

ENGLISH AS AN ADDITIONAL LANGUAGE ASSOCIATION OF WALES
CYMDEITHAS SAESNEG FEL IAITH YCHWANEGOL CYMRU

EALAW

WORKING FOR PUPILS WITH ENGLISH AS AN ADDITIONAL LANGUAGE
YN GWEITHIO AR RAN DISGYBLION YNG NGHYMURU SYDD Â'R SAESNEG FEL IAITH YCHWANEGOL



Llywodraeth Cynulliad Cymru
Welsh Assembly Government

The achievement of ethnic minority pupils in Wales

An EALAW Research Report for the Welsh Assembly Government

Funded by the Welsh Assembly Government 2002/03

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Glossary of abbreviations and explanation of terms

BERA	:	British Educational Research Association
CRE	:	Commission for Racial Equality
CSI	:	Core Subject Indicator
DfES	:	Department for Education and Skills
E1L	:	English as a First Language
EAL	:	English as an Additional Language
EM	:	Ethnic Minority
EMA	:	Ethnic Minority Achievement
EMAG	:	Ethnic Minority Achievement Grant
ESL	:	English as a Second Language
FSM	:	Free School Meals
GCSE	:	General Certificate of Secondary Education
GEST	:	Grants for Education Support and Training
KS	:	Key Stage (1-4)
LEA	:	Local Education Authority
Ofsted	:	Office for Standards in Education
PLASC	:	Pupil Level Annual School Census
QCA	:	Qualifications and Curriculum Authority
SAT	:	Standard Assessment Test
SEN	:	Special Educational Needs
SIMS	:	Schools Information Management Systems

Ethnic – In this report, the term ‘ethnic’ refers to any group of people who have in common a shared culture, language, heritage and set of values. Everyone has an ethnic background or a mix of ethnic backgrounds. Ethnic groups are most often identified by the place their ancestors originate from e.g. Indian, Chinese or British. Although a person’s ethnic identity must be self-chosen, governmental authorities have defined certain ethnic group categories which are used for statistical purposes.

Ethnic Minority – In this report, the term ‘ethnic minority’ refers to those people living in the UK but whose ethnic background is not that of the majority population of the UK. Their ethnic group is in a minority. This includes white people of non-UK backgrounds such as many Eastern and Western Europeans. ‘Ethnic minority’ has been used throughout the report to be consistent with the title of the grant to support ethnic minority pupils in Wales: the ‘Ethnic Minority Achievement Grant’.

Minority Ethnic – This term is more commonly used at present to refer to ethnic minority groups but has not been used in this report, other than in the quotation from Estyn on page 3, for the reason given above.

Executive summary

Background to the research project

In 2001, no national data was available on the distribution and achievements of ethnic minority pupils in schools in Wales. The Welsh Assembly Government recognised a need to collect such data and to promote evidence-based research on ethnic minority achievement in Wales.

In January 2002, the Welsh Assembly Government commissioned the English as an Additional Language Association of Wales (EALAW) to carry out a one-year research study between March 2002 and March 2003 to gather what achievement data was available and to carry out interviews with pupils, parents and teachers to explore the different factors impacting on ethnic minority achievement.

The findings and recommendations of this study are intended to inform the decisions of the Welsh Assembly Government, Local Education Authorities, schools and other educational bodies in Wales on the provision of education and support for ethnic minority pupils in Wales.

Overview

In 2002, schools identified just over 13,000 ethnic minority pupils in Wales. In 2003 this figure rose to over 15,000, primarily as a result of more accurate identification in all authorities. These pupils are from over 100 different ethnic backgrounds and use over 90 different languages.

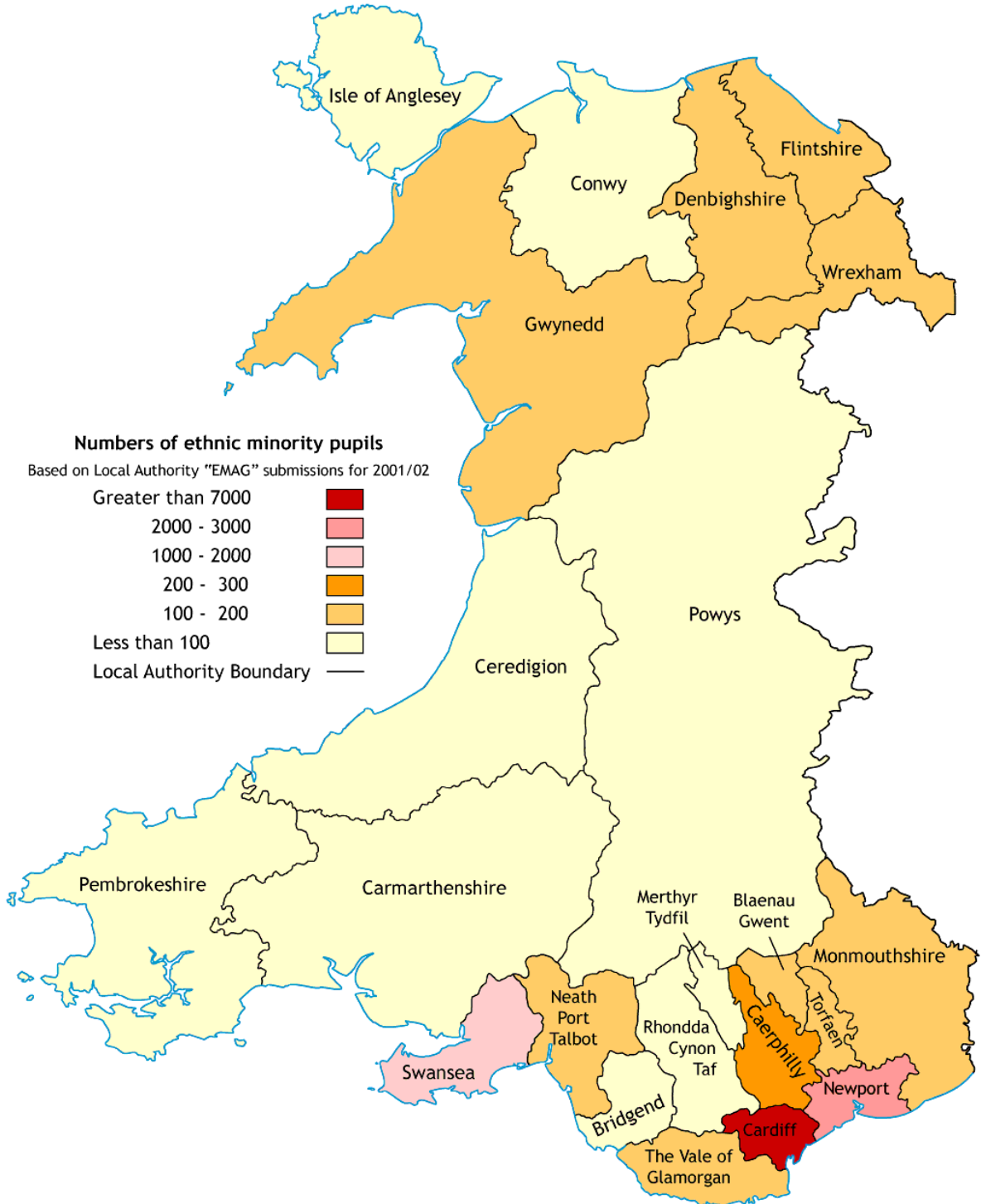
Based on 2001/02 figures, ethnic minority pupils are distributed between more than 840 schools (approx. 40% of all schools in Wales) and make up 2.5% of the total school pupil population. 80.3% attend schools in the urban centres of Cardiff, Newport and Swansea with the remaining 19.7% distributed throughout the more rural areas of North, West and Mid-Wales (see Table 1 and Map 1.) 80% of these schools have $\leq 5\%$ ethnic minority pupils on roll and these 'isolated' pupils account for 25% of all the ethnic minority pupils in Wales. Put another way, 75% of the ethnic minority pupils in Wales are concentrated in 20% of the schools where such pupils are present (see Map 2.)

