

Ethnicity and Education:

The Evidence on Minority Ethnic Pupils
aged 5–16



Research Topic Paper:
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Introduction

This topic paper presents the latest statistics and research on minority ethnic pupils in the education system and updates the January 2005 topic paper¹. Topics covered include: details on the minority ethnic school population, attainment and progress of minority ethnic pupils in 2005 (compared to previous years), exclusions and attendance data, and ethnic background of teachers. There are also new sections on: segregation, attitudes toward school and research evidence from various strategies aimed at raising the attainment and inclusion of minority ethnic pupils (e.g. *Excellence in Cities* and *Aiming High*). This paper also includes previously unpublished findings from an early analysis of provisional data from wave one of the Department's Longitudinal Study of Young People in Education.

1 DfES (2005) *Ethnicity and Education: The Evidence on Minority Ethnic Pupils* DfES Topic Paper RTP01-05
<http://www.dfes.gov.uk/research/data/uploadfiles/RTP01-05.pdf>

NOTES

(1) Scope

In line with the 2005 Ethnicity & Education Topic Paper the focus of this paper is on the following minority ethnic groups in England: pupils of White Other, Black Caribbean, Black African, Black Other, Indian, Pakistani, Bangladeshi, Chinese, Mixed White & Black Caribbean and Mixed White & Black African and Chinese heritage. Where appropriate children and young people of White Irish, Gypsy/Roma and Traveller of Irish Heritage origin are discussed as well as some of the 'extended' codes used by some LEAs in the Pupil Level Annual School Census.

The paper also includes information on pupils for whom English is an Additional Language (EAL).

(2) Sources

The focus of this Topic Paper is mainly on DfES statistics and DfES-sponsored research, the majority of which have been previously published, though previously unpublished research and statistics are included. The most up-to-date figures at the time of publication are used wherever possible. References are given throughout.

(3) Terminology

The terminology used for the categorisation of minority ethnic groups varies widely across studies. The terms used in this paper mainly follow those used in the 2001 Census and the Pupil Level Annual School Census; however other terms used are African Caribbean.

Unless otherwise stated, minority ethnic group is defined as any ethnic group except White British.

(4) England/UK

The focus of this paper is on minority ethnic groups living in England. However, on occasion UK-wide figures are given and indicated in the text to add context.

Key findings

- In 2006, 21% of the maintained primary school population and 17% of the maintained secondary school population were classified as belonging to a minority ethnic group. The percentage of pupils whose ethnicity is unclassified has decreased steadily from 2004, such that in 2006 1.4% of pupils in primary schools and 2.3% of pupils in secondary schools are unclassified. The numbers of White British and Black Caribbean pupils in maintained primary and secondary schools have decreased since 2004, but there have been substantial increases in the number of Other Asian, Other White, White & Black African, Black African and Other ethnicity pupils.
- Minority ethnic pupils are more likely to experience deprivation than White British pupils, especially Pakistani, Bangladeshi, Black African and Black Caribbean pupils. For example, 70% of Bangladeshi pupils and almost 60% of Pakistani and Black African pupils live in the 20% most deprived postcode areas (as defined by the Index of Multiple Deprivation) compared to less than 20% of White British pupils.
- Data from the Department's Longitudinal Study of Young People in Education (LSYPE) shows that parents of Pakistani and Bangladeshi pupils in the sample are the least likely to be qualified to degree level and the most likely to have no qualifications. Pakistani and Bangladeshi pupils in the sample are also more likely than other groups to live in households where the head of household has never worked or is long term unemployed.
- The LSYPE also shows that Black pupils are the groups most likely and Asian pupils the groups least likely, to live in lone parent households. For example nearly 60% of Black Caribbean pupils in the sample live in lone parent households, compared to around a quarter of White British pupils and 12% of Indian pupils.
- Whilst 42% of White British and 37% of Mixed Heritage pupils report having no religion, the majority of Black Caribbean and Black African pupils say that they are Christian; the majority of Pakistani and Bangladeshi pupils say they are Muslim and roughly equal proportions of Indian pupils say they are Hindu, Sikh or Muslim. Religion is more important for young people in these minority ethnic groups than it is for White British or Mixed pupils.
- White Other, Pakistani, Bangladeshi, Black Caribbean, Black African and Black Other pupils have consistently performed below the average for all pupils on every scale of the Foundation Stage Profile.
- Indian, Chinese, Irish and White & Asian pupils consistently have higher levels of attainment than other ethnic groups across all the Key Stages. In contrast, Gypsy/Roma, Traveller of Irish Heritage, Black, Pakistani and Bangladeshi pupils consistently have lower levels of attainment than other ethnic groups across all the Key Stages.

Key findings (continued)

- Controlling for prior attainment and other variables, most ethnic groups make more progress than White British pupils with similar characteristics and levels of prior attainment. However, White & Black Caribbean, Black Caribbean, Black Other, Pakistani, Gypsy/Roma and Traveller of Irish Heritage pupils make less progress at primary school than similar White British pupils; and Traveller of Irish Heritage, Gypsy/Roma and White & Black Caribbean pupils continue to make less progress at secondary school than similar White British pupils.
- Whilst all ethnic groups are less likely to achieve the expected level in the teacher assessment than in the test in English at Key Stages 2 and 3, there are larger than average differences between English teacher assessment and test results for Asian and Black pupils and for pupils for whom English is an additional language.
- According to the LSYPE, Asian pupils appear to have the most positive attitudes to school, work and lessons whereas Mixed Heritage pupils appear to have the least positive attitudes toward school, work and lessons.
- Gypsy/Roma, Traveller of Irish Heritage, Black Caribbean, White & Black Caribbean and Other Black pupils are much more likely to be excluded from school (permanently and for a fixed period) than other pupils. Additionally, the permanent exclusion rates for these groups were higher in 2003/04 than in 2002/03. New data on reasons for exclusion show that although persistent disruptive behaviour is the most common reason for exclusion on average, Black Caribbean pupils are more likely to be excluded for physical assault against a pupil than they are for persistent disruptive behaviour.
- Socio-economic disadvantage and gender have stronger associations than ethnicity with identification of Special Educational Needs (SEN). However, after controlling for the effects of these variables, significant over- and under-representation of different minority ethnic groups relative to White British pupils remain. For example, after controlling for year group, gender and socio-economic disadvantage, Black Caribbean and White & Black Caribbean pupils are around 1½ times as likely to be identified as having Behavioural, Emotional and Social Difficulties as White British pupils.



Section 1: The Minority Ethnic School Population

This section looks at the changes to the minority ethnic pupil population² across primary and secondary schools from 2004-2006 (including information on the use of extended ethnicity codes) and the extent of deprivation and segregation within the minority ethnic pupil population.

1.1 National Data³

As of January 2006, at primary school, the largest minority ethnic group is the Pakistani group which accounts for 3.3% of pupils, followed by White Other pupils (2.6%) and Black African pupils (2.5%). At secondary school the largest minority ethnic groups are Pakistani (2.5%), Indian (2.4%) and White Other (2.3%). This is shown in Figure 1.

² Minority ethnic group is defined throughout as ethnic groups excluding those defined as White British, unless otherwise stated and as a total of all pupils whose ethnicity was classified.

³ 2006 data are from DfES (2006) *Pupil Characteristics and Class Sizes in Maintained Schools in England, January 2006 (Provisional)*

<http://www.dfes.gov.uk/rsgateway/DB/SFR/s000654/SFR19-2006.pdf>

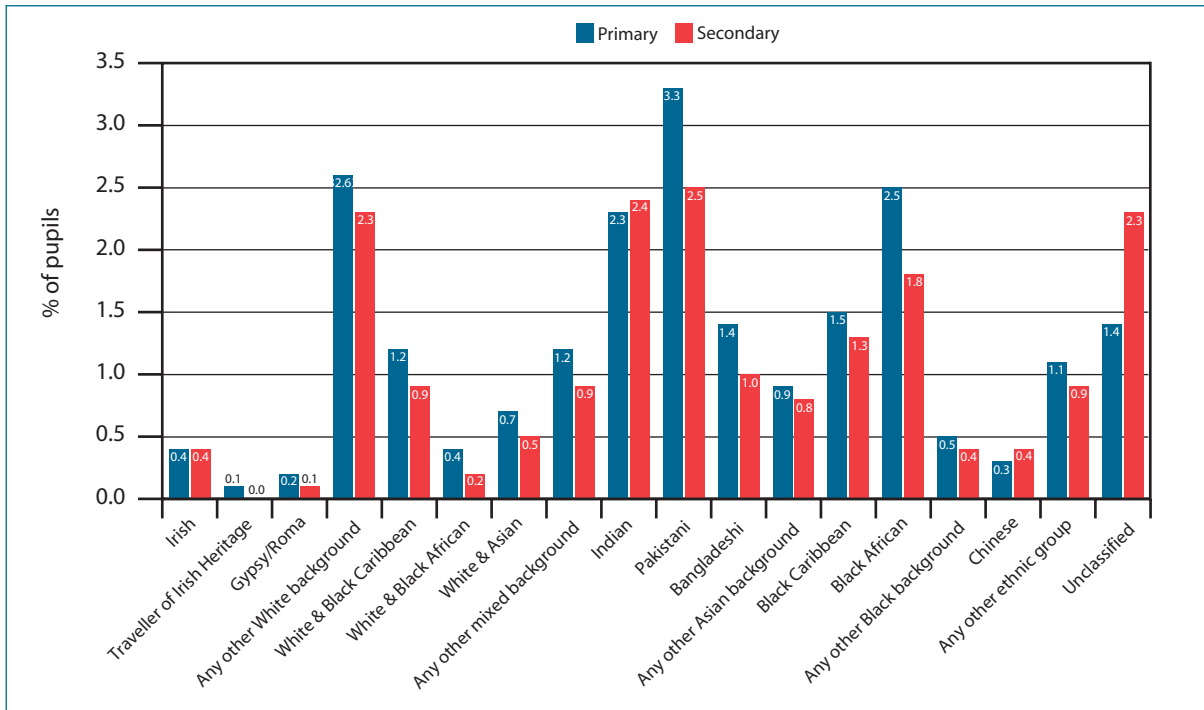
2005 data are from DfES (2005) *Schools and Pupils in England: January 2005 (Final)*

<http://www.dfes.gov.uk/rsgateway/DB/SFR/s000606/SFR42-2005.pdf>

2004 data are from DfES (2004) *Statistics of Education: Schools in England 2004 Edition*

<http://www.dfes.gov.uk/rsgateway/DB/VOL/v000495/index.shtml>

Figure 1: Percentage of pupils from each minority ethnic group in maintained primary and secondary schools as of January 2006



A growing population

The proportion of minority ethnic pupils in maintained primary schools in 2006 was 20.6%, compared to 19.3% in 2005 and 18.3% in 2004. In maintained secondary schools the proportion of minority ethnic pupils has increased from 15.3% in 2004 to 15.9% in 2005 and 16.8% in 2006. Figures 2 and 3 show how the minority ethnic school population has changed from 2004-2006 in primary and secondary schools.

Figure 2: Percentage of minority ethnic pupils in maintained primary schools in 2004 and 2006

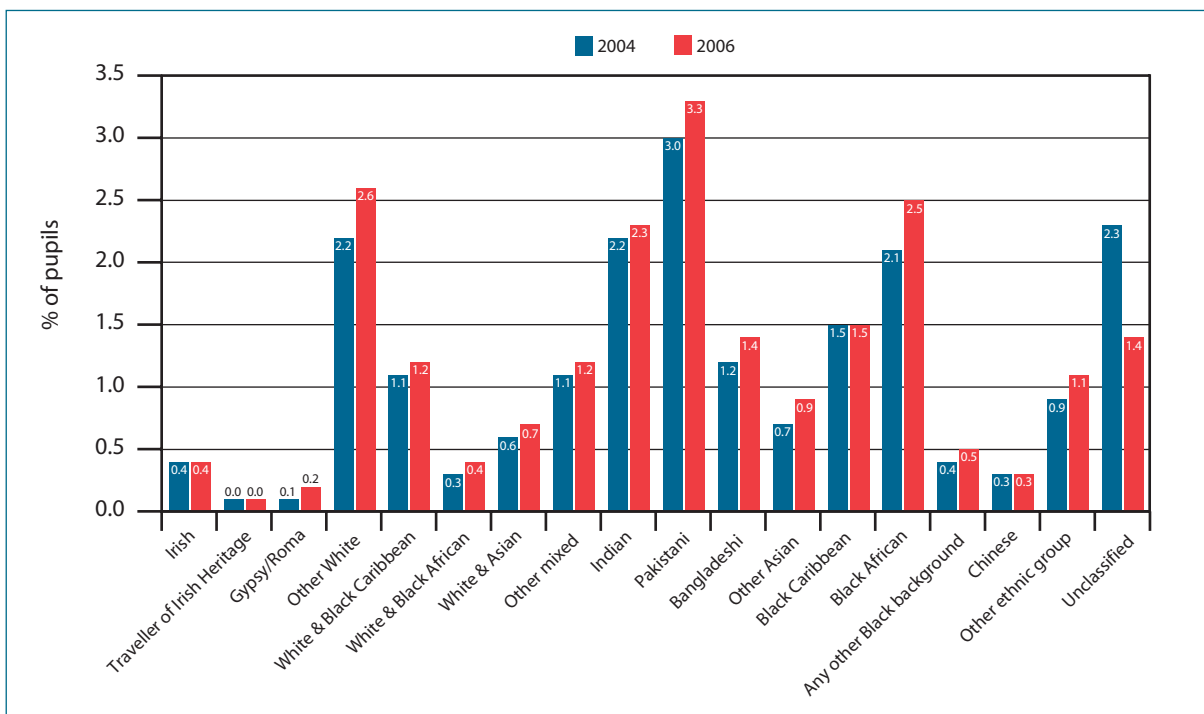
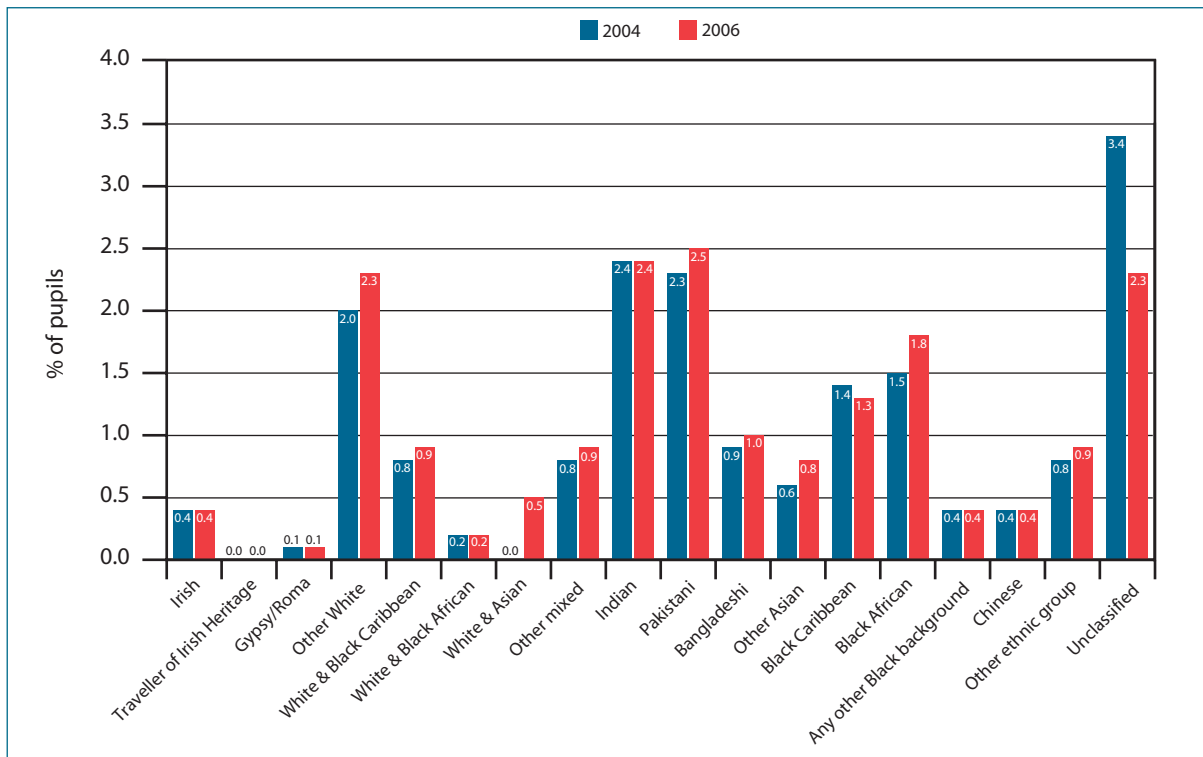


Figure 3: Percentage of minority ethnic pupils in maintained secondary schools in 2004 and 2006



The increases in the minority ethnic pupil population may be due in part to improvements in the completeness of data held by schools. 2006 was the fourth year in which the current ethnicity codes were used in the Pupil Level Annual School Census and **the percentage of pupils whose ethnicity is 'unclassified'⁴ has decreased steadily since these codes were introduced.** In primary schools, the percentage of 'unclassified' pupils has decreased from 2.3% in 2004 to 1.9% in 2005 and 1.4% in 2006. In secondary it has decreased from 3.4% in 2004 to 2.9% in 2005 and 2.3% in 2006.

The proportion of pupils in maintained primary schools from each ethnic group is similar in 2006 to 2004. However, there have been some substantial changes in the *numbers* of these pupils in primary and secondary schools. The number of pupils on average has decreased by 2.3% between 2004-2006. However, this is not the same across all ethnic groups. The numbers of White British, Irish and Black Caribbean pupils have **decreased** by 3.8%, 4.6% and 4.5% respectively. For other groups there have been **substantial increases** in numbers, particularly the 'other' groups. The number of Asian Other pupils has risen by 27%, White Other by 18% and Any other ethnic group by 17%. The number of Black African pupils has also risen by 19%, and White & Black African pupils by 18%.

The number of pupils in maintained secondary schools has decreased by 0.5% since 2004. Larger than average decreases were seen for the Irish group (-7%) and the Black Caribbean group (-5%). For many other ethnic groups there were substantial increases in numbers, especially for the 'other' groups: the number of White Other pupils increased by 15%, Mixed Other by 14%, Asian Other by 25% and Any other Ethnic Group by 15%. The numbers of Black African pupils also rose by 21%.

These increases may in part be due to improvements in the completeness of the data on ethnicity held by schools but may also reflect changing immigration patterns. Analysis of

⁴ This means that the information was refused or not obtained

international migration data from 1994-2003 by the Office of National Statistics⁵ (ONS) showed that from 1994-2003, migration from the UK to European Union countries (outflow) was higher than the migration from these countries to the UK (inflow), resulting in a net outflow to EU countries over this period. In contrast to this, migration to the UK from the Middle East has increased, resulting in a net inflow to the UK in 2001-2003. From 1999-2003 there has been a net inflow from the Old Commonwealth countries (Australia, Canada, New Zealand and South Africa) and increases in migration from the new Commonwealth countries from 1994-2003 resulting in a net inflow to the UK. The majority of these increases were from Nigeria, Kenya, Ghana and Zimbabwe. However, migration from Bangladesh, India and Sri Lanka also contributed to this increase. There were also net inflows in migration from other countries such as China, the Philippines and Hong Kong.

Across primary and secondary schools some 11,600 pupils were recorded as Travellers of Irish Heritage or Gypsy/Roma in 2006, compared to 10,330 in 2004 – **a 12% increase in numbers**. This compares to a 1.4% decrease in the total number of pupils in primary and secondary schools. However, as noted in the previous topic paper, figures for these two minority ethnic groups are likely to be unreliable and Ofsted have estimated much higher numbers of these pupils in schools than are officially recorded.

1.2 Extended ethnicity codes

The DfES collects data on the ethnicity of pupils in maintained schools through its Pupil Level Annual School Census. The categories used in PLASC reflect those used in the 2001 Census. However, the DfES makes extended ethnicity codes available for optional use by Local Authorities. Extended codes are available for the following main ethnic groups:

- White British
- White Other
- White & Asian
- Other Mixed Heritage
- Pakistani
- Black African
- Black Other
- Chinese
- Other

Use of extended codes in 2005

Table 1 sets out various indicators of the use of extended codes by local authorities in 2005, based on those LAs which are using the extended code set to classify 90% or more of their pupils from that specific main ethnic group.

The set of extended codes used by the largest number of LAs is the White Other set (49 LAs), followed by the Other set of extended codes (37 LAs) and the Black African set of extended codes (28 LAs). In section 1.1 we saw that these groups have seen substantial increases in pupil numbers since 2004 and therefore examination of the extended codes for these groups will provide a useful indication of the make-up of these groups. Very few LAs use the Black Other, Chinese or White & Asian extended codes. The use of 3 sets of extended codes (Black African, Other and White Other) is largely concentrated in the London LAs. Most sets of codes

⁵ Horsfield (2005) 'International Migration' in ONS (2005) *Focus on People and Migration*
<http://www.statistics.gov.uk/statbase/Product.asp?vlnk=12899>

were being used in authorities with larger than average populations of these pupils. For example, over two thirds of the LAs using the Black African, Asian Other and White & Asian extended codes (for 90% or more of their pupils in these main categories) had above average size populations within these groups.

Table 1: Use of extended ethnicity codes in 2005

Extended code set	% (number) of LAs using this set of codes for 90% or more pupils from main ethnic group	% (number) of London LAs using this set of codes for 90% or more pupils from main ethnic group	% (number) of LAs who use the codes for 90% or more pupils in the main ethnic group where the % of pupils in the main ethnic group is equal to or above the England average
White Other	33% (49)	67% (22)	57% (28)
Any other ethnic group	25% (37)	52% (17)	59% (22)
Black African	19% (28)	52% (17)	79% (22)
Asian Other	13% (19)	24% (8)	68% (13)
Other Mixed Heritage	9% (14)	9% (3)	43% (6)
White British	9% (14)	18% (6)	50% (7)
Pakistani	7% (11)	9% (3)	64% (7)
White & Asian	4% (6)	6% (2)	67% (4)
Chinese	3% (5)	6% (2)	60% (3)
Black Other	2% (3)	3% (1)	33% (1)

The data includes maintained primary, secondary, all special schools, CTCs and academies, selecting pupils aged 5 and over with sole and dual (main) registration status.

This analysis includes City of London and Isles of Scilly where appropriate and therefore may differ from the 2004 figures presented in the previous topic paper.

The number of LAs using the codes in 2005 is largely the same as in 2004 with the exception of the Mixed Other heritage set of codes which in 2005 were used by 14 LAs compared to only 1 in 2004.

Numbers of pupils in extended ethnicity codes

Within each set of extended codes the largest group of pupils is the 'other' group: at least 30% of pupils within some of the most frequently used sets of extended codes are classified in the 'other' category (see Table 2). Particularly noteworthy is the Pakistani set of extended codes, where around three quarters of pupils are classified as 'other Pakistani' within this set of codes. This does raise important questions about the use of extended codes. Is the 'other' code within the extended set of codes being used because the current list of extended codes do not reflect the specific ethnic group(s) of the pupils in these authorities? Is the 'other' code being used because authorities/schools do not know the specific ethnicity of these pupils? Or is there another reason?

Table 2: Number and percentage of pupils within an extended set of codes classed as ‘other’ (in those LAs where 90% or more of pupils from a specific ethnic group are categorised using the extended codes)

Extended code set	Number of pupils classified in the extended code	Number of pupils in the ‘other’ category	% of pupils in the ‘other category’
Black African	76,724	30,481	40%
Any other ethnic group	31,545	9,747	31%
White Other	75,542	24,246	32%
Asian Other	17,599	9,732	55%
Pakistani	70,947	52,256	74%
Other Mixed Heritage	11,866	6,021	51%

Figures 4-8 show the number of pupils in some of the larger sets of extended ethnicity codes in those LAs categorising 90% or more of their pupils from a specific ethnic group using the related set of ethnic codes (excluding City of London and Isles of Scilly). 5 sets of extended codes are shown (Black African, Any other ethnic group, White Other, Asian Other and Pakistani). Extended codes with less than 10 pupils are omitted from the charts.

Figure 4: Number of Black African pupils in the 27 LAs using extended Black African ethnicity codes for 90% or more of their Black African pupils in 2005 (excluding City of London)

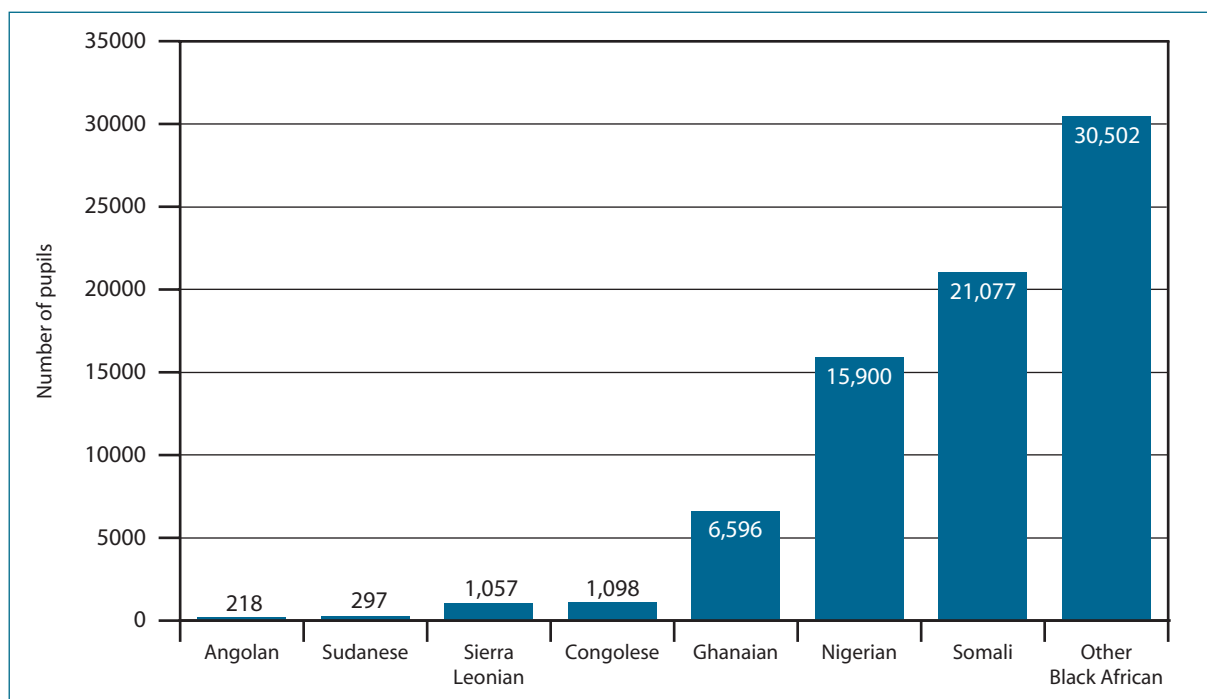
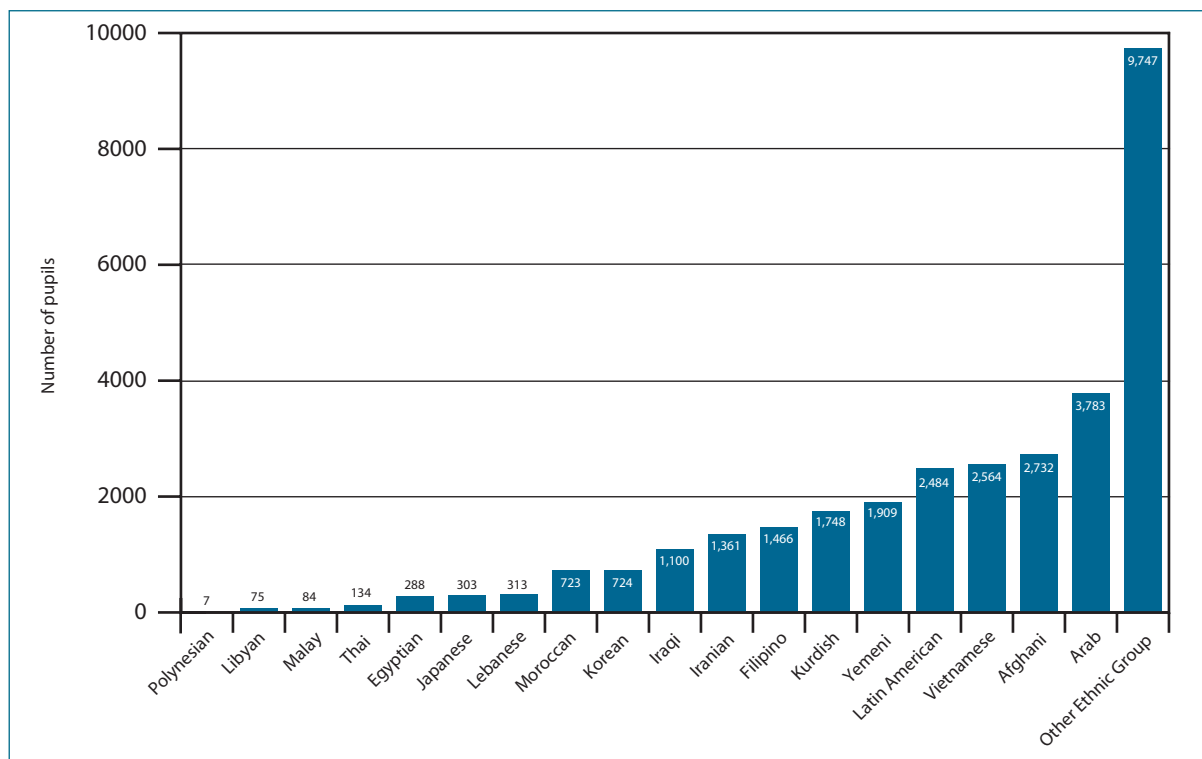


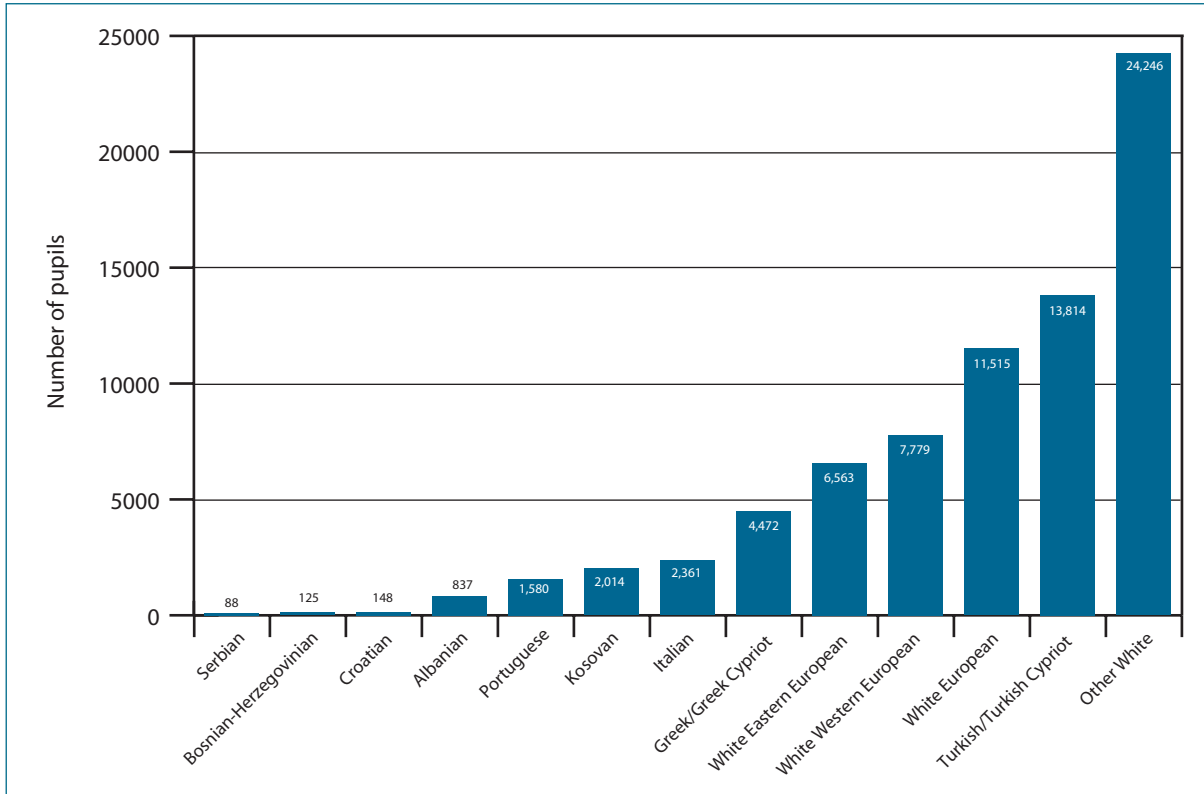
Figure 4 shows that, apart from the ‘other group’, the 2 largest Black African groups within those LAs included in the analysis are the Somali and Nigerian groups, followed by the Ghanaian group. Over 21,000 pupils in these 27 LAs are classed as Somali; some 16,000 are classed as Nigerian and nearly 7,000 as Ghanaian.

Figure 5: Number of Any other ethnic group pupils in the 36 LAs using extended Other ethnic group ethnicity codes for 90% or more of their pupils in this category in 2005 (excluding City of London)



Excluding the 'other group' within this set of extended codes, the largest group is the Arab group, accounting for nearly 4,000 pupils in 2005. This was also the largest group in 2004. However, in 2005 the second largest group is the Afghani group, which in 2004 was only the 6th largest group. This big increase in numbers of Afghani pupils is partly explained by the inclusion in the analysis, for the first time, of a London borough where nearly 900 pupils in this authority are classed under the Afghani code. As with 2004 the Vietnamese and Latin American groups also account for more than 2,000 pupils each.

Figure 6: Numbers of White Other Pupils in the 47 LAs using Extended White Other Codes for 90% or more of their White Other pupils in 2005 (excluding City of London and Isles of Scilly)

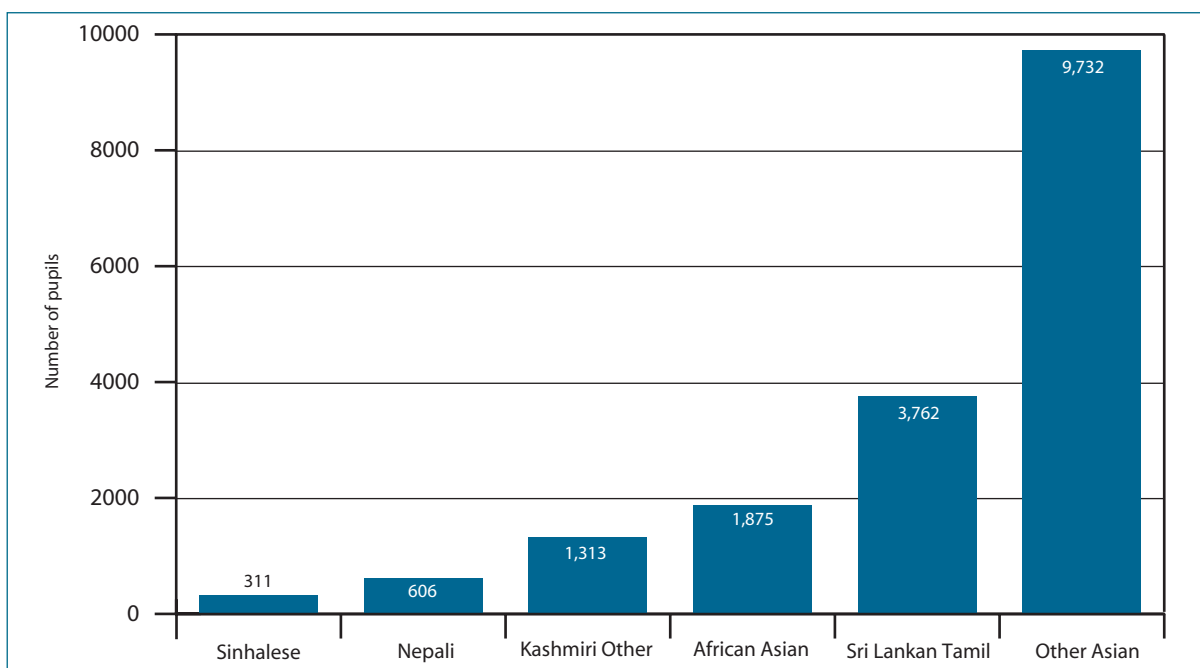


Excluding the 'other' group, the Turkish/Turkish Cypriot⁶ groups make up the largest White Other ethnic group, accounting for over 13,000 pupils. The next largest group is the White European group. There are also substantial numbers of Eastern European and Greek/Greek Cypriot⁷ pupils within the White Other set of codes.

