. Although the picture was now positive leaders were not complacent and were keen to maintain focus on this important aspect of the school's work.

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Institutional racism

7.30   All teachers and schools are expected to have high expectations of all students. In society institutional racism does exist (consciously or unconsciously) and this can contribute to black pupils being treated differently.

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Good practice and raising achievement
Research *in 2018 analysed underachievement of black Caribbean children, suggesting ways of combatting it such as:*
- *Enhancing pupils' mental health,*
- *Working and better engaging with parents*
- *Access to high-quality early years provision*
- *Raising teachers' expectations*
- *Recruiting a diverse workforce in schools e.g. more black teachers*
- *Encouraging peer support*
- *Organise supplementary schools*
- *Wider sharing and positive enrichment of black history and contribution of black people in society.*

Source: LKMco, an education and youth development 'think and action tank'

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7.31   The task group recognised schools are striving to address issues of underachievement for all pupils, however it felt that more swift action needed to be taken to raise the achievement for Black Caribbean pupils. The task group believe that the good practice within higher-performing secondary schools in the city should be identified by education services improvement leaders and be shared to support and mentor lower performing secondary schools in the city.   The Children, Young People and Schools Scrutiny Commission would welcome a detailed report setting out the work being done and future proposals. **RECOMMENDATION 2.12**

SECTION THREE

8.   White British Working-Class pupils – challenges and contributing factors to underachievement

> *"In parts of Leicester the white working-class culture is characterised by low aspirations and negative attitudes towards education"* Source: Leicester City Council evidence to House of Commons Select Committee inquiry 2014.

Background

8.1   For many years the educational underachievement of White British working-class pupils has been a national and local concern, with the attainment gap widening as children move from primary through secondary school.

8.2   In 2014, Leicester City Council submitted written evidence to a *House of Commons Select Committee inquiry into 'Underachievement in Education by White Working-Class Children'.* This enquiry identified white working-class students as the lowest-performing in their peer group.

8.3   Leicester City Council's evidence in 2014 identified these key issues:

   a) Leicester City faces many social challenges which effect the life chances of pupils locally
   b) Gaps in attainment for White British pupils begin to develop as early as Key Stage 1.
   c) These gaps often widen through the subsequent key stages up to age 16 and beyond.
   d) There is low achievement amongst white working-class boys in Leicester.
   e) Family-related issues play a key part in determining attainment outcomes for white working-class pupils.

   Current position

8.4   In 2019, five years after the above review, evidence showed:

> *'the difference in progress of White British disadvantaged pupils compared with other pupils nationally remains wide. More work is still required to ensure that the proportion of disadvantaged pupils who reach the required standard by the end of key stage 4 increases further.'*
> Ofsted inspection report city secondary school.

8.5   Appendix A charts performance data for KS4 and shows:

    a) The low achievement of White British working-class pupils in Leicester still exists.

    b) The Attainment 8 Score of White British pupils is low compared to all pupils and nationally. The gap to national has widened 3.2% since 2017 to 11.5% and it is the 2nd largest gap of these reported ethnicities.

    c) The Progress 8 Score of White British pupils is low compared to all pupils and nationally. The gap to national has widened by 0.25 to 2017 to -0.72.

    d) Data indicates significantly worse attainment at GSCE than the national average.

8.6   Task group members believe there is a lack of awareness by members and parents of school league tables and the measures used to show performance and trends. Parents should be helped to understand how to interpret school performance measures, as this would encourage them to support their children, and assist them with school selection choices. **RECOMMENDATION 2.3**

For example, there has been some criticism from some head teachers who claim that:

> *<u>"The way secondary school league tables in England are devised is unfairly stigmatising schools in white working-class areas"</u>. One measure used for comparing schools known as 'Progress 8' has been criticised as being unfair and skewed against schools serving deprived white communities*."

What are the challenges White Working-Class (fsm) pupils face?

8.7   Many factors contribute to the educational underachievement of White Working-Class pupils. These are wide ranging and complex, with some relating to the home environment while others are connected to in-school practices and wider social issues and engagement within the community.