Table 1: Distribution of ethnic minority pupils by local authority 2001/02

Local authority	% of total Wales ethnic minority pupil population
Anglesey/Ynys Mon	0.1
Ceredigion	0.2
Carmarthenshire	0.3
Pembrokeshire	0.3
Merthyr Tydfil	0.5
Denbighshire	0.8
Flintshire	0.8
Blaenau Gwent	0.9
Gwynedd	0.9
Rhondda Cynon Taff	0.9
Wrexham	1.2
Bridgend	1.4
Monmouthshire	1.4
Neath Port Talbot	1.4
Vale of Glamorgan	1.4
Torfaen	1.5
Conwy	1.6
Powys	1.8
Caerphilly	2.3
Swansea	9.5
Newport	17.4
Cardiff	53.4
TOTAL	100

Map 1

Numbers of ethnic minority pupils in maintained schools in Wales 2001/02

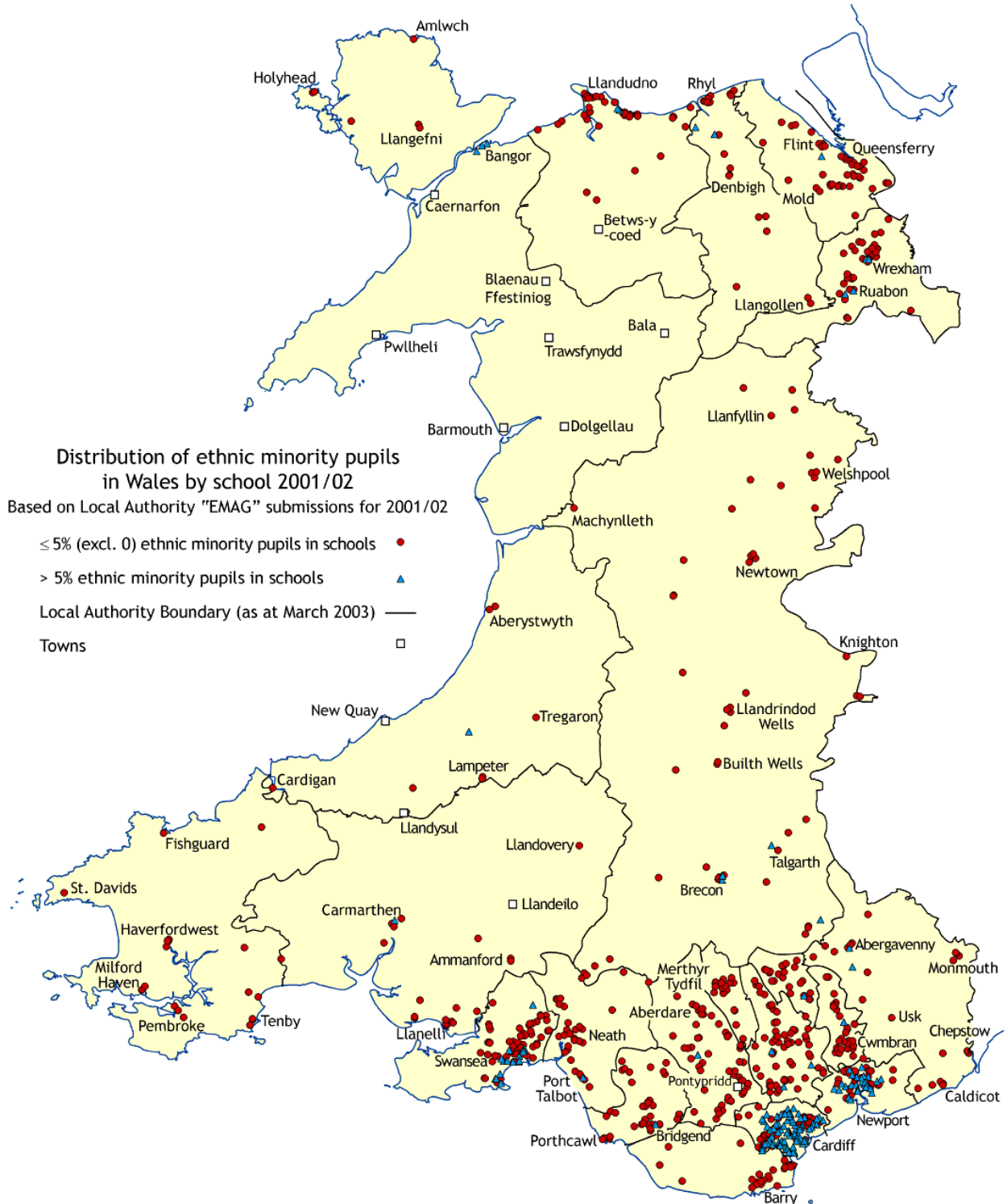


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Map 2

Distribution of ethnic minority pupils in Wales by school 2001/02



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Main findings

Attainment

Based on the data made available to this project, ethnic minority pupils in Wales, taken together, have lower attainment at Key Stages 1-4 compared to national figures by margins ranging from –6% to –21%.

Factors

There are many factors which impact on the achievement of ethnic minority pupils in Wales. Some are common to all pupils, others are specific to ethnic minority groups. These factors combine in different ways and affect pupils from different backgrounds to varying degrees. If the achievement of ethnic minority pupils in Wales is to be raised, all of these factors need to be taken account of.

Proficiency in English

The most significant factor impacting on the achievement of ethnic minority pupils for whom English is an additional language is their level of proficiency in English. As pupils' proficiency in English increases, pupils are expected to 'close the attainment gap'. Over time, the attainment gap is narrowed by girls but not boys.

Gender

The average attainment of ethnic minority boys is lower than that of ethnic minority girls by a similar margin to that of the national figures but varies between core subjects. The attainment gap between the genders is most pronounced in English.