⁶ This group is made up of the Turkish, Turkish Cypriot and Turkish/Turkish Cypriot groups.

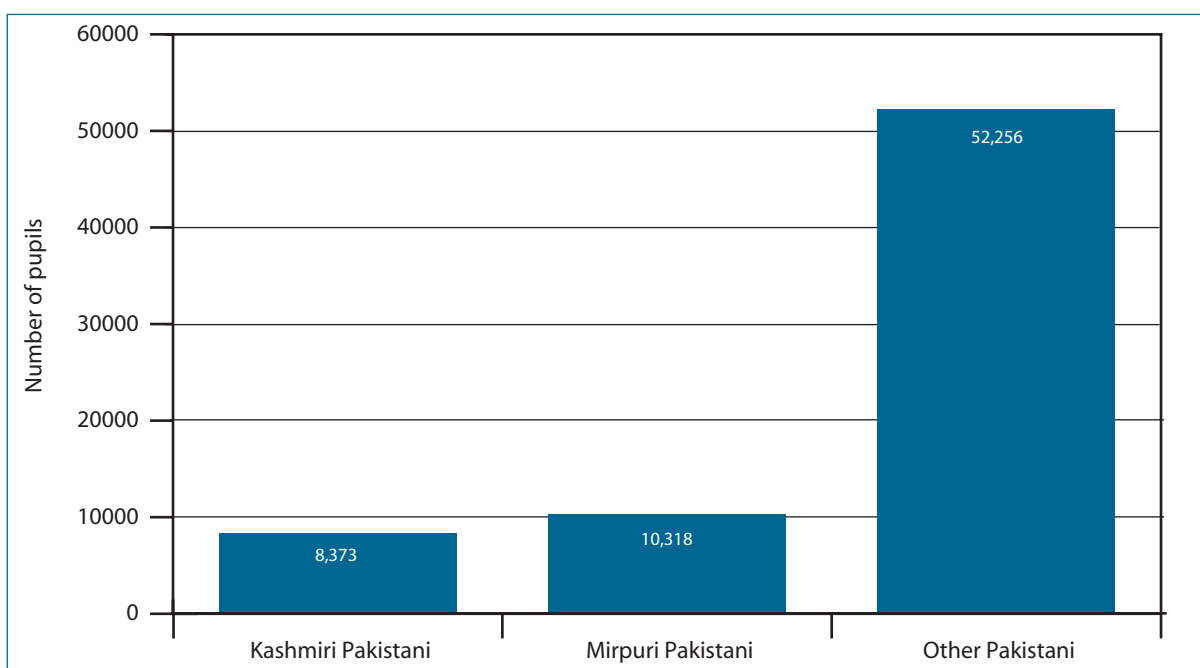
⁷ This group is made up of the Greek, Greek Cypriot and Greek/Greek Cypriot groups.

Figure 7: Numbers of Asian Other Pupils in the 19 LAs using Extended Asian Other Codes for 90% or more of their Asian Other pupils in 2005



Excluding the 'other' group, the largest group within this set of extended codes is the Sri Lankan Tamil group with nearly 4,000 pupils. This is followed by the African Asian and Kashmiri Other groups each with over 1,000 pupils. There are much smaller groups of Nepali and Sinhalese pupils.

Figure 8: Numbers of Pakistani Pupils in the 11 LAs using Extended Pakistani Codes for 90% or more of their Pakistani pupils in 2005



Excluding the 'other' group, the largest of these Pakistani extended groups is the Mirpuri Pakistani group with over 10,000 pupils however there are also significant numbers of Kashmiri pupils.

The attainment of some of these key groups will be looked at separately in section 3.5.

1.3 Deprivation and ethnicity

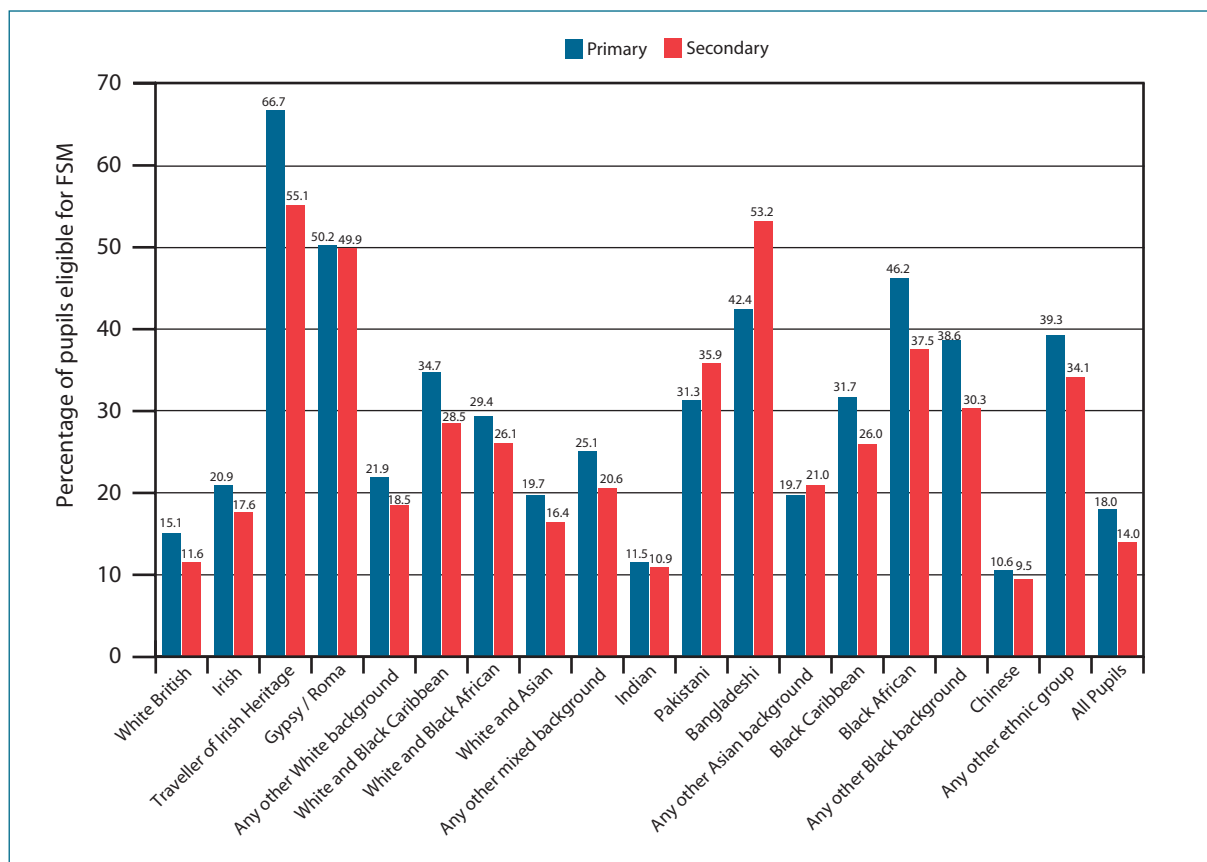
This section reports on differences between ethnic groups (within maintained schools) on a range of measures of deprivation: free school meal eligibility, the Index of Multiple Deprivation (ODPM⁸, 2004), the ACORN classifications and Income Deprivation Affecting Children Index (IDACI). These last three measures allow a more detailed view of the extent of deprivation within the different ethnic groups than has hitherto been seen using the FSM indicator.

Free School Meals

The proportion of pupils eligible for free school meals (FSM) varies by ethnic group. Across most of the ethnic groups, the proportion of pupils eligible for free school meals is greater at primary school than at secondary school. However, the reverse is true for Pakistani and Bangladeshi pupils.

High proportions of Traveller of Irish Heritage and Gypsy Roma pupils are eligible for free school meals. For example, two thirds of Traveller of Irish Heritage pupils are eligible for free school meals in primary compared to 18% of all pupils. There are also higher than average proportions of Bangladeshi, Pakistani, Black and Mixed Heritage White & Black Caribbean and White & Black African pupils who are eligible for free school meals, across both phases of education. The percentage of Indian and Chinese pupils who are eligible for free school meals is below the average for all pupils.

Figure 9: Percentage of pupils in maintained schools eligible for FSM by ethnic group (2005)



⁸ Office of the Deputy Prime Minister, now the Department for Communities and Local Government

Using free school meal eligibility as an indicator of socio-economic status is not without its problems. This binary indicator (YES/NO) does not allow us to distinguish between levels of deprivation which may differ by ethnic group. It is likely that this variable disguises a lot of differences between groups within the eligible, and not eligible, for free school meals categories.

The Department is able to match data on other measures of deprivation onto the Pupil Level Annual School Census database using pupils' postcodes. These data allow us to explore differences in the socio-economic status of different ethnic groups in more detail. These measures apply to a postcode area and so, unlike the FSM indicator, are not pupil-specific. For example the circumstances of the individual pupil may not be the same as the circumstances of the area in which he/she lives. However, the fact that this indicator allows us to look at deprivation in a more fine-graded way than the FSM indicator is an advantage.

IDACI

One such measure is the Income Deprivation Affecting Children Index (IDACI) which is a supplementary index within the ODPM's Indices of Multiple Deprivation. IDACI measures the proportion of children under the age of 16 living in low income households in an area.

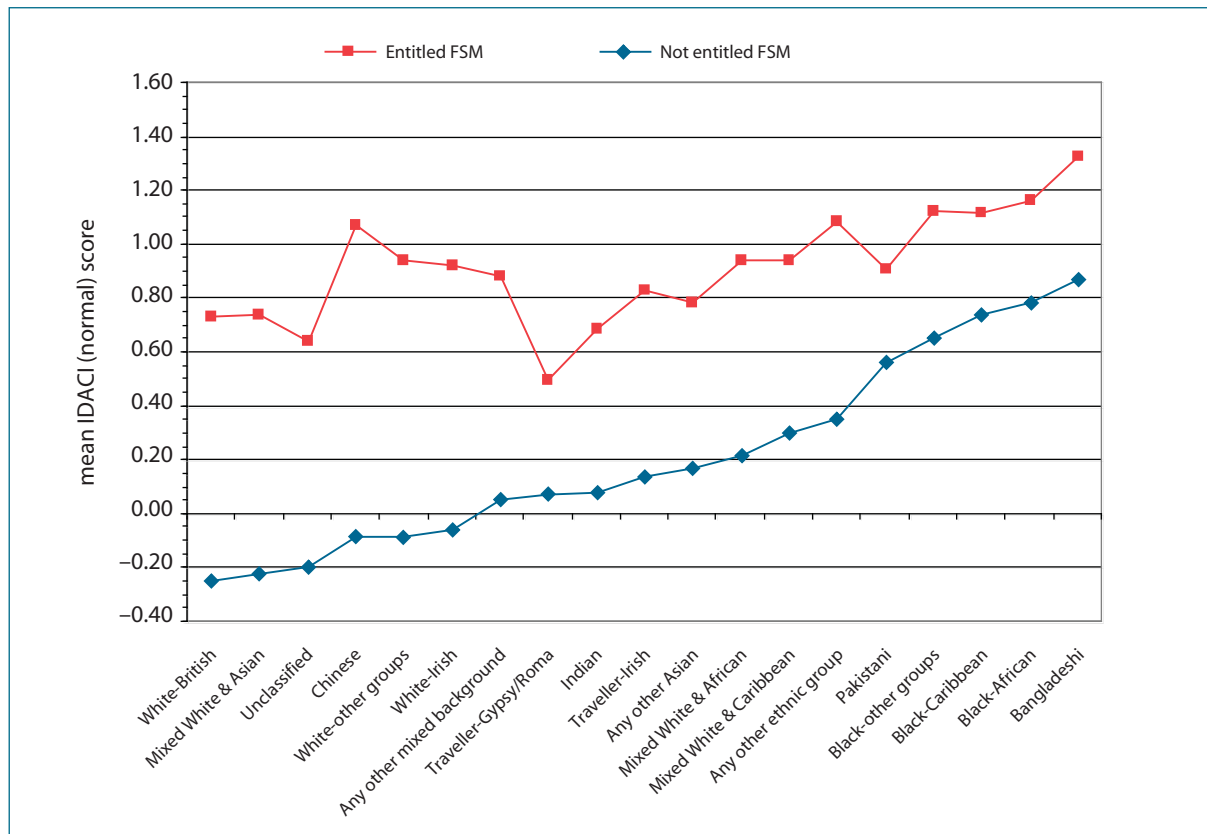
Lindsay, Pather and Strand (2006) looked at the relationship between a pupils free school meal eligibility status and their score on the Income Deprivation Affecting Children (IDACI) scale and how this differed by ethnicity⁹.

Figure 10 shows the mean IDACI score of each ethnic group for those who are and are not entitled to free school meals (a higher IDACI score equates to higher levels of disadvantage in the postcode area). The graph shows that among those not entitled for free school meals there is great variation in each group's mean IDACI score and shows that **non-FSM pupils are not a homogenous group**.

The lower line on the graph shows that among the non-FSM group some ethnic groups are more likely to live in areas of high deprivation than others. In particular, non-FSM Bangladeshi, Pakistani and Black pupils appear, on average, to live in areas of higher disadvantage than non-FSM White British, Mixed White & Asian and Chinese pupils.

⁹ Lindsay, Pather & Strand (2006) *Special Educational Needs and Ethnicity: Issues of over- and under-representation* DfES Research Report <http://www.dfes.gov.uk/research/data/uploadfiles/RR757.pdf>

Figure 10: Mean IDACI score by ethnic group and entitlement to FSM



Source: Lindsay, Pather & Strand (2006) *Special Educational Needs and Ethnicity: Issues of over- and under-representation* DFES Research Report p. 32 <http://www.dfes.gov.uk/research/data/uploadfiles/RR757.pdf>

This graph also shows that the differences in deprivation (as measured by IDACI) between the FSM and non-FSM groups are a lot larger for the White British and Chinese groups than for the Bangladeshi, Pakistani and Black groups. As deprivation has a large impact upon attainment, this could go some way to explaining why there are larger differences in the attainment of FSM and non-FSM pupils within the White British ethnic group than within the Bangladeshi group for example.

Index of Multiple Deprivation

The **Index of Multiple Deprivation** 2004 (IMD 2004) is constructed for use across government by the (former) Office of the Deputy Prime Minister. The following explanation is based on the information available on the ODPM website, <http://www.odpm.gov.uk/>.

The model of multiple deprivation which underpins the IMD 2004 is based on the idea of distinct dimensions of deprivation which can be recognised and measured separately. These are experienced by individuals living in an area. People may be counted in one or more of the domains, depending on the number of types of deprivation that they experience. The overall IMD is conceptualised as a weighted area level aggregation of these specific dimensions of deprivation.

The IMD 2004 contains 37 individual indices grouped into seven Domains of deprivation:

- Income deprivation
- Employment deprivation
- Health deprivation and disability

- Education, skills and training deprivation¹⁰
- Barriers to Housing and Services
- Living environment deprivation
- Crime.

Using the Index of Multiple Deprivation we can see clear differences in the relative deprivation of different ethnic groups. Figure 11 shows the percentage of pupils in some of the main ethnic groups who live in the 20% most deprived postcode areas.

Figure 11: Percentage of pupils in maintained primary and secondary schools (as of January 2005) living in the 20% most deprived postcode areas as defined by the Index of Multiple Deprivation

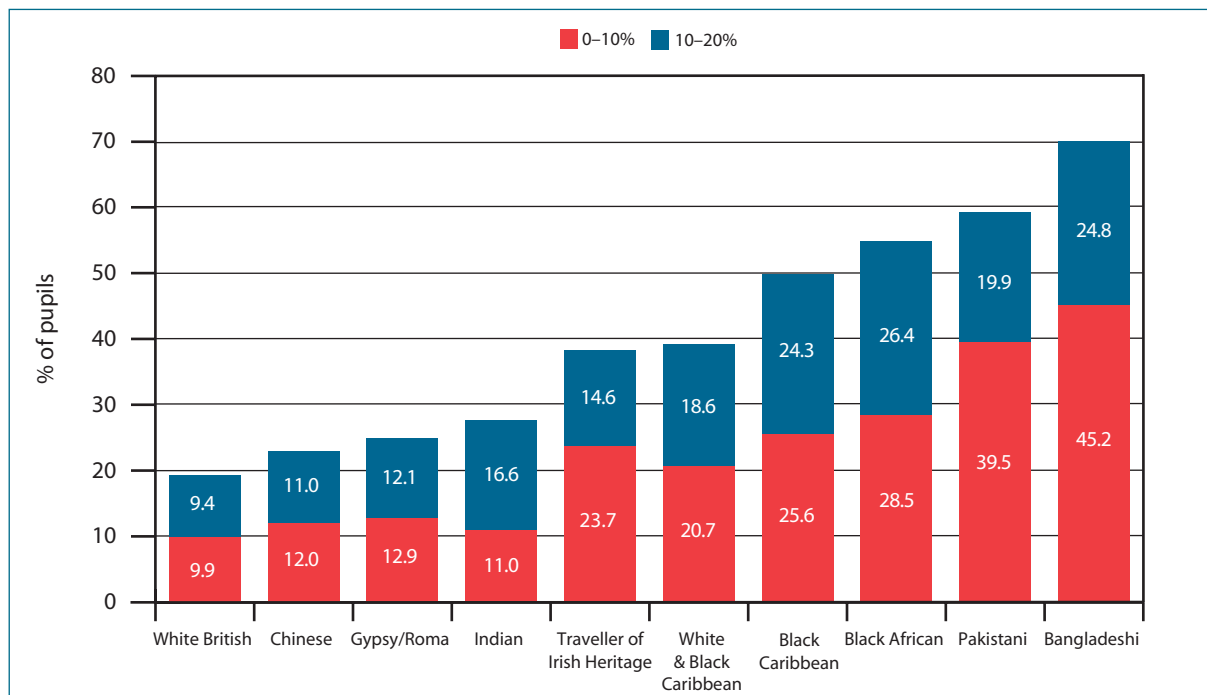


Figure 11 shows some clear differences in the levels of deprivation experienced by some of the key ethnic groups.

- Some 70% of Bangladeshi pupils and 60% of Pakistani pupils live in the 20% most deprived postcode areas (as defined by IMD). Large proportions of pupils in these two groups are actually living in the 10% most deprived postcode areas (Bangladeshi, 45% and Pakistani 40%). Compared to this, just less than 20% of White British pupils live in the 20% most deprived postcode areas and 10% in the 10% most deprived postcode areas.
- Black African and Black Caribbean pupils also appear more likely than other groups to live in areas of high deprivation with around half of pupils in these 2 groups living in the 20% most deprived areas.
- Chinese and Indian pupils are less likely to live in less deprived areas than their Black, Pakistani or Bangladeshi peers. Around a quarter of Chinese and Indian pupils live in the 20% most deprived areas.
- A quarter of Gypsy/Roma pupils live in the 20% most deprived postcode areas compared to nearly 40% of Traveller of Irish Heritage pupils. However, these figures should be interpreted with caution due to the small number of pupils recorded in each of these ethnic groups.

¹⁰ Given that one of the measures used to calculate the IMD is educational deprivation we should be careful about using IMD to analyse educational attainment.

There appear to be some key differences in levels of deprivation as measured by FSM and those measured by IMD. Chinese and Indian pupils appear to be slightly more likely to live in areas of high deprivation than White British pupils, and yet are less likely than White British pupils to be eligible for Free School Meals, especially at Primary school. Similarly, although there are high levels of Bangladeshi, Pakistani and Black pupils eligible for FSM, levels of FSM eligibility for these groups are perhaps not as high as you would expect from looking at the IMD data. These differences could be indicative of cultural differences in the take-up of benefits, as this is one of the ways in which FSM eligibility is decided.

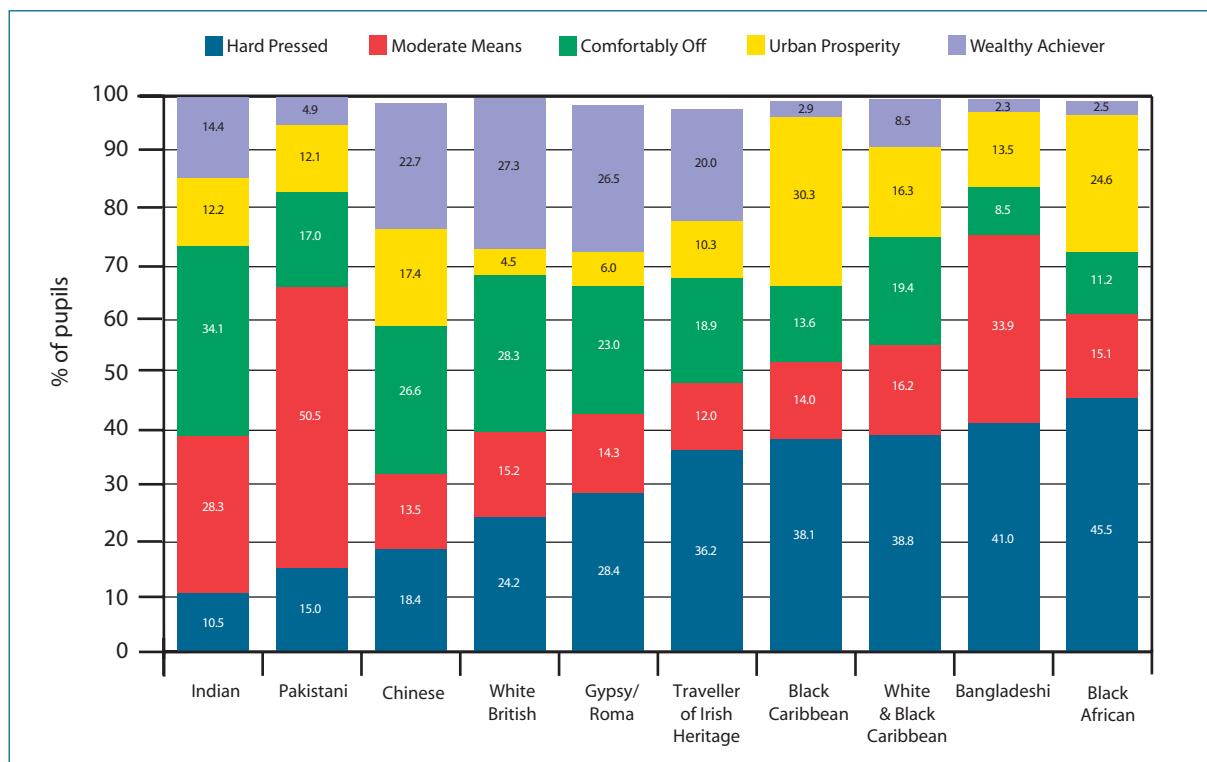
ACORN

Another measure of deprivation that is commonly used is the ACORN classification, developed by a company called CACI. ACORN is used mainly for advertising, sales and marketing purposes. It is a geo-demographic classification used to identify and understand the UK population. It combines geography with demographics and lifestyle information to categorise UK postcodes into 5 main categories. The ACORN classification describes people according to the neighbourhood in which they live and works on the premise that people living in the same neighbourhood will have similar purchasing habits and attitudinal characteristics. The 5 categories are:

- Wealthy Achievers
- Urban Prosperity
- Comfortably Off
- Moderate Means
- Hard Pressed

Additional information on ACORN can be found at <http://www.caci.co.uk/acorn/acornmap.asp>

Figure 12: Percentage of pupils in maintained primary and secondary schools (as of January 2005) within each ACORN group (as defined by their postcode).



* Figures may not add to 100% as exclude missing/refused/not available

Figure 12 shows the differences between the major ethnic groups in terms of their distribution across the 5 ACORN groups.

- Over 40% of Black African and Bangladeshi pupils are classed as Hard Pressed (according to their postcodes) as are over a third of Traveller of Irish Heritage, Black Caribbean and White & Black Caribbean pupils. A quarter of White British pupils are classified in this category, compared with 18% of Chinese pupils, 15% of Pakistani pupils and 11% of Indian pupils.
- A higher proportion of Pakistani pupils (51%) are classed as within the Moderate Means category, than any other ethnic group. Just over a quarter of Indian pupils and a third of Bangladeshi pupils are within this group compared to between 12%-16% of the other ethnic groups.
- Indian, Chinese and White British pupils are more likely to be classed as Comfortably Off than any other ethnic groups and Bangladeshi and Black African pupils are the groups least likely to be classed within this category.
- A third of Black Caribbean pupils and a quarter of Black African pupils are classed as being in the Urban Prosperity group, compared to 5% of White British pupils.
- Around a quarter of White British and Gypsy/Roma pupils, and around a fifth of Chinese and Traveller of Irish Heritage pupils are classed as within the Wealthy Achiever group, compared to less than 5% of Black African, Pakistani, Bangladeshi and Black Caribbean pupils.

Summary

Data on free school meals eligibility shows that some ethnic groups have higher rates of FSM eligibility than others. However Lindsay, Pather & Strand's (2006) analysis of IDACI data shows that even within the non-FSM group the extent of deprivation varies greatly by ethnicity and as such the non-FSM group are a very heterogeneous group in terms of deprivation. IMD data shows that many more Bangladeshi, Pakistani and Black pupils live in areas of high deprivation than White British, Chinese and Indian pupils. ACORN data has shown a similar story, with higher percentages of Bangladeshi, Pakistani and Black pupils being classed as Hard Pressed or Moderate Means than Chinese, White British or Indian pupils. This shows that using FSM alone to examine the extent, and effect, of deprivation on different ethnic groups may obscure some important differences.

1.4 Household Characteristics

This section examines information about the household characteristics of minority ethnic pupils using information from the Department's Longitudinal Study of Young People in Education. This includes information on social class, religion, language spoken in the home and parents' qualification levels.

The Longitudinal Study of Young People in Education (LSYPE)

LSYPE is a major new resource on pupils in school and an especially useful source of information on minority ethnic pupils and their families and households. The sample design boosted for the six major minority ethnic groups (Bangladeshi, Pakistani, Indian, Black African, Black Caribbean and Mixed Heritage) and this means that, unlike in many other surveys, rigorous analysis of these groups is possible.

The first wave of LSYPE achieved face to face interviews with around 15,700 households: in 15,450 of these the young person was interviewed, in 13,800 cases the young person and all resident parents (or those in loco) were interviewed, and in 15,580 cases the main parent was interviewed.

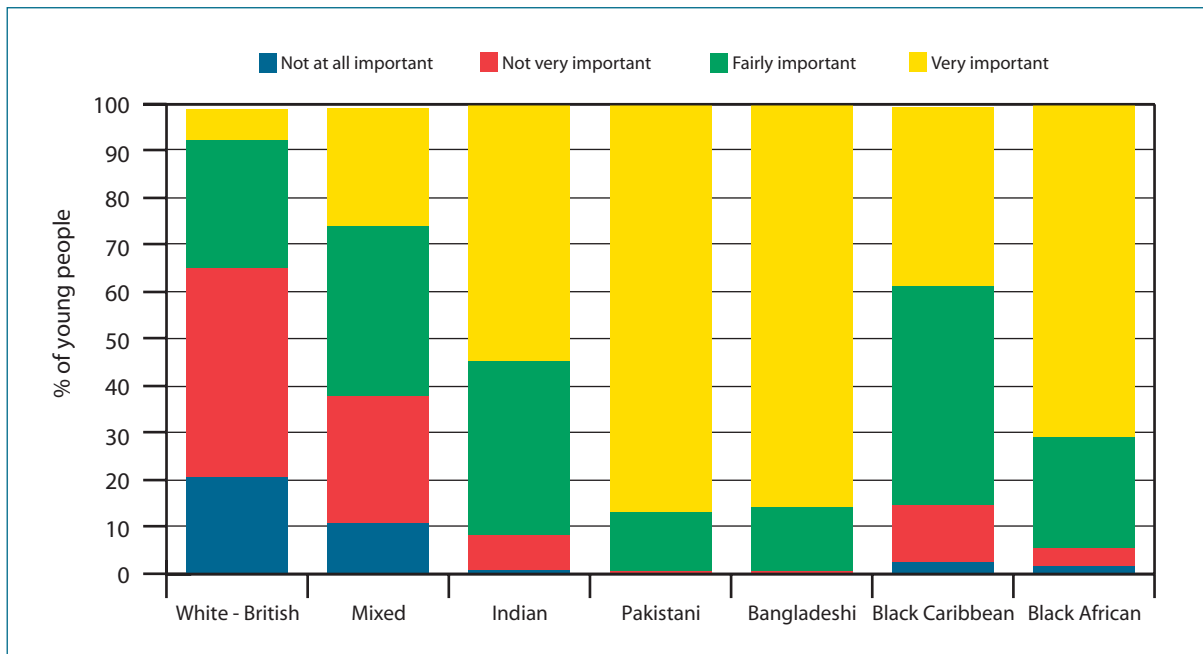
The analysis presented below is based on weighted provisional wave one data, when the young people in the sample were in Year 9 at school in 2004.

Religion

The young people in the sample were asked what their religion was and how important religion was to their way of life. The results are shown in Table 3 and Figure 13. The majority of young people in each of the major minority ethnic groups (apart from the Mixed group) report that they belong to a religion. This compares with 42% of White British young people and 37% of Mixed heritage young people who report having no religion. Religion appears to be more important to young people from Indian, Pakistani, Bangladeshi, Black Caribbean and Black African groups than it is for White British or Mixed Heritage young people:

Table 3: Young person’s religion by their ethnic group (%)

	Christian	Buddhist	Hindu	Jewish	Muslim	Sikh	Other	None	Don’t know
White British	55.4	0	0	0.5	0.2	0	0.6	42.1	1.2
Mixed	45	0.5	1.2	0.5	13.2	0.7	1	37.3	0.7
Indian	3.5	0.3	38.9	0	20.4	34.3	1.6	0.8	0.3
Pakistani	0.3	0	0	0	98.8	0.6	0	0.3	0
Bangladeshi	0	0	0	0	99.3	0	0.7	0	0
Black Caribbean	82.6	0	0	0	0.5	0	2.3	13.6	0.9
Black African	70.2	0	0	0	27.2	0	0.4	2.2	0
All	52.3	0.2	1.2	0.5	5.4	0.9	0.7	37.8	1.1

Figure 13: Importance of religion to young person's way of life

- Over half of the White British young people in the sample said they were Christian (55%) but a large proportion (42%) said they had no religion. Around two thirds of White British pupils said religion was not at all important/not very important to their way of life.
- The vast majority of Black Caribbean and Black African pupils also identified themselves as Christian (83% and 70% respectively) and over a quarter of Black African pupils said they were Muslim (27%). Religion appears to be important to the majority of young people within these ethnic groups. Nearly half of Black Caribbean pupils said religion was fairly important (47%) and over a third said it was very important (38%). A quarter of Black African pupils felt that religion was fairly important to their way of life and 71% said that it was very important.
- Nearly half of Mixed Heritage pupils said they were Christian (45%) and a large proportion said they did not know or had no religion (38%), just over one in ten (13%) said they were Muslim. A quarter of Mixed Heritage pupils felt that religion was very important to them and a third that it was fairly important. Just over a third felt that it was not very/not at all important.
- Roughly equal proportions of Indian pupils identified themselves as Hindu (39%) or Sikh (34%) and a fifth said they were Muslim. Over half of Indian pupils felt that religion was very important to their way of life (55%) and over a third felt that it was fairly important (37%).
- Nearly all Pakistani and Bangladeshi pupils said they were Muslim (99% each) and the vast majority (over 85%) of pupils within these two groups said that religion was very important to them.

Languages spoken at home

Table 4 shows that nearly all White British, Mixed Heritage and Black Caribbean pupils (over 95% in each group) speak English only or English as their main/first language at home. The proportion of pupils in the other minority ethnic groups who speak English as their sole or main language is less than for these three groups.

Table 7: Whether English is first or main language by ethnicity (%)

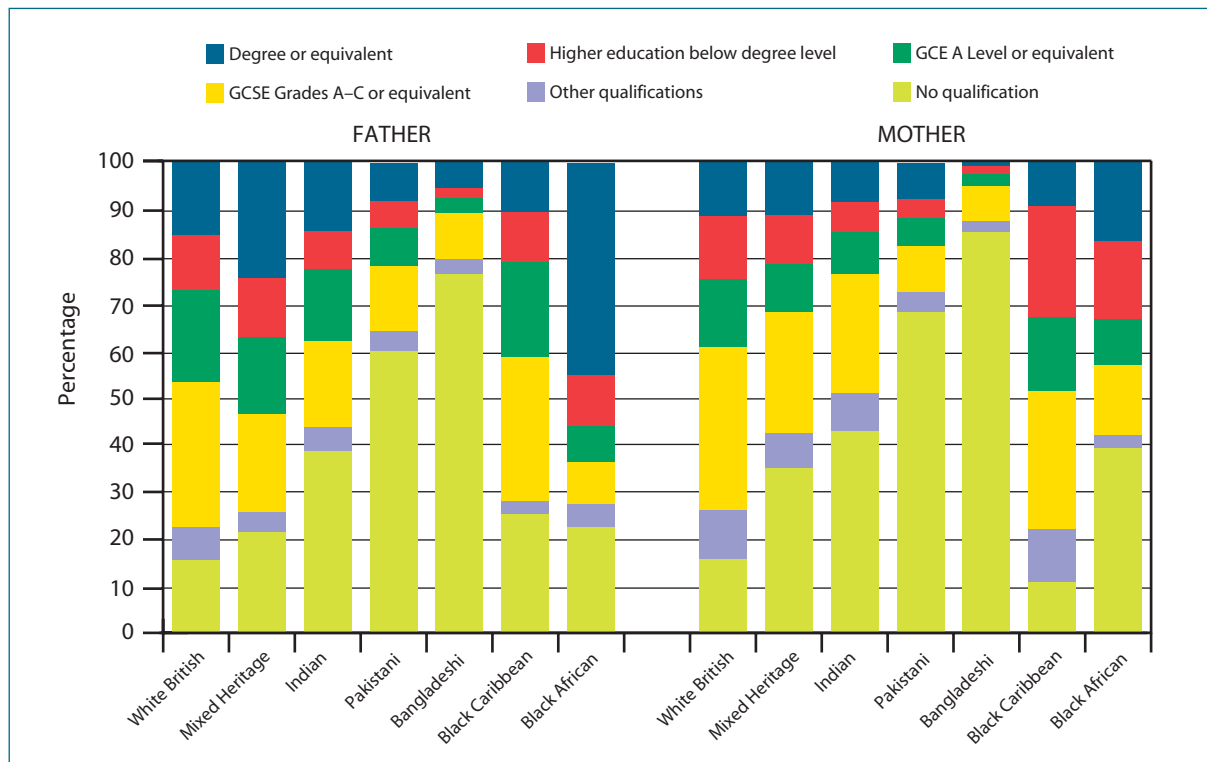
	Yes – English only	Yes – English first/main and speaks other languages	No, another language is respondent’s first or main language	Respondent is bilingual
White British	98.8	1.1	0.0	0.0
Mixed Heritage	89.6	6.5	2.5	1.4
Indian	20.1	52.2	18.1	9.6
Pakistani	9.6	50.3	26.8	13.3
Bangladeshi	4.6	38.0	40.9	16.6
Black Caribbean	97.2	1.9	0.9	0.0
Black African	40.0	27.6	25.9	6.5
All	78.6	11.6	6.9	2.9

- Indian pupils are more likely to speak English as their sole or first/main language (72%) than Pakistani pupils (60%) who in turn are more likely to speak English as their sole/main language than Bangladeshi pupils (43%). However, Bangladeshi pupils are more likely to be bilingual than either Indian or Pakistani pupils.
- Two thirds of Black African pupils speak English as their sole or main/first language.

Qualification levels

Parents of the young people in the sample were asked about their highest qualifications, and the results are shown in Figure 14.