8.8 **Table 6 demonstrates the challenges that are likely to contribute to the Underachievement of White British Working-Class Pupils.**

Table 6 is a summary of examples of one or more factors that are likely to impact on White Working-class pupils underachieving. The task group identified these through research reports and information gathered during the review

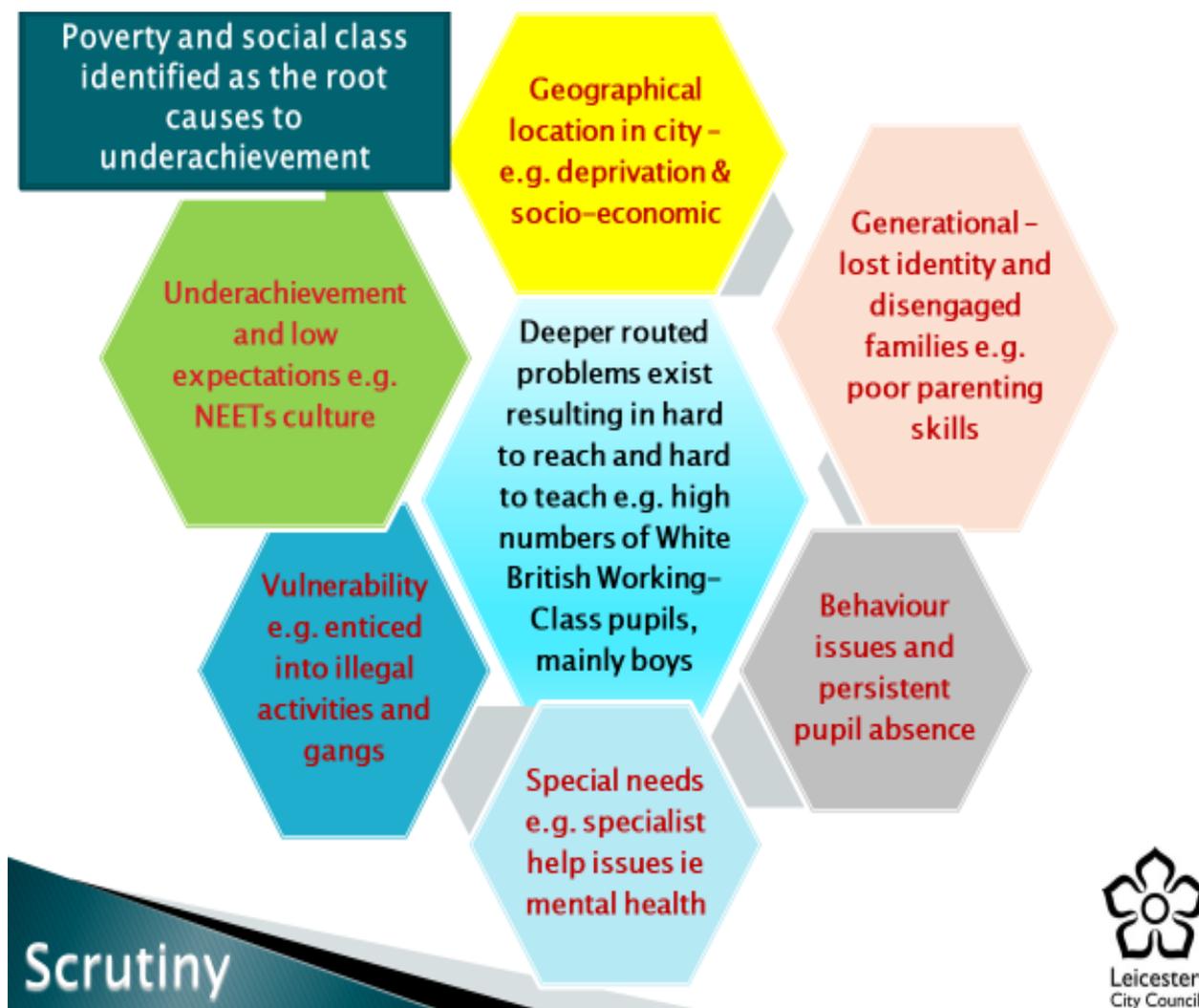Poverty and Social Class identified as deeper-rooted problems

Table 6

Poverty and social class can contribute to other issues facing some parents in the city e.g. low income, low morale and struggling daily to provide the basics such as food, housing etc.