Variations between ethnic groups

There are wide variations in attainment between ethnic groups. Indian pupils have the highest and Yemeni and Somali pupils have the lowest attainment overall. Chinese, Mixed Race and Eastern European pupils tend to achieve well but their attainment varies between key stages. Bangladeshi pupils have higher attainment than Pakistani pupils but are still well below national averages. Black Caribbean pupils attain higher than the national average at Key Stage 1 and then suffer a marked decline to -28% below the national average for 5+ A*-C grades at Key Stage 4. High achieving and low achieving individuals are found within all ethnic groups.

Special Educational Needs

Special Educational Needs is a highly significant factor in the attainment of individual ethnic minority pupils.

Attendance

Attendance is a highly significant factor. Overall attendance of ethnic minority pupils is higher than national averages but prolonged absences can have a negative impact on the achievement of pupils from some ethnic groups, particularly those of Indian subcontinent and Arab backgrounds.

Socio-economic background

Family income (based on Free School Meals entitlement) and parents' occupational background are both highly significant factors but parents' occupational background has a slightly less significant impact on attainment. Overall Free School Meals entitlement is higher than that of all Welsh LEAs but varies between regions.

Time in UK

The length of time pupils have been educated in the UK and whether or not they were born here are both linked to levels of proficiency in English and impact significantly on attainment.

Parental education and literacy

Levels of parental education and literacy, particularly those of the mother, are very important for supporting pupils with homework and schoolwork and directly impact on pupils' achievement. They also influence levels of parents' participation in school activities.

Racism and discrimination

Almost three quarters of the ethnic minority pupils surveyed experience racism but incidences of high levels of racism are much lower. Racism is more prevalent outside than inside school for most ethnic groups suggesting that schools provide a certain level of protection against racism. The amount of racism varies according to local area. The impact of racism on achievement is more difficult to quantify but examples of both personal and institutional racism are evident in a range of the factors examined. Racism affects pupils' self-esteem, sense of identity and confidence in the education system. Schools' inability to address racism effectively leaves pupils feeling isolated, hurt and angry which can lead to disaffection.

Phase of schooling

Taking account of other factors, low achievement for most ethnic minority groups is more pronounced in secondary than in primary schools. Achievement levels at KS2 and KS3 are insufficient to enable ethnic minority pupils to close the attainment gap by KS4.

Identity

Many factors shape the identities of ethnic minority pupils in Wales. Most ethnic minority pupils would not describe themselves as 'Welsh' but they are more likely to include 'Welsh' as part of their identity where they feel part of their local community and as they get older.

Isolation

The circumstances and experiences of 'isolated' ethnic minority pupils are quite varied. Some are very settled and happy but others are lonely and experience great prejudice. Flexibility and sensitivity are required to adequately meet the needs of such pupils.

Integration

Most primary teachers perceive relationships between pupils of different ethnic groups to be positive with high levels of integration but this decreases noticeably in secondary schools. Integration is less evident in the playground than in the classroom. Most pupils have several good friends from different backgrounds to their own.

Distraction and peer pressure

Most ethnic minority pupils are perceived by teachers to be less susceptible to the negative impact of peer pressure and distraction but the achievement of some pupils is affected by these influences.

Cultural difference

Differences between the cultures of home and school are believed to have both positive and negative impacts on achievement. Teachers perceive high moral values and a strong work ethic as positive aspects of ethnic minority pupils' home cultures. For parents, the main areas of difficulty concern language, lack of cultural understanding and conflicting values. Pupils see little of their own cultures and backgrounds reflected positively in the curriculum.

Ambitions

Ethnic minority parents and pupils have high ambitions, often going beyond the family's current social status. Family encouragement and pressure to succeed are evident.

Expectations

School and teacher expectations of success for ethnic minority pupils are generally high. Pupils respond well to inclusive practices and high expectations but are very aware of any teacher's low expectations and negative perceptions of their backgrounds.

Home languages

Many ethnic minority pupils use their home languages extensively but this is not frequently recognised or supported in school. Many ethnic minority pupils reach the end of compulsory schooling without attaining full proficiency in either English or their home language.

Parental participation

Positive encouragement by schools of ethnic minority parents leads to higher levels of participation but ineffective communication strategies isolate parents from the education process.

Training

Levels of training attended by mainstream teachers in both phases on race and cultural awareness, dealing with racist incidents, English language acquisition and meeting ethnic minority pupils' needs are low. Many teachers are not very confident about their cultural and linguistic understanding or about how to deal with racist incidents. Pupils are very aware of teachers' lack of cultural knowledge and of teachers' insensitivity to their backgrounds which can contribute to disaffection.

Support

Pupils appreciate support for both academic and personal reasons. They greatly value teachers who explain clearly and help them to understand their work. Partnerships between mainstream and support staff are most productive when working relationships are negotiated and well-structured. Many teachers observe that there is a lack of time for liaison and joint planning which reduces the productivity of support.

Data deficit and ethnic monitoring

There remains a data deficit in relation to ethnic minority pupils in schools in Wales although the situation has improved during the past two years. Collection and use of information about ethnic minority pupils is inconsistent across Wales. Currently, very little monitoring of attainment or other aspects of school life is carried out by ethnic group.

Impact of factors on high and low achievement

Analysis of the impact of different factors on high and low achieving ethnic minority pupils found that low achievement is more likely to be associated with the factors in the bulleted list below. Where more of these factors are present, or if any of the factors are more pronounced, then the impact on achievement is likely to be greater.

However, for several of these factors, the margins between high and low achievers are not highly significant and there are many pupils who achieve well in school despite some of these indicators being true for them. Schools and LEAs must be proactive and persistent in finding ways to address ethnic minority pupils' and parents' needs, maintaining high expectations and making every effort to help them overcome any barriers they may face. Low achievement is more likely to be associated with:

- Being less proficient in English
- Having special educational needs
- Coming from a more socially disadvantaged background
- Having lower attendance
- Going on extended visits abroad but less frequently than high achieving pupils
- Having parents who are not highly educated
- Having parents with lower levels of literacy in English
- Having less help available at home to assist with homework
- Having less help from your mother
- Depending more on brothers, sisters and friends for help with homework
- Being in secondary school
- Being distracted by classmates
- Having fewer good friends of different backgrounds
- Having difficulty understanding what you have to do in class
- Having teachers who don't explain clearly enough for you
- Experiencing either 'a lot' of racism or 'none' at all
- Perceiving higher levels of racism outside of school than inside
- Choosing not to identify with 'Welsh' as part of your identity
- Being boys
- Having more people living in your home
- Having more brothers and sisters
- Living in an urban centre (though not exclusively)
- Attending a school with > 5% ethnic minority pupils (though only slightly more likely)
- Having fewer teachers who know much about your language
- Having fewer teachers who know much about your culture
- Having less encouragement from school for parents to be involved
- Having parents who are not very involved in school
- Having less communication from teachers to parents about your progress
- Requiring translated and interpreted communication for parents

High achievement is more likely to be associated with the converse.