Figure 14: Highest qualification level of parents of young people in the sample, by the ethnicity of the young person



- Nearly half of the fathers of Black African pupils (45%) and a quarter of fathers of Mixed Heritage pupils were qualified to degree level compared to 16% of fathers of White British pupils and 15% of fathers of Indian pupils. Around one in ten fathers of Black Caribbean pupils and less than 10% of fathers of Pakistani and Bangladeshi pupils were qualified to degree level.
- On the whole, mothers of pupils in the LSYPE sample are less likely to be qualified to degree level than the fathers. Nearly 1 in 5 mothers of Black African pupils were qualified to this level (17%), as were around 10% of mothers of White British, Mixed Heritage, Pakistani and Black Caribbean pupils. Less than 1% of mothers of Bangladeshi pupils were qualified to degree level.
- Some 15% of fathers of White British pupils in the sample have no qualifications. Whilst this figure is slightly higher for fathers of Mixed Heritage (21%), Black Caribbean (25%) and Black African (22%) pupils it is a lot higher for Asian pupils. Over a third of fathers of Indian pupils have no qualifications (39%), as do 60% of fathers of Pakistani pupils and more than three quarters of fathers of Bangladeshi pupils (76%).
- Mothers of minority ethnic pupils are more likely to have no qualifications than fathers of minority ethnic pupils. Again, mothers of Asian pupils, especially Bangladeshi pupils, are the most likely to have no qualifications, with 85% of mothers of Bangladeshi pupils having no qualifications.

Socio-economic classification

Table 5 details the socio-economic classification of young people in the sample based on the working status of the household reference person (either the person in the household responsible for owning or renting the accommodation or the main wage earner).

Table 5: Socio-economic classification of household reference person by sample members' ethnic group

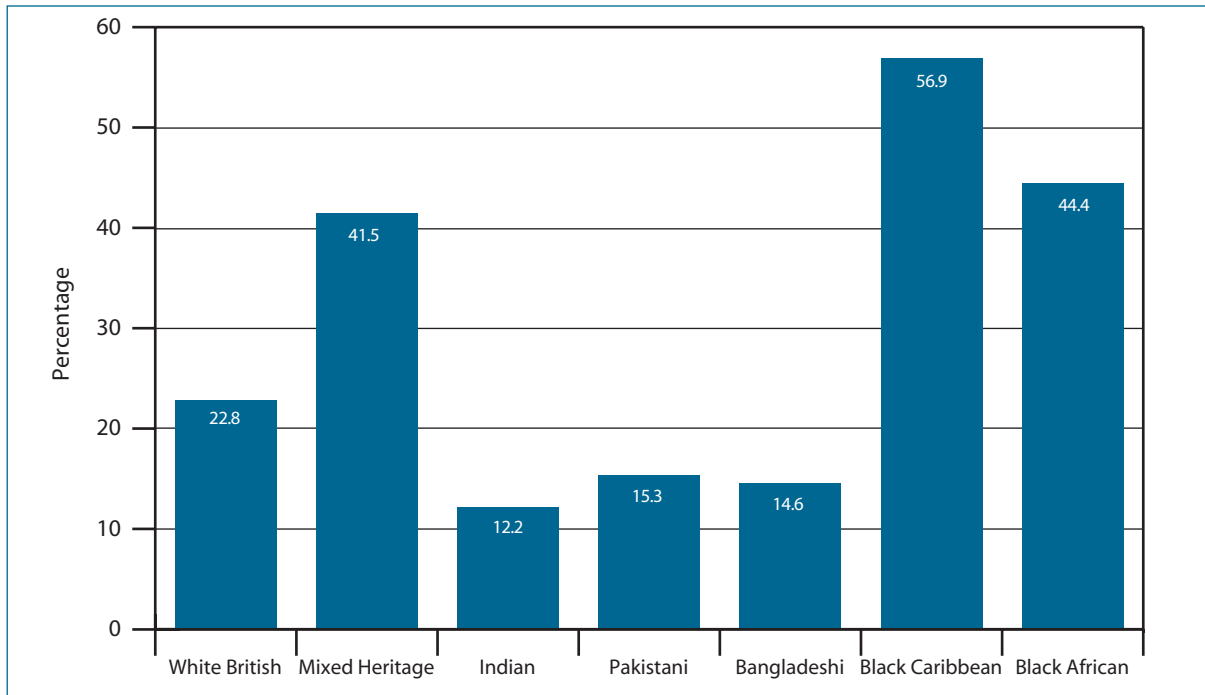
	White British	Mixed Heritage	Indian	Pakistani	Bangladeshi	Black Caribbean	Black African
Higher managerial and professional occupations	14.7%	13.4%	10.4%	7.0%	1.0%	6.8%	11.7%
Lower managerial and professional occupations	27.0%	29.1%	18.7%	12.5%	8.2%	30.1%	23.9%
Intermediate occupations	7.4%	7.6%	7.4%	3.5%	1.0%	15.3%	8.9%
Small employers and own account workers	12.5%	9.9%	18.1%	26.1%	12.2%	6.8%	3.3%
Lower supervisory and technical occupations	12.2%	10.5%	10.7%	4.7%	14.3%	10.8%	5.0%
Semi-routine occupations	12.3%	13.7%	13.7%	9.3%	11.2%	14.2%	15.0%
Routine occupations	10.6%	7.8%	14.4%	13.6%	12.2%	8.5%	6.1%
Never worked/long-term unemployed	3.4%	8.1%	6.7%	23.3%	39.8%	7.4%	26.1%

- 15% of White British sample members are living in households headed-up by someone in a higher managerial or professional occupation and 27% were in households headed up by someone in lower managerial and professional occupations. Less than 5% of this group are in households where the head of the household is in long term unemployment or has never worked.
- The distribution of the heads of household of Mixed Heritage sample members is similar to that of White British pupils although a slightly higher proportion of household heads in this group are in long term unemployment or have never worked (8%).
- Heads of households of Indian pupils are fairly evenly distributed across the categories with around a fifth classed as in lower managerial and professional occupations and another fifth classed as small employers or own account workers.
- A quarter of the heads of household for Pakistani sample members are small employers or own account workers and another quarter are long term unemployed or have never worked.
- Some 40% of the heads of household for Bangladeshi sample members are long term unemployed or have never worked. Less than 10% are in managerial or professional occupations.
- 30% of heads of households of Black Caribbean sample members and nearly a quarter of heads of households of Black African sample members are in lower managerial and professional occupations. A further quarter of the latter group are in long term unemployment or have never worked, compared to less than 10% of the Black Caribbean group.
- In general there appears to be a correlation between the proportion of households within each ethnic group classified as never worked/long term unemployed and the proportion of fathers and mothers of pupils in these groups with no qualifications. For example Bangladeshi pupils have the highest representation among both these categories, followed by Pakistani pupils. The White British group on the other hand have the lowest representation in both these categories.

Lone parent status

Figure 15 shows that the incidence of lone parent families varies greatly by ethnicity.

Figure 15: Percentage of sample members living in lone parent households



- Black and Mixed Heritage sample members were much more likely to live in lone parent households than Asian sample members. For example, well over half of the Black Caribbean sample members (57%) were in lone-parent households compared to 12% of Indian sample members.
- Just under a quarter of White British sample members live in lone parent households.

1.5 Segregation

Table 6 shows that there is large variation in the distribution of minority ethnic pupils in maintained primary and secondary schools across England. Around a quarter of England's minority ethnic pupils are in schools in Outer London and just under a fifth are in schools in Inner London. Very small proportions of England's minority ethnic pupils are in schools in the North East.

Table 6: Distribution of minority ethnic pupils across Government Office Regions as of January 2006 (provisional)

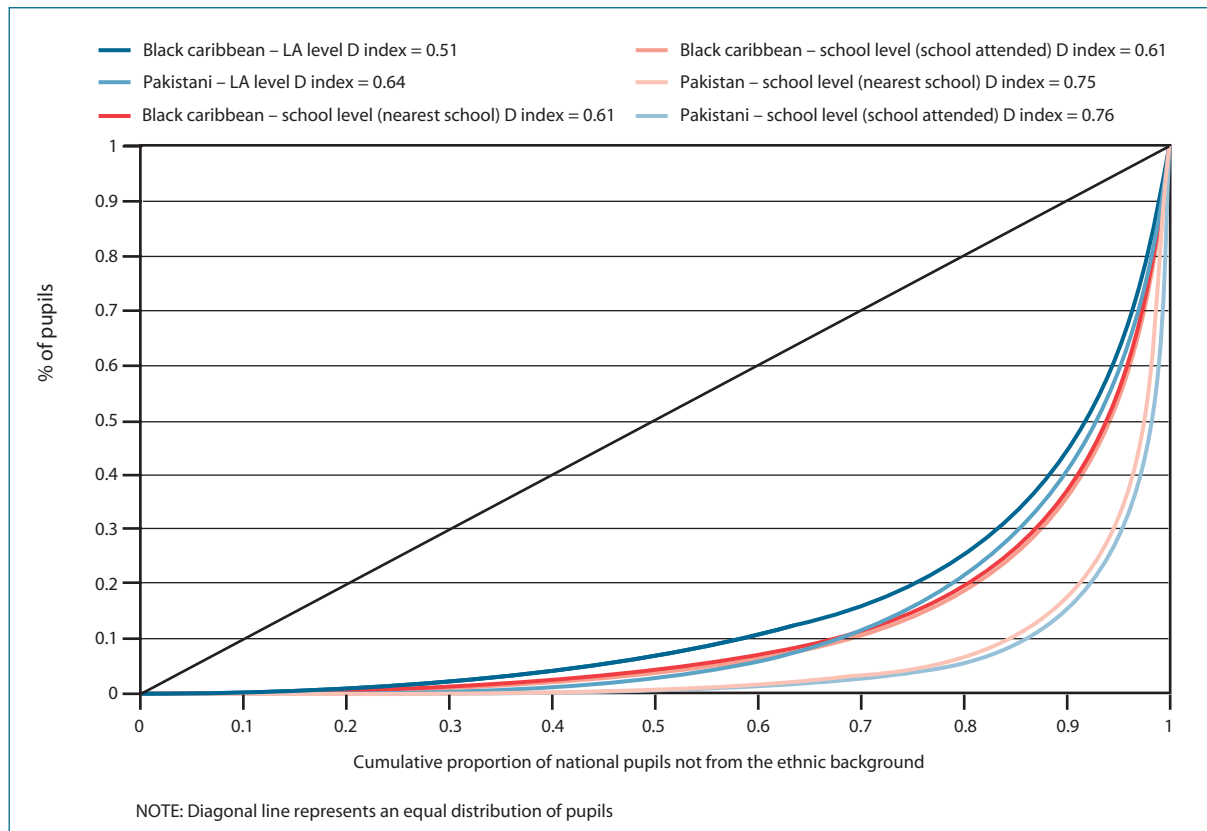
	Primary (%)	Secondary (%)
North East	1.4	1.3
North West	9.1	7.9
Yorkshire and the Humber	7.9	7.6
East Midlands	5.9	6.4
West Midlands	12.9	13.2
East of England	7.2	7.9
Inner London	19.3	17.2
Outer London	23.2	25.1
South East	9.8	10.2
South West	3.3	3.2
TOTAL	100	100

Exploratory analysis has been carried out to assess the extent of ethnic segregation in England's schools and the extent to which this is driven by schools, as opposed to residential patterns. The focus of this analysis was on Pakistani and Black Caribbean/White & Black Caribbean pupils. We measured segregation using the dissimilarity index which measures the proportion of pupils from any one group that would have to move school/Local Authority in order for there to be an even allocation of pupils from that group across all schools/Local Authorities.

Segregation curves are a simple way of showing this measure of segregation. The further away the curve is from the diagonal line the higher the amount of segregation¹¹. The Local Authority level curves in Figure 16 show that the residential segregation of Pakistani and Black Caribbean pupils **between LAs** is large. This is as expected – as stated above, we know that Black and minority ethnic pupils are concentrated in particular parts of the country. The graph also shows that overall, Pakistani pupils are more residentially segregated at LA level than Black Caribbean pupils.

¹¹ The measure of segregation used allows us to define segregation where Black or Pakistani pupils are in the majority or in the majority within a school/LA.

Figure 16: National segregation curves of major ethnic groups at school and LA level: 2005



Given that the proportion of Pakistani and Black Caribbean pupils varied considerably between LAs, we then looked to see if there was segregation of these groups at school level **within LAs** and overall there was, as is indicated by the school-level (school attended) curves in Figure 16.

This segregation within the LA could arise from two sources, residential segregation within the LA, and/or allocation to schools within the LA.

To investigate which of these factors dominates, we then compared residential and school segregation in more detail, focusing on four local authorities. We looked at Pakistani pupils in 2 Local Authorities, and Black Caribbean pupils (including Mixed Heritage White & Black Caribbean pupils) in 2 other Local Authorities. We calculated school segregation curves and the associated dissimilarity index for each of these authorities on two bases, one looking at the actual school attended in 2005, and the second, to approximate residential segregation in the LA, showing the segregation that would result if every pupil attended their nearest school. We also estimated the levels of segregation that might occur if all pupils were allocated to schools randomly. This analysis showed a complex picture of segregation, involving residential patterns, school location, school type and admissions policies. The key findings from the analysis were as follows:

- For each ethnic group we found that in 1 LA pupils were more highly segregated residentially than they were at school, whereas the reverse was true in the other LA.
- However, within the different LAs there was a lot of variation at school level. Some schools were adding to residential segregation, others were creating segregation in school where none existed residentially. Conversely some schools were a lot less segregated than the residential area in which they were based. Within all of four of these authorities there were some schools where pupils were more segregated than they were residentially, and some schools where the opposite is true.

Overall, at a national level we found that there was little difference between a national dissimilarity index calculated at school level for current school attended and for nearest school, for both Pakistani and Black Caribbean pupils. This is shown by the fact that in Figure 16 the school attended segregation curve for each group is very close to the nearest school segregation curve (which indicates levels of residential segregation). This means that at a national level levels of segregation would not change much if all pupils were sent to their nearest school. However, this exploratory analysis of 4 Local Authorities has shown that, at a local level, segregation varies greatly and that sending pupils to their nearest school would have a big impact on some ethnic groups in some areas.

SECTION SUMMARY

- The minority ethnic school population is growing and changing. In particular the number of pupils from White Other, Asian Other, Mixed Other, Black African and White & Black African groups have increased substantially since 2004, compared with declining pupil numbers overall.
- Analysis of the extended ethnicity codes provides some indication of which pupils make up these growing groups, but the fact that the biggest group within each set of extended codes is the 'other' group raises important questions about the relevance and use of the existing set of extended codes.
- The FSM indicator obscures a lot of differences between ethnic groups in the levels of deprivation among those not eligible for free school meals. Pakistani and Bangladeshi pupils, and to a lesser extent, Black pupils, are more likely to experience deprivation than other groups.
- Provisional data from wave 1 of the Longitudinal Study of Young People in Education provides more detail on the household characteristics of young people from minority ethnic groups. Parents of Pakistani and Bangladeshi pupils in the sample are less likely to have higher-level qualifications and more likely to have no qualifications than other groups, the heads of household of pupils in these groups are also more likely to have never worked or be long term unemployed than those from other ethnic groups.
- Religion appears to be much more important to the way of life of minority ethnic pupils (with the exception of Mixed Heritage young people) than it is for White British pupils.
- Black pupils are the groups most likely to live in lone parent households, whereas Asian pupils are the groups least likely to live in lone parent households.
- Exploratory analysis of segregation of Black/White & Black Caribbean pupils and Pakistani pupils has shown that the segregation of these groups at school within LAs between LAs is large. This could arise from residential segregation within the LA and/or allocation to schools within the LA. Our exploratory analysis showed that none of these factors dominates overall. In some LAs, pupils from these groups are more segregated in school than they are residentially; the reverse was true in other LAs. There is also a lot of variation at school-level, with some schools adding to existing residential segregation, some creating segregation at school where there is none residentially, and some schools redressing residential segregation.



Section 2: The Foundation Stage Profile

The Foundation Stage Profile (FSP) replaced the statutory baseline assessment on entry to primary school. It measures progress against Early Learning Goals at the end of Reception Year. This section presents Foundation Stage Profile results for 2004 and 2005 by ethnicity, based on a representative sample of 10% of pupil level data.

The 6 areas of learning in the FSP are:

1. Personal, social and emotional development:

- Dispositions and attitudes
- Social development
- Emotional development

2. Communication, language and literacy:

- Language for communication and thinking
- Linking sounds and letters
- Reading
- Writing

3. Mathematical development:

- Numbers as labels for counting
- Calculating
- Shape, space and measures

4. Knowledge and understanding of the world

5. Physical development

6. Creative development

Attainment on each area (and sub-set) is measured using a 9-point scale as follows:

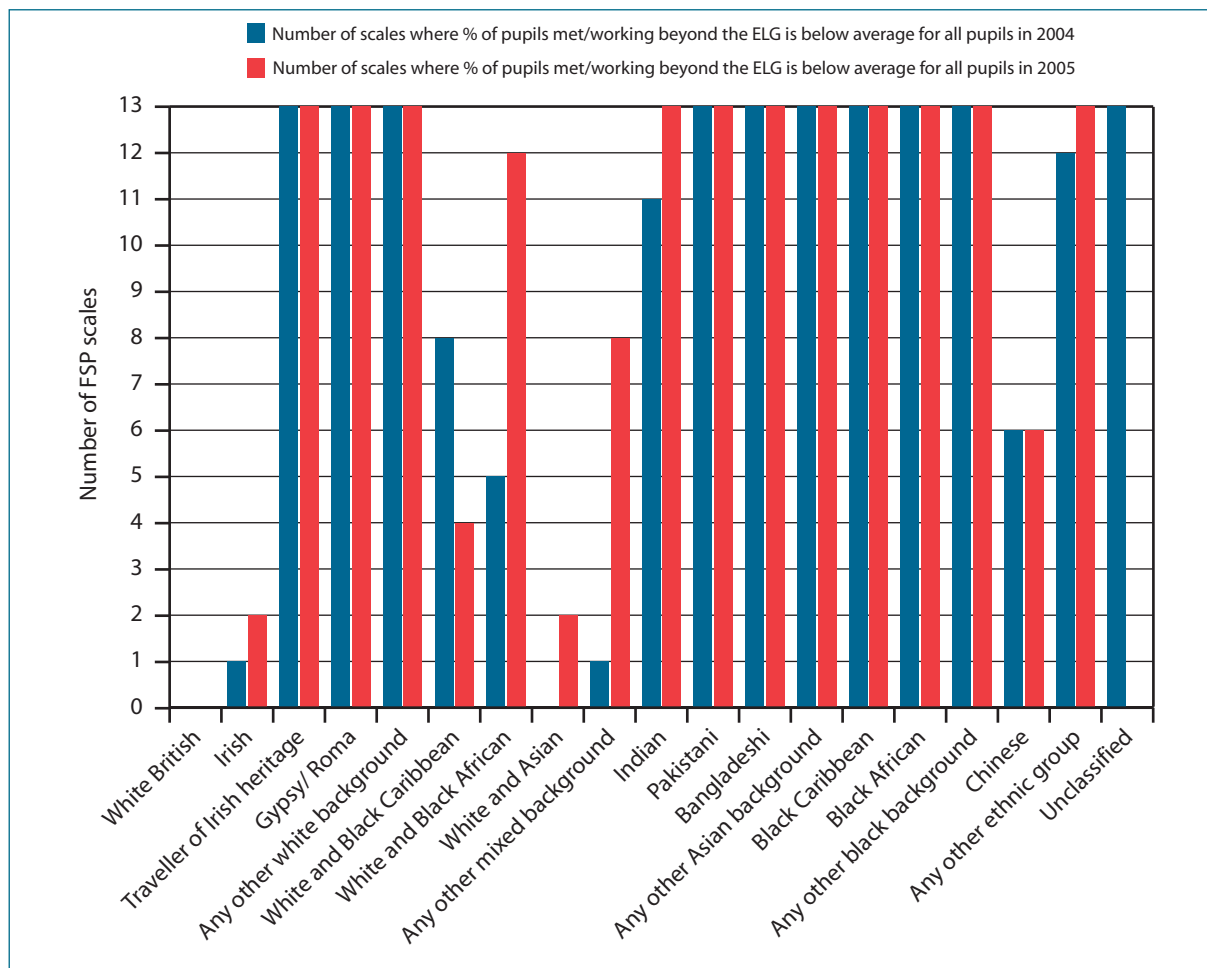
- a score of 1-3 indicates working towards the Early Learning Goals
- a score of 4-7 indicates working within Early Learning Goals
- a score of 8-9 indicates met or working beyond Early Learning Goals

A NOTE ON DATA QUALITY

In 2003 the data were judged to be of poor quality due to it being the first year in which the data were available. Since 2003 improvements have been made in the training of teachers to assess children's performance, in the moderation of assessments and to the quality of the data. In 2003 the publication of the national FSP results were classified as experimental statistics. In 2004 and 2005 the national results were classified as national statistics.

In general, the patterns of attainment seen in the 2003 results¹² are replicated in the 2004 and 2005 FSP data, which in turn mirror the general patterns of attainment across the key stages, although there are some important differences.

Figure 17: Number of FSP scales where the percentage of pupils in each ethnic group met/working beyond the Early Learning Goals is below the average for all pupils: 2004 and 2005



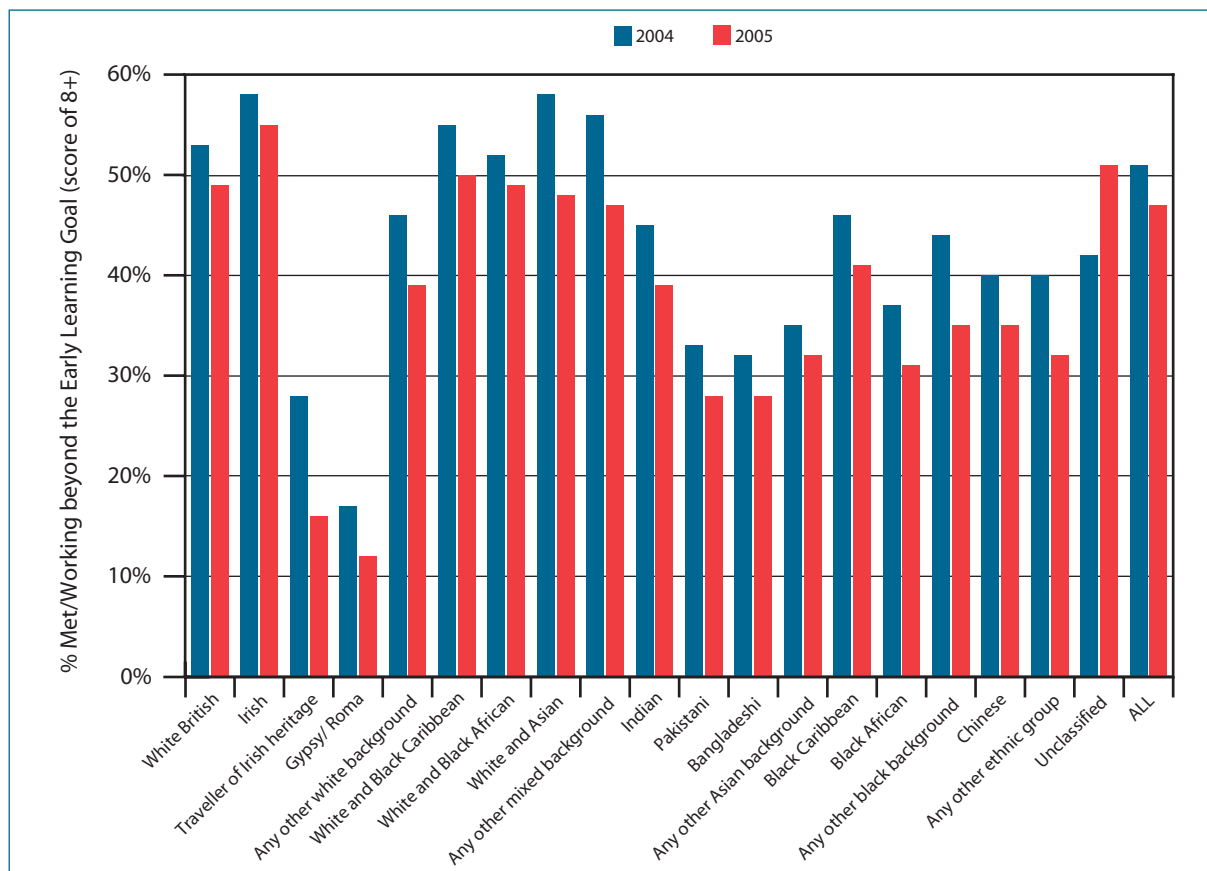
¹² See 2005 topic paper for an overview of performance of each ethnic group in the 2003 Foundation Stage Profile.

Figure 17 shows that in both years, the percentage of White Other, Black, Pakistani, Bangladeshi, Traveller of Irish Heritage and Gypsy/Roma pupils¹³ who were assessed as having met/working beyond the Early Learning Goals was below the average for all pupils on all 13 scales of the Foundation Stage Profile. White & Black African pupils were only below the average on 5 scales in 2004 but on 12 scales in 2005.

The proportion of Indian pupils who have met or are working beyond the Early Learning Goals was below the average for all pupils in 11 scales in 2004 and on all 13 scales in 2005. Chinese pupils were below the average on 6 scales in both years. This in contrast to the attainment of these 2 groups in the Key Stage tests where they are consistently among the highest attaining groups. White & Black Caribbean pupils had lower than average levels of attainment on 8 scales in 2004 but this reduced to 4 scales in 2005. This is in contrast to their Key Stage attainment where this group continues to be one of the lowest attaining groups at Primary (see Section 3).

The rest of the section will report on changes in 2004 and 2005 and on the attainment gaps at the Foundation Stage with Figures 18-20 giving examples of the attainment of each ethnic group in 2004 and 2005 in some of the Early Learning Goals and Figure 21 setting out the number of FSP scales where the attainment gap for some of the lower attaining groups has widened.

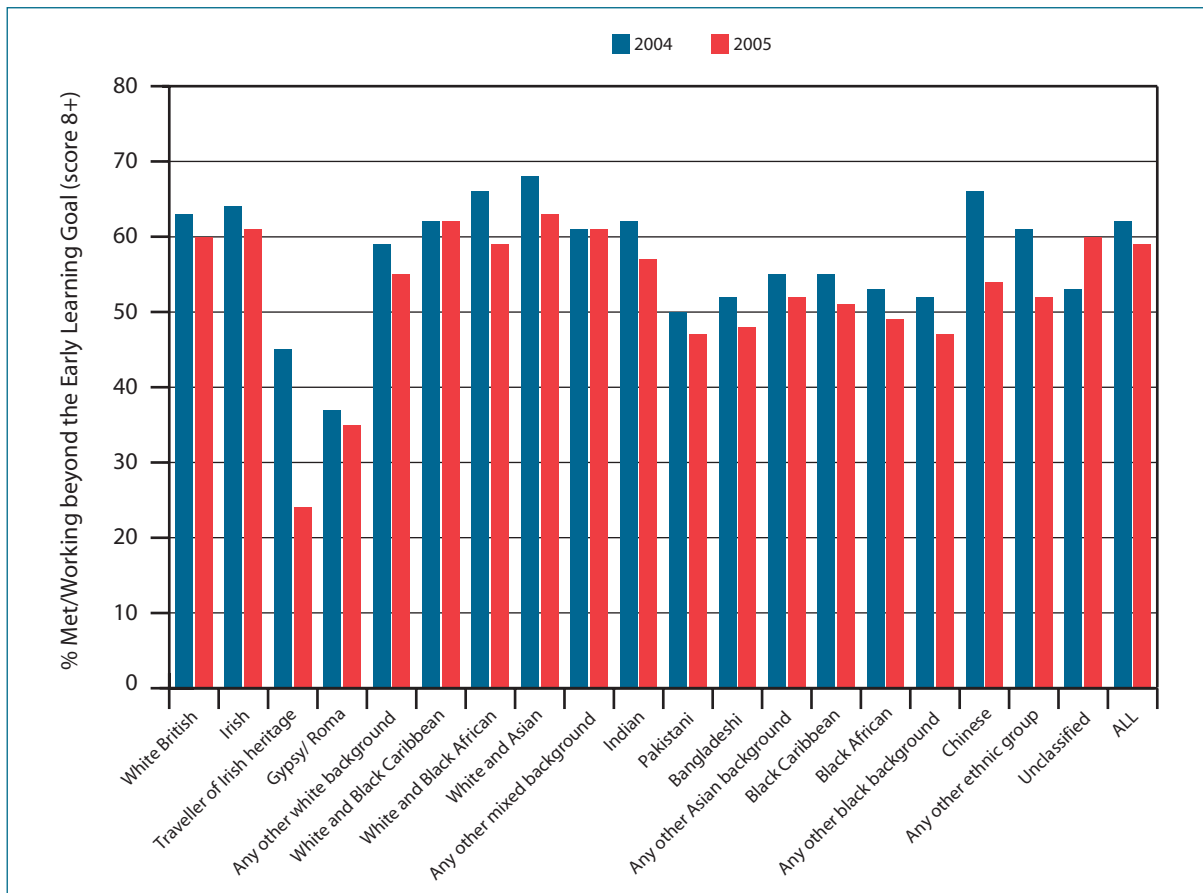
Figure 18: Attainment in Foundation Stage Profile 2004 and 2005
Communication, language and literacy: Language for communication and thinking



¹³ The very small numbers of Traveller of Irish Heritage and Gypsy/Roma pupils included in this 10% sample mean that FSP data for these groups should be interpreted with caution.

- The proportion of Gypsy/Roma and Traveller of Irish Heritage pupils who have met or are working beyond the Early Learning Goals is below average across all of the scales, and is, on average, between 20-30 percentage points lower than the average for all pupils. The percentage of pupils meeting this threshold is especially low in the Communication, Language and Literacy learning area. The proportion of pupils in the Traveller of Irish Heritage group who have met or are working beyond the Early Learning Goals is lower in 2005 than it was in 2004 and the gap between this group and the average for all pupils has widened in all except one of the scales (see Figure 21). In contrast, the attainment of the Gypsy/Roma group has largely improved since 2004, and this has resulted in a narrowing of the attainment gap for this group on all but one of the scales. However, these results should be treated with caution due to the small number of pupils in each of these groups.
- On average, Pakistani and Bangladeshi pupils are the next lowest attaining groups. The percentage of pupils in these groups who have met/working towards the Early Learning Goals is typically 16-18 percentage points lower than the average for all pupils. The percentage of pupils meeting this threshold is especially low in the areas of Physical development, Knowledge and understanding of the world and in Mathematical development in terms of shape, space and measures, but is higher on the scales in the Personal, social and emotional development learning area, although still well below average. Like most groups, the proportion of pupils in these 2 groups who have met or are working beyond the Early Learning Goals has declined since 2004, which for the Pakistani group has led to a widening attainment gap on most of the scales. For Bangladeshi pupils, despite a decrease in the percentage assessed as having met or working towards the goals, there was a mixed picture with regard to the attainment gaps.
- The attainment of Indian pupils varies across the scales. On average the percentage of pupils who have met/working beyond the Early Learning Goals is around 4-5 percentage points below the percentage for all pupils on average. It is lowest in the Language for communication and thinking scale (in the Communication, language and literacy learning area) and in the Knowledge and understanding of the world, Physical development and Creative development learning areas. The proportion of pupils in this group who have met or are working beyond the Early Learning Goals was lower in 2005 than in 2004 on all the scales and the attainment gaps between this group and the average for all pupils has widened on 10 scales.

Figure 19: Attainment in Foundation Stage Profile 2004 and 2005
Personal, social and emotional development: Dispositions and attitudes



- The proportion of Black pupils who have met or are working beyond the Early Learning Goals is consistently below the average for all pupils on each scale but the gaps are not as wide as for Pakistani or Bangladeshi pupils. Typically, the percentage of Black Caribbean pupils assessed as working towards or having met the Early Learning Goals is around 6-7 percentage points lower than the average. For the other two Black groups the gap is around 10 percentage points. As with most other groups, the proportion of pupils in the Black groups who have met or are working beyond the Early Learning Goals declined between 2004-2005, resulting in a widening attainment gap in most of the scales.
- Mixed White & Black heritage pupils do relatively well in comparison to the other low-attaining minority ethnic groups. In 2004, the proportion of pupils in both groups who have met or are working beyond the Early Learning Goals was at or above the average for all pupils in most of the scales. Whilst for White and Black Caribbean pupils the situation in 2005 is largely the same, White & Black African pupils in 2005 are now performing below the average for all pupils on most of the scales.
- The groups with the highest attainment on average across the Foundation Stage Profile are the White & Asian and Irish groups, who are typically outperforming their peers by 7 and 4 percentage points respectively.

**Figure 20: Attainment in Foundation Stage Profile 2004 and 2005
Knowledge and understanding of the world**

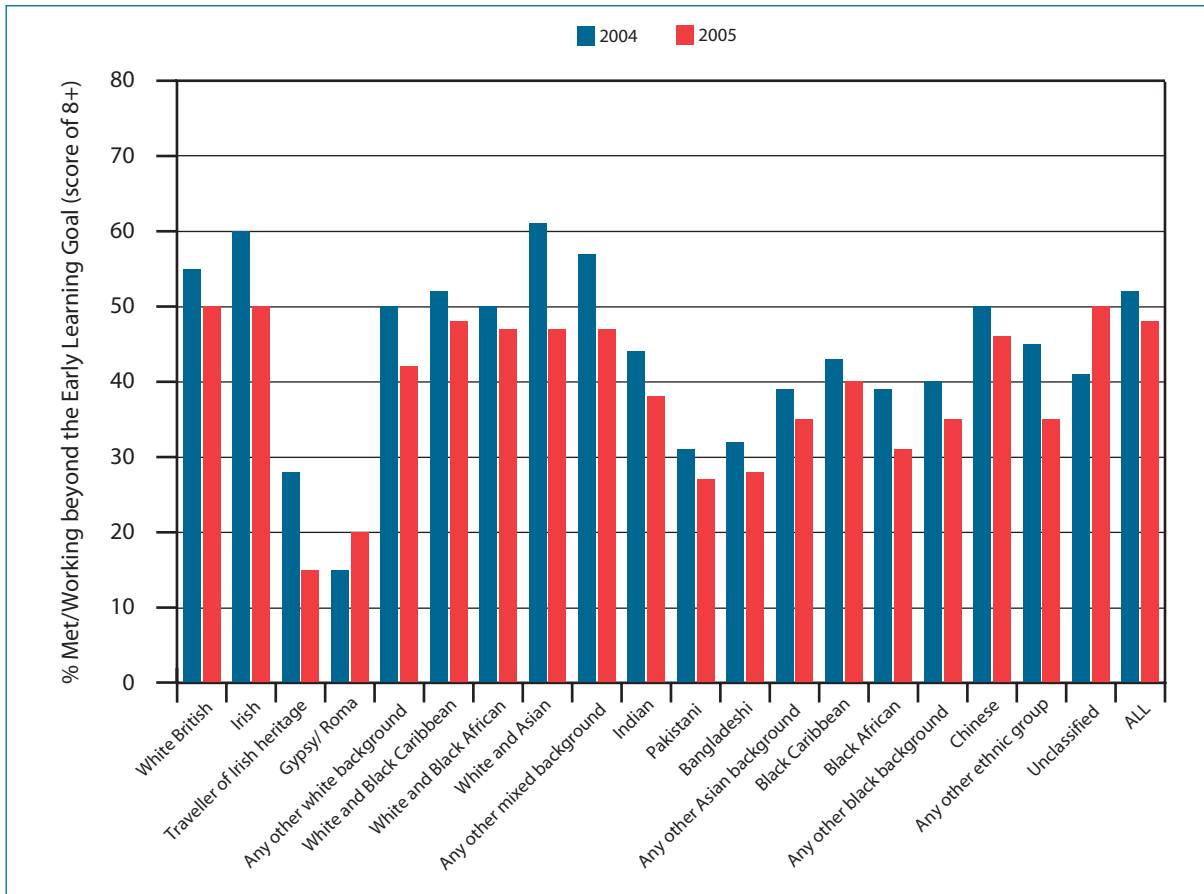
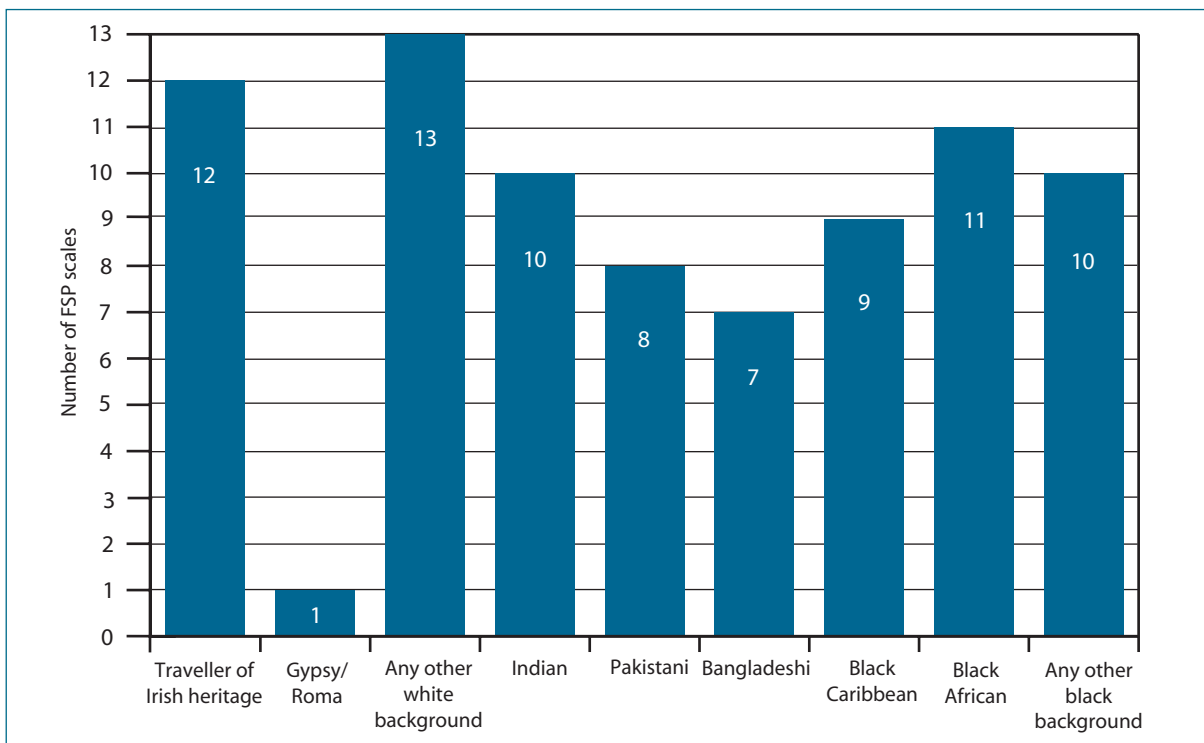


Figure 21: Number of FSP scales where the gap between the percentage of pupils from each group and the average for all pupils who have met/working beyond the Early Learning Goals has widened from 2004-2005



SECTION SUMMARY

- The minority ethnic groups with the highest levels of attainment in the Foundation Stage Profile are White & Asian and Irish pupils. This mirrors the high levels of attainment of pupils in these groups across the Key Stages.
- On average, Gypsy/Roma, Traveller of Irish Heritage, Black, Pakistani and Bangladeshi pupils do less well on all the scales of the Foundation Stage Profile than the average for all pupils.
- For all ethnic groups, levels of attainment in the Foundation Stage Profile are generally worse in 2005 than they were in 2004.