8.9 According to 2017 research by the *'End Child Poverty Coalition'* more than 34,000 children are growing up in poverty in Leicester. The research found

that in Leicester West 10,290 youngsters (37.4%) are living under the government's defined poverty level.

8.10   According to research by Lambeth Council: '*Raising the Achievement of White Working-Class Pupils – Barriers and School Strategies*' *(by Feyisa Demie and Kirstin Lewis)*: -

'Social Class, poverty and attainment are issues that research has highlighted as a central concern (the identification of White Working-Class pupils underachievement is complicated by the lack of identification of white working- class pupils within national data). Broadly, white working-class pupils are found within the wider definition of White British. However, due to a lack of widely available data on white working class, a number of studies focussed on students 'who can be reasonably described as White British and who come from economically poorer families who tend to do less well than any other groups'. The free school meals variable is often used as a proxy measure for the extent of social deprivation in pupils' backgrounds and has been linked to underachievement in a number of studies.

8.11   Recent DfE data confirms the relative low attainment of pupils who are entitled to free meals. Only 32% of White British FSM pupils achieve the threshold of 5 or more GCSEs including English and Maths'.

8.12   Recent research by *The Sutton Trust* identified that there was nothing more important for promoting social mobility in schools than access to the best teaching. Great teachers in top performing schools have the most positive impact on the disadvantaged pupils who need it most. But too often those from less well-off homes (and working-class parents) do not have access to best schools and the best teachers. Who gets into highly successful schools matters, because these students are more likely to go to a top university and get into jobs in the most sought-after professions.

8.13   Location (geography and deprivation) of where pupils' live impacts on their upbringing, lifestyle and attitudes to school. We know White British working-class pupils in Leicester have been underachieving for many years. Specific areas of the city e.g. New Parks, Braunstone and Beaumont Leys - have a higher proportion of young people from disadvantaged white working-class backgrounds and are recognisable for issues relating to low attainment and special needs from primary age level upwards.

➢ Evidence: Leicester Children and Young People's Health and Wellbeing Survey 2016 identified: *White British, most deprived, free school meals and poor wellbeing are significantly more likely to report their area as not a good place to live (analysis by demographic group, deprivation and*

geography has highlighted areas most deprived living in the North West, South and West of the city).

➤ Evidence: Examples of consistently higher-achieving secondary schools are Rushey Mead and Soar Valley which have a higher proportion of students of Asian background (evidence shows many of these pupils have positive family support networks and supplementary learning from an early age).

Generational issues for White British Working-Class families

In some parts of Leicester's deprived areas e.g. Braunstone and New Parks, families in poverty have resided in one place / area of the city for many years or all their lives and some can become disengaged. The task group heard examples of some of the complex and deep-rooted issues that can make it more challenging to help families and young people:

➤ Lack of aspiration or the ethos to do well. In some cases, this pattern of low aspiration and low attainment follows in the footsteps of their parents
➤ Complex issues in the day to day lives of families such as drug use, poor quality of housing, and poverty. These issues can impact on children as they may not have the social skills to understand the competitiveness of what goes on in schools / school environment and classroom environment.
➤ Disadvantaged and disengaged families that have either lost their way or feel forgotten by society (this combination of poverty and 'lost identity' combined with no work prospects allows far right-wing groups to prey on poor communities).

> *"We seem to have lost those years when the white working-class community was seen as vibrant and ambitious e.g. fashion, rock & roll bands and large slices of mainstream culture were shaped by their tastes' – the long lineage of English pop bands such as the Kinks, the Jam, the Clash and the Smiths drew upon the energy of white working-class culture".* (Evidence to the task group).

8.14 The Task Group suggest that schools and white working-class communities in partnership with the council explore new approaches to reconnect, revive and raise awareness through learning and celebration events. **RECOMMENDATION 2.20**

8.15 Behaviour issues and persistent pupil absence are contributing factors to the underachievement of White British working-class pupils.