Conclusion

This research study has found clear evidence of social and educational inequality between the different ethnic groups represented in schools in Wales. Though many of these inequalities are closely linked with socio-economic background and levels of education, they alone do not account for the attainment gap which is still significantly below that of national figures for most ethnic minority groups, and particularly for boys.

The Welsh Assembly Government, local authorities and schools must assess and monitor the impact of their policies and practices on ethnic minority pupils, giving particular attention to attainment. In contributing to defining Wales as a learning country, public authorities must be proactive in including, involving and supporting ethnic minority pupils and parents in the processes of education.

Recommendations

Ethnic monitoring

- The Welsh Assembly Government should monitor attainment and other data impacting on attainment at a national level by ethnicity and gender
- LEA information officers should monitor the data available to them through SIMS by ethnicity and gender
- All schools should monitor attainment and other aspects of school life which impact on attainment by ethnicity and gender
- Annual targets for ethnic minority achievement should be set by the Welsh Assembly Government, all LEAs and all schools with ethnic minority pupils
- Strategies should be put in place to address underachievement of identified groups and individuals
- LEAs should give school advisers and advisory teachers responsibility for monitoring ethnic minority achievement and strategies used in schools
- Estyn should include reference to attainment by ethnicity and gender in all school inspection reports

EMAG and meeting needs

- EMAG funding should be increased to match the increased need identified through recent ethnic monitoring
- EMAG should be removed from GEST and administered as a formula-based standalone grant in a way that allows stable, longer term funding to be provided – this is essential for increasing the status of EAL/EMA support and for attracting and retaining quality staff
- Monitoring the use of EMAG funds should be carried out annually
- The focus of EMAG funding should be widened to target other issues of achievement as well as EAL
- Specific projects should be considered focusing on groups with particularly significant achievement needs such as Somali, Yemeni and Black Caribbean pupils

Training

- All Initial Teacher Training, Continuing Professional Development, Headteacher and Senior Management training courses should include compulsory elements on meeting the needs of ethnic minority pupils and those for whom English is an additional language
- Estyn should inspect the quality and standards of training offered on these courses
- An extensive and ongoing national programme of training implemented through LEAs should be established for mainstream staff and senior management in schools on the following:
 - Race equality, cultural diversity, meeting the needs of ethnic minority pupils, English as an additional language acquisition, supporting higher stage EAL learners and dealing with racist incidents
- Multiethnic schools should consider using one of the 5 mandatory INSET days per year to address issues relating to race, diversity, equality and EAL
- LEAs should provide ongoing support for schools through their advisers and regular training courses

Professional qualifications

- Higher education institutions should be encouraged to develop a range of qualifications for bilingual assistants and teachers to raise the status and level of professionalism of practitioners in the field of EAL/EMA in Wales
- A recognised professional teaching qualification specialising in EAL/EMA should be established

Ethnic minority and community language teachers

- The General Teaching Council for Wales should monitor the teaching force by ethnicity and create initiatives to encourage more people from ethnic minority backgrounds to enter the profession. Job shadowing should be used as an intermediate strategy
- Incentives should be offered to encourage more people to become teachers of community languages

Dealing with racism

- Schools should assess and find out about the levels of racism in their schools by consulting with pupils, parents and teachers
- Clear and appropriate policies and procedures to follow in dealing with racist incidents should be implemented in all schools
- Training on dealing with racist incidents should be provided for all teaching and non-teaching staff
- Levels of racist incidents should be monitored and reported to the LEA
- Estyn should include reference to the way schools address racism in all school inspection reports
- ACCAC should ensure that addressing racism is explicitly included in revisions of the PSE Framework

Pupil profiling

- Schools should collect a range of detailed and specific information on admission about ethnic minority pupils' backgrounds, home languages, time in UK, previous education, parental languages and levels of literacy as well as recording baseline, EAL stage and other assessment information
- This pupil profile information should be shared with class teachers to inform their teaching and pastoral support

EAL/EMA support

- Schools in receipt of EAL/EMA support should make every effort to include support staff in joint planning and make time for liaison between mainstream and support staff
- Partnership teaching between mainstream and support staff should be encouraged as a model of good practice
- Strategies and approaches should be flexible and tailored to the needs of individual pupils

Attendance

- Schools should monitor attendance by ethnicity and be effective in communicating to parents their expectations for attendance and punctuality
- Schools must be proactive in working with parents to minimise the potential disruption to children's education of prolonged absences. Dialogue must be promoted about timing, length of visit, provision of work for pupils and arrangements to catch up with missed work on return. This is particularly needed within the Indian subcontinent and Arab communities in Wales
- The Welsh Assembly Government should consider producing guidelines on extended visits to families' countries of origin. These should be translated into the relevant community languages

Encouraging participation

- Schools should be proactive in negotiating alternative approaches to encourage greater participation by ethnic minority parents. This is particularly the case for secondary schools and schools whose pupils live some distance from the premises
- Alternative timings of parents' meetings should be considered
- Schools should set targets specific to ethnic minority parental inclusion where involvement is low

Communication, translation and interpretation

- Schools should know the literacy levels of their ethnic minority parents in home language and English/Welsh and should ask them whether or not they would like translation and interpretation to be used
- Translation and interpretation should be provided wherever it may be useful to promote effective communication with parents. Schools should not rely on children or siblings to interpret for them unless this is unavoidable
- Traditional methods of school communication such as letters may not be appropriate for some parents. Where this is the case schools should explore alternatives such as personal contact, phonecalls or even the use of cassettes and videos in the relevant languages to inform parents of what is happening in the school, when and how they can be involved

Home languages

- Bilingualism and multilingualism should be encouraged and supported to enable pupils to reach high standards of oracy and literacy in English/Welsh and their home languages
- Where possible pupils should be sensitively encouraged to use their home languages in class discussions, and as part of their daily working
- Schools should work together and with the community education sector to offer more pupils the opportunity to study community languages to GCSE

Joint working to tackle social disadvantage

- Different governmental and local authority agencies should work together to address issues of social disadvantage, supporting communities in overcoming the barriers they face
- Careers Wales should develop and offer culture-sensitive advice to specific ethnic minority communities where unemployment is high such as the Somali community in Cardiff or where experience of varied careers is less common such as the Bangladeshi community in Swansea

Adult education

- Adult and community education should work together with Careers Wales, ESOL, LEA officers and schools to build partnership learning for families. Existing schemes for family literacy should adapt to the needs of the families particularly by offering support to mothers in both English and home language

- ESOL and family literacy schemes should consider broadening the support offered beyond basic literacy activities to include learning about school and how to help children develop academically

Inspection

- In all schools with ethnic minority pupils on roll, Estyn should inspect and report on standards of provision for these pupils and the strategies which are used to raise achievement
- In all schools with EAL pupils on roll, Estyn should inspect and report on standards of provision for them across the curriculum and the life of the school
- Estyn should include reference to the way schools address race equality and cultural diversity in all school inspection reports. These themes should be evident as strands running through all reports