Section 3: Key Stage Attainment

This section briefly summarises the patterns of attainment by ethnic group and describes the changes in attainment from 2003-2005¹⁴ as well as looking at pupil progress, attainment gaps and differences in the attainment of minority ethnic pupils by key variables such as gender and English as an additional language.¹⁵

Summary of attainment patterns

- Chinese, Indian, Irish and Mixed White & Asian pupils consistently perform above the national average for all pupils.
- In comparison, Black, Pakistani, Bangladeshi and Mixed White and Black Caribbean pupils consistently perform below the national average for all pupils.
- Gypsy/Roma and Traveller pupils have extremely low attainment. Moreover, we estimate that many children from these groups are not recorded in the Annual School Census, are not present during Key Stage assessments, and/or do not continue in education up until Key Stage 4.

3.1 Change in attainment 2003-2005¹⁶

Lower attaining groups

Black pupils

- Although Black Caribbean pupils are consistently achieving below the average for all pupils, the percentage of these pupils achieving the expected level in 2004 was higher than in 2003 in all Key Stages (except in Science at Key Stages 2 and 3). There have been similar improvements in 2005 where the percentage of Black Caribbean pupils achieving the expected level has increased in all Key Stages (except in Key Stage 1 Reading and Key

¹⁴ For a detailed overview of the attainment of each ethnic group across the Key Stages from 2002-2005 see 'National Curriculum Assessment, GCSE and Equivalent Attainment and Post-16 Attainment by Pupil Characteristics, in England 2005': http://www.dfes.gov.uk/rsgateway/DB/SFR/s000640/SFR09_2006.pdf; 'National Curriculum Assessment GCSE and Equivalent Attainment and Post-16 Attainment by Pupil Characteristics, in England 2004': <http://www.dfes.gov.uk/rsgateway/DB/SFR/s000564/SFR08-2005v2.pdf>; and 'National Curriculum Assessment and GCSE/GNVQ Attainment by Pupil Characteristics, in England, 2002 (final) and 2003 (provisional)': http://www.dfes.gov.uk/rsgateway/DB/SFR/s000448/NPD_sfr_text_Finished3.pdf

¹⁵ This section focuses on the proportions of pupils from different ethnic groups achieving the expected levels at each Key Stage, or achieving 5+A*-C at GCSE. However, data on attainment across the Key Stage levels is available in 2005 in 'National Curriculum Assessment, GCSE and Equivalent Attainment and Post-16 Attainment by Pupil Characteristics, in England 2005': http://www.dfes.gov.uk/rsgateway/DB/SFR/s000640/SFR09_2006.pdf

¹⁶ Readers should note that in 2005 the denominator used to calculate the % of pupils 5+A*-C changed from 15 year old pupils to pupils at the end of Key Stage 4. A small amount of the changes in 2005 will therefore be attributable to this change in methodology. In addition, in 2003 the 5+A*-C indicator was made up of GCSE/GNVQ, in 2004 this changed to GCSE and equivalent. Again a small amount of the change since 2003 will be attributable to this change in methodology.

Stage 2 Maths). The increase in the percentage of Black Caribbean pupils achieving 5+A*-C at GCSE and equivalent in 2005 was twice that of the increase for all pupils on average (an increase of 6 percentage points for Black Caribbean pupils compared to an average of 3 percentage points for all pupils).

- The percentage of Black African and Black Other pupils reaching the expected level increased in every subject at Key Stage 3 and also at GCSE 5+A*-C between 2004 and 2005. But there has been no associated increase in Key Stages 1 or 2.

Mixed Heritage Black & White pupils

- For Mixed Heritage White & Black pupils the story is less consistent. From 2003 to 2004 there were no increases in the percentage of pupils achieving the expected levels at Key Stage 1, increases in English and Maths at Key Stages 2 and 3 but no real change at GCSE. From 2004 to 2005, however, the percentages of pupils in these groups achieving the expected levels increased at Key Stage 2 (with the exception of White & Black African pupils in English). Although the picture for these groups at Key Stage 3 in 2005 is fairly inconsistent, at GCSE and equivalent, higher proportions of pupils in these groups achieved 5+A*-C in 2005 than in 2004. For example, the percentage of White & Black Caribbean pupils achieving 5+A*-C has risen from 40% in 2004 to 44% in 2005. In 2005, the percentage of White & Black African pupils achieving 5+A*-C at GCSE has increased to the extent where they are now above the average for all pupils (55.5% compared to 54.9% for all pupils).

Pakistani & Bangladeshi pupils

- In 2004 larger proportions of Pakistani and Bangladeshi pupils achieved the expected levels in Key Stage 1 Reading (and in Writing for Bangladeshi pupils), in English and Maths at Key Stages 2 and 3, and in the 5+A*-C threshold than in 2003. These groups continued to make improvements in 2005. In 2005, the percentage of Bangladeshi pupils achieving the expected levels in every subject at Key Stages 1-3, and 5+A*-C at GCSE and equivalent, has increased since 2004. For example, at GCSE the percentage of pupils in this group who achieve 5+A*-C has increased from 48% in 2004 to 53% in 2005 – an increase well above the average increase for all pupils. Generally, the same is true of Pakistani pupils, where larger proportions of pupils in this group achieved the expected levels in Key Stages 1-3, and 5+A*-C at GCSE and equivalent, in 2005 than in 2004 in everything but Key Stage 1 Reading and Writing and Key Stage 2 English.

Higher attaining groups

- At primary school, the change in the proportions of Chinese pupils reaching the expected levels is mixed, with increases since 2004 in Key Stage 1 Maths and Key Stage 2 English and Science, but decreases in Key Stage 2 Maths. However, the proportion of pupils achieving the expected levels has increased in every subject at Key Stage 3 since 2004 and also at 5+A*-C at GCSE and equivalent. For example, in 2004 74% of Chinese pupils achieved 5+A*-C compared to 81% in 2005.
- The proportion of Indian pupils achieving the expected levels has remained unchanged since 2004 in Key Stages 1 and 2 but has increased in Key Stage 3, as has the proportion of Indian pupils achieving 5+A*-C at GCSE and equivalent. For example, 92% of Indian pupils reached the expected level in Key Stage 3 Maths in 2005, compared to 80% in 2004.

Table 7: Percentage of pupils achieving the expected level at each Key Stage by Ethnic Group (2004)

ETHNIC GROUP	KEY STAGE 1: % EXPECTED LEVEL				KEY STAGE 2: % EXPECTED LEVEL				KEY STAGE 3: % EXPECTED LEVEL				KEY STAGE 4: % OF 15 YEAR OLDS ACHIEVING: 5+A*-C GCSEs
	Reading	Writing	Maths	English	Reading	Writing	Maths	Science	Reading	Writing	Maths	Science	
White	85	83	91	78	74	74	87	87	72	72	74	68	52
White British	86	83	91	78	75	75	87	87	72	72	74	68	52
Irish	85	83	91	82	78	78	88	88	76	76	76	70	58
Traveller of Irish Heritage	31	29	50	23	23	23	38	38	26	26	24	23	30
Gypsy/Roma	45	43	64	30	25	25	45	45	19	19	23	17	14
Any White Other background	80	78	89	75	73	73	83	83	71	71	72	64	55
Mixed	85	82	90	79	74	74	86	86	72	72	71	65	50
White and Black Caribbean	83	79	88	76	69	69	84	84	66	66	65	58	40
White and Black African	84	81	89	78	72	72	85	85	72	72	71	64	47
White and Asian	89	85	92	84	80	80	89	89	80	80	81	75	66
Any other mixed background	86	82	91	80	75	75	87	87	73	73	73	66	52
Asian	81	78	86	74	69	69	79	79	68	68	69	57	55
Indian	89	86	92	83	80	80	87	87	80	80	80	71	67
Pakistani	77	73	83	68	61	61	72	72	58	58	59	46	45
Bangladeshi	76	74	83	71	66	66	77	77	62	62	62	50	48
Any other Asian Background	83	80	90	75	77	77	82	82	69	69	76	65	60
Black	79	74	84	70	63	63	77	77	62	62	58	48	39
Black Caribbean	81	75	85	70	61	61	78	78	61	61	57	48	36
Black African	78	74	83	69	64	64	75	75	62	62	59	48	43
Any other Black background	81	76	85	71	64	64	80	80	62	62	61	51	36
Chinese	90	88	95	81	89	89	89	89	79	79	90	78	74
Any other ethnic group	75	71	85	66	70	70	76	76	61	61	67	55	48
Unclassified	77	73	84	71	68	68	81	81	65	65	67	60	47
All pupils	85	82	90	77	73	73	86	86	71	71	73	66	52

Note that the denominator used to calculate GCSE performance in 2004 was number of 15 year old pupils. In 2005 this changed to number of pupils at the end of Key Stage 4. A small amount of change between 2004-2005 is likely to be attributable to this change in methodology

Table 8: Percentage of pupils achieving the expected level at each Key Stage by Ethnic Group (2005)

ETHNIC GROUP	KEY STAGE 1: % EXPECTED LEVEL			KEY STAGE 2: % EXPECTED LEVEL			KEY STAGE 3: % EXPECTED LEVEL			KEY STAGE 4: % OF PUPILS ACHIEVING:		
	Reading	Writing	Maths	English	Maths	Science	English	Maths	Science	5+A*-C GCSEs	5+A*-C GCSEs including English & Maths	
White	86	83	92	79	76	87	74	75	71	71	55	43
White British	86	84	92	80	76	88	75	75	71	71	55	43
Irish	86	84	92	84	80	89	77	74	71	71	63	51
Traveller of Irish Heritage	32	30	52	26	26	39	23	22	18	18	23	21
Gypsy/Roma	42	40	62	37	33	53	29	27	23	23	15	9
Any White Other background	80	78	89	76	75	84	72	73	66	66	59	46
Mixed	85	82	91	80	74	87	74	71	67	67	55	42
White and Black Caribbean	82	78	89	77	70	85	68	65	61	61	44	31
White and Black African	84	82	89	78	73	84	73	70	64	64	56	41
White and Asian	90	87	94	85	81	90	81	80	76	76	67	57
Any other mixed background	86	83	91	81	76	87	77	74	70	70	59	46
Asian	81	78	87	74	70	79	72	71	61	61	59	44
Indian	88	86	92	83	80	87	83	92	74	74	70	57
Pakistani	77	73	84	67	62	73	64	61	50	50	48	33
Bangladeshi	78	75	86	73	68	78	68	64	53	53	53	35
Any other Asian Background	85	82	91	75	78	82	72	75	65	65	64	51
Black	79	75	85	70	62	76	66	61	53	53	45	31
Black Caribbean	81	76	86	71	61	79	67	60	54	54	42	27
Black African	78	73	83	69	62	75	65	61	52	52	48	35
Any other Black background	80	76	86	71	64	78	67	62	55	55	42	28
Chinese	90	88	96	84	90	90	82	93	81	81	81	69
Any other ethnic group	76	73	87	68	70	77	64	67	57	57	54	40
Unclassified	80	78	87	85	81	89	71	74	69	69	50	38
All pupils	85	82	91	79	75	86	74	74	70	70	55	43

Note that the denominator used to calculate GCSE performance in 2004 was number of 15 year old pupils. In 2005 this changed to number of pupils at the end of Key Stage 4. A small amount of change between 2004-2005 is likely to be attributable to this change in methodology

3.2 Pupil Progress

This section considers the progress made by pupils from different ethnic groups across the Key Stages in terms of their value added scores (3.2.1) and uses the contextual value added (CVA) coefficients to examine the effect of ethnicity and other variables on attainment (3.2.2). A worked example is given at the end of this section to demonstrate in more detail how to interpret value added scores and contextual value added coefficients.

Key Messages on pupil progress

- Controlling for prior attainment, Traveller of Irish Heritage, Gypsy Roma, Black Caribbean, White & Black Caribbean, Black Other and Pakistani pupils make less progress at primary school than White British pupils with the same prior attainment. All other minority ethnic groups make more progress than White British pupils with the same prior attainment.
- The progress of many of the above groups, relative to White British pupils with the same levels of prior attainment, improves at secondary school. In comparison to White British pupils, pupils from Black Caribbean or any other Black background and Pakistani pupils all have higher value added scores, and therefore make more progress, from KS2-4, than White British pupils with similar prior attainment.
- Prior attainment is not the only characteristic which has an impact on attainment. Contextual Value Added (CVA) models allow us to isolate the impact on attainment of one characteristic whilst controlling for a range of others.
- 2005 CVA models show that controlling for a range of factors (including prior attainment, deprivation, gender) the ethnic groups noted above perform less well than similar White British pupils at primary school. At secondary school, most minority ethnic groups (including Black, Pakistani and Bangladeshi pupils) do better than White British pupils all other factors in the model being equal.
- Gypsy/Roma, Traveller of Irish Heritage and White & Black Caribbean pupils continue to perform less well than similar White British pupils during secondary school.

3.2.1 Value Added

Value added scores show the progress made by pupils from one Key Stage to the next controlling for prior attainment. In general, value added scores show that some minority ethnic groups with achievement below the national average make more progress than other pupils with similar prior attainment. Table 9 shows the value added scores from Key Stage 1 – Key Stage 2 and Key Stage 2 – Key Stage 4 for pupils completing these key stages in 2004 and 2005.

Table 9: Value Added Scores by Ethnicity 2004 and 2005

	2005		2004	
	Key Stage 1-2	Key Stage 2-4	Key Stage 1-2	Key Stage 2-4
White	100.2	985.4	99.9	984.0
White British	100.2	984.9	99.9	983.6
Irish	100.6	984.6	100.3	984.3
Traveller of Irish Heritage	99.4	935.0	99.0	947.4
Gypsy/Roma	99.6	948.5	99.1	930.5
Any other White background	101.0	1007.4	100.8	1004.3
Mixed	100.3	984.0	100.1	981.1
White and Black Caribbean	100.0	970.9	99.8	967.8
White and Black African	100.3	987.3	100.2	982.4
White and Asian	100.6	998.4	100.3	1000.5
Any other mixed background	100.5	989.1	100.2	984.9
Asian	100.4	1018.7	100.3	1023.3
Indian	100.6	1023.5	100.5	1028.7
Pakistani	99.9	1015.0	99.9	1018.9
Bangladeshi	100.8	1016.9	100.6	1019.3
Any other Asian background	101.2	1017.5	100.9	1023.6
Black	100.0	998.1	99.9	992.6
Black Caribbean	99.7	989.2	99.5	981.4
Black African	100.3	1010.7	100.3	1017.3
Any other Black background	100.0	981.1	99.7	974.3
Chinese	101.5	1026.0	101.3	1036.1
Any other ethnic group	101.2	1008.5	101.0	1012.6
Unclassified	100.4	987.9	99.9	973.5
All pupils	100.2	987.9	100.0	986.3

Table 9 shows that in both years, **most minority ethnic pupils have higher value added scores than White British pupils, meaning that pupils in these groups make more progress than White British pupils with the same levels of prior attainment.** For example, Chinese pupils have the highest value added scores of any ethnic group at each of the Key Stages shown. In addition, Bangladeshi pupils, who in absolute terms have lower levels of attainment than White British pupils, also have higher value added scores than White British pupils, especially at secondary school.

However, as is detailed below **there are some groups who have lower value added scores than their White British peers:**

- In both years Black Caribbean pupils had lower KS1-2 value added scores than White British pupils. This means that they made less progress across primary school than White British pupils with the same Key Stage 1 scores. In 2005, they had higher value added scores than White British pupils at secondary school (between Key Stages 2-4) and therefore made more progress across secondary school than White British pupils with the same Key Stage 2 score. However, this was not the case in 2004.

- In 2005, Pakistani pupils had lower KS1-2 value added scores than White British pupils, meaning that last year these pupils made less progress across primary than White British pupils with the same KS1 scores. However, in the previous year the value added score of Pakistani pupils was the same as White British pupils. Across secondary school, Pakistani pupils have higher value added scores than White British pupils in both 2004 and 2005.
- Mixed White and Black Caribbean pupils have lower value added scores than White British pupils across all Key Stages (although the difference between Key Stages 1-2 is minimal), indicating that they make less progress throughout school than White British pupils with the same levels of prior attainment.
- Traveller of Irish Heritage and Gypsy/Roma pupils also have lower value added scores than White British pupils across primary and secondary, and therefore make less progress than White British pupils with similar prior attainment, across all the Key Stages.

3.2.2 Contextual Value Added

Value added results only take into account the impact of prior attainment on subsequent attainment. However, we know that other factors (such as deprivation) have an important impact upon attainment. The Department's work on **contextual value added** allows us to isolate the effect of a particular characteristic (such as ethnicity) on attainment whilst controlling for other factors that impact upon attainment (such as prior attainment, gender, SEN status and deprivation).

Table 10: Selected 2005 and 2004 Contextual Value Added Model Coefficients for pupils in mainstream maintained schools

	2005		2004	
	Key Stage 1-2	Key Stage 2-4	Key Stage 1-2	Key Stage 2-4
Irish	2.6	-0.40	0.17	0.10
Traveller of Irish heritage	-0.50	-43.76	-0.68	-25.96
Gypsy/Roma	-0.38	-43.75	-0.79	-45.06
Any other White background	0.50	14.69	0.51	12.53
White and Black Caribbean	-0.05	-1.26	-0.03	-0.53
White and Black African	0.16	4.91	0.29	6.32
White and Asian	0.31	7.78	0.30	13.30
Any other mixed background	0.21	6.08	0.22	5.14
Indian	0.04	22.58	0.11	24.48
Pakistani	-0.36	24.50	-0.25	27.06
Bangladeshi	0.26	30.93	0.28	32.09
Any other Asian background	0.56	27.06	0.57	22.95
Black Caribbean	-0.34	17.13	-0.30	15.04
Black African	0.03	34.22	0.12	35.55
Any other Black background	-0.17	8.07	-0.12	8.19
Chinese	0.88	29.01	1.05	29.73
Any other ethnic group	0.55	25.44	0.57	25.32
Eligible for FSM	-0.4	-21.36	-0.40	-21.30
Income deprivation affecting children index score	-0.97	-65.14	-0.96	-65.09

Table 10 shows the coefficients from the contextual value added models for each minority ethnic group relative to White British pupils, and the coefficients for two measures of deprivation (FSM and IDACI) which are included in the CVA models. The coefficients for the two indicators of deprivation are negative across each Key Stage, and larger than the coefficients for all of the ethnic groups (especially the IDACI indicator). This indicates that, all other things being equal, pupils eligible for Free School Meals, or pupils living in areas of higher deprivation (as measured by IDACI), make a lot less progress at primary and secondary school than non-FSM pupils or pupils living in less deprived areas. The fact that these coefficients are larger than the coefficients for each ethnic group shows that deprivation has a greater impact on pupils' progress than ethnicity.

As with value added, most minority ethnic groups make more progress at school than similar White British pupils. For example, the Chinese, Bangladeshi and Black African groups have positive coefficients, meaning that relative to White British pupils with the same levels of prior attainment, and with similar characteristics, these groups make more progress across each phase of education.

However, there are still some ethnic groups who make less progress at primary school than White British pupils even once prior attainment, deprivation and other factors are taken into account, indicated by their negative coefficients. These groups are highlighted in the KS1-2 columns of Table 10 and listed below:

- Traveller of Irish Heritage
- Gypsy/Roma
- White & Black Caribbean (although the difference is minimal)
- Pakistani
- Black Caribbean
- Any other Black background

After the transition to secondary school, between Key Stages 2 to 4 all of these groups except the two Traveller groups and the White & Black Caribbean group go on to make more progress than White British pupils with similar characteristics and levels of prior attainment.

PUPIL PROGRESS: AN EXAMPLE

Primary

Value added

Table 9 shows that in 2005, compared with White British pupils with the same Key Stage 1 score, on average, Bangladeshi pupils scored 0.6 points more at Key Stage 2 (100.8-100.2). Pupils are expected to progress by one Key Stage level (6 points) over two years. An additional 1 point would therefore equate to a term's worth of progress over this Key Stage (a period of 4 years). Therefore the additional 0.6 points scored by Bangladeshi pupils equates to just over half a term's worth more progress over the four year period than White British pupils with the same Key Stage 1 score. Chinese pupils score 1.3 points more at Key Stage 2 than White British pupils with the same Key Stage 1 score (101.5-100.2). They therefore make over a term's worth more progress over the 4 year period than their White British peers.

On the other hand, Black Caribbean pupils score 0.5 points less than White British pupils with the same Key Stage 1 score (99.7-100.2), meaning that these pupils make half a term's worth less progress over the 4 year period than White British pupils with the same Key Stage 1 score.

Contextual value added

The coefficients in Table 10 equate to the additional points scored by each ethnic group relative to White British pupils, once prior attainment and a range of other contextual factors such as deprivation levels are taken into account. At Key Stage 2, Bangladeshi pupils score 0.3 points more than similar White British pupils with the same Key Stage 1 score. This is less than the additional 0.6 points they score using value added scores alone, showing that the inclusion of other variables in the contextual value added model accounts for about half of the difference in progress. Also, once other factors are taken into account, Black Caribbean pupils score 0.3 points less than similar White British pupils at Key Stage 2, equating to around a third of a term's less progress than a similar White British pupil over this 4 year period.

Secondary

Value added

Compared with White British pupils with the same Key Stage 2 score, Bangladeshi pupils score 32 more points at GCSE (1016.9-984.9). 6 points is equal to one grade at GCSE and therefore these 32 points equate to around 5 extra grades. This could mean, for example, that whereas a White British pupil may achieve 8 Ds at GCSE, a similar Bangladeshi pupil would achieve 5Cs and 3Ds. Chinese pupils, on average, score 41 points more than a White British pupil with the same Key Stage 2 score (1026.0-984.9), equating to almost 7 extra GCSE grades.

However, White and Black Caribbean pupils score 14 points less at GCSE than White British pupils with the same Key Stage 2 attainment (970.9-984.9). This equates to around 2.5 fewer GCSE grades.

Contextual value added

Using the KS2-4 contextual value added coefficients in Table 10 we see that, Bangladeshi pupils score 31 more points at GCSE than a similar White British pupil. This is slightly less than the 32 additional points they score when looking at value added alone, due to the inclusion of other variables in the contextual value added model. These 31 additional points equate to around 5 extra grades at GCSE.

Although a White & Black Caribbean pupil still has a lower score than a White British pupil, the difference (-1) is minimal and equates to much less than a grade at GCSE. The fact that this CVA difference is smaller than it is using value added shows that the difference in progress between these two groups can largely be accounted for by the contextual factors in the CVA model.

3.3 Low Attaining pupils

The Department recently carried out detailed analysis of low attaining pupils¹⁷. This analysis included looking at the chances each ethnic group had of moving in and out of the low attaining group¹⁸. The findings for ethnic groups summarised below echo the findings on value added and contextual value added in that low attaining pupils in some minority ethnic groups are more likely than low attaining White British pupils to move out of the low attaining groups.

Primary

- White British pupils identified in the low attaining group at Key Stage 1 in 2000 had a 30% chance of moving out of it 4 years later at KS2. In comparison Gypsy/Roma and Traveller of Irish Heritage pupils in the low attaining group at KS1 only had just over a 10% chance of moving out of it 4 years later (11% and 13% respectively).
- Bangladeshi and Black African pupils in the low attaining group at KS1 in 2000 had a higher probability of moving out of it 4 years later than White British pupils (38% and 35% respectively).

¹⁷ DfES (2005) Statistics of Education: The Characteristics of Low Attaining Pupils
<http://www.dfes.gov.uk/rsgateway/DB/SBU/b000588/b02-2005.pdf>

¹⁸ Those pupils in the lowest quartile (bottom 25%) of pupils in terms of average points at each Key Stage were classed as 'low attainers'.

- Black Caribbean, White & Black Caribbean, Black Other and Pakistani pupils in the low attaining group at KS1 in 2000 had just under a 30% chance of moving out of it 4 years later.
- Chinese pupils in the low attaining group in KS1 in 2000 had a 50% chance of moving out of it at KS2.

Secondary

- A quarter of White British who were low attainers at Key Stages 2 and 3 were able to move out of the low attaining group at KS4 compared to around 10% of Traveller of Irish Heritage and Gypsy/Roma pupils.
- Pakistani, Bangladeshi and Black African pupils had a much greater chance of moving out of this low attaining group at KS4 than White British pupils (43%, 51% and 46% respectively).
- Black Caribbean and Black Other pupils had around a 30% chance of moving out of this low attaining group at KS4.

The analysis also looked at a group's chances of moving into the low attaining group between KS1 and KS2:

- Traveller of Irish Heritage and Gypsy/Roma pupils who were not low attainers at Key Stage 1 had the greatest chance of moving into the low attaining group at Key Stage 2 (33% and 29% respectively) compared to White British, Indian and Chinese pupils who had less than a 10% chance of becoming low attainers.
- Pakistani and Black Caribbean pupils had a 16% chance of becoming low attainers at KS2 given that they were not low attainers at KS1. Black Other pupils, Black African, Pakistani and Mixed White and Black Caribbean pupils all had slightly higher than average chances of moving into the low attainment group (between 11- 14%).

3.4 The attainment gap 2003-2005¹⁹

At every Key Stage there is a gap between the percentage of pupils from each ethnic group who achieve the expected level and the percentage of all pupils who achieve the expected levels. This is defined as an attainment gap. Despite the fact that many minority ethnic groups make better progress than the average for all pupils, or than White British pupils, across school, there are still gaps between the attainment of some ethnic groups and the average for all pupils. This is because value added and contextual value added compare the progress of a pupil from one group to that of another pupil with the same prior attainment, and in the case of contextual value added, similar other characteristics. **Many minority ethnic groups have low levels of attainment. When compared to other pupils with similarly low levels of prior attainment, pupils from these minority ethnic groups make good progress. However, the continued existence of attainment gaps between these minority ethnic groups and the average for all pupils, shows that, on average, they do not completely catch up with their higher attaining peers.**

This section examines how the attainment gaps have changed from 2003-2005.

- The attainment gap between Black Caribbean pupils and the average for all pupils has narrowed in every subject at Key Stage 1 and Key Stage 3 and at GCSE between 2003-2005. At Key Stage 2 the gap has widened in English and Maths but narrowed in Science.

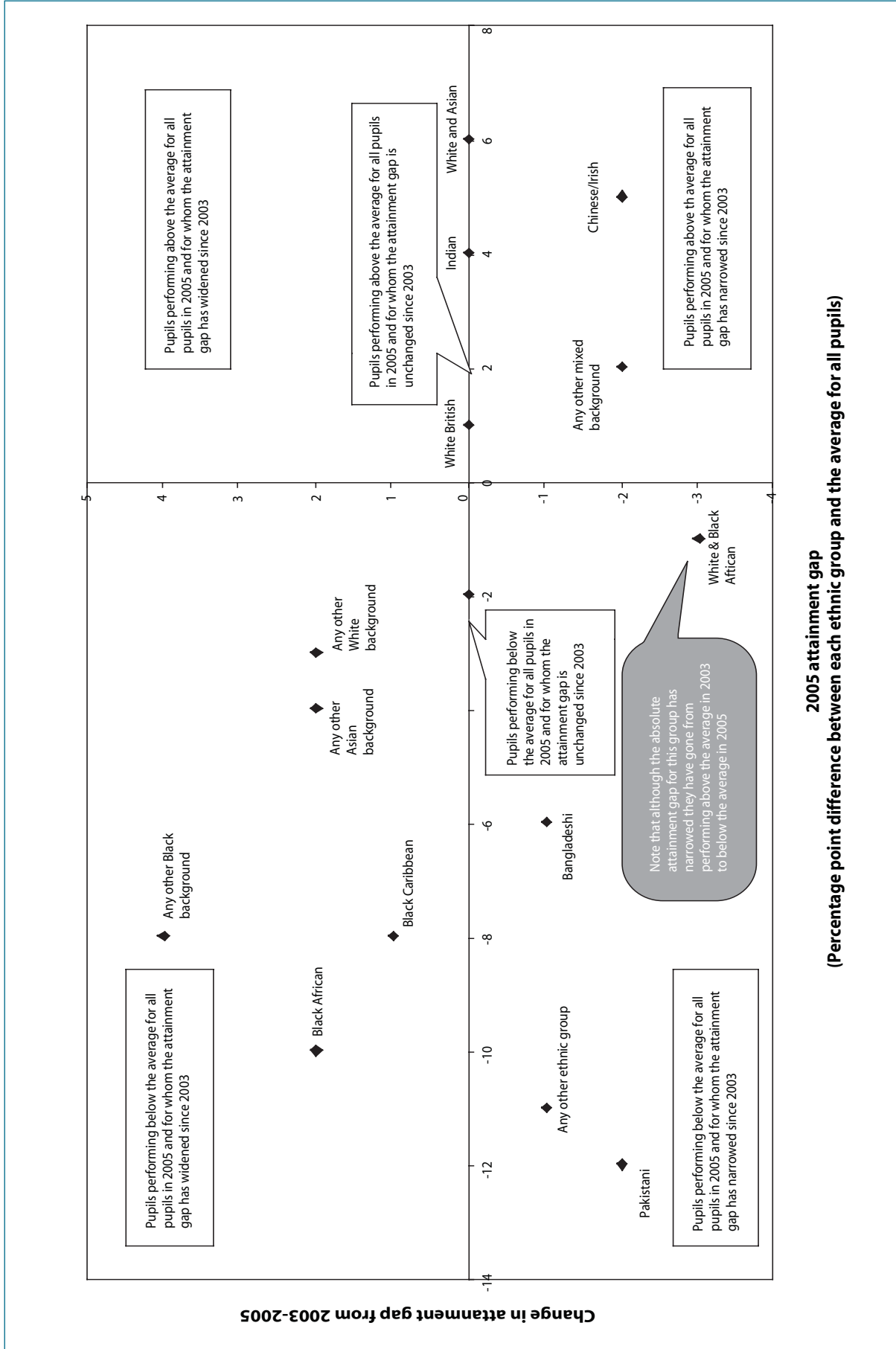
¹⁹ Readers should note that in 2005 the denominator used to calculate the % of pupils 5+A*-C changed from 15 year old pupils to pupils at the end of Key Stage 4. A small amount of the changes in 2005 will therefore be attributable to this change in methodology. In addition, in 2003 the 5+A*-C indicator was made up of GCSE/GNVQ, in 2004 this changed to GCSE and equivalent. Again a small amount of the change since 2003 will be attributable to this change in methodology.

- For Black African and Black Other pupils the attainment gap has narrowed at Key Stage 3 and at GCSE from 2003-2005 (with the exception of Key Stage 3 Science). However, at Key Stages 1 and 2 the gap has widened for Black African pupils in Key Stage 1 Writing and Maths and in Key Stage 2 English and Maths. For Black Other pupils the gap has widened at Key Stage 1 Maths and across every subject at Key Stage 2.
- Although the percentage of White & Black Caribbean pupils who achieve the expected levels at Key Stages 2 and 3 has largely improved since 2004 (except KS3 Maths), this has not led to a narrowing of the attainment gap since 2003, and in some cases the gap has widened – at all subjects in Key Stage 1. For White and Black African pupils the attainment gap has widened in every subject and at every Key Stage (apart from GCSE) from 2003-2005.
- The attainment gap between Bangladeshi pupils and the average for all pupils has narrowed since 2003 in every subject and Key Stage, and the same is true for Pakistani pupils in Key Stages 2-4.

When examining attainment gaps it is important to bear in mind the changing composition of some minority ethnic groups which in many cases may mean that the pupils within particular ethnic groups who took Key Stage tests in 2003 may be very different to the pupils in that same ethnic group who sat Key Stage tests in 2005. For example, we have seen in section 1.1 how the numbers of pupils in the African, White Other, Asian Other and any other ethnic group groups have increased, it is likely that the composition of these groups have changed and therefore in comparing the performance of these groups in 2003 and 2005 we are not necessarily comparing like with like.