Task group evidence included:
➢ Lack of respect and discipline in school / classroom environment impacts on schools:
➢ Behaviour issues affect performance and learning and is disruptive to other students.
➢ Teachers feel under pressure and stressed with class sizes too big and a lack of respect from some pupils.

Persistent Absence

8.16 Schools praised the council's Education Welfare Service. Some schools felt they needed extra help where numbers of persistent pupil absences are increasing – as there are strong links between attendance and attainment. The task group heard that most school non-attendance relates to white working-class disadvantaged pupils in city schools (some are unable to and some are unwilling to attend). Some schools reported that it was particularly difficult to halt the habit of low attendance or persistent absence from primary to secondary school level. Key concerns raised with the task group included:
➢ Low attendance / persistent absence of a pupil is likely to impact on siblings from the same family;
➢ Becomes more prominent at KS4 (as per national data);
➢ An increase in anxiety-related (and mental health) conditions likely to warrant CAMHs intervention;
➢ Penalty notices / attendance panels are a deterrent (but schools referenced that some parents ignore these). Some schools want more severe (or effective) penalties.
➢ Some schools struggle to support parents due to cuts in targeted youth support and early help.

The task group identified that good parenting skills are building blocks to helping disadvantaged families in the city and suggest exploration of new approaches to support parents who feel isolated and disengaged with schools for example as shown in the Lambeth research case studies. **RECOMMENDATION 2.19**

The task group were aware of the Education Welfare Service working with schools and providing excellent guidance. The task group agreed that a city-wide information campaign which would raise the profile about the link between good attendance, grades and prospects / careers (the importance of attending school regularly needs to be reinforced and publicised) should be considered. **RECOMMENDATION 2.11**

Exclusions

8.17   This can be an issue at secondary school level although there have been very few exclusions in the city. Main findings were that:

➢ All schools required to have Behaviour policy / codes and Absence policies.
➢ Boys are more likely to be excluded
➢ Non-attendance at school was either by choice or because of illness or exclusion – and impacts on learning, attainment and schools' performance.
➢ Schools are reluctant to exclude pupils except in exceptional circumstances and once all other available options have been exhausted.

8.18   It was recognised that the home environment can contribute to pupil behaviour and underachievement. Children and young people are likely to benefit from rules and routine, and these need to remain consistent in and out of the home.

Family Relationships

8.19   Public Health England identified (2014) *'that children and young people who perceive that they have good communication and are bonded with an adult are less likely to engage in risky behaviours. Parents who provide supervision, nurturing and involved with their adolescents' activities and learning are promoting a safe environment in which to explore opportunities'.*

8.20   The task group recommends that schools in Leicester consider the Lambeth research school case studies as good practice in raising aspirations and achievement of White Working-Class pupils. **RECOMMENDATION 2.1**

8.21   The task group also wish to highlight these key features and successes to raising achievement of White Working-Class pupils as identified in the Lambeth research report *'Raising the Achievement of White Working-Class Pupils – Barriers and School Strategies' (by Feyisa Demie and Kirstin Lewis)*:

o   Strong and inspirational leadership by the headteacher
o   High expectations for all pupils
o   An inclusive curriculum that raises aspiration and meets the needs of White working class
o   Close links with parents and increasing community support
     School case study examples that helped to engage parents a) numeracy and literacy workshop to make games that they take home to play with their parents, b) family learning projects for White working-class parents which are not necessarily curriculum based.
o   Effective use of data and rigorous monitoring systems
     In the case study schools, the '*use of data for school improvement'* was a strength. One of the core elements of school success in raising achievement is a robust focus on tracking and monitoring individual pupil progress and achievement. Pupils who are not on track with their learning

are highlighted and interventions put in place, e.g. booster classes, pupil groupings, additional support including one to one.

- o Good and well targeted support for White Working-Class pupils
- o Effective support for language development
- o Good support for the transition between primary and secondary
- o Celebration of cultural diversity and a strong commitment to equal opportunities.