A culturally diverse curriculum

- ACCAC should implement the commitment of the NAFW Equal Opportunities Group's response to the Stephen Lawrence Inquiry to revise the 2005 national curriculum to promote race equality and cultural diversity
- In delivering a culturally diverse curriculum and the Cwricwlwm Cymraeg, the nature of 'Welsh' as a multiethnic identity should be promoted

Assessment

- National moderation of EAL assessment should be carried out annually
- School level assessments of ethnic minority pupils should be made more culturally appropriate. Reliance on national standardised tests may only serve to reinforce a deficiency model
- Consideration should be given to a more detailed consistent set of assessments which will track EAL pupils' progress along recognised EAL pathways and can be used both diagnostically and formatively alongside the national curriculum and the national EAL 5 stage model

Future research

- Future research on the needs of ethnic minority pupils should consider different ethnic groups independently of one another rather than regarding all ethnic minorities as a single homogenous group
- Specific research should be commissioned on the needs of Roma Gypsy and Traveller pupils
- Further research is required on the achievement of unsupported ethnic minority pupils in Wales
- Additional research is required on the achievement of ethnic minority pupils in Welsh-medium and bilingual Welsh-English schools

Methodology and dataset information

Methodology

A partnership approach

The project adopted a partnership approach between academics and practitioners to achieve relevant and effectual research. As the professional association for English as an Additional Language and ethnic minority support workers in Wales, EALAW acted as the supervisor of the research project and a part-time researcher was employed to coordinate the fieldwork, draw together the findings of the various participants and compile the final report.

A team of academic consultants provided advice and expertise on research methodology, sampling, questionnaire design, interview technique, collation and analysis of findings.

Fieldworkers were drawn firstly from EALAW's membership of teachers and bilingual assistants who work in schools all over Wales and subsequently from mainstream teachers and LEA staff.

Pilot project

A pilot project was carried out by 40 fieldworkers in April/May 2002 which informed several modifications to the main project; most significantly the removal from the data forms of questions on 'baseline assessment' which was found to be inconsistent and widely variable across Wales making valid comparisons impossible.

Fieldwork

Fieldworker folders were prepared containing all relevant instructions, permission letters, data collection and interview forms. Training sessions were held for fieldworkers in different regions of Wales during June and July 2002.

77 fieldworkers collected data or carried out interviews for the pilot and main projects between July 2002 and January 2003. There were 71 female and 6 male fieldworkers of 14 different ethnic backgrounds including 3 of mixed heritage backgrounds. 3 fieldworkers declared having a long-term disability.

As no national data was available on the achievements of **all** ethnic minority pupils in schools in Wales, the fieldworkers collected data on a sample basis drawn from the ethnic minority populations in different parts of Wales.

Over 660 hours of fieldwork was carried out for the project. 6% (10/156) of pupil interviews, 17% (23/138) of parent interviews and 0.6% (1/155) of teacher interviews were carried out bilingually. 3 interviews (1 pupil, 1 parent and 1 teacher) were carried out through Welsh. The remainder were carried out solely in English. Three interpreters were used during the interviews.

Anonymity and BERA ethical standards were maintained in all work carried out for the project.

Data sources

Information about numbers, distribution and EAL stages of ethnic minority pupils was received from all 22 local authorities in Wales. Fieldwork to collect specific pupil data or carry out interviews was carried out in 19/22 authorities in over 60 different schools which have not been identified to ensure anonymity of pupils, parents and teachers.

There are two datasets: the first dataset is based on personal and achievement data on a large sample of 1005 ethnic minority pupils and the second is based on data collected from a smaller sample of 449 interviews with individual pupils, parents and teachers.

Complementary data

As numbers in the research study become comparatively small when divided into key stages, ethnic groups or gender, further data has been aggregated from results for 1998, 1999, 2001 and 2002 provided by Newport and Cardiff LEAs. The sample sizes in these statistics are more robust and although they are less representative of the whole of Wales, they are proportionately more representative of the larger ethnic minority groups in the pupil population of Wales.

Missing data

It was not possible to gather more detailed information or carry out interviews in 3 of the 22 local authorities in Wales. As these three authorities do not have large numbers of ethnic minority pupils, the figures in the survey would not have been altered significantly by their inclusion but it is unfortunate that the data from all authorities in Wales is not included.

Some of the fieldworkers in this project found it difficult, if not impossible, to obtain all of the attainment information requested, including past SAT and GCSE results and current National Curriculum levels as well as other information on Attendance, Free School Meals entitlement and Special Educational Needs. This was primarily due to incomplete pupil records. Often, information was held by several different people in different parts of a school and fieldworkers had to visit as many as 7 different sources to obtain all of it.

The majority of pupil, parent and teacher interviews are linked to one another in a set of three enabling comparisons to be made between the responses of different subjects. In some cases, however, it was not possible to carry out interviews with all three resulting in some incomplete interview sets.

Data entry and analysis

Four data entry staff entered fieldwork data into SPSS which, together with Microsoft Excel, was used for statistical analysis.

Following provisional analyses of the data, several discussions were held with education practitioners, pupils, parents and others in the fields of race equality, ethnic minority representation and community languages. Points made during these discussions have been combined with findings from analysis of the data and the literature review throughout the report.

Omissions

Although recognised as ethnic minorities, Roma Gypsy and Traveller pupils were not a specific focus of this research project because of their distinctive circumstances and needs, some of which are similar to other ethnic minorities in Wales, but others of which are quite different. Support for Roma Gypsies and Travellers is also funded independently of EMAG. There is a considerable need for separate research to be commissioned into meeting the needs of pupils from these backgrounds.

Asylum Seeker pupils were not a specific focus of the research project for the same reasons as those for Roma Gypsies and Travellers.

Comparative data on majority ethnic Welsh/British pupils was not collected as this would have doubled the size of the project and made it unworkable within the allocated time period, and also because EMAG funding is not intended to support the indigenous population.

Only a small amount of data was collected on ethnic minority pupils in Welsh-medium and bilingual Welsh/English schools but an analysis of the data that was collected has been carried out by Dr Janet Laugharne and is contained in Annex 2 of this report. There is a need for additional research to be carried out on pupils in these types of schools in Wales.

Younger pupils (below age 6) were purposely omitted from the questionnaires as some of the questions were thought to be inappropriate for most children of that age.