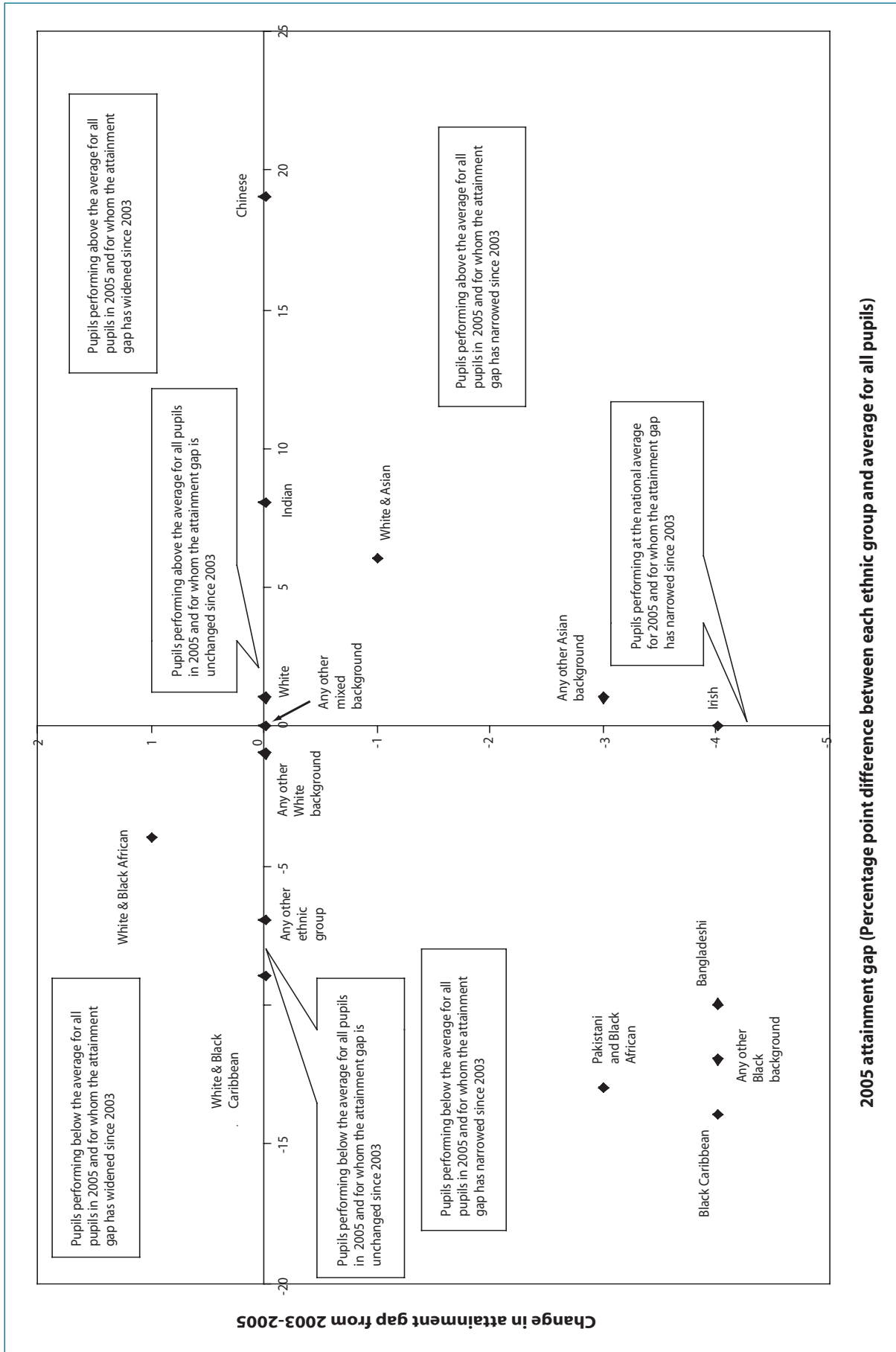
Figures 22-24 represent graphically the changes to the attainment gap between 2003 – 2005 for Key Stage 2 English, Key Stage 3 Maths and at GCSE (% achieving 5+A*-C). The groups on the left-hand side of the graph will be of particular interest. Those groups in the top left hand quadrant on these charts are those groups which have lower than average levels of attainment and where the attainment gap is widening. Those groups in the bottom left-hand quadrant are those groups which have lower than average levels of attainment but for whom the attainment gap is narrowing.

Figure 22: Changes in attainment gap at Key Stage 2 English from 2003-2005



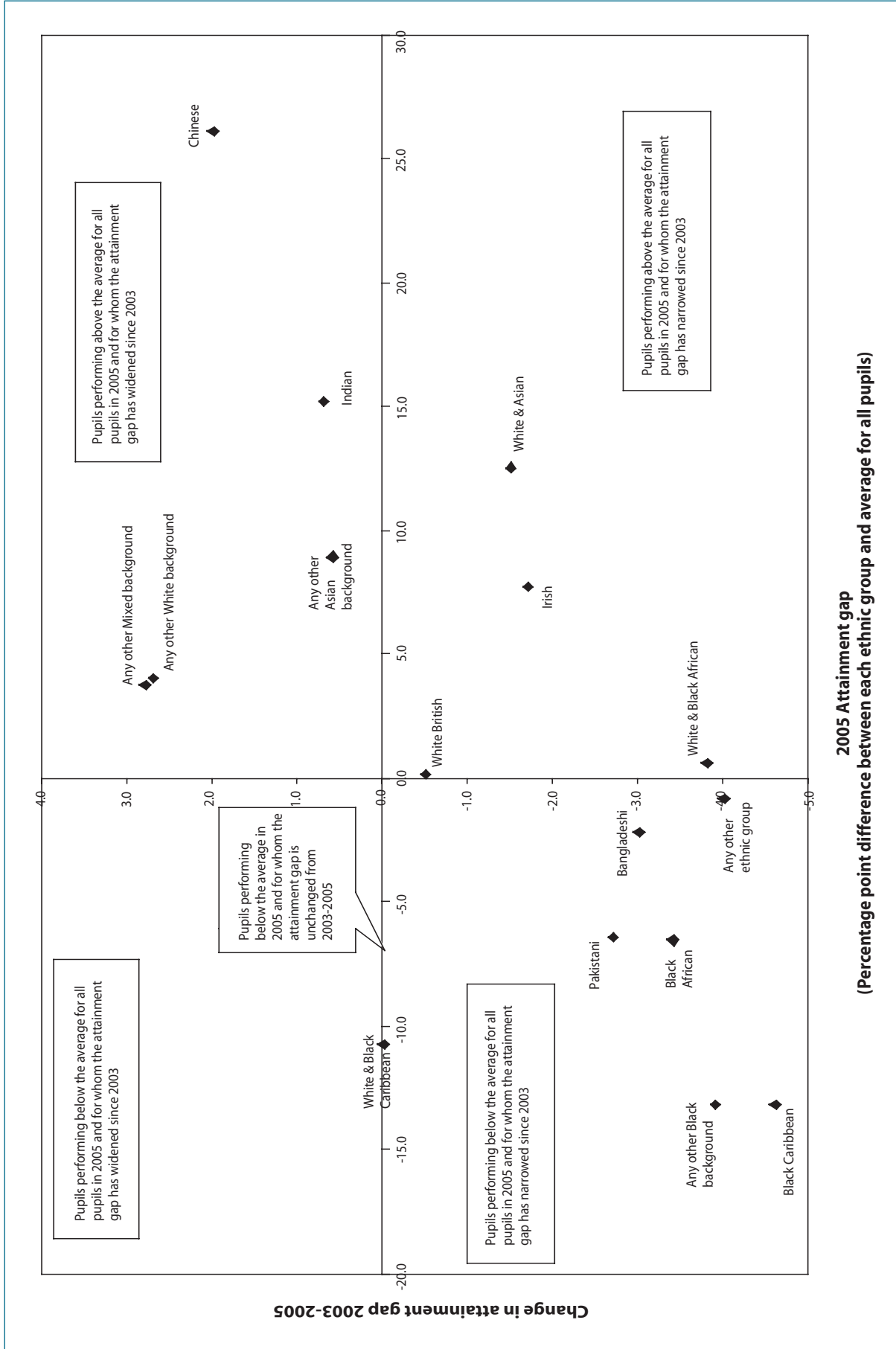
Note that Gypsy/Roma and Traveller of Irish Heritage pupils have been excluded from the graph as outliers in the left-hand quadrants

Figure 23: Changes in attainment gap at Key Stage 3 Maths from 2003-2005



Note that Gypsy/Roma and Traveller of Irish Heritage pupils not included, as outliers in top left-hand quadrant.

Figure 24: Changes in attainment gap at GCSE (% achieving 5+A-C) from 2003-2005



Note that Gypsy/Roma and Traveller of Irish Heritage pupils not included, as outliers in top left-hand quadrant.

3.5 Extended ethnicity codes and attainment

This section examines the GCSE attainment of some of the key groups within the extended ethnicity codes in those LAs which classified 90% or more of their pupils in the specific main ethnic group using the associated extended ethnicity codes. Only extended categories with 4,000 or more pupils are included here – this is to ensure that there are enough pupils in the analysis at the end of Key Stage 4. The groups that are included are:

Black African

- Ghanaian
- Nigerian
- Somali

White Other

- White Eastern European
- White Western European
- White European
- Turkish/Turkish Cypriot

Pakistani

- Mirpuri
- Kashmiri
- Other

LAs do not use these categories uniformly and as such the analysis presented in this section is not a true national picture of the attainment of these groups. Rather it is indicative of the levels of attainment of these groups within those LAs who use the codes.

The analysis looks at attainment in 2005 and compares this with attainment in 2003. These are not direct comparisons due to the differences in the LAs that are using these codes (although in most cases the LAs that used these codes were broadly the same in 2004 and 2005) and should not be interpreted as a true picture of the change in attainment of these groups. In addition the methodology for calculating the % of pupils achieving 5+A*-C has changed in 2005 (in 2003 this benchmark was based on the number of 15 year old pupils) as has the indicator of 5+A*-C (in 2003 it was based on GCSE/GNVQ and in 2005 on GCSE and equivalent).

Figure 25: Percentage of Black African pupils achieving 5+A*-C at GCSE in 2003 and 2005

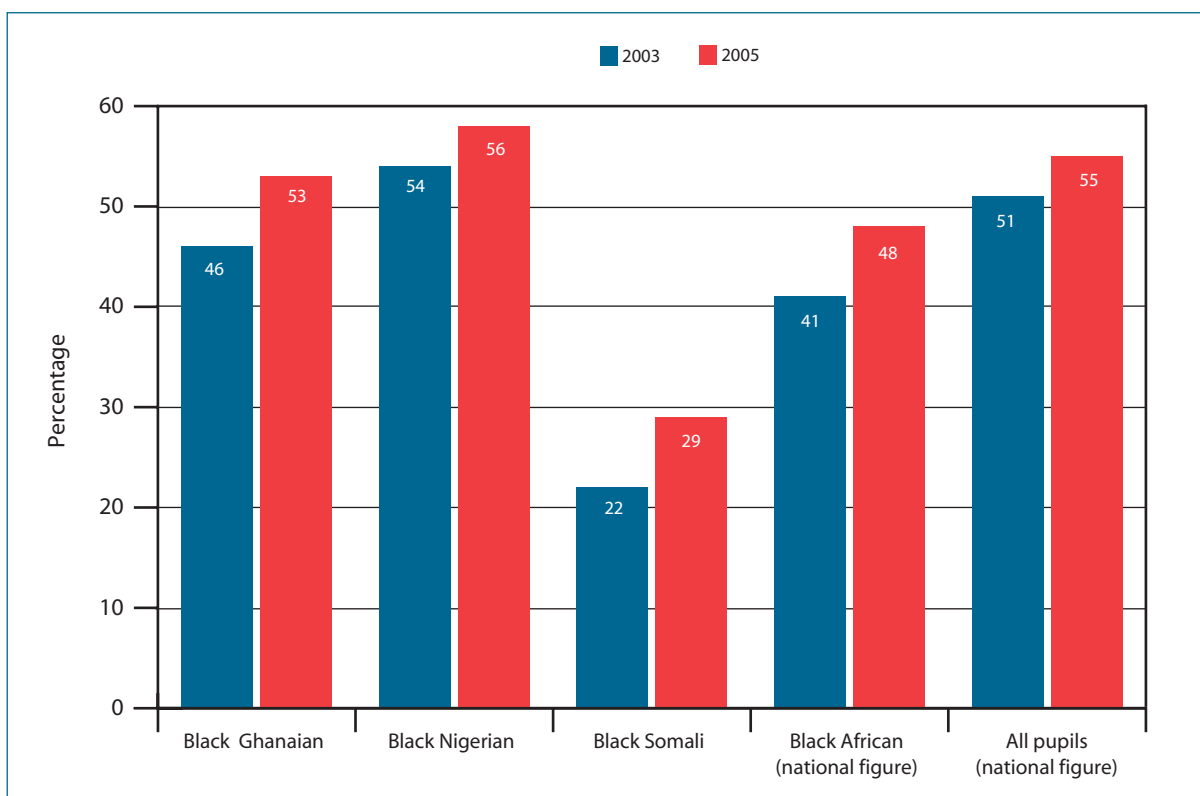
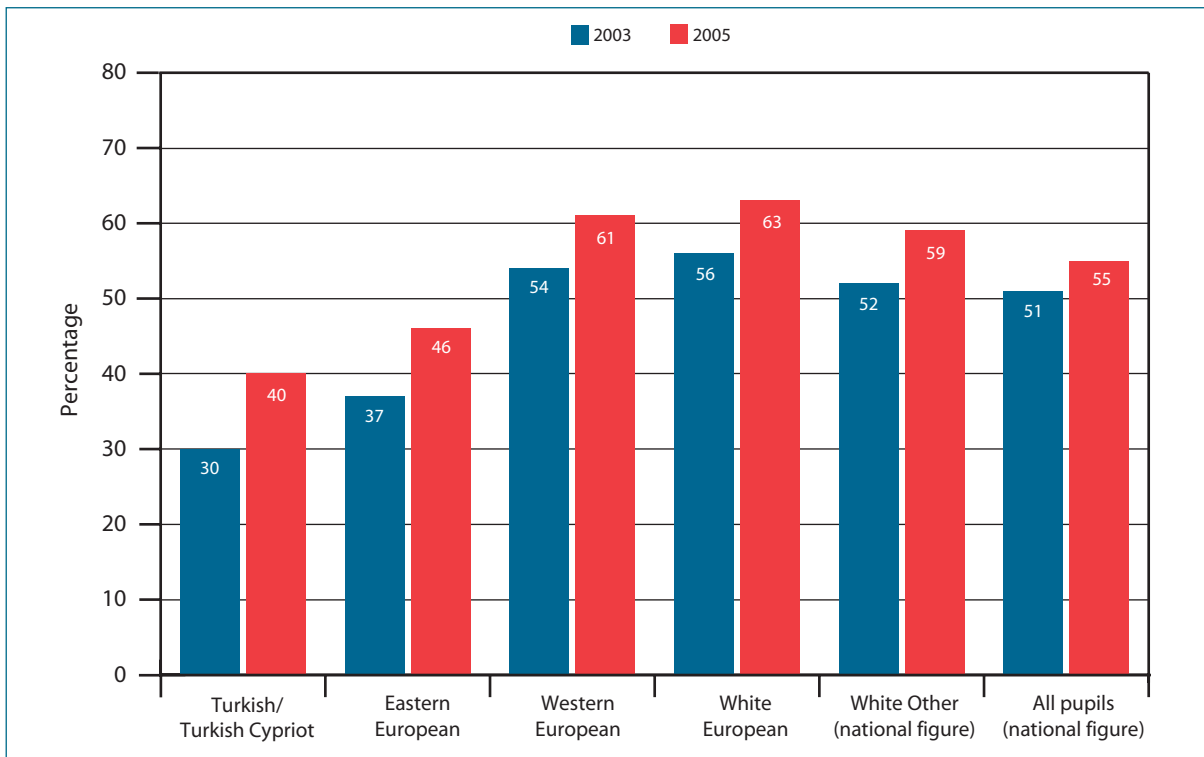


Figure 25 shows some clear differences in the GCSE attainment of some of the groups within the Black African extended codes. Whilst Black Nigerian pupils are achieving above the average for all Black African pupils, and above the average for all pupils; Black Somali pupils are achieving well below the average for Black African pupils.

Bearing the caveats mentioned above in mind it does seem as though levels of attainment within the Black African extended codes have improved. The increase in the proportion of Somali pupils and Ghanaian pupils achieving 5+A*-C is in line with increase in the proportion of all Black African pupils achieving 5+A*-C, at 7 percentage points; this is a higher increase than was seen for all pupils nationally. The proportion of Black Nigerian pupils achieving 5+A*-C increased by 4 percentage points, which was less than the 5 percentage point increase for all pupils nationally, but their overall levels of attainment at GCSE 5+A*-C are still higher than the average for all Black African pupils and the national average.

Figure 26: Percentage of White Other pupils achieving 5+A*-C at GCSE in 2003 and 2005



Note: Eastern European includes: White Eastern European, Albanian, Bosnian-Herzegovinian, Croatian, Kosovan and Serbian pupils.
 Western European includes: White Western European, Italian, Portuguese, Greek, Greek/Cypriot and Greek/Greek Cypriot pupils.
 Turkish/Turkish Cypriot includes: Turkish, Turkish/Cypriot and Turkish/Turkish Cypriot pupils.

The graph above shows some clear differences in the GCSE attainment of some of the larger groups within the White Other extended codes. Whilst higher proportions of pupils in the White European and White Western European groups are achieving 5+A*-C than the national average and the average for all White Other pupils, in the other groups, this is not the case. In 2005, only 40% of Turkish/Turkish Cypriot pupils and 46% of Eastern European pupils achieved 5+A*-C at GCSE compared to over 60% of Western European and White European pupils.

Figure 26 shows that the GCSE attainment of all of the larger White Other groups has increased since 2003 (as has the national average and the average for all White other pupils). The largest increase was for the two lowest performing groups (Turkish/Turkish Cypriot and Eastern European) both of whom saw increases of around 10 percentage points, compared to 4 percentage points for all pupils.

Figure 27: Percentage of Pakistani pupils achieving 5+A*-C at GCSE and equivalent in 2005

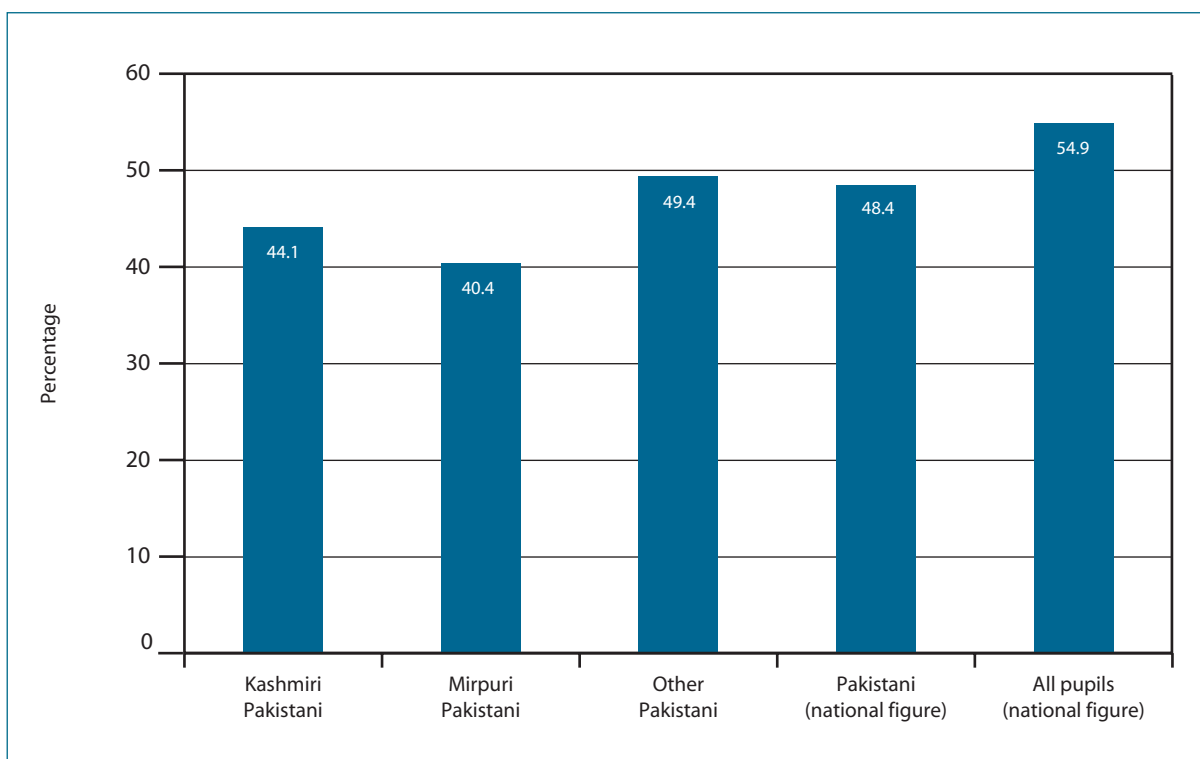


Figure 27 shows that the proportion of Kashmiri and Mirpuri Pakistani pupils who achieved 5+A*-C at GCSE in 2005 was less than the average for all Pakistani pupils and less than the average for all pupils. The proportion of pupils in the Other Pakistani group achieving 5+A*-C was higher than the Kashmiri and Mirpuri groups but still less than the average for all pupils. Data from 2003 were not available for comparison for this group.

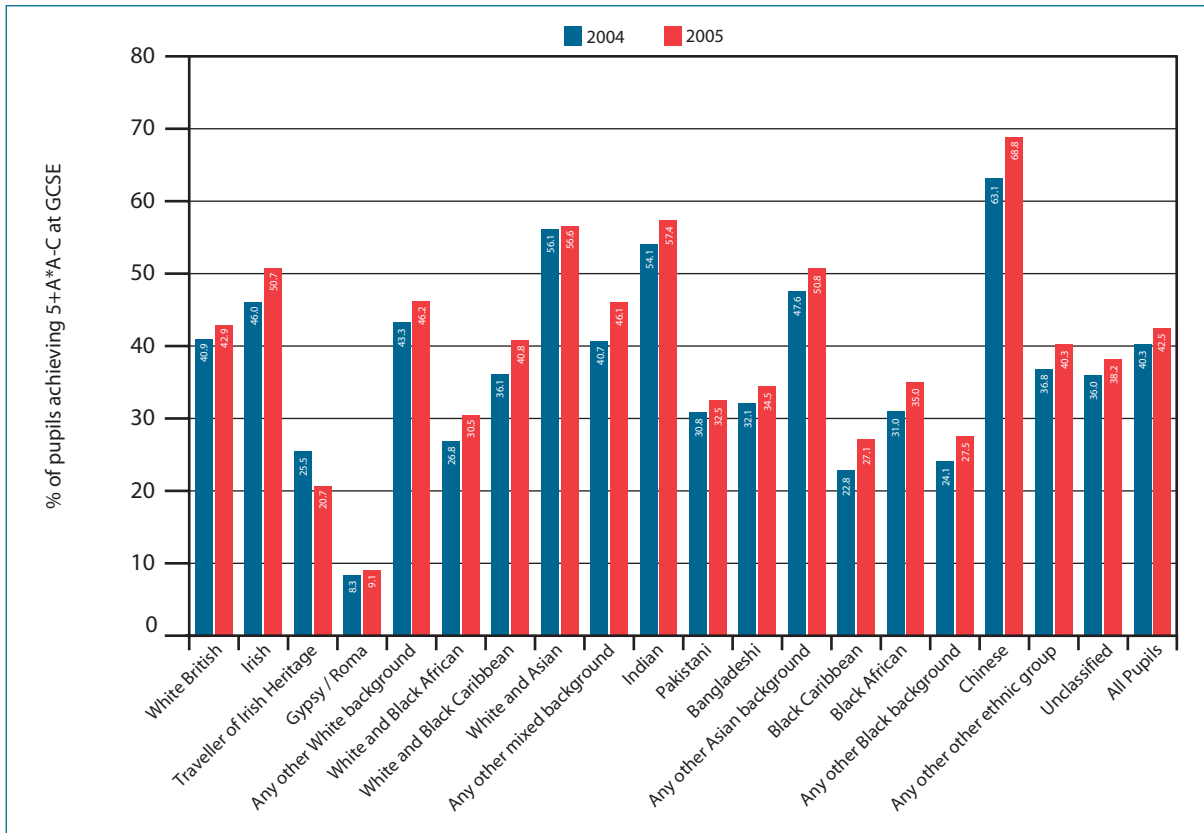
3.6 GCSE English & Maths

The 14-19 White Paper²⁰ signalled Ministers' intentions to include English and Maths results in the Achievement and Attainment Tables from 2006. It has long been acknowledged that young people are better equipped for learning and more likely to gain employment and succeed in the workplace if they have the appropriate skills in English and Maths. This section therefore examines the attainment of different ethnic groups in terms of the percentages who achieve 5+A*-C including English and Maths at GCSE in 2004 and 2005.

The percentage of pupils achieving 5+A*-C including English and Maths at GCSE and equivalent in 2005 is shown in Table 8 in section 3.1 and in Figure 28 (alongside the equivalent figures for 2004). The percentage of pupils gaining 5+A*-C including English and Maths has increased from 2004-2005 for every ethnic group, with the exception of the Traveller of Irish Heritage group.

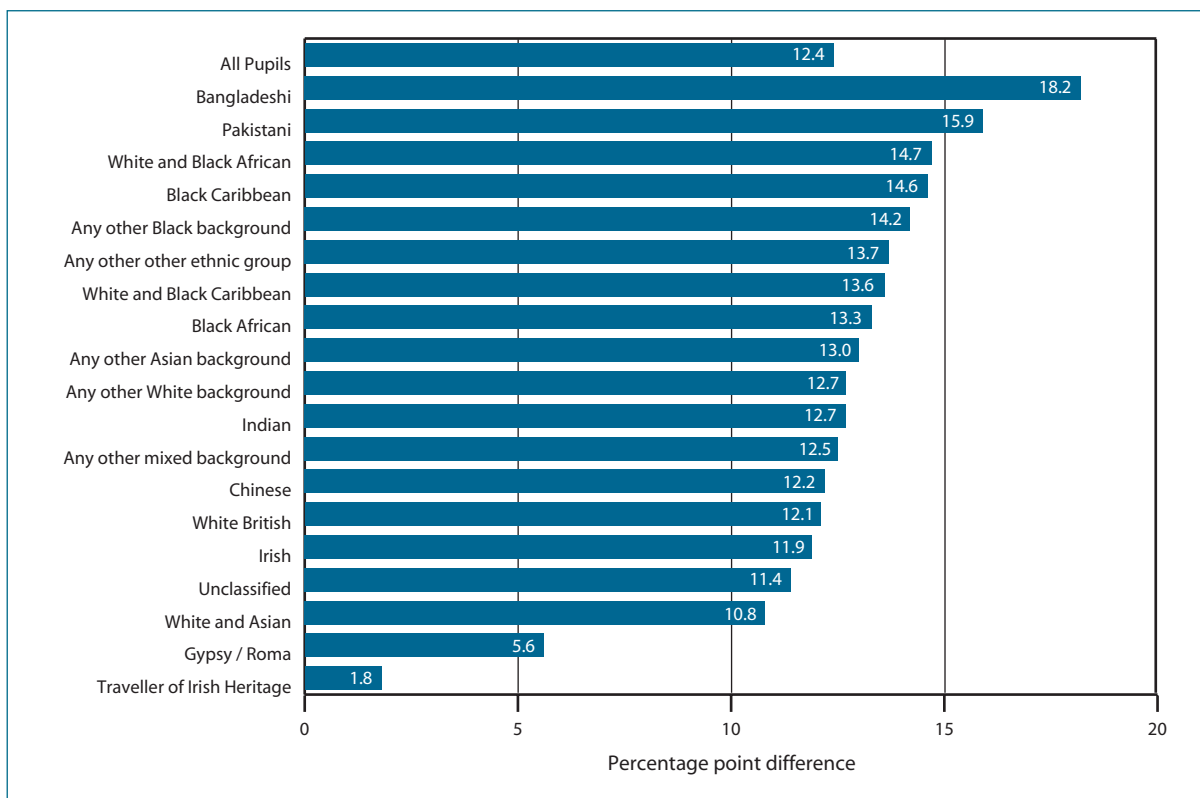
²⁰ DfES (2005) *14-19 Education and Skills* London: Stationery Office <http://www.dfes.gov.uk/publications/14-19educationandskills/pdfs/14-19WhitePaper.pdf>

Figure 28: Percentage of pupils achieving 5+A*-C including English and Maths at GCSE (and equivalent) in 2004 and 2005



The extent of the difference between the percentage of pupils gaining 5+A*-C including English and Maths at GCSE (and equivalent) and the percentage of pupils gaining 5+A*-C in any subjects at GCSE (and equivalent) varies by ethnic group (see Figure 29).

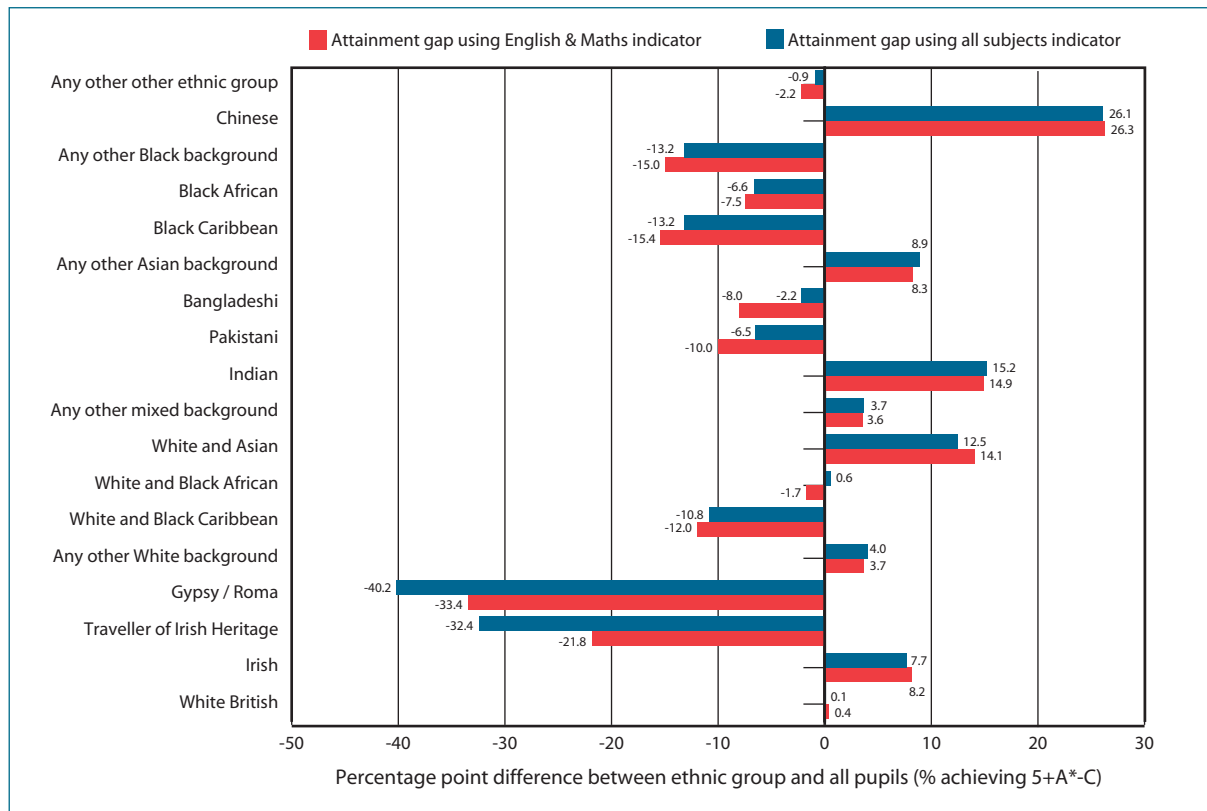
Figure 29: Difference between percentage of pupils achieving 5+A*-C including English & Maths and percentage of pupils achieving 5+A*-C at any subject at GCSE and equivalent in 2005



On average, 55% of all pupils achieve 5+A*-C at GCSE (and equivalent) in any subjects, compared to 43% getting 5+A*-C, including English and Maths, at GCSE (and equivalent) – a difference of 12 percentage points. However, this gap is wider than average for many of the lower attaining groups, especially Pakistani and Bangladeshi pupils.

For each of the Black groups, the Mixed Heritage White & Black groups and the Pakistani and Bangladeshi groups, using 5+A*-C including English and Maths as a measure of performance (as opposed to the 5+A*-C in any subject indicator) increases the attainment gap between these pupils and the average for all pupils. For example, Figure 30 shows that in 2005 the gap between the percentage of Bangladeshi pupils who achieved 5+A*-C in any subject and the percentage of all pupils who reached this threshold was -2.2 percentage points. However, using the 5+A*-C including English and Maths indicator increased this gap to -8 percentage points. For Black Caribbean pupils, the gap increased from -13.2 percentage points to -15 percentage points.

Figure 30: Attainment gaps at GCSE and equivalent in 2005 for each ethnic group



Another way of looking at the differences in attainment of ethnic groups at 5+A*-C including English and Maths is to look at what percentage of the 5+A*-C any subject group obtained 5+A*-C in English and Maths. The closer this is to 100% the better, as this would mean that all of the pupils in the 5+A*-C any subject group are achieving A*-C in English and Maths.

Table 11 shows that on average 77% of pupils in the 5+A*-C any subject group are achieving 5+A*-C including English and Maths. However, this figure varies by ethnic group and in general is lower for the lower attaining groups.

Table 11: Percentage of pupils in the 5+A*-C group with A*-C passes in English and Maths in 2005

Ethnic Group	Percentage of 5+A*-C group with A*-C passes in English and Maths
White British	78.0
Irish	81.0
Traveller of Irish Heritage	92.0
Gypsy/Roma	61.9
Any White Other background	78.4
White and Black Caribbean	69.2
White and Black African	73.5
White and Asian	84.0
Any other mixed background	78.7
Indian	81.9
Pakistani	67.1
Bangladeshi	65.5
Any other Asian Background	79.6
Black Caribbean	65.0
Black African	72.5
Any other Black background	65.9
Chinese	84.9
Any other ethnic group	74.6
ALL PUPILS	77.4

Around two thirds of Bangladeshi, Pakistani Black Caribbean and Black Other pupils who achieve 5+A*-C in any subject also achieve 5+A*-C including English and Maths. This figure is slightly higher for Mixed White and Black pupils and Black African pupils. By contrast, 85% of Chinese pupils, 84% of White & Asian and 82% of Indian pupils who achieve 5+A*-C in any subjects also achieve 5+A*-C including English and Maths.

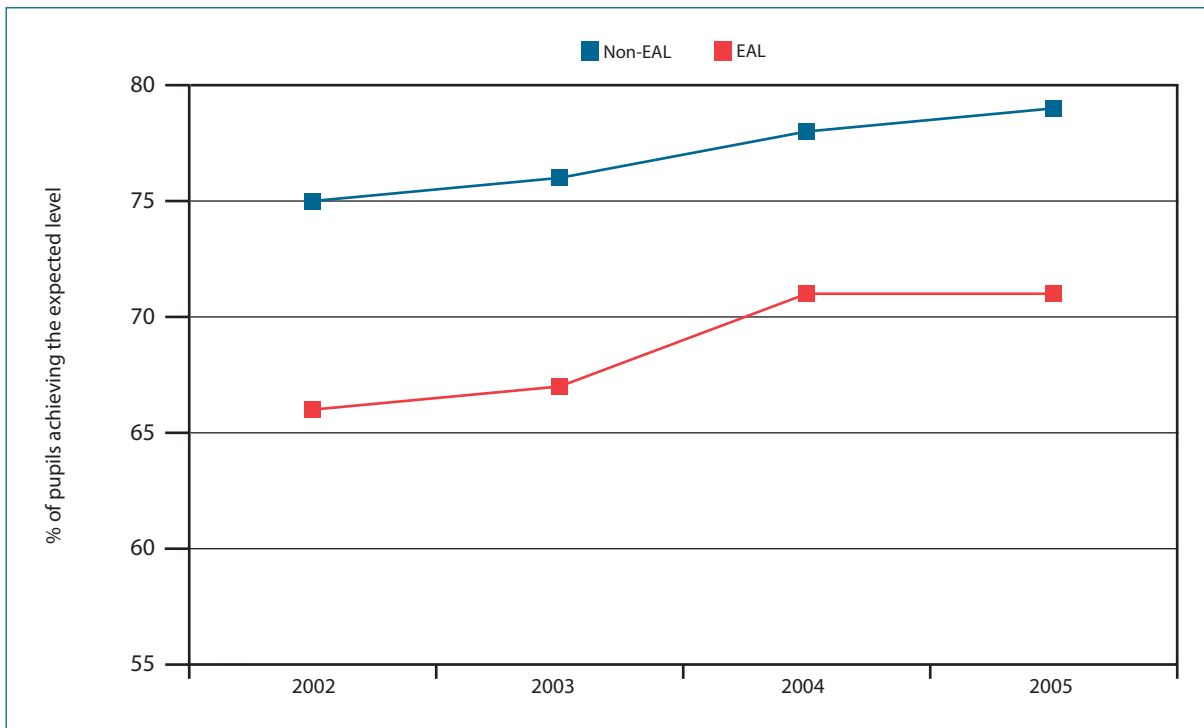
3.7 Attainment of pupils with English as an additional language (EAL)

Pupils for whom English is an additional language have, on average, lower levels of attainment than pupils whose first language is English. This section examines differences in attainment for these groups at all Key Stages since 2002.

There has been very little change in the attainment of EAL and non-EAL pupils at Key Stage 1. In 2003, 2004 and 2005, 78% of EAL pupils achieved the expected level in Key Stage 1 Reading compared to 85-86% of non-EAL pupils. The percentage of EAL pupils reaching the expected levels at Key Stage two have also remained stable with the exception of Key Stage 2 English. Figure 31 shows how the performance of both EAL and non-EAL pupils has changed since 2002 in Key Stage 2 English. The graph shows that although the gap between EAL and non-EAL pupils narrowed slightly between 2002 and 2004 it increased slightly in 2005.