8.22   In 2014, Sir Michael Wilshaw attributed the underachievement of poor white children to a "poverty of expectation", and in particular the low expectations of others: "*Poverty of expectation bears harder on educational achievement than material poverty, hard though that can be. And these expectations start at home. Children from disadvantaged backgrounds very often have high ambitions, especially when they're young. But the odds against achieving them can worsen with age. All too often there comes a point at which expectations shrink. They don't see their elder siblings or friends going to university, so they think it's not for them. Or no-one in their household is in paid work, so they don't expect to get a job. But where the family is supportive and demanding then in my experience the child is much more likely to succeed ... the job of schools is made so much easier, or so much harder, by the expectations that families have for their children. So as a society we have to create a culture of much higher expectations for young people, both in our homes and in our schools*

8.23   Members of the task group endorsed this statement and recommended that "as a city we need to create a culture of much higher expectations for young people in all our schools, in our society and community, and in partnership with parents". The task group felt that joint working locally and nationally was a positive approach that could be considered e.g. knowledge exchange / toolkit approach.

9.   Financial, Legal and Other Implications

Financial Implications

None identified

Martin Judson, Head of Finance, Leicester City Council

Legal Implications

There does not appear to be any legal implications (from an education perspective).

Suraiya Ziaullah, Solicitor, Leicester City Council

Climate Change Implications

None identified.

Equality Implications

Under the Equality Act 2010, public authorities have a Public Sector Equality Duty (PSED) which means that they have a statutory duty to pay due regard to the need to eliminate unlawful discrimination, harassment and victimisation and any other conduct prohibited by the Act, to advance equality of opportunity between people who share a protected characteristic and those who don't and to foster good relations between people who share a protected characteristic and those who don't. This on-going duty is not only relevant to the work of local authorities, but to schools and public sector organisations such as the NHS.

Protected Characteristics under the Equality Act 2010 are age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

The report details a scrutiny inquiry into the underachievement of White Working-Class and African Caribbean pupils in secondary education. The underachievement of these groups would indicate that there is not currently equality of opportunity in education (caused by a number of different factors) which impacts furthermore on the opportunities that those pupils will have access to in the future. As the report focuses on the ethnicity of those pupils, race is certainly a relevant protected characteristic, however the report also looks at how different identities such as gender, disability (in particular mental ill health) and socioeconomic status can interact with race to cause additional disadvantage. In addition, those pupils who are underachieving may also have other protected characteristics and any further work arising from the recommendations consider this.

Whilst the primary focus of the report is pupils, there are also potential implications arising from the report recommendations for teachers, school staff and governors. Some potential issues in terms of the recruitment and retention of black teachers have been outlined within the report. This will benefit from further exploration, in order that actions can be identified which advance equality of opportunity for not only teaching staff but also pupils for the reasons outlined within the report. Positive action is permissible under the Equality Act 2010, and, therefore, once the appropriate data has been identified and analysed there are likely to be ways in which under representation and low retention may be addressed.

However, there is a distinction between positive action which is lawful and positive discrimination which is not, which any further work in this area will

need to take into consideration. The positive action provisions of the Equality Act can also be applied to measures taken to advance equality of opportunity for pupils, where there is evidence of specific barriers. Positive action provisions under the Equality Act 2010 allow schools to target measures that are designed to alleviate disadvantages experienced by, or to meet the particular needs of, pupils with particular protected characteristics. Such measures will need to be a proportionate way of achieving the relevant aim. The provisions would also apply to any further actions taken to improve job prospects for white working-class people who are not in employment, training or education provided they are implemented in line with the requirements of the Equality Act 2010.

Overall, the recommendations outlined within the report are likely to have positive equalities impacts in terms of the achievement and attainment of White working class and African Caribbean pupils. However, in the event that the recommendations are taken forward equalities will need to be a key consideration of further work.

The equalities team can offer specialist support and advice at the appropriate point where required, particularly where any further work arising from the recommendations is likely to require an Equality Impact Assessment.

Hannah Watkins, Equalities Manager ext. 37 5811

10.   **Appendix**
Appendix A - Key Stage 4 Attainment by Ethnicity – Summer 2018

11.   **Acknowledgements**
With thanks and acknowledgement to those who provided evidence to this review. Thanks to Lambeth Council and research lead author Dr Feyisa Demie for giving permission to us to use the research reports.

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