Dataset information

Dataset 1 – large sample

- 1005 pupils
- 519 boys (51.6%), 486 girls (48.4%)
- 75 different ethnic and mixed heritage backgrounds
- Main ethnic groupings: White – 66 (6.6%), Mixed – 39 (3.9%), Asian or Asian British – 585 (58.2%), Black or Black British – 97 (9.7%), Chinese or Chinese British – 71 (7.1%), Other – 147 (14.6%)
- 63 different languages including English and Welsh
- Born in 61 different countries including England and Wales
- 583 born in UK (62.4%), 352 not born in UK (37.6%) [*remainder - information not available*]
- 94 E1L pupils (9.4%), 911 EAL pupils (90.6%)
- 609 Primary (60.6%), 396 Secondary (39.4%)
- 6 major faiths: Muslim (71.6%), Christian - including Protestant, Roman Catholic, Orthodox, 7th Day Adventist and Jehovah's Witness - (13.1%), those with no faith (5.1%), Hindu (4.4%), Buddhist (3%), Sikh (2.1%), and Rastafarian (0.7%)
- 12% pupils have received no additional support, 88% have received some kind of bilingual, EAL or achievement support as part of their education
- EAL Stages: A = 5.3%, B = 22.7%, C = 36.6%, D = 24.2%, E = 11.2%
- 45.6% on or above the expected national curriculum levels for their year group in the Core Subjects
- 19.6% have been on the SEN register, 80.4% have no record of being on the SEN register
- Mean attendance Reception to Post-16 = 90.5% with 68.5% above 90% attendance
- Mean % of pupils of own ethnic group in schools = 9.8% ranging from 0.1% to 67.5%

The following three statistics are based on 700 - 800 of the 1005 cases as this data was difficult to obtain for all pupils:

- 30.9% entitled to Free School Meals
- Based on mothers' occupations – 18% non-manual, 82% manual (including 65.5% housewives/mothers and 3.7% unemployed)
- Based on fathers' occupations – 44.7% non-manual, 55.3% manual (including 16.4% unemployed/retired)

Dataset 2 –smaller interview sample

- 156 pupils
- 84 boys (53.8%), 72 girls (46.2%)
- 43 different ethnic and mixed heritage backgrounds
- Main ethnic groupings: White – 13 (8.3%), Mixed – 9 (5.8%), Asian or Asian British – 75 (48.1%), Black or Black British – 13 (8.3%), Chinese or Chinese British – 17 (10.9%), Other – 29 (18.6%)
- 33 different languages including English and Welsh
- Born in 36 different countries including England and Wales
- 91 born in UK (60.7%), 59 not born in UK (39.3%) [*remainder – information not available*]
- 15 E1L pupils (9.7%), 141 EAL pupils (90.3%)
- 114 Primary (72.3%) 42 Secondary (27.7%)
- 6 major faiths: Muslim (58.9%), Christian - including Protestant, Roman Catholic and Orthodox - (17.9%), those with no faith (9.6%), Buddhist (5.5%), Sikh (3.4%), Hindu (2.7%), and Rastafarian (2.1%)
- 13.2% pupils have received no additional support, 86.8% have received some kind of bilingual, EAL or achievement support as part of their education
- EAL Stages: A = 3.7%, B = 14.7%, C = 37.5%, D = 28.7%, E = 15.4%
- 53.7% on or above the expected national curriculum levels for their year group in the Core Subjects
- 16% have been on the SEN register, 84% have no record of being on the SEN register
- Mean attendance Reception to Post-16 = 92.75% with 78.9% above 90% attendance
- Mean % of pupils of own ethnic group in school = 6.6% ranging from 0.1% to 54.3%
- 26% entitled to Free School Meals
- Based on mothers' occupations – 26% non-manual, 74% manual (58.2% housewives/mothers and 2.7% unemployed)
- Based on fathers' occupations – 53.2% non-manual, 46.8% manual (12.7% unemployed/retired)

Parents/carers

- 138 parents/carers
- 45 fathers/male carers (32.6%), 93 mothers/female carers (67.4%)
- 31 born in UK (22.8%), 105 not born in UK (77.2%) [*2 information not recorded*]
- Ages range from 20 – 60+.

Teachers

- 155 teachers
- 28 male (18.2%), 127 female (81.8%)
- Only 1 not born in UK, 5 gave ethnic backgrounds other than White British/Welsh/English/Scottish. These are Indian, Caribbean, White Eastern European, Black African and Mixed ethnic background
- 38 EAL/EMA teachers, 6 Learning Support teachers, 5 others (mostly senior management) and 106 mainstream class/subject teachers
- Phases match the pupil profile as they are linked but some teachers, particularly EAL/EMA staff work across phases

Skewing in the research samples

The proportions of data in the survey do not quite mirror the national proportions, with comparatively fewer (66% compared to 80%) of the large sample, Dataset 1, drawn from the major urban authorities of Newport, Cardiff and Swansea and comparatively more (34% compared to 20%) from the more rural authorities. The larger number of cases from the rural authorities provides a more accurate picture for those areas but skews the findings away from those in the urban centres who have proportionately more pupils from the lowest achieving groups: Somali, Yemeni and Black Caribbean. As a result these groups are under-represented, potentially skewing overall attainment results towards the positive.

Set against this is the fact that most of the pupils in both datasets (88% and 87%) have received additional support at some time during their education implying 'risk of underachievement'. This may have the effect of skewing some of the attainment results towards lower achievement.

There are some differences between Dataset 1 and Dataset 2 in the proportions of data drawn from different parts of Wales. There are higher proportions of data in Dataset 1 compared to Dataset 2 from the urban centres (66% - 59%) and from South East Wales (56% - 49%). There are higher proportions of data in Dataset 2 compared to Dataset 1 from South West Wales (20% - 16%), North Wales (28% - 23%) and the Valleys (9% - 4%).

Dataset 2, the interview sample, has higher proportions of pupils from non-manual backgrounds, fewer entitled to Free School Meals, higher percentages of pupils at EAL Stages C, D and E, the same percentage of high achievers but 15% fewer low achievers and a corresponding 15% more attaining on the level. Many of the interview subjects' schools have benefited from additional EMAG support and there is a potential influence of self-selection by supportive parents and teachers who were willing to cooperate with the project. These factors have the effect of skewing the interview sample towards the positive and all responses should be read in that light.

Section 1

The attainments of ethnic minority pupils in Wales

Introduction to section 1

Data sources

General statistics for numbers and distributions of ethnic minority pupils in Wales are drawn from LEA submissions for GEST Priority 5c Ethnic Minority Achievement Grant funding and other information supplied to the project by LEAs.

Unless otherwise stated, all attainment statistics for ethnic minority pupils are based on the research study sample dataset 1 of 1005 ethnic minority pupils from across Wales. To complement some of the smaller statistics from the research sample, larger samples of data supplied by LEAs in Wales have been drawn on. These are referred to as the 'combined LEA samples'.

All-Wales figures are taken from Statistical releases and bulletins issued by the Statistical Directorate of the National Assembly for Wales (NAfW 2002a, 2002b & 2002c and NAfW 2003a). Unless otherwise stated, the all-Wales figures all relate to the academic year 2001/02.

Data deficit

In 2000, Estyn found that:

“Many LEAs are unaware of the number of pupils in their authorities for whom English is an additional language ... Local Education Authorities (LEAs) do not systematically monitor the achievements of different minority ethnic groups, nor is there an all-Wales system for collecting relevant data” (Estyn 2000 p2).