However, the composition of the EAL group in 2005 may be different to the composition of the group in 2003. The EAL population is expanding, particularly in primary school. For example, the EAL group in primary school has grown from 10.5% of pupils in 2003 to 11.6% of pupils in 2005. Readers should be aware that we may not necessarily be comparing like-with-like when looking at changes for this group between these 2 time points.

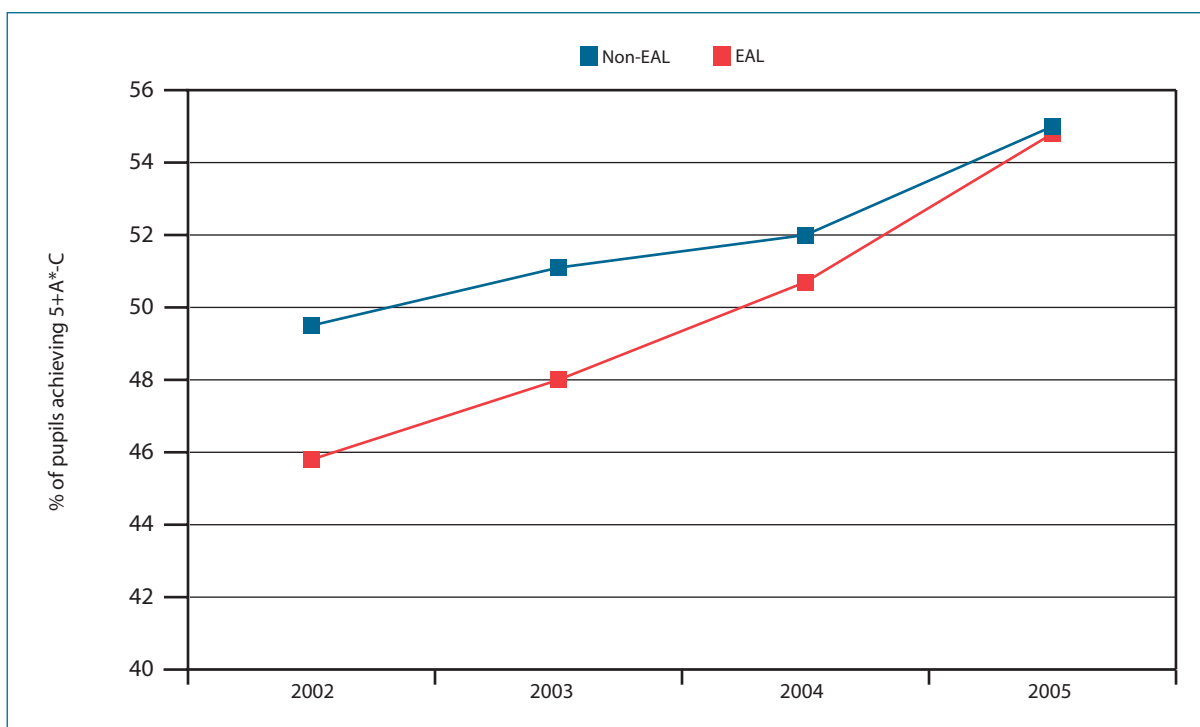
Figure 31: Change in performance of EAL and non-EAL pupils in Key Stage 2 English from 2002-2005



In secondary school the story for EAL pupils is slightly more positive than for those in primary schools. At Key Stage 3, the percentage of EAL pupils achieving the expected levels in Maths and Science has steadily increased and there has been a slight narrowing of the gap between EAL and non-EAL pupils in both subjects since 2002. For example, in 2002, 59% of EAL pupils achieved the expected level in Key Stage 3 Maths compared to 68% of non-EAL pupils – a gap of 9 percentage points. By 2005 this gap had narrowed to 7 percentage points, with 67% of EAL pupils achieving the expected level compared to 74% of non-EAL pupils.

At GCSE, the percentage of EAL pupils achieving 5+A*-C has increased quite dramatically, such that the gap between EAL and non-EAL pupils is now less than half a percentage point, compared to nearly 4 percentage points in 2002. Figure 32 illustrates this improvement.

Figure 32: Change in performance of EAL and non-EAL pupils in 5+A*-C at GCSE from 2002-2005



As with the other comparisons of attainment over time it needs to be remembered that some of the changes in attainment (for both groups) will be accounted for by changes of methodology: both in which pupils are included (move from 15 year old pupils to all pupils at end of Key Stage 4 in 2005) and which assessments are included in the 5+A*-C indicator (move from GCSE/GNVQ to GCSE and equivalents in 2004).

At GCSE in 2005 the gap between EAL and non-EAL pupils was larger when looking at the 5+A*-C including English and Maths indicator than it was when looking at the 5+A*-C (any subjects) indicator. 42.8% of non-EAL pupils achieved 5+A*-C including English and Maths in 2005 compared to 40.3% of EAL pupils – a gap of 2½ percentage points compared to the 0.2 percentage point gap when looking at the all subjects indicator.

3.8 Attainment by ethnic group and gender

There is a gap between all boys and girls at GCSE 5+A*-C of around 10 percentage points. The size of this gap varies by ethnic group. Figure 33 shows that the largest difference between the attainment of girls and the attainment of boys is for the Black Other and Black Caribbean groups. In these groups, there is a 17 and 16 point difference between the percentage of girls achieving 5+A*-C and the percentage of boys achieving 5+A*-C. Larger than average gaps are also observed for the Mixed White & Black groups and to a lesser extent for Bangladeshi pupils.

Figure 33: Proportion of pupils by ethnic group and gender achieving 5+A*-C GCSE (and equivalent) in 2005

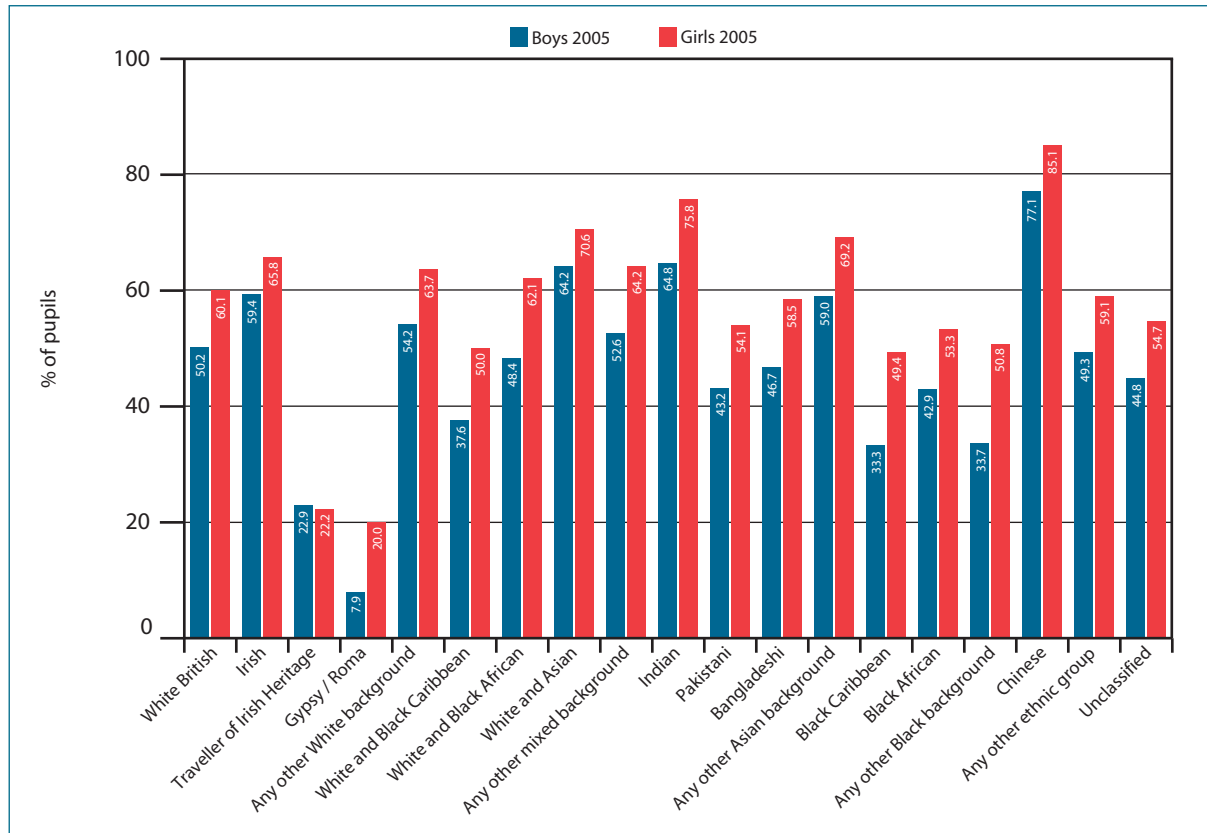
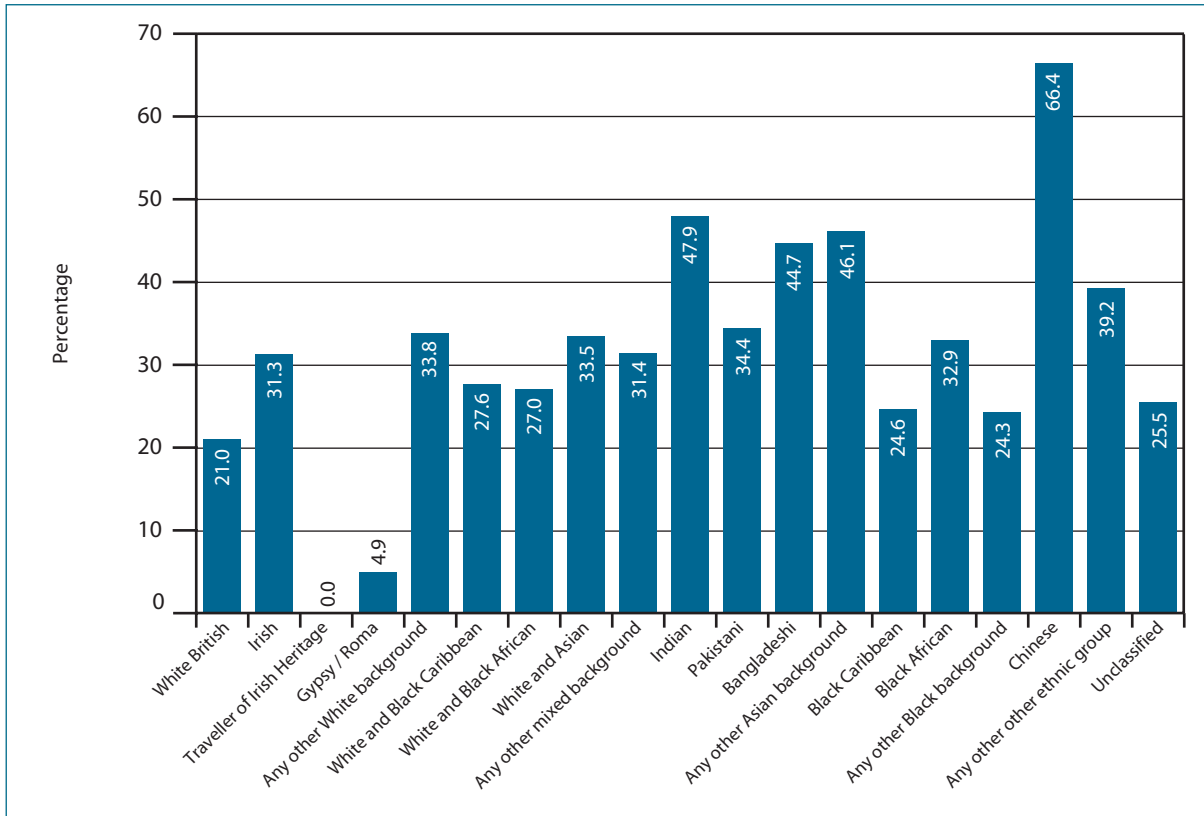


Figure 33 shows that Black Caribbean and Black Other boys are two of the lowest attaining groups at GCSE. Only a third of boys in these groups achieved 5+A*-C at GCSE (and equivalent) in 2005, compared to 50% of White British boys. However, once we take FSM into account this pattern does change slightly (see Figure 34). Although still one of the lowest attaining groups at GCSE (a quarter of Black Caribbean and Black Other FSM boys achieve 5+A*-C), the attainment of White British FSM boys is even lower, at 21%, compared to 66% of Chinese FSM boys and 48% of Indian FSM boys.

Figure 34: Percentage of FSM boys achieving 5+A*-C at GCSE and equivalent in 2005



The percentage of boys and girls achieving 5+A*-C at GCSE has increased since 2003 for all ethnic groups apart from the two Traveller groups, as Figure 35 shows.

Figure 35: Change in proportion of boys and girls from each ethnic group achieving 5+A*-C at GCSE from 2003-2005

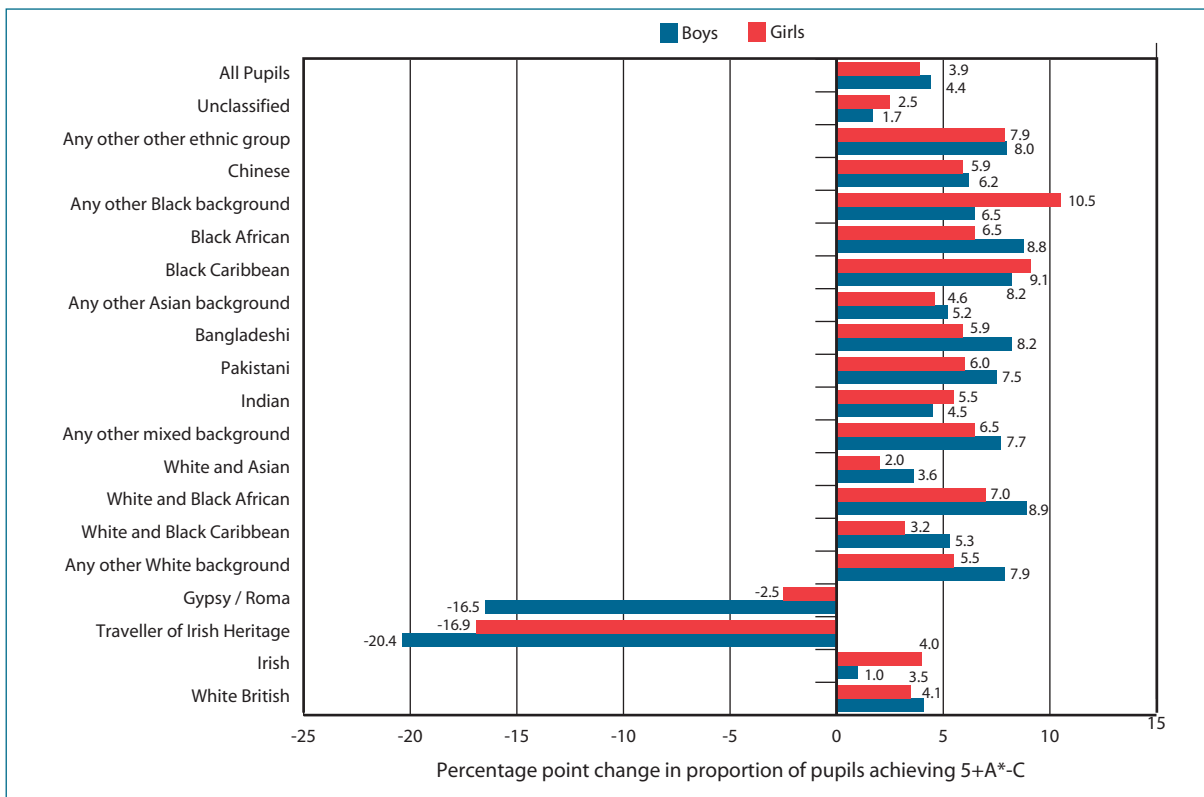


Figure 35 shows that for most ethnic groups, the increase in the proportion of boys achieving 5+A*-C was greater than the increase in the proportion of girls achieving 5+A*-C. The exceptions to this were the Indian, Irish and Black Other groups.

The increase in the proportion of all boys achieving 5+A*-C from 2003-2005 was 4.4 percentage points. This was higher for some of the lower attaining groups. The largest increases were for White & Black African, Black African and Black Caribbean boys. Boys, although the proportion of boys in these groups achieving 5+A*-C was still below the average for all boys in 2005.

The increase in the proportion of all girls achieving 5+A*-C from 2003-2005 was 3.9 percentage points. Again, higher than average increases were seen for some of the lower attaining groups. The largest increases were for Black Other and Black Caribbean girls, although the proportion of girls in these groups achieving 5+A*-C was still below the average for all boys in 2005.

3.9 Attainment and FSM

We have seen in section 3.2 that deprivation (as measured by FSM and IDACI) has a large impact upon attainment. However, we have seen in section 1.3 how the levels of deprivation of pupils not eligible for free school meals differ between ethnic groups meaning that using the non-FSM indicator to explore attainment is problematic. The FSM group are more homogenous in terms of their levels of deprivation (see Figure 10) and this section therefore is restricted to an examination of changes in attainment of pupils in the FSM group and how this varies by ethnicity.

Figure 36: Percentage of FSM boys achieving 5+A*-C at GCSE and equivalent in 2003-2005 by ethnicity

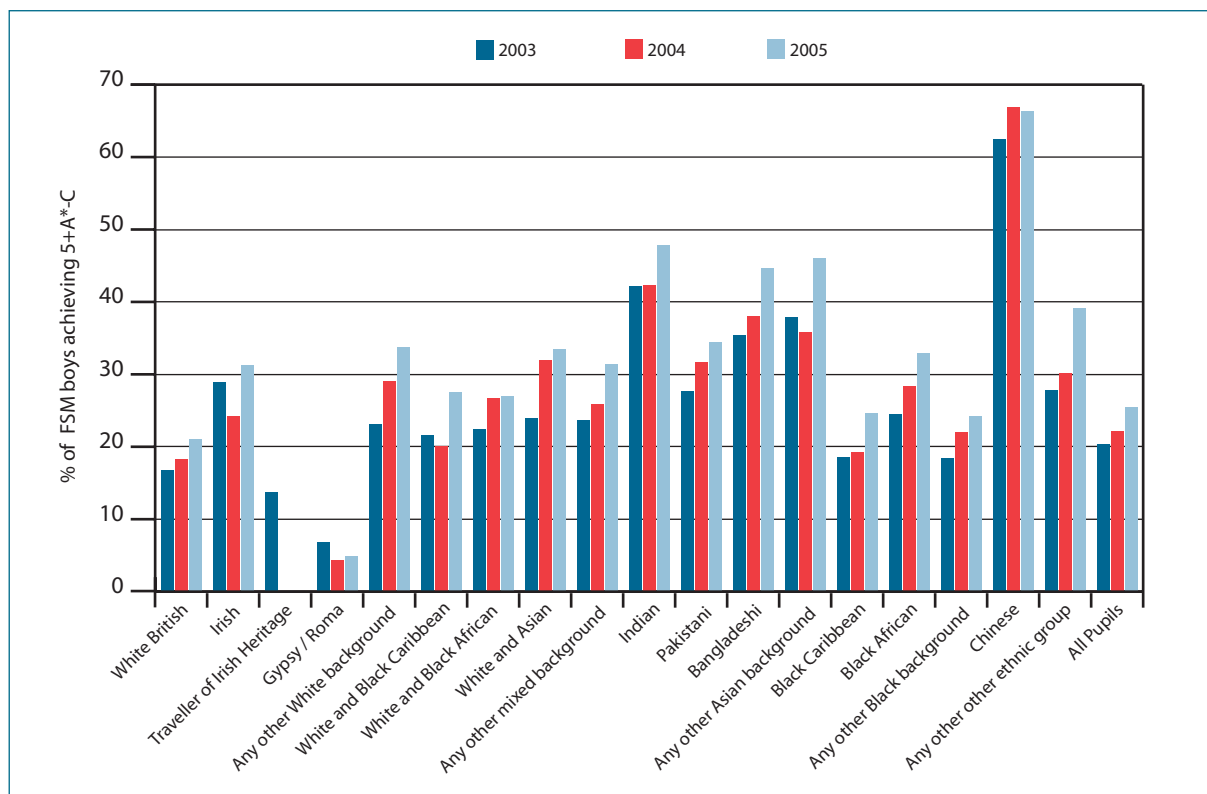
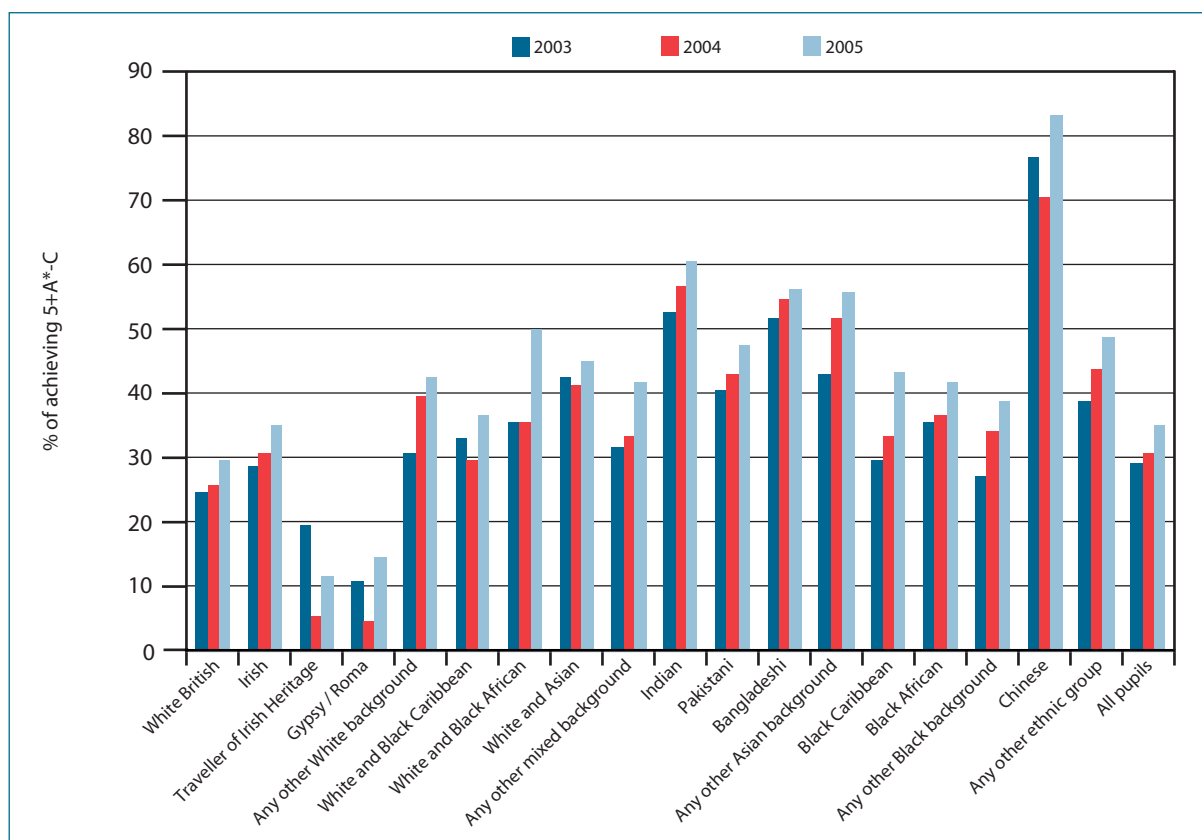


Figure 37: Percentage of FSM girls achieving 5+A*-C at GCSE and equivalent in 2003-2005 by ethnicity



Figures 36 and 37 show how the GCSE attainment of FSM boys and girls in each ethnic group has changed from 2003-2005:

- Apart from the Gypsy/Roma and Traveller of Irish Heritage groups, White British FSM boys are the lowest attaining group of FSM boys in every year, followed by Black Other and Black Caribbean FSM boys. Indian, Bangladeshi and Pakistani FSM boys are among the highest attaining groups of FSM boys, although still well below the levels of performance of Chinese FSM boys. In 2005, two thirds of Chinese FSM boys achieved 5+A*-C, compared to a quarter of Black Other and Black Caribbean FSM boys and a fifth of White British FSM boys.
- For every ethnic group (apart from the Gypsy/Roma group), the proportion of FSM boys achieving 5+A*-C at GCSE has increased since 2003, by 5 percentage points on average. The increase for White British FSM boys was lower than average, at 4 percentage points. The increase for Bangladeshi and Pakistani FSM boys was especially high at 9 and 7 percentage points respectively.
- With the exception of the two Traveller groups, the lowest performing group of FSM girls is the White British group, followed by the White & Black Caribbean group. Only 29% of White British FSM girls and 36% of White & Black Caribbean FSM girls achieved 5+A*-C at GCSE in 2005, compared to 83% of Chinese FSM girls. The performance of FSM Black Caribbean girls is relatively high: 43% achieved 5+A*-C at GCSE in 2005.

- For every ethnic group (apart from the Gypsy/Roma group), the proportion of FSM girls achieving 5+A*-C at GCSE has increased since 2003, by 6 percentage points on average. The increase for White British FSM girls was lower than average, at 5 percentage points. The largest increases were for White & Black African FSM girls (by 15 percentage points), Black Caribbean FSM girls (by 14 percentage points) and Black Other FSM girls (by 12 percentage points).

SECTION SUMMARY

- Some minority ethnic groups (namely Chinese, Indian and Mixed White & Asian) consistently perform above the average for all pupils across the Key Stages. On the other hand, some minority ethnic groups (namely Gypsy/Roma, Traveller of Irish heritage, White & Black Caribbean, Pakistani, Bangladeshi, Black Caribbean and Other Black) consistently perform below the average for all pupils across the Key Stages.
- There is evidence that over time, the proportions of pupils from these low attaining groups who achieve the expected levels at Key Stages 1-3, and 5+A*-C at GCSE has increased in some subjects.
- Controlling for other factors that impact upon attainment, pupils from most minority ethnic groups make better progress across school than White British pupils with the same levels of prior attainment. However, the Gypsy/Roma, Traveller of Irish Heritage and White & Black Caribbean pupils make less progress than similar White British pupils across all phases of education.
- Despite the good progress made by most minority ethnic groups, there are still large gaps between the attainment of some minority ethnic groups and the average for all pupils. For some groups these gaps appear to be narrowing with time, although for some groups the gap is widening in some subjects and Key Stages.
- The levels of attainment of pupils within some of the major sets of extended codes vary greatly. This suggests that we need to acknowledge that even the minor ethnic groupings collected as part of PLASC do not contain homogenous groups of pupils.
- Some 77% of all pupils who achieve 5+A*-C at GCSE and equivalent also achieve an A*-C in English and Maths. This proportion varies by ethnicity and is a lot lower for some of the lower attaining minority ethnic groups. Only around two thirds of Black Caribbean, Black Other, Pakistani and Bangladeshi pupils who achieve 5+A*-C at GCSE and equivalent achieve A*-C in English and Maths, compared to over 80% of Irish, Indian, White & Asian and Chinese pupils.
- The proportion of EAL pupils who achieve 5+A*-C at GCSE has improved greatly since 2002, such that there is now very little gap between EAL and non-EAL pupils at GCSE.
- The gap between the proportion of girls and boys achieving 5+A*-C at GCSE and equivalent is greatest for Black Caribbean and Black Other pupils. Boys from these 2 groups are two of the lowest attaining groups at GCSE. However, the proportion of boys from these groups achieving 5+A*-C at GCSE has increased since 2003, at a faster rate than the average for all pupils.
- White British FSM pupils are less likely to achieve 5+A*-C at GCSE than FSM pupils from other ethnic groups (with the exception of the two traveller groups). The proportion of FSM pupils achieving 5+A*-C appears to be increasing at a faster rate for minority ethnic FSM pupils than it is for White British FSM pupils.





Section 4: Teacher Assessment Data

As well as sitting national curriculum tests pupils are assessed by teachers at the end of each Key Stage. This section compares test and teacher assessment results for Key Stage 2 (2005) and Key Stage 3 (2004)²¹ and shows some interesting patterns by ethnicity and by whether a pupils' first language is English or other than English.

4.1 Ethnicity

In Key Stages 2 and 3 all pupils, on average, did less well in the English teacher assessments (TA) than in the English test – a difference of 4 percentage points at KS2 (2005) and 2 percentage points at KS3 in 2004 (see Figures 38 and 39 below). However, there were larger than average differences for Asian and Black pupils:

- On average there was a 7 percentage point difference between the percentage of Bangladeshi pupils achieving the expected level in the KS2 English test and the TA. The difference for Indian pupils was 5 percentage points and for Pakistani pupils, 6 percentage points.
- On average there was an 8 percentage point difference between the percentage of Black African pupils achieving the expected level in the KS2 English test and the TA. The difference for White & Black African and Black Other pupils was 6 percentage points, and 5 percentage points for Black Other pupils.
- At Key Stage 3 English (2004) there were larger than average differences between test and TA scores for Indian (4 percentage points), Bangladeshi (5 percentage points) and Black African pupils (6 percentage points). To a lesser extent there were also larger than average differences for Pakistani, Black Caribbean and Black Other pupils (all 3 percentage points).

²¹ 2004 data for Key Stage 3 are used due to final KS3 2005 data not being available for this analysis.

Figure 38: Percentage of pupils from some key ethnic groups achieving the expected level in Key Stage 2 English Tests and Teacher Assessments in 2005

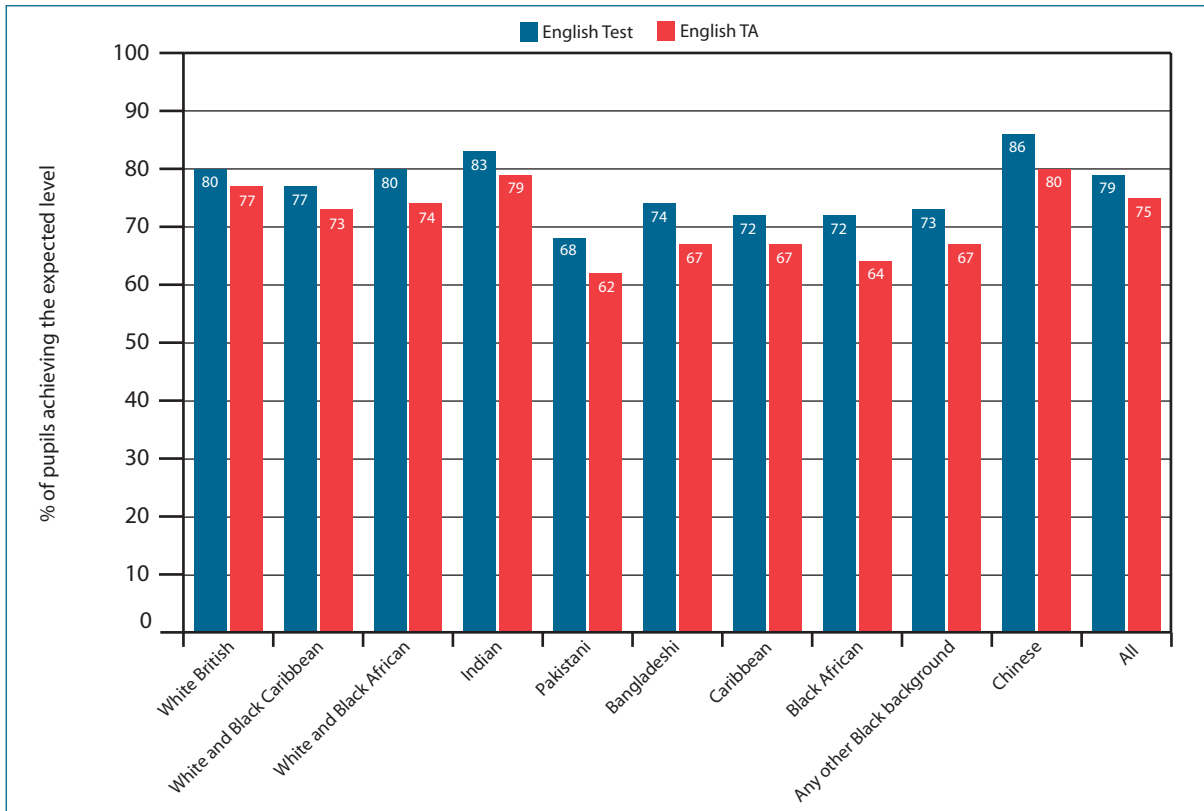
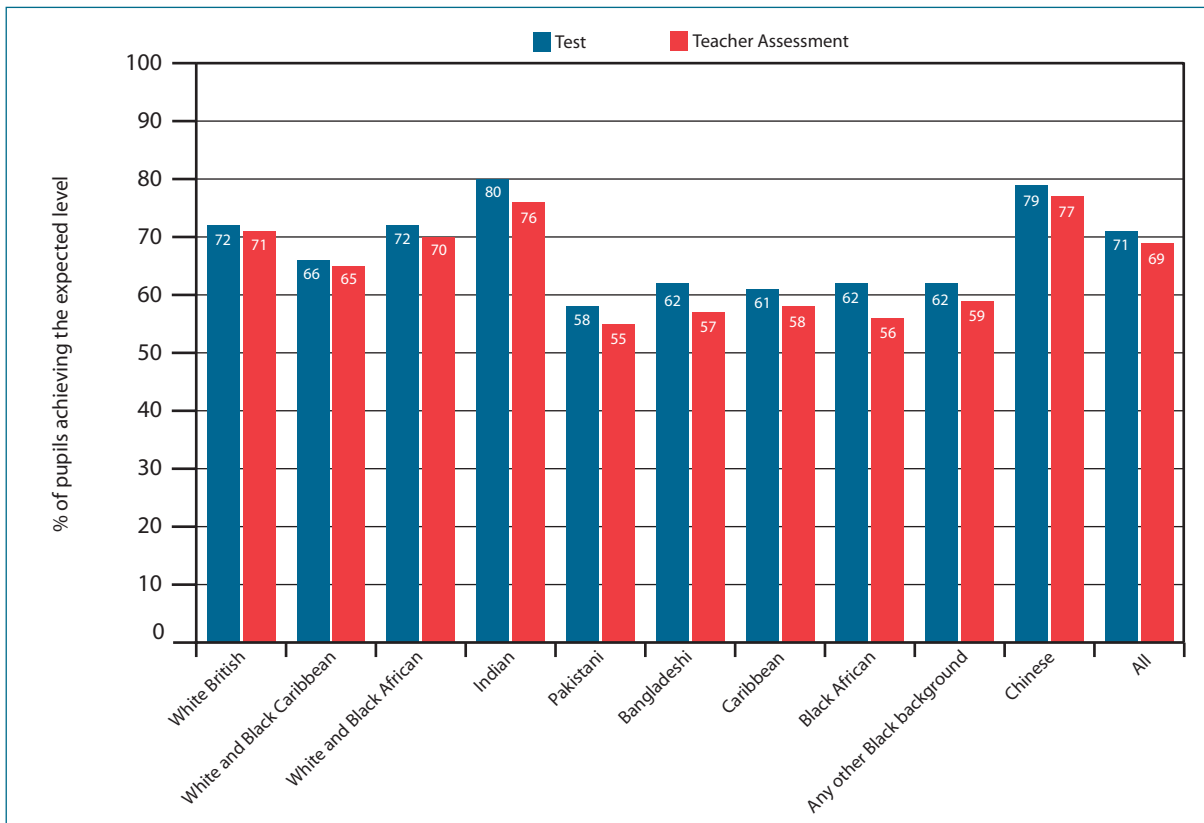


Figure 39: Percentage of pupils from some key ethnic groups achieving the expected level in Key Stage 3 English Tests and Teacher Assessments in 2004



- On average, pupils were less likely to achieve the expected level in the KS2 Science TA than in the test. The opposite was true at Key Stage 3; however at both key stages, the differences between the ethnic groups were less noticeable than in English, although there were larger than average differences for Pakistani, Bangladeshi and Black pupils at KS2 and for Black African pupils in KS3.
- In Maths, pupils were, on average, more likely to achieve the expected level in the TA than in the test in both key stages. However, the extent of these differences did not really vary by ethnicity.

For both key stages, we have seen larger than average differences between English test and TA scores for pupils in the Asian and Black ethnic groups. Many of these groups tend to have high proportions of pupils who speak English as an additional language (EAL) and so it could be that the differences between these groups are a function of their EAL status. However, the fact that there were larger than average gaps for Black Caribbean pupils suggests that EAL is not the only factor of interest as this group does not have a high proportion of EAL pupils.

4.2 EAL

As we can see in Figures 40 and 41, there are large differences between test and TA scores (especially in English) between pupils whose first language is English and those whose first language is other than English:

- In Key Stage 2 (2005) English there was a 5 percentage point difference between the test and TA scores for EAL pupils, compared to a 2 percentage point difference for non-EAL pupils. At Key Stage 3 (2004) the difference for EAL pupils was 4 percentage points, compared to 2 percentage points for non-EAL pupils.
- In Key Stage 2 Maths, both EAL and non-EAL pupils were more likely to achieve the expected level in the Maths TA than in the test and the extent of this difference did not really vary by EAL status. In Key Stage 3 Maths the same proportion of EAL pupils achieved the expected level in the test as in the TA. However, non-EAL pupils were slightly more likely to achieve the expected level in the TA than in the test.
- In Key Stage 2 Science, higher percentages of pupils achieved the expected levels in the tests than in the TAs; the opposite was true in Key Stage 3. At Key Stage 2 the difference was slightly greater for EAL pupils (3 percentage points) than for non-EAL pupils (2 percentage points). At Key Stage 3, the difference was greater for non-EAL pupils (5 percentage points) than EAL pupils (4 percentage points).

Figure 40: Percentage of pupils achieving the expected levels in 2005 Key Stage 2 Tests and Teacher Assessments by EAL status

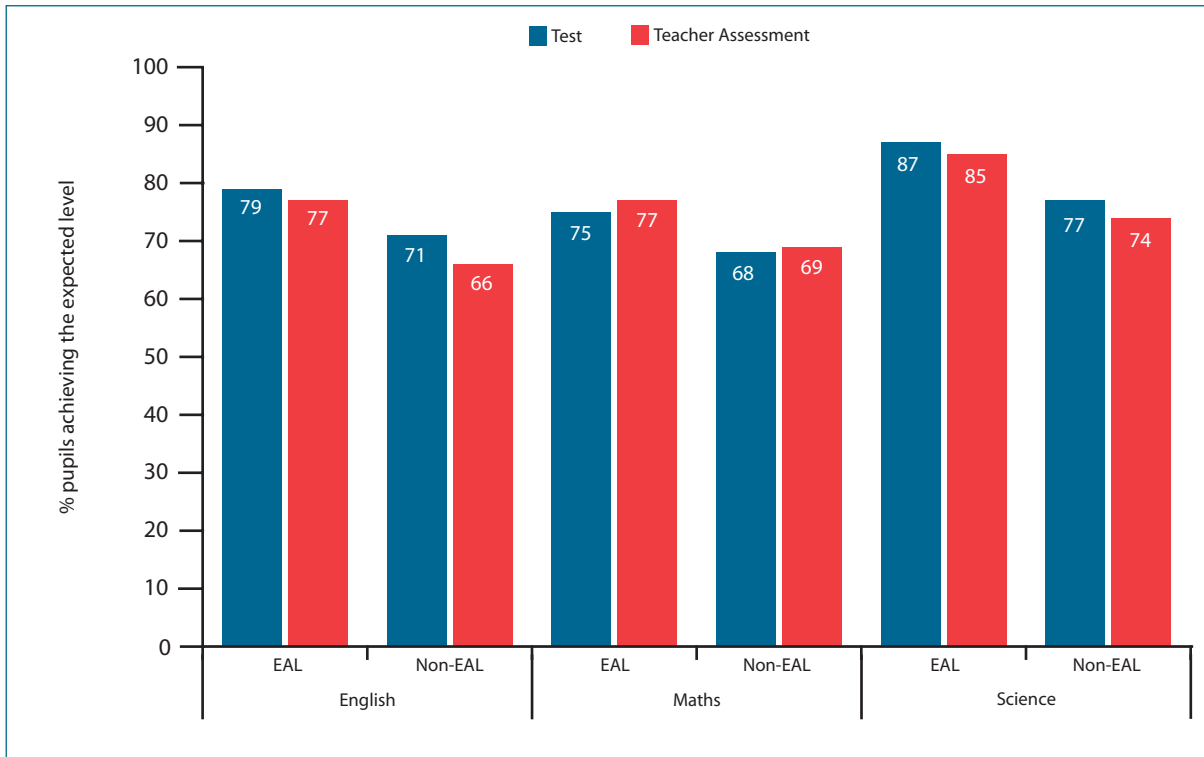
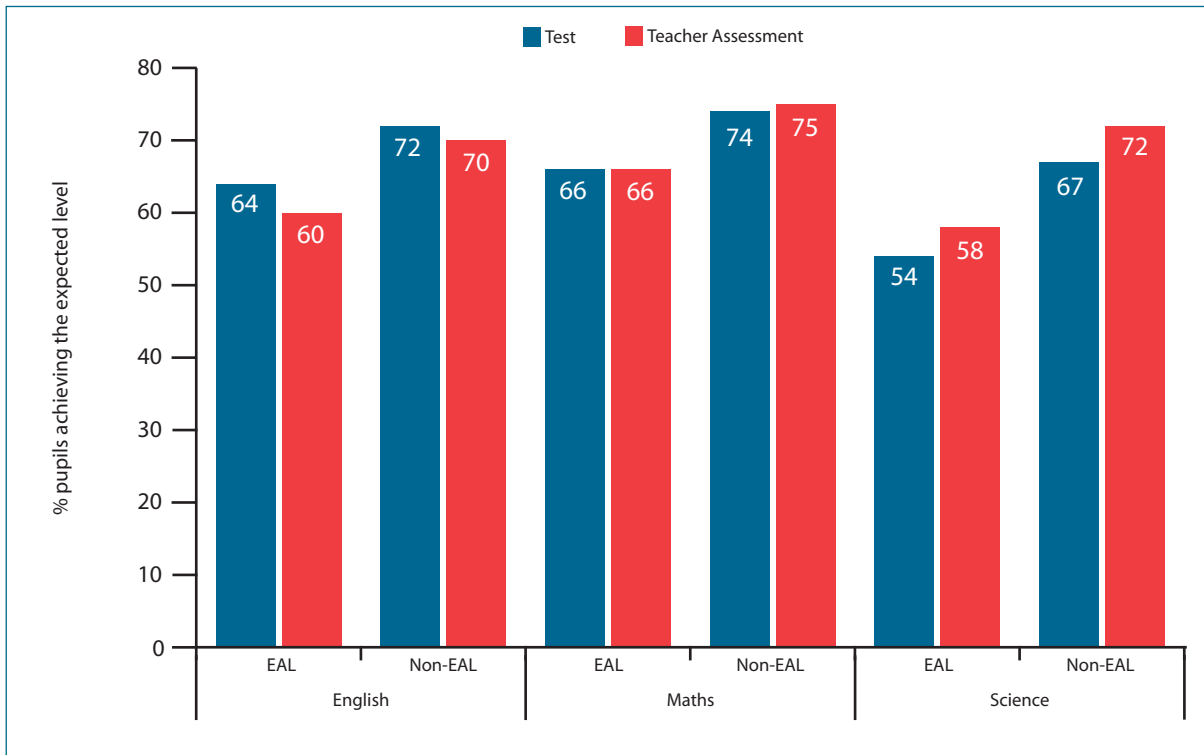


Figure 41: Percentage of pupils achieving the expected levels in 2004 Key Stage 3 Tests and Teacher Assessments by EAL status



SECTION SUMMARY

The analysis has shown larger than average differences between English teacher assessment and test results for Asian and Black groups at Key Stages 2 and 3. The high proportions of pupils learning English as an Additional Language in these minority ethnic groups could mean that these differences are a function of their EAL status as there are also larger than average gaps between TA and test results for EAL pupils. The reasons for this warrant further investigation. For example, this could suggest that pupils are being penalised in the teacher assessments for errors related to their EAL status but are not being similarly penalised in the tests. It could also imply more negative teacher expectations of EAL pupils which are reflected in teacher assessments. However, this also raises questions about why these differences are largely confined to English.





Section 5: Attitudes toward school and subjects at school

This section examines pupils' attitudes towards school and whether and how these vary by ethnicity. It looks at pupils' views of their school, school work and lessons as well as looking at their views on particular subjects. It also looks at the reasons for subject choices made at the end of Year 9.

This section uses provisional data from wave one of the Department's Longitudinal Study of Young People in Education. See section 1.4 for more detail on this study.

5.1 Attitudes toward school

Pupils in the sample were asked about their attitudes towards school via a self-completion questionnaire. Table 12 below presents the results from a set of questions related to how pupils feel about being at school.

Table 12: Pupils' attitudes to being at school by ethnicity: Percentage of pupils who agree/strongly agree with the following statements:

	I am happy when I am at school	Most of the time I don't want to go to school	On the whole I like being at school
White British	84.5	32.2	83.2
Mixed Heritage	84.0	32.5	82.7
Indian	94.6	19.0	93.8
Pakistani	91.4	23.6	91.7
Bangladeshi	92.2	24.1	91.7
Black Caribbean	84.6	31.2	86.1
Black African	88.8	22.3	91.2
All pupils	85.0	31.4	83.7

Pupils' attitudes to school are generally positive. Over 80% agree that they are happy when they are at school and that they like being at school, although a third say that most of the time they don't want to go to school. However, pupils' views do vary by ethnicity:

- Asian pupils appear to have the most positive attitudes to school. Over 90% of Indian, Pakistani and Bangladeshi pupils report that they are happy when they are at school and that they like being at school and less than a quarter say that most of the time they do not want to go to school.
- Black African pupils appear to have more positive attitudes towards school than Black Caribbean or White British pupils. These latter two groups have similar attitudes, although Black Caribbean pupils are slightly more likely than White British pupils to say that they like being at school (86% compared to 83%).
- Only the Mixed Heritage group are less likely to report being happy at school and to like being at school than the White British group, and pupils in the Mixed Heritage group were also more likely than pupils in the White British group to say that most of the time they don't want to go to school.

Table 13 shows that the majority of pupils from all ethnic groups seem to have fairly positive views towards school work. The vast majority of pupils agree that school work is worth doing (93%), that they work as hard as they can in school (81%) and that they get good marks for their work (89%). Additionally only 7% of pupils feel that school is a waste of time. There are, however, some differences between the ethnic groups.

Table 13: Pupils' attitudes to school work by ethnicity: Percentage of pupils who agree/strongly agree with the following statements:

	School is a waste of time for me	School work is worth doing	I work as hard as I can in school	I get good marks for my work
White British	6.8	92.8	80.4	88.3
Mixed Heritage	7.8	89.0	76.2	86.5
Indian	3.3	93.7	90.5	94.0
Pakistani	5.3	94.4	91.7	91.9
Bangladeshi	3.9	92.5	90.6	91.1
Black Caribbean	5.9	94.3	79.0	88.6
Black African	3.6	91.5	87.2	93.0
All pupils	6.5	92.6	80.8	88.5

- The Asian pupils in the sample seem to have a more positive attitude to school work than other pupils. They are less likely than many other groups to think that school is a waste of time and more likely to think that school work is worth doing, to report that they work as hard as they can in school and also to report getting good marks for their work than other pupils.
- The Black African pupils in the sample seem to have more positive attitudes towards school work than all pupils on average, although slightly fewer of them agree that school work is worth doing (91.5%) than the average for all pupils (92.6%).
- Black Caribbean pupils generally have more positive attitudes than the average for all pupils, although they are slightly less likely than all pupils to agree that they work as hard as they can in school.

- Mixed Heritage pupils appear to have the least positive attitudes towards school work of all the groups. They are the most likely to say that school work is a waste of time, and the least likely to report that school work is worth doing, that they work as hard as they can and that they get good marks for their work.

Table 14 presents data on pupils' attitudes towards their lessons and shows a fairly mixed picture with regard to attitudes towards lessons. Whilst pupils' attitudes towards the work they do in lessons are fairly positive (only a small proportion think that the work they do in lessons is a waste of time and the majority feel that this work is interesting), there are less positive attitudes to the lessons themselves (a significant proportion of pupils report being bored in lessons and counting the minutes until the end of lessons). Again, there are differences in attitudes by ethnicity.

Table 14: Pupils' attitudes to their lessons by ethnicity: Percentage of pupils who agree/strongly agree with the following statements:

	In a lesson I often count the minutes until it ends	I am bored in lessons	The work I do in lessons is a waste of time	The work I do in lessons is interesting to me
White British	51.7	43.2	9.3	75.6
Mixed Heritage	55.6	44.1	8.8	75.5
Indian	39.9	26.1	3.8	86.6
Pakistani	37.8	26.6	5.2	88.8
Bangladeshi	43.9	32.6	7.0	85.0
Black Caribbean	52.8	38.9	5.8	78.3
Black African	46.4	28.5	6.0	83.8
All pupils	51.1	42.2	9.0	76.4

- The Asian and Black African pupils in the sample appear to find their lessons more interesting than other groups. They are the groups least likely to report counting the minutes until the end of a lesson and the least likely to report being bored in lessons. For example, 38% of Pakistani pupils say that they often count the minutes until the end of their lessons, compared to 51% of all pupils. These groups are also the least likely to say that the work they do in lessons is a waste of time and the groups most likely to agree that the work they do in lessons is interesting.
- Black Caribbean pupils appear to have more positive attitudes towards their lessons than White British and Mixed Heritage pupils. These latter two groups appear to have the least positive attitudes towards lessons of all the ethnic groups.

5.2 Subjects at school

Sample members were also asked about their most and least favourite subjects, the results of which are shown in Table 15 below.

Table 15: Sample members' most and least favourite subjects at school

Ethnic Group	Most frequently cited Favourite Subjects (Percentage of pupils citing each subject as their favourite)		
	1	2	3
White British	PE (26%)	Art (16%)	Drama or Media, film, television studies or communication studies (8%)
Mixed Heritage	PE (26%)	Art (16%)	Drama or Media, film, television studies or communication studies (10%)
Indian	Maths (18%)	PE (15%)	Art (12%)
Pakistani	Maths (20%)	PE (18%)	Art (13%)
Bangladeshi	Art (18%)	Maths (16%)	PE (14%)
Black Caribbean	PE (22%)	Art (11%)	Maths (9.8%)
Black African	Maths (16%)	PE (15%)	Science (13%)
All pupils	PE (25%)	Art (16%)	Maths (8%)
	Most frequently cited Least Favourite Subjects (Percentage of pupils citing each subject as their least favourite)		
	1	2	3
White British	Maths (19%)	Modern Languages (18%)	Religious Studies (11%)
Mixed Heritage	Maths (18%)	Modern Languages (17%)	Science (8%)
Indian	Maths (14%)	History (13%)	Modern Languages (12%)
Pakistani	Maths (17%)	History (13%)	Modern Languages (11%)
Bangladeshi	Maths (17%)	Modern Languages (14%)	Science (10%)
Black Caribbean	Maths (20%)	Modern Languages (14%)	English (9%)
Black African	Maths (16%)	History (13%)	Modern Languages (12%)
All pupils	Maths (19%)	Modern Languages (17%)	Religious Studies (10%)

- On average, PE was the most frequently cited favourite subject (25% of pupils said this was their favourite subject), followed by Art (16%) and Maths (8%). However, Indian, Pakistani and Black African pupils were more likely to say that Maths was their favourite subject than PE. For these groups, PE was the second most frequently cited favourite subject. Bangladeshi pupils were more likely to say that Art was their favourite subject than PE, which was the third most frequently cited favourite subject.
- On average, Maths was pupils' least favourite subject, with 19% citing this as their least favourite subject, followed by Modern Languages (17%) and Religious Studies. Although Indian, Pakistani and Black African pupils frequently cited Maths as their favourite subject, pupils in these groups also most frequently cited it as their least favourite subject. On average, Modern Languages was pupils' second least favourite subject, although higher proportions of Indian, Pakistani and Black African pupils chose History than Modern Languages. Religious Studies and Science also emerged as least favourite subjects and 9% of Black Caribbean pupils said English was their least favourite subject.

Table 16 looks at pupils' attitudes towards and perceptions of ability in English, Maths, Science and ICT and reveals some key differences by ethnicity. For each of these subjects, Indian, Pakistani, Bangladeshi, and Black African pupils are more likely than White British pupils to say that they like the subject and that they think they are good at the subject. Black Caribbean pupils had slightly more positive views about each subject than White British pupils.

Table 16: Pupils attitudes towards and perception of abilities in Maths, English, Science and ICT

Ethnic Group	I like this subject				I am good at this subject			
	Maths	English	Science	ICT	Maths	English	Science	ICT
White British	67.7	78.0	73.7	77.5	82.4	81.5	79.9	78.8
Indian	81.9	82.5	81.3	89.6	90.0	87.4	85.4	89.0
Pakistani	80.3	85.5	79.9	88.2	87.9	86.7	83.1	87.6
Bangladeshi	80.6	85.8	80.5	89.9	87.8	87.1	82.7	87.3
Black Caribbean	73.0	81.2	76.7	82.5	85.0	90.3	81.8	84.0
Black African	81.6	86.8	79.6	84.0	88.1	88.1	84.9	85.2
All pupils	69.0	78.7	74.4	78.8	83.0	82.2	80.4	79.6

5.3 Subject choice

There are differences between ethnic groups in terms of the subjects they are entered for at GCSE. In 2002 some of the lower attaining minority ethnic groups were less likely to be entered for modern foreign languages and humanities, and more likely to be entered for Religious Studies, Business Studies and Design & Technology²².

Data from the first wave of the Department's Longitudinal Study of Young People in Education (LSYPE) allows us to look at possible reasons for these differences in subject entries. The interviews for the first wave were conducted when the young people were in Year 9 and would have just chosen, or be about to choose their Year 10 subjects.

²² See DfES (2005) *Ethnicity and Education: The Evidence on Minority Ethnic Pupils* <http://www.dfes.gov.uk/research/data/uploadfiles/RTP01-05.pdf> for a detailed overview of differences in GCSE subject entry in 2002.

Table 17 looks at the reasons pupils give for their choices of Year 10 subjects:

Table 17: Percentage of pupils who agree/strongly agree with the following statements

	I only want to do subjects that I know I will do well at in exams	I chose these subjects because I only wanted to do subjects I'm interested in	I chose these subjects because I like the teachers who teach these subjects in Year 10	I chose these subjects because I wanted to do the same subjects as my friends	I chose these subjects because I will need passes in them for the courses I want to do after Year 11	I chose these subjects because I will need passes in them for the job or career I want to have after I leave school
White British	76.2	90.7	24.4	10.8	77.8	81.7
Indian	86.1	94.4	26.0	8.9	84.6	84.7
Pakistani	88.0	94.1	29.1	13.3	86.3	86.5
Bangladeshi	88.8	93.0	28.7	16.3	80.7	83.2
Black Caribbean	81.4	90.7	24.7	8.7	84.6	85.6
Black African	86.9	92.0	24.4	8.9	87	87.8
All pupils	77.1	90.9	24.6	10.7	78.5	82

- The vast majority of the sample stated that they chose subjects that they are interested in, that they know they will do well in exams in, and that they need in order to pursue the courses they want to do after Year 11 or to pursue the career they are interested in. Indian, Pakistani, Bangladeshi and Black African pupils were more likely to agree that their choices were/would be based on these reasons than the average for all pupils. This was especially the case with regard to choosing subjects in which pupils knew they would do well in the exam. Black Caribbean and Black African pupils were also more likely than the average for all pupils to say that they would make/had made their choices because the subjects are needed for future courses and careers.
- Only around a quarter of the sample said they chose their subjects because of who would be teaching them, and this did not vary greatly by ethnicity, although Pakistani and Bangladeshi pupils were slightly more likely to agree with this statement than other groups. Only one in ten pupils said that they chose their subjects because they wanted to do the same subjects as their friends. Again, this did not vary greatly by ethnicity, although Pakistani and Bangladeshi pupils were more likely to agree with this statement than other groups.

Sample members were also asked the extent to which their decision about the subjects they chose would depend on their exam grades. Less than half of the sample (44%) said that their final choice of subjects would depend on the grades they got in their most recent exams. However, more than half of Indian, Pakistani, Bangladeshi, Black Caribbean and Black African pupils said that their choice would depend on their exam grades. In particular these last 4 groups were a lot more likely to say that their choice would depend on exam results a great deal (more than 20% of each group) compared to 11% of all pupils in the sample.

The vast majority of pupils in each ethnic group said that they had the most say in which subjects they studied in Year 10, as opposed to their parents or teachers. However, higher proportions of Indian, Pakistani, Bangladeshi and Black African pupils said that their parents

had the most say in their subject choices than pupils from the other ethnic groups. Bangladeshi and Black African pupils were also more likely than pupils from other groups to say that the school or teachers had the most say (7% and 6% respectively, compared to 3% of all pupils).

SECTION SUMMARY

- Asian pupils appear to have the most positive attitudes toward school, school work and lessons, followed by Black African pupils. On the whole, White British and Mixed Heritage pupils appear to have the least positive attitudes toward school, school work and lessons.
- For all ethnic groups, except the Asian groups, PE is the most frequently cited favourite subject. Indian, Pakistani and Bangladeshi pupils are more likely to say that Maths is their favourite subject than PE. However, Maths is the most frequently cited least favourite subject for all groups.
- Asian and Black African pupils are the most confident about their abilities in the core subjects of English, Maths, Science and ICT.
- Asian and Black African pupils were also the groups most likely to say that parents had the most say over their Year 10 subject choices.





Section 6: Attendance and Exclusion

This section examines differences by ethnicity in rates of attendance at school using pupil-level data from the Excellence in Cities evaluation. It also examines differences in the rates of permanent and fixed period exclusions by ethnic group, and for the first time, presents information on differences in reasons for exclusions by ethnic group.

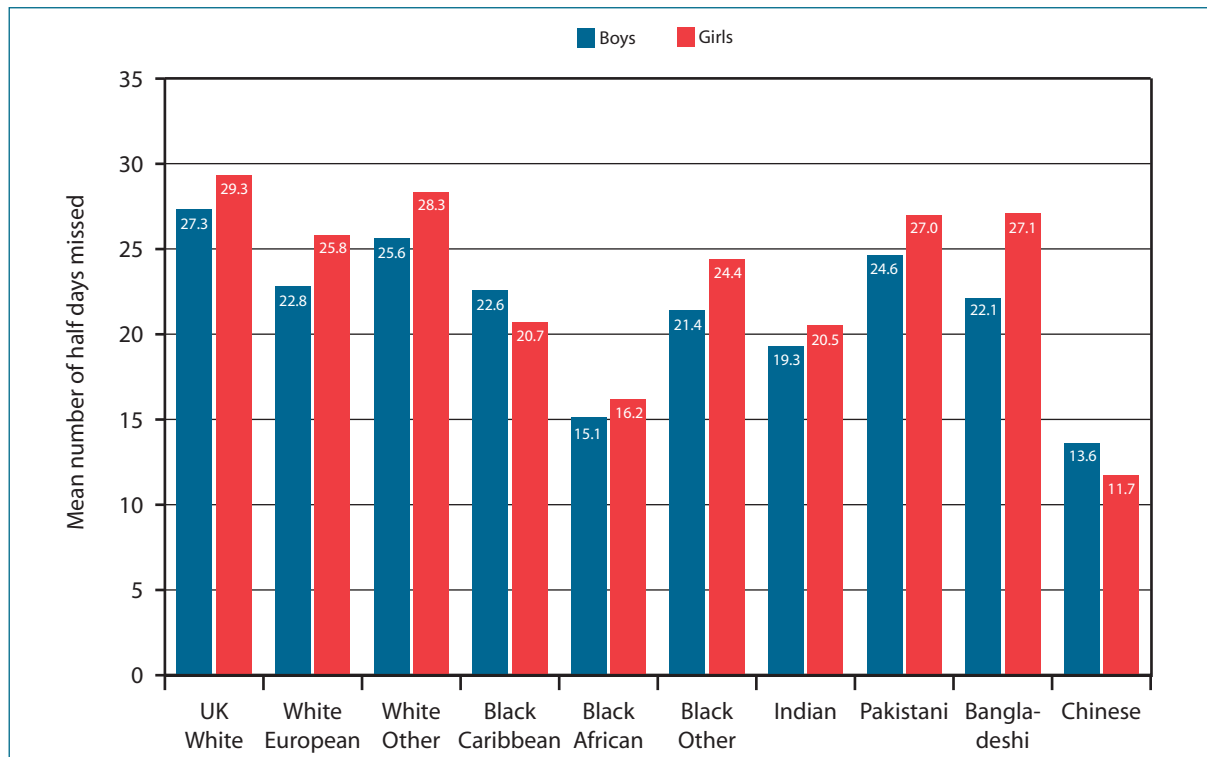
6.1 Attendance

Data from the evaluation of the Excellence in Cities (EiC) programme gives, for the first time, attendance rates from over 100,000 young people in over 400 EiC Secondary schools in 2002 and 2003. Although not a nationally representative sample, over 60% of England's minority ethnic pupils attend EiC schools. The 2005 topic paper presented results on the emerging findings from this analysis, based on data from 2002. Final findings based on data from 2002 and 2003 are summarised below²³:

- White UK pupils had higher levels of **authorised** absence than other ethnic groups. Black African, Indian and Chinese pupils showed especially low levels of authorised absence.
- Highest average levels of **unauthorised** absence were seen amongst White Other pupils and Black Other pupils. Black Caribbean and Bangladeshi boys also had higher average rates of unauthorised absence than White UK boys.
- Controlling for pupil and school background characteristics, Year 9 and 10 Black African, Chinese, Black Caribbean, Indian and Pakistani pupils had significantly lower levels of authorised absence than pupils from all other ethnic groups.
- Controlling for pupil and school background characteristics, Black African and Pakistani Year 10 pupils were associated with fewer **unauthorised** absences than their peers from other ethnic groups
- Controlling for pupil and school background characteristics, young people with lower levels of fluency in English were associated with lower levels of authorised and unauthorised absence.

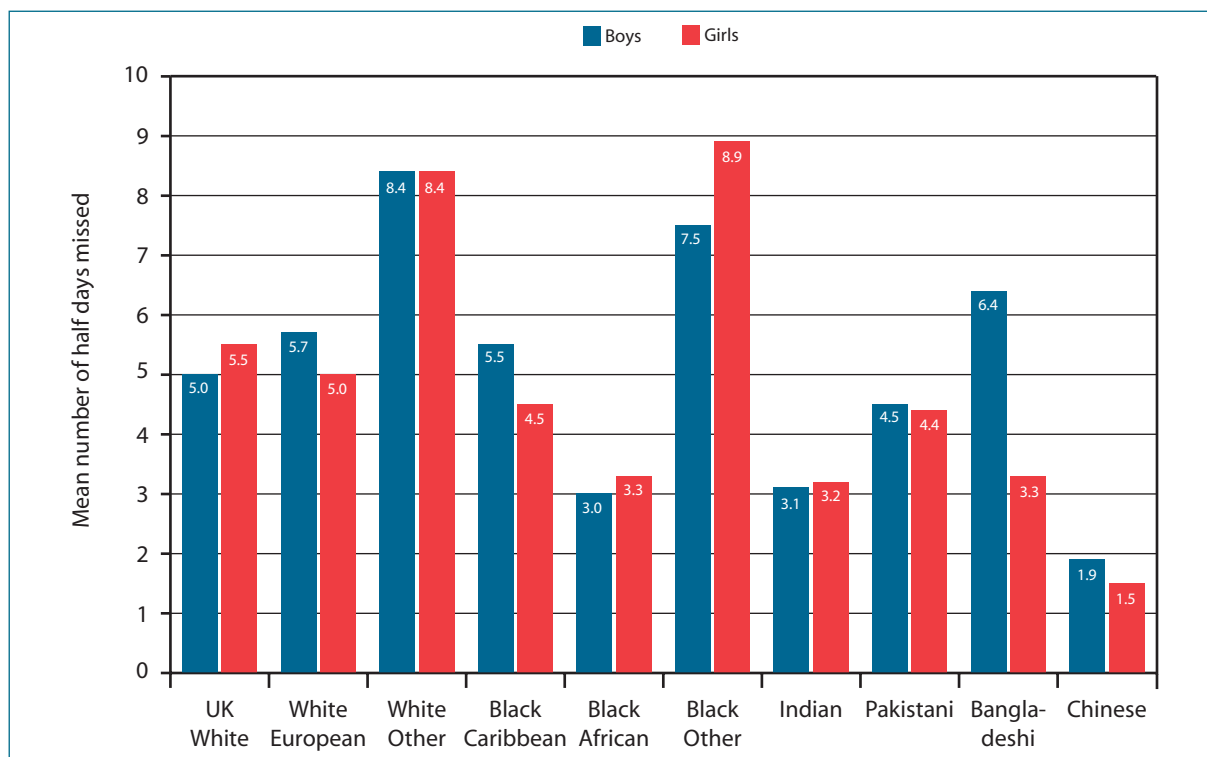
²³ Morris & Rutt (2005) 'An Analysis of Pupil Attendance Data in Excellence in Cities (EiC) Areas and Non-EiC EAZs: Final Report' DfES Research report <http://www.dfes.gov.uk/research/data/uploadfiles/RR657.pdf>

Figure 42: Mean number of half days missed due to authorised absence by pupils in Excellence in Cities areas in 2002 and 2003



Source: Morris & Rutt (2005) 'An Analysis of Pupil Attendance Data in Excellence in Cities (EiC) Areas and Non-EiC EAZs: Final Report' DfES Research report

Figure 43: Mean number of half days missed due to unauthorised absence by pupils in Excellence in Cities areas in 2002 and 2003



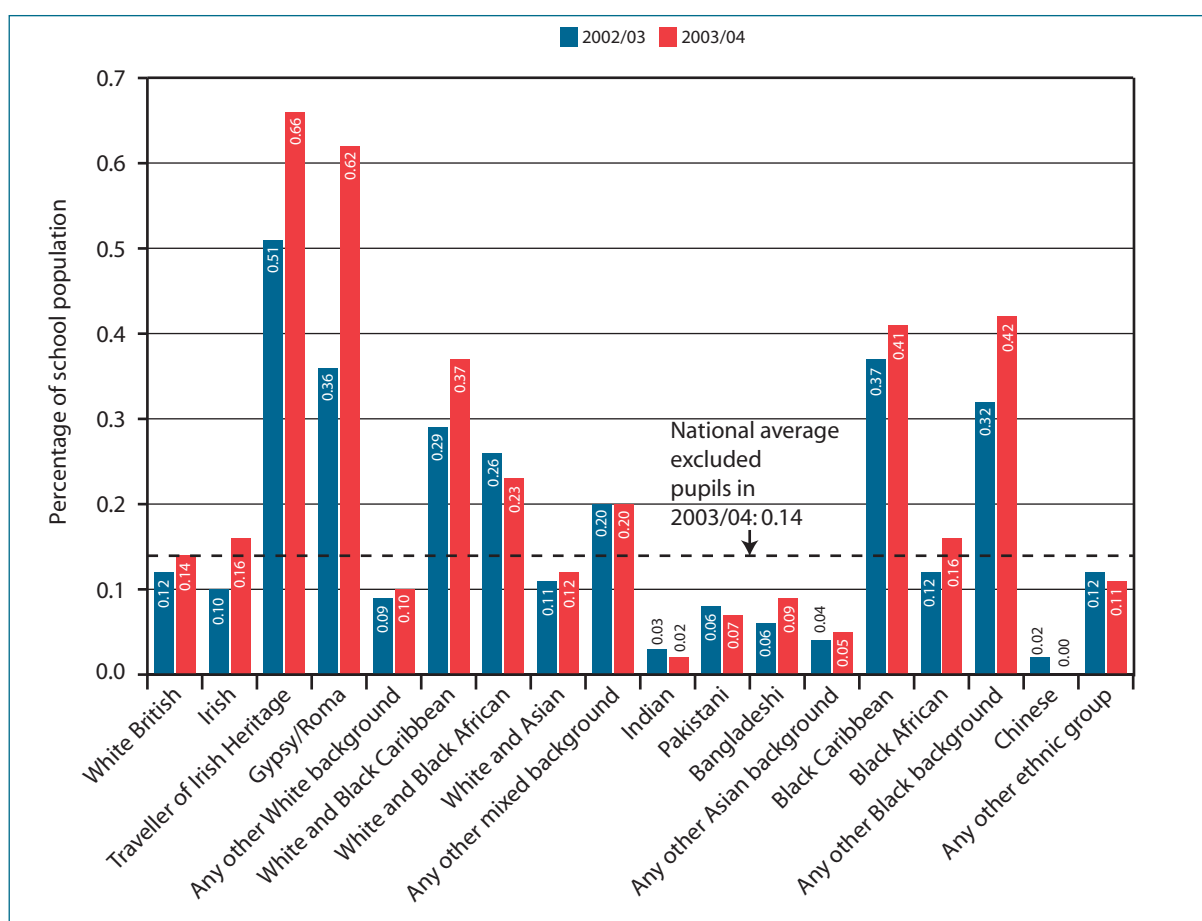
Source: Morris & Rutt (2005) 'An Analysis of Pupil Attendance Data in Excellence in Cities (EiC) Areas and Non-EiC EAZs: Final Report' DfES Research report

6.2 Exclusions

In 2002/03, permanent exclusion rates among Gypsy/Roma and Traveller of Irish Heritage pupils were around four times the rate for all pupils; and similarly the rates for Black Caribbean, Black Other, White/Black Caribbean and White/Black African pupils were higher than average.

Figures for 2003/04 replicate these patterns but also show that the permanent exclusion rates for these groups have increased since 2002/03, as Figure 44 shows:

Figure 44: Permanent exclusions from maintained schools by ethnicity 2002/03 – 2003/04



In 2003/04 the permanent exclusion rates of Traveller of Irish Heritage and Gypsy/Roma pupils were over 4 times that of the average for all pupils. Similarly the permanent exclusion rate for Black Caribbean pupils and Black Other pupils in 2003/04 was nearly three times that of the average for all pupils; and the permanent exclusion rate for Mixed White & Black Caribbean pupils was over 2½ times that of the average for all pupils. These ratios have all increased since 2002/03.

2003/04 was the first year in which reasons for exclusion were collected at a pupil level. These data must be treated with caution as is detailed in the footnote below²⁴. **In maintained secondary schools** most permanent exclusions are for persistent disruptive behaviour,

²⁴ These data are sourced from the new Termly Exclusions Survey and must be treated with caution as the ethnic background for nearly 2,000 permanent exclusions could not be established. The figures presented here will not match those published in Statistical First Releases as estimation techniques have not been applied to these data as they were in the published figures due to a known under-reporting of exclusions. In addition, the exclusion data are taken from the first full academic year for which we have data from the Termly Exclusions Survey. As with any new collection, we would recommend caution when interpreting these data.

followed by physical assault against a pupil and verbal abuse/threatening behaviour against an adult. However, this does vary by ethnic group.

It appears that Black pupils (except Black Other pupils) are more likely to be permanently excluded for physical assault against a pupil than for persistent disruptive behaviour. There is also evidence that they are more likely to be excluded for physical assault against an adult than other groups although this is not the most frequent reason for exclusion.

Even though persistent disruptive behaviour is not the most frequent reason for the permanent exclusion of Black Caribbean pupils, the proportion of these pupils excluded for this reason (0.11%) is still higher than the proportion of all pupils excluded for this reason (0.07%). The reverse is true for Black African pupils where only 0.04% are excluded for this reason.

It is difficult to ascertain any patterns for the Gypsy/Roma or Traveller of Irish Heritage pupils due to the very small numbers involved. Monitoring of these figures over time will be important.