In 2002/03, only one LEA in Wales carries out any systematic monitoring of attainment of **different** ethnic minority groups and before 2002/03 this was only based on a sample of schools in that authority. A small number of other LEAs keep detailed records of individual pupil's achievements and compare **all** ethnic minority or EAL pupils' attainments with whole-school and LEA figures.

In autumn 2002, the Welsh Assembly Government instituted an all-Wales ethnic monitoring exercise which has enabled more ethnic minority pupils to be identified in many authorities although response to the exercise has been varied across Wales (NAfW 2002d).

The setting up of PLASC, the new system for collecting pupil level data from schools, will eventually enable more comprehensive data to be gathered and analysed on ethnic minority pupils in Wales but the hope that this information will be available from 2004 assumes that it is being gathered and recorded by schools.

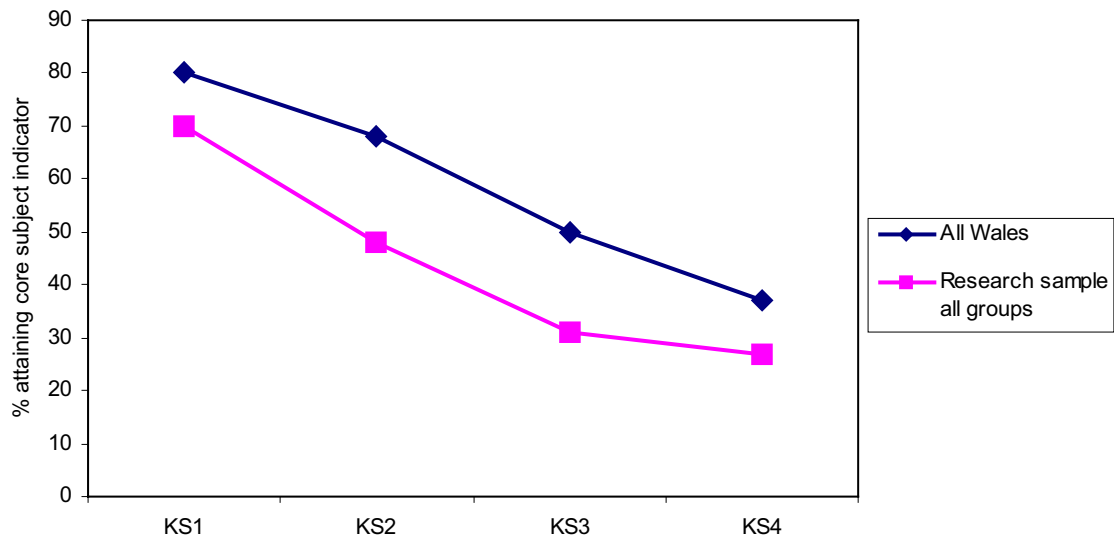
Some of the fieldworkers in this study found it difficult, if not impossible, to obtain all of the attainment information requested, including past SAT and GCSE results and current National Curriculum levels as well as other information on Attendance, Free School Meals entitlement and Special Educational Needs. Often, information was held by several different people in different parts of the school and fieldworkers had to visit as many as 7 different sources to obtain all of it.

The attainments of ethnic minority pupils in Wales

Based on the Core Subject Indicator for Key Stages 1-4, Figure 1 illustrates the gap in attainment between national all-Wales figures and the figures obtained in the research study for ethnic minority pupils in Wales.

Nationally, there is a decline in all-Wales percentages of pupils gaining the Core Subject Indicator from Key Stage to Key Stage. The Core Subject Indicator figures for ethnic minority pupils in the sample (of both genders and all ethnic groups combined) are **below all** of the Welsh local authority total figures at all Key Stages except Key Stage 4 (27%) where the figure is slightly higher than that of one local authority.

Figure 1. All Wales and research sample comparison of KS1-4 Core Subject Indicator



KS2-KS3 transition

Rather than closing the gap after KS1, results show a decline to KS2 which narrows by only 1% at KS3, an insufficient increase to enable ethnic minority pupils to close the gap by KS4.

Attainment in Core Subjects: English, Maths and Science

There are differences in attainment between the core subjects. Averaged across the core subjects for Key Stages 1-3, the attainment gap between ethnic minority and all-Wales figures is -15%. The narrowest gap is in Maths -12% (Fig. 3) and the widest gap is in Science -17% (Fig. 4), 1% greater than the gap in English -16% (Fig. 2).

Figure 2. KS1-3 English SAT results - research sample

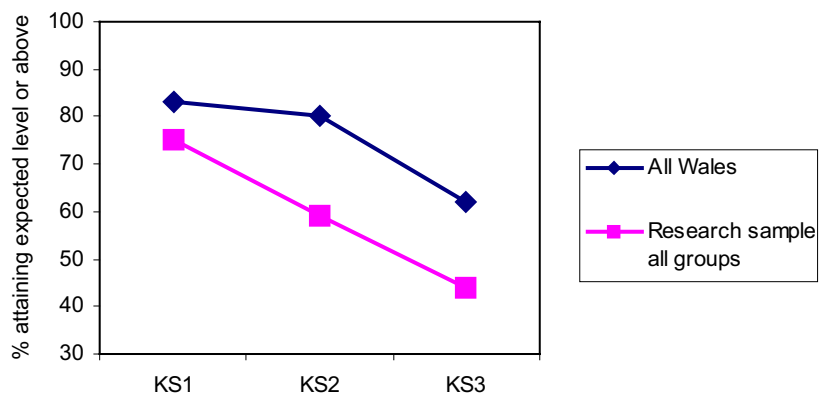


Figure 3.