Table 18: Reason for permanent exclusion from maintained secondary schools in 2003/2004

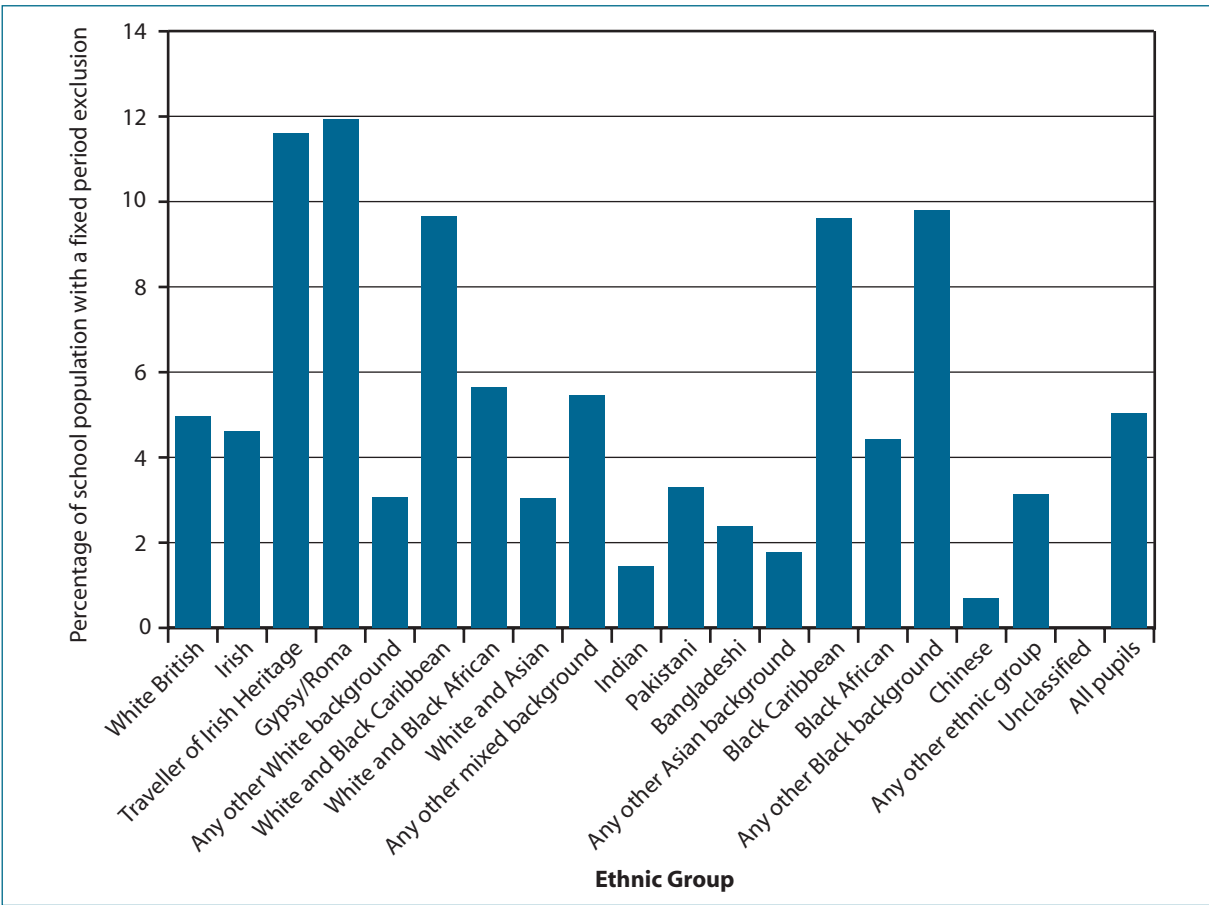
Ethnic Group	Most frequent reasons for permanent exclusion (percentage of pupils excluded for this reason)		
	1	2	3
All pupils	Persistent disruptive behaviour (0.07%)	Physical assault against a pupil (0.04%)	Verbal abuse/threatening behaviour against an adult (0.03%)
White British	Persistent disruptive behaviour (0.06%)	Physical assault against a pupil (0.03%)	Verbal abuse/threatening behaviour against an adult (0.02%)
Black Caribbean	Physical assault against a pupil (0.14%)	Persistent disruptive behaviour (0.11%)	Physical assault against an adult (0.06%)
Mixed Heritage White & Black Caribbean	Persistent disruptive behaviour And Physical assault against a pupil (0.11%)		Physical assault against an adult (0.08%)
Black African	Physical assault against a pupil (0.07%)	Persistent disruptive behaviour (0.04%)	Other (0.03%)
Any other Black Background	Persistent disruptive behaviour (0.13%)	Physical assault against a pupil And Physical assault against an adult (both 0.09%)	
Gypsy/Roma*	Physical assault against a pupil And Physical assault against an adult (both 0.34%)		Persistent disruptive behaviour (0.23%)
Traveller of Irish Heritage*	Persistent disruptive behaviour (0.39%)	Verbal abuse/threatening behaviour against an adult (0.20%)	

* The very small number of Traveller of Irish Heritage and Gypsy/Roma pupils means these figures should be treated with caution
Source: Termly Exclusions Survey 2003/2004

2003/04 was also the first year in which pupil-level data on fixed period exclusions were collected. The same caveats referred to in footnote 24 will apply to any interpretation of these data.

- As with permanent exclusions, the highest rates of fixed period of exclusions are for 5 groups: Gypsy/Roma, Traveller of Irish Heritage, Black Caribbean, Mixed heritage White & Black Caribbean and Black Other pupils.
- Black and Asian pupils were more likely to have received a fixed period exclusion from a maintained secondary school for physical assault against a pupil than for any other reason, in contrast to most other groups where the most frequent reason was for persistent disruptive behaviour. However, as with permanent exclusions, higher proportions of Black Caribbean and Black Other pupils were excluded for persistent disruptive behaviour than the average for all pupils.

Figure 45: Percentage of fixed period exclusions from maintained primary, secondary and special schools in 2003/04 by ethnicity



Source: Annual Schools Census and Termly Exclusions Survey

Table 19: Reason for fixed period exclusion from maintained secondary schools in 2003/2004

Ethnic Group	Most frequent reasons for fixed period exclusion (percentage of pupils excluded for this reason)		
	1	2	3
All pupils	Persistent disruptive behaviour (2.27%)	Verbal abuse/ threatening behaviour against an adult (2.05%)	Physical assault against a pupil (1.67%)
White British	Persistent disruptive behaviour (2.30%)	Verbal abuse/ threatening behaviour against an adult (2.08%)	Physical assault against a pupil (1.54%)
Black Caribbean	Physical assault against a pupil (3.91%)	Persistent disruptive behaviour (3.13%)	Verbal abuse/ threatening behaviour against an adult (2.86%)
Mixed Heritage White & Black Caribbean	Persistent disruptive behaviour (4.40%)	Physical assault against a pupil (4.18%)	Verbal abuse/ threatening behaviour against an adult (4.11%)
Black African	Physical assault against a pupil (2.88%)	Other (1.30%)	Persistent disruptive behaviour (1.29%)
Any other Black Background	Physical assault against a pupil (4.26%)	Persistent disruptive behaviour (3.73%)	Verbal abuse/ threatening behaviour against an adult (3.13%)
Traveller of Irish Heritage*	Persistent disruptive behaviour (7.44%)	Physical assault against a pupil (6.36%)	Verbal abuse/ threatening behaviour against an adult (6.07%)
Gypsy/Roma*	Persistent disruptive behaviour (8.33%)	Physical assault against a pupil (7.30%)	Verbal abuse/ threatening behaviour against an adult (6.73%)
Indian	Physical assault against a pupil (0.65%)	Other (0.61%)	Persistent disruptive behaviour (0.45%)
Pakistani	Physical assault against a pupil (2.01%)	Persistent disruptive behaviour (1.21%)	Other (1.00%)
Bangladeshi	Physical assault against a pupil (1.68%)	Verbal abuse/ threatening behaviour against an adult (0.94%)	Other (0.76%)

* The very small number of Traveller of Irish Heritage and Gypsy/Roma pupils means these figures should be treated with caution
Source: Termly Exclusions Survey 2003/2004

SECTION SUMMARY

- Evidence from Excellence in Cities Areas suggests that many minority ethnic groups have lower levels of absence from school than White British pupils.
- The permanent and fixed period exclusion rates for Gypsy/Roma, Traveller of Irish Heritage, Black Caribbean, Black Other and White & Black Caribbean pupils are a lot higher than the average for all pupils, and have increased since 2002/03.
- Black Caribbean pupils are more likely to be excluded (permanently and for a fixed period) for physical assault against a pupil than for persistent disruptive behaviour. However, they are still more likely to be excluded for persistent disruptive behaviour than any other ethnic group (apart from the two Traveller groups).





Section 7: Special Educational Needs

The 2005 Topic Paper highlighted differences in the proportion of pupils identified as having special educational needs (SEN) across ethnic groups, as well as differences between ethnic groups in the types of SEN with which they are primarily identified. However, this analysis did not take into account other factors which are associated with SEN, such as socio-economic disadvantage. As a result of this initial analysis the Department commissioned research to identify whether there is a need for further action in the area of the links between ethnicity and special educational needs and to suggest ways in which this action could be taken. This section presents the results of this research.

The research involved analysis of PLASC data to explore statistical associations between ethnicity and SEN. **This analysis showed clear evidence of over- and under-representation of certain minority ethnic groups (relative to White British pupils) within the SEN category as a whole and within certain categories of SEN, controlling for the influence of socio-economic disadvantage, gender and year group.** A literature review explored potential reasons for these differences and questionnaires to LAs and focus groups with key stakeholders provided further perspectives on these issues.

The following key findings are taken from the report of this research²⁵. **The recommendations for action are the views of the authors of the report and do not necessarily reflect the views of the Department.**

- Socio-economic disadvantage (poverty) and gender have stronger associations than ethnicity with overall prevalence of SEN and of certain categories of SEN. **However, after controlling for the effects of socio-economic disadvantage, gender and year group significant over- and under-representation of different minority ethnic groups relative to White British pupils remain.** The nature and degree of these disproportionalities varies across both category of SEN and minority ethnic group.

²⁵ Lindsay, Pather & Strand (2006) Special Educational Needs and Ethnicity: Issues of over- and under-representation DfES Research Report <http://www.dfes.gov.uk/research/data/uploadfiles/RR757.pdf>

After controlling for year group, gender and socio-economic disadvantage, and relative to White British pupils:

- Black Caribbean and Mixed White & Black Caribbean pupils are around 1½ times as likely to be identified as having Behavioural, Emotional and Social Difficulties (BESD) as White British pupils. The literature suggests teacher and school factors including racist attitudes and differential treatment of Black pupils as a reason for their over-representation in the BESD category. However, the PLASC data has not shown similar over-representation for all Black pupils, suggesting differences between Black Caribbean pupils and Mixed White & Black Caribbean pupils compared with Black Other pupils. Further work to investigate this over-representation is needed. The focus needs to be on distinguishing the different needs of these pupils. Positive approaches to engage the pupils and their parents and to focus on success, perhaps modelling on *'Aiming High'* but with a specific additional SEN focus, should be considered.
- Bangladeshi pupils are nearly twice as likely to be identified as having a hearing impairment as White British pupils, and Pakistani pupils are between 2 – 2½ times as likely to be identified as having Profound and Multiple Learning Difficulties, a Visual Impairment, Hearing Impairment or Multi-sensory Impairment as White British pupils. The literature suggests a greater incidence of genetic factors related to consanguinity (where parents are blood relations) as an important factor in the over-representation of Pakistani and Bangladeshi children for these SEN categories. However, care must be taken not to over-attribute developmental difficulties to this factor. The Department of Health needs actively to address this issue and to develop a sensitive strategy to engage the community in a consideration of risk associated with consanguinity.
- Asian and Chinese pupils are less likely than White British pupils to be identified as having Moderate Learning Difficulties, Specific Learning Difficulties and Autistic Spectrum Disorder. The literature suggests that this could be because of difficulties in disentangling learning difficulties from issues associated with English as an Additional Language (EAL) and therefore work is needed to assess whether these children's needs are being met appropriately or whether their EAL status is leading to an under-estimation of the nature and severity of cognition and learning needs. The literature also suggests that lack of early take-up of health care among EAL groups may be an additional risk factor.
- Traveller of Irish Heritage and Gypsy/Roma pupils are over-represented among many categories of SEN, including Moderate, and Severe Learning Difficulties, and BESD. The literature suggests a number of factors ranging from those associated with school such as negative teacher attitudes, racism and bullying, and a curriculum perceived as lacking relevance, to factors associated with Traveller cultures, such as high mobility, poor attendance and early drop out from school. However, the research base on this group is limited and therefore these conclusions are indicative only.



Section 8: Initiatives to raise the attainment of minority ethnic pupils

This section presents evidence of the impact of 3 DfES initiatives on the achievement and educational experiences of minority ethnic pupils. Firstly, it looks at provisional evidence from the evaluation of the *Aiming High: African Caribbean Achievement Project*. Secondly, it looks at the impact of the Excellence in Cities (EiC) initiative. Although not specifically aimed at minority ethnic pupils, some 60% of minority ethnic pupils attended schools in EiC areas. Therefore the Department commissioned specific analysis of the impact of this initiative on minority ethnic pupils as part of the overarching evaluation of this policy. Finally, it looks at the impact on bilingual learners and their teachers, of the *EAL Pilot: Raising the Achievement of Bilingual Learners in Primary Schools*.

8.1 Aiming High: the African Caribbean Achievement Project

This project was launched by the DfES in November 2003 with the aim of working with school leaders to develop a whole-school approach to raising the achievement of African Caribbean pupils. Thirty schools were involved in the pilot, and were each given extra resources for leadership on the project, consultant support, training from the National College of School Leadership and a grant of up to £10,000 a year. The project was evaluated by a consortium of researchers at the University of Bristol, the Institute of Education and Birmingham Local Authority. The evaluation aimed to investigate the effectiveness of the project in developing whole-school change to raise the achievement of African Caribbean pupils through qualitative case studies of ten Aiming High schools at the start, and towards the end of, the pilot, as well as analysis of performance data across all 30 schools. The findings detailed below relate to the case study visits 10 Aiming High schools²⁶. Data on the impact of the programme on the attainment, inclusion and participation of African Caribbean pupils will be included in the final report from this evaluation which will be available later this year.

- The researchers concluded that when a systematic link was made between the schools' duties with regard to race equality and the goals of *Aiming High* there was a noticeable shift in the practices and ethos of the schools in the project.

²⁶ Tikly, Haynes, Caballero, Hill & Gillborn (2005) *Evaluation of Aiming High: African Caribbean Achievement Project* Unpublished report.

- Most head teachers in the case study schools demonstrated strong leadership in addressing the achievement of their African Caribbean pupils and ensured that staff, pupils and parents were clear that underachievement of any group ran counter to the school culture. However, the extent of their involvement in the project, and their understanding of how school factors impacted upon the achievement of African Caribbean pupils varied. Where heads displayed a better understanding of these issues, African Caribbean pupils and parents were more positive about the schools commitment to meeting the goals of *Aiming High*.
- In most case study schools the partnership between the Lead Professional for the project and the head teacher and senior management team was effective. In some schools the Lead Professional was more isolated, and in these cases progress on meeting the goals of *Aiming High* was less apparent.
- Although many Heads of English and Maths were beginning to lead on developing strategies to target African Caribbean achievement there was evidence that some staff remain reluctant to adopt a dedicated focus on African Caribbean pupils, this was often evident when there was a 'colour blind' ethos within the school.
- African Caribbean parents and pupils overwhelmingly saw unfair and inconsistent behaviour management policies as the largest barrier to the achievement of this group. There was some evidence that progress on this was being made in schools that prioritised academic **and** pastoral preventative measures, such as challenging exclusion practices, providing training for teachers and providing mentoring programmes for children.

The researchers concluded that *Aiming High* has been effective in raising awareness of African Caribbean issues in schools, has helped schools to develop fairer and more systematic whole schools processes and has provided quality academic and pastoral support to African Caribbean pupils. This success was dependent on the commitment of Governors and senior management to address race equality issues, commitment to mainstreaming initiatives to raise the achievement of this group and commitment of head teachers to address the needs of African Caribbean pupils. Barriers to the effectiveness of the project included a 'colour blind' approach, lack of accountability at different levels and the inability of the leadership team to manage change.

8.2 Excellence in Cities

Excellence in Cities (EiC), launched in 1999, aimed to improve the attainment of pupils in disadvantaged urban areas through targeted support to meet the needs of all pupils and by promoting collaboration between schools. By the end of Phase 3 of the policy, about a third of maintained secondary schools in England were covered by the policy, and over 60% of pupils from minority ethnic groups attended schools in EiC areas. Given this high representation of minority ethnic pupils within the policy the Department commissioned an analysis of the impact of EiC on minority ethnic pupils. The 2005 Topic Paper presented emerging findings from the analysis, based on data from the 2002 academic year. Final results from the analysis presented below are based on 2002 and 2003 data and were published in November 2005²⁷.

²⁷ Kendall, Rutt & Schagen (2005) *Minority Ethnic Pupils and Excellence in Cities: Final Report* DfES Research Report 703
<http://www.dfes.gov.uk/research/data/uploadfiles/RR703.pdf>

In the Phase 1 EiC areas around 40% of pupils were from minority ethnic backgrounds. The largest minority ethnic group was Pakistani pupils (8% of all pupils) followed by Black Caribbean and Black African pupils (5%). In the Phase 2 areas only 15% of pupils were from minority ethnic backgrounds and in Phase 3 areas 25%.

Involvement of minority ethnic pupils in EiC

- The 2002 data showed considerable variations between the ethnic groups in their involvement in the Gifted and Talented strand of EiC. In 2002, 10% of White UK pupils were identified as Gifted and Talented, compared to 6% of Indian pupils and 5% or less of Pakistani, Black Caribbean or Black African pupils. By 2003 these differences were less marked. For example, 12% of White UK pupils and Black Caribbean pupils and 13% of Black African pupils were identified as Gifted and Talented. The researchers conclude that this could suggest that EiC schools were widening the range of strategies that they use to identify gifted and talented pupils.
- A similar story was true of pupils referred to a Learning Mentor. In 2002 over a third of pupils from the Black African and Black Caribbean groups were referred to a Learning Mentor compared to 29% of White UK pupils. In 2003 these differences between ethnic groups were less apparent with a range of 26%-29% of pupils from each group being referred to a Learning Mentor.

Impact of EiC on attainment

- On average, minority ethnic pupils in schools in EiC areas had lower levels of attainment than minority ethnic pupils in schools not in EiC areas.
- In EiC and non-EiC schools pupils from minority ethnic backgrounds faced greater challenges than their White UK peers in terms of lower levels of prior attainment, greater entitlement to Free School Meals and higher levels of identified Special Educational Needs. However, this was especially true for minority ethnic pupils in EiC areas. Controlling for these, and other, factors the analysis was able to identify the impact of being in an EiC Phase 1 school on attainment at Key Stages 3 and 4 for each ethnic group.
- In line with findings reported in section 3.2, there was evidence that controlling for these pupil and school background characteristics, minority ethnic pupils had higher attainment than comparable White UK pupils.
- In addition to this, there was some evidence that attending an EiC school had a positive impact on attainment. Controlling for pupil and school background factors, the analysis showed that **attending an EiC Phase 1 school was associated with improved levels of GCSE attainment, relative to comparable pupils from similar ethnic groups attending non-EiC schools**. However, this depended on the measure of attainment used as well as the ethnic group considered and (in some cases) gender. For example:
 - Looking at capped GCSE point scores (taking the highest 8 GCSE scores) showed that for boys, attending an EiC school was associated with a higher GCSE capped points scores than comparable boys in non-EiC schools for all minority ethnic groups. The extent of this impact ranged from less than half a point for Indian and Pakistani boys, up to 1.3 points for Chinese boys. This was in contrast to White UK boys, where there was no difference between EiC and non-EiC boys.

- However, looking at the impact of EiC on the probability of achieving 5+A*-C grades at shows a slightly different story. For pupils in non-EiC schools, minority ethnic groups had higher probabilities of achieving 5+A*-C GCSE grades than comparable White UK pupils. However, there was less evidence that attending an EiC Phase 1 school had an additional positive impact on individual minority ethnic groups. Although in general, pupils attending an EiC Phase 1 school had a greater probability of achieving 5+A*-C at GCSE than comparable pupils who had not attended an EiC school, only pupils from the Black Other and Other ethnic group categories showed an additional 'EiC effect'. In contrast, pupils from Pakistani backgrounds attending EiC Phase 1 schools appeared to have a reduced probability of achieving this benchmark.
- There was less evidence that attending an EiC school had had a positive impact on attainment at KS3 except for the Chinese group.
- As would be expected, pupils identified as Gifted and Talented had, on average, higher levels of attainment than pupils not so identified. However, controlling for a range of pupil and background characteristics (including prior attainment) showed that pupils identified as gifted and talented still had higher average levels of attainment than comparable pupils not identified as Gifted and Talented. Similarly, controlling for a range of factors, pupils referred to a Learning Mentor had lower levels of attainment than comparable pupils not referred to a Learning Mentor. The impact of being identified as Gifted and Talented, or of being referred to a Learning Mentor was the same for all ethnic groups, although there was tentative evidence that White non-UK pupils benefited least from being identified as Gifted and Talented. For Black African pupils there was tentative evidence that being referred to a Learning Mentor was associated with **improved** attainment.

8.3 EAL Pilot: Raising the Achievement of Bilingual Learners in Primary Schools

From January 2004 the DfES (Ethnic Minority Achievement Unit) worked in partnership with the Primary National Strategy (PNS) to develop a pilot programme in 12 local authorities which aimed to increase the confidence and expertise of mainstream primary teachers to meet the needs of their bilingual pupils, and also to close the achievement gap between these pupils and those for whom English is their first language. Within each LA the pilot was led by the PNS and Ethnic Minority Achievement (EMA) service and within each authority a pilot consultant was employed. Around 3 schools per authority were selected to take part in the pilot, which involved the school leadership team working with the consultant to undertake a school audit which was used to negotiate the input of the consultant in each school. The consultant then provided each school with a series of whole-school professional development sessions and an allocation of their time, which the school could use to meet their needs.

An evaluation of this pilot has been conducted by the National Foundation for Educational Research and was published at the end of May 2006.²⁸ Key findings taken from the evaluation report are presented below. The evaluation involved interviews with staff in 7 local authorities at two time points and visits to 24 schools, again at two time points. These visits involved interviews with a variety of staff.

²⁸ White, Lewis & Fletcher-Campbell (2006) Raising the Achievement of Bilingual Learners in Primary Schools: Evaluation of the Pilot/Programme DfES Research Report <http://www.dfes.gov.uk/research/data/uploadfiles/RR758.pdf>

- The pilot was deemed to be successful in raising the confidence of teachers and teaching assistants in meeting the needs of bilingual learners who, amongst other benefits, had gained insights into the difficulties faced by the target pupils, an awareness of how EAL pedagogy related to good teaching, and an understanding of how strategies within the pilot could be integrated into the regular classroom routines and approaches to benefit all pupils in the class.
- Staff in the pilot schools reported that the pilot had encouraged bilingual pupils to be more confident, to ask more questions, to be more prepared to use their home language in school and to be more focused in class. The results of an analysis of the Key Stage results for pupils in the pilot schools from 2004-2006 will be published as a separate report in Spring 2007.
- Whilst there was evidence that local authority management arrangements and school improvement interventions were powerful mechanisms of support to some of the case study schools, much of their full potential was as yet unrealised. This carries strong messages about facilitating conditions which need to be recognised when the programme is more widely applied. These included: a careful selection of pilot schools based on knowledge of their needs and capacity; and the appointment of a consultant with the relevant pedagogical knowledge and expertise and with the necessary skills to work strategically with senior managers in the school but also operationally with teaching staff.
- Within the case study schools, reference was made to a wide range of practices and interventions which aimed to raise achievement for bilingual learners. These tended to be successful when they were grounded in an action plan, were applicable across the curriculum and the school; and raised achievement for all pupils. Specific teaching approaches that were widely referred to included the use of layered curriculum targets to plan for language development and curriculum access; planned opportunities for speaking and listening using methods such as 'talk partners' and speaking frames; and prioritising speaking and listening as a prelude to writing.
- The evidence from the evaluation suggests that the pilot had more of an impact where an effective consultant had support from local authority colleagues and worked in a school where there was a strong commitment to the pilot from the senior leadership team. The materials used were, arguably, the least important part of the pilot and thus there are questions as to how the programme will flourish if it only uses these resources.

The evaluation also identified a series of developmental questions for different agencies which can be used in the future to inform the implementation of the programme.





Section 9: Teacher Ethnicity

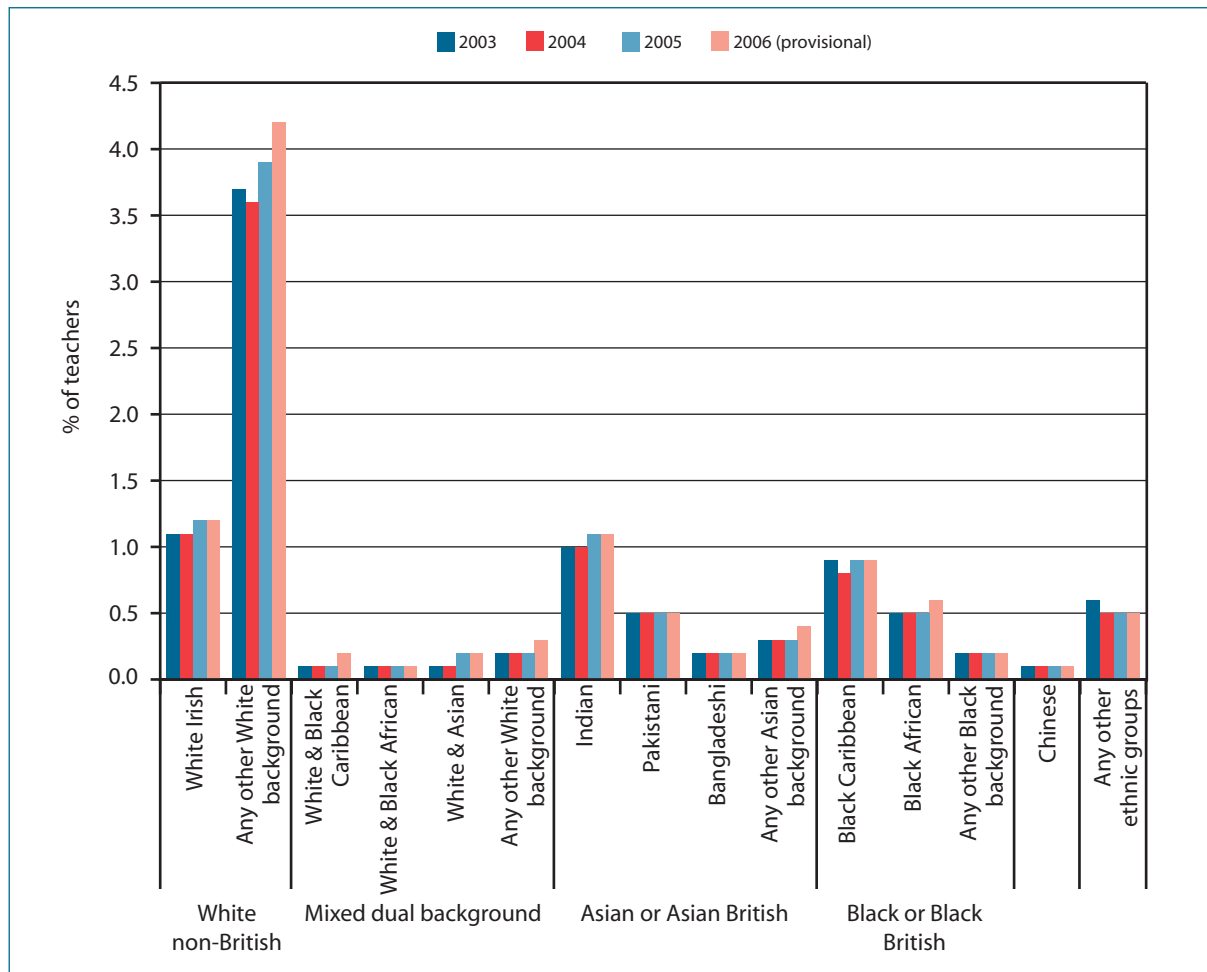
Data on the ethnicity of teachers in maintained schools is collected by the Department annually. This section examines changes in the proportion of minority ethnic teachers from 2003-2006 at a national and regional level and looks at the differences between the minority ethnic teacher and pupil populations.

In 2003, 9.5% of teachers were from a minority ethnic group (any group other than White British). In 2006 this proportion has increased slightly to 10.5%. Data on teacher ethnicity should be treated with some caution as in each year a substantial proportion of teachers did not provide details on ethnicity. However, teacher ethnicity data are becoming more complete; in 2005 13% of teachers did not provide these data compared to 15% in 2005, 18% in 2004 and 22% in 2003. It is possible that the slight increase in the proportion of minority ethnic teachers could be attributed to the increasing completeness of the data rather than any real increase.

Figure 46 shows how the proportion of teachers from minority ethnic groups has changed from 2003-2006:

- The proportion of White non-British teachers has increased from 4.8% in 2003 to 5.4% in 2006.
- The proportion from the Mixed group has increased slightly from 0.5% in 2003 to 0.7% in 2006.
- The proportion of Asian/Asian British teachers has increased slightly from 2.0% in 2003 and 2004, to 2.2% in 2006.
- Similarly, the proportion of Black/Black British teachers has increased slightly from 1.5% in 2003 and 2004 to 1.7% in 2006.
- The proportion of Chinese teachers has remained stable at 0.1%.

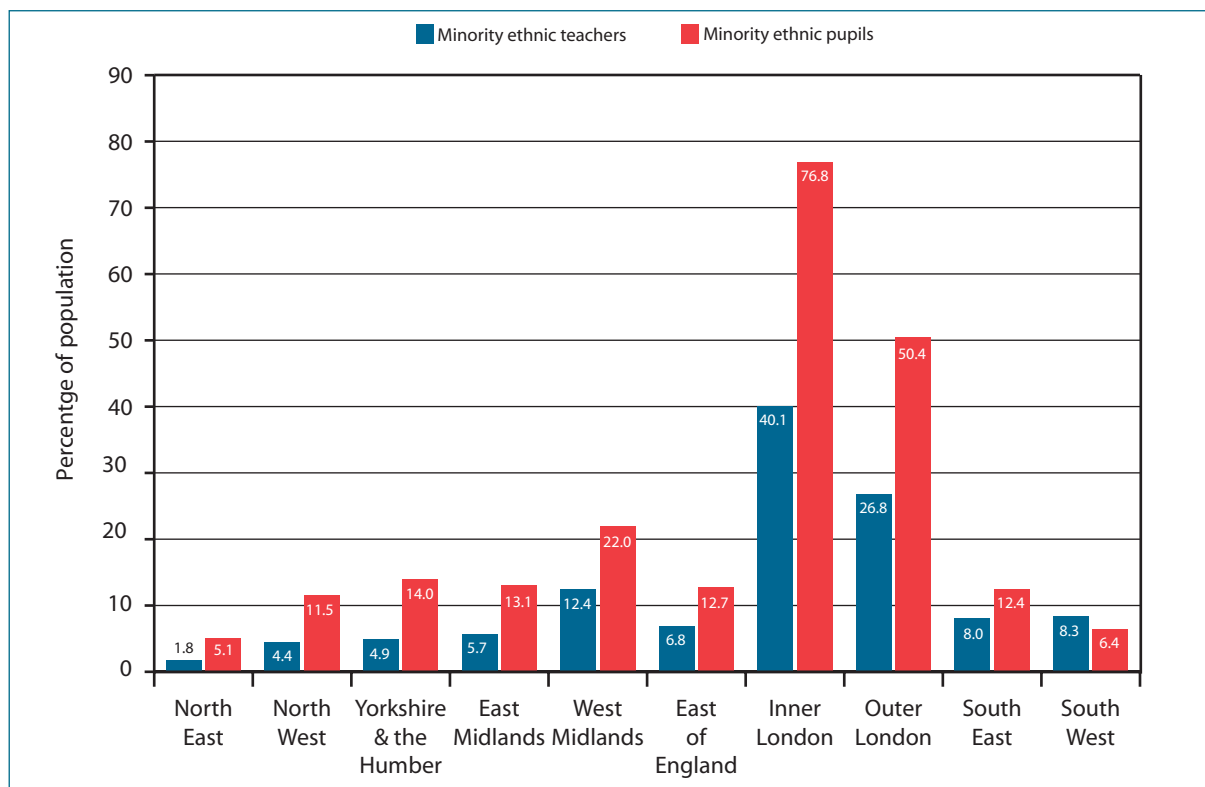
Figure 46: Percentage of teachers from minority ethnic groups 2003-2006 (provisional)



Inner London has the highest proportion of minority ethnic teachers in 2006 (40%), followed by Outer London where over a quarter (27%) of teachers are from a minority ethnic group, and the West Midlands with just over 10% minority ethnic teachers. In all of the other Government Office Regions the proportion of minority ethnic teachers is less than 10%.

Figure 47 shows the proportion of minority ethnic teachers in each region compared to the proportion of minority ethnic pupils.

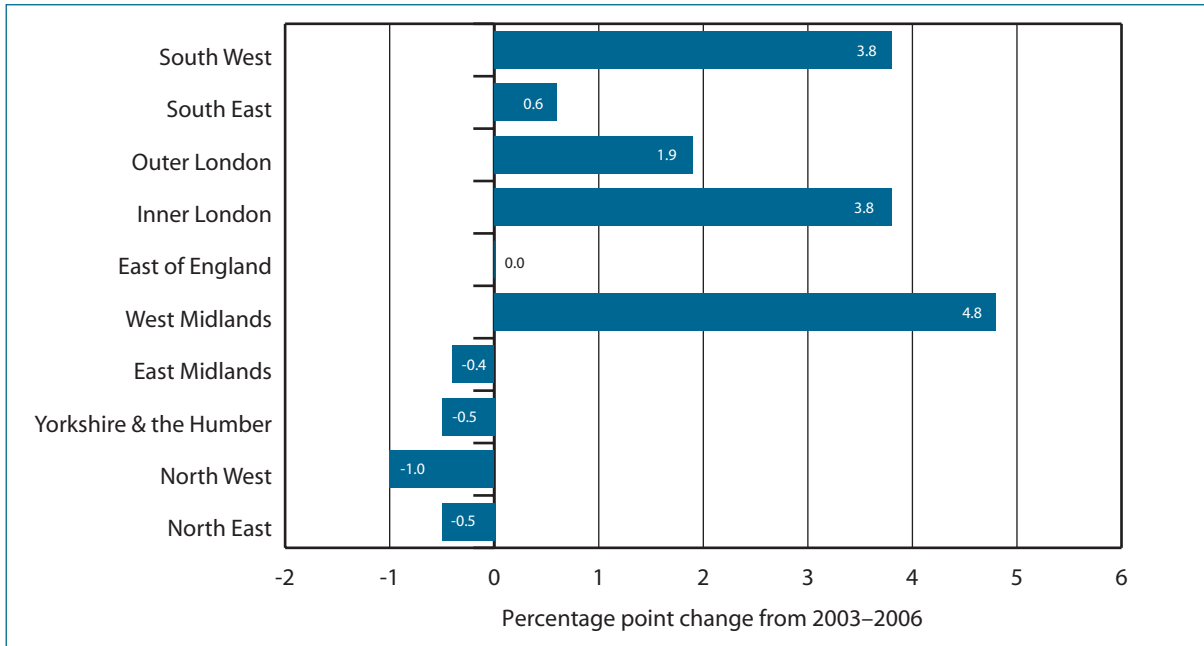
Figure 47: Percentage of teachers and pupils from a minority ethnic group in 2006 (provisional)



Whilst Inner and Outer London have the largest proportions of minority ethnic teachers they also have the largest gaps between the proportion of pupils from a minority ethnic group, and the proportion of teachers from a minority ethnic gap. In absolute terms, the gap is 37 percentage points in Inner London and 24 percentage points in Outer London. The South West is the only region where there is a higher percentage of minority ethnic teachers than minority ethnic pupils. In this region, the proportion of minority ethnic teachers increased from 4.5% in 2003 to 8.3% in 2006.

Figure 48 shows that in 4 of the regions there have been substantial increases in the proportion of minority ethnic teachers meaning that the teaching staff in these regions are becoming more representative. The proportions of minority ethnic teachers in the West Midlands has increased by almost 5 percentage points since 2003, in Inner London and the South West by nearly 4 percentage points, and in Outer London by almost 2 percentage points. The increases in London are especially positive given that these 2 regions have the largest gaps between the proportions of minority ethnic pupils and teachers. In 4 of the regions, the proportions of minority ethnic teachers have decreased since 2003, albeit minimally (by a percentage point or less in each region).

Figure 48: Change in the proportion of minority ethnic teachers from 2003-2005



SECTION SUMMARY

- The proportion of minority ethnic teachers has increased from 9.5% in 2003 to 10.5% in 2004. The largest minority ethnic group is the any other White background group.
- Inner and Outer London have the largest proportions of teachers who are from a minority ethnic background but also have the largest discrepancies between the proportion of pupils from minority ethnic backgrounds and the proportion of teachers.
- The proportions of minority ethnic teachers in Inner and Outer London, and in the West Midlands and the South West have increased since 2003.

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