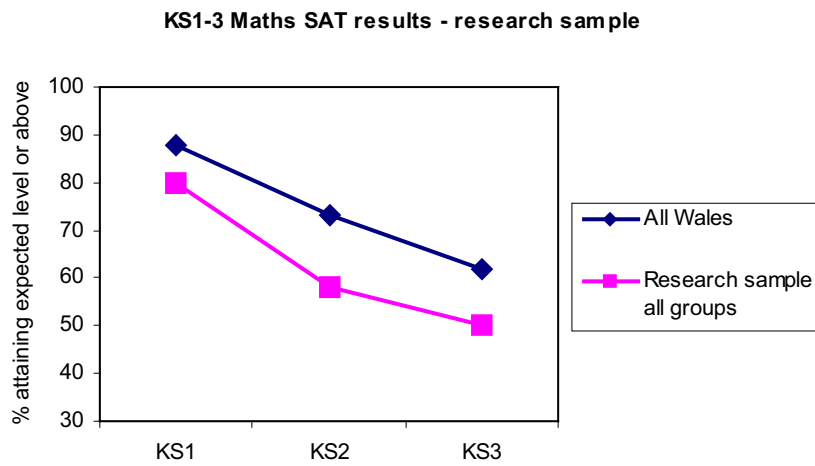
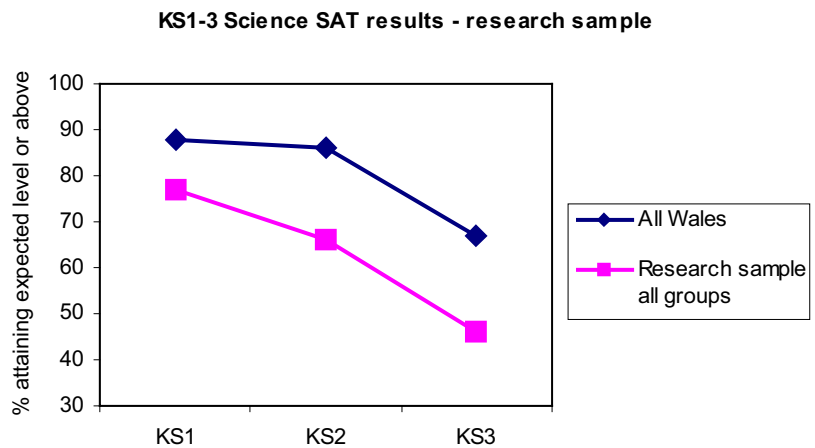
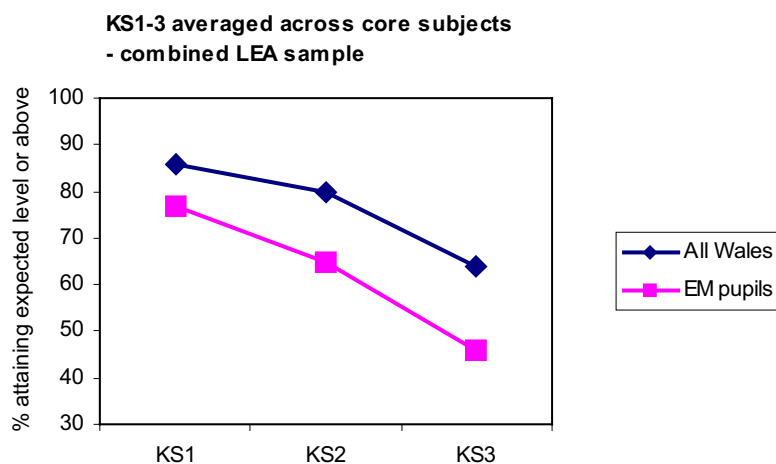


Figure 4.



A larger sample of 2140 ethnic minority pupils from KS1-3, based on combined data from schools in two South Wales authorities from 1998/99/01/02, found 4% higher attainment at KS2 than the research sample, declining more sharply at KS3, and overall averaging -14% below 2001/02 all-Wales figures across the core subjects (Fig.5).

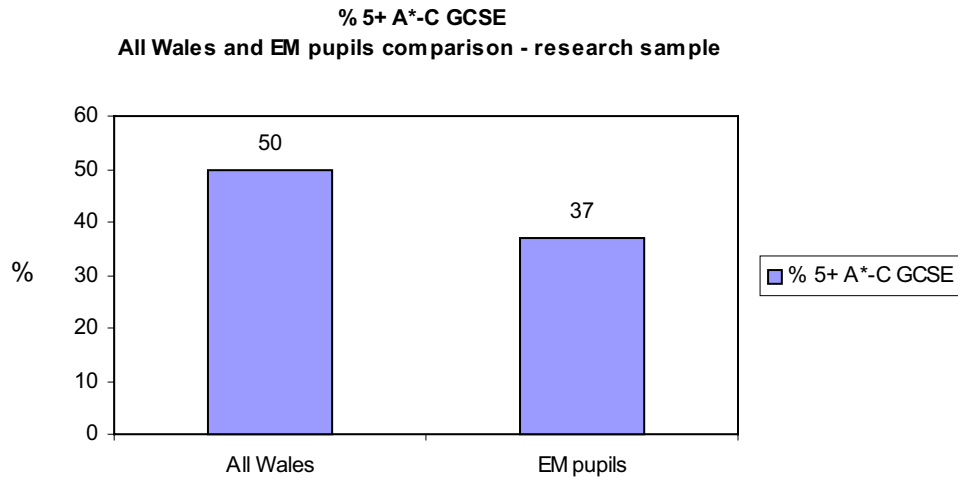
Figure 5.



GCSE attainment

Attainment of ethnic minority pupils at 5+ A*-C GCSE grades is 37%, 13% below the 2001/02 all-Wales figures (Fig. 6), and below all except two Welsh local authority figures: Merthyr Tydfil and Blaenau Gwent.

Figure 6.



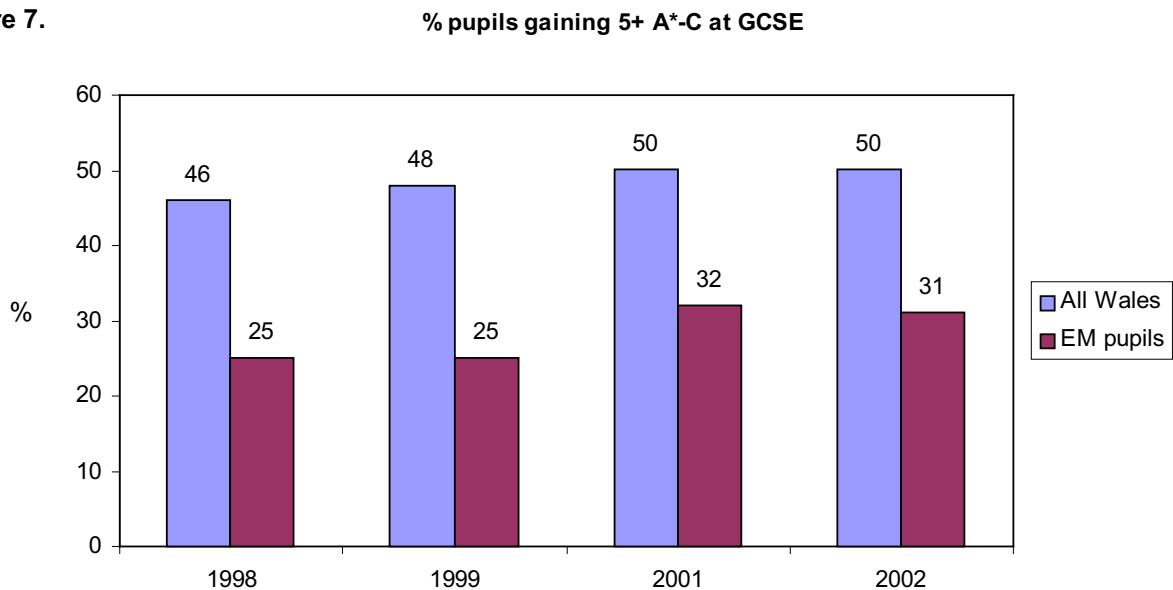
A larger 'combined LEA sample' of 1068 ethnic minority pupils, based on data from six secondary schools in two South Wales authorities from 1998/99/01/02 found a deficit of -21% in the figures for 5+ A*-C at GCSE compared to 2001/02 all-Wales figures. The GCSE results for 2001/02 alone show a deficit of -19%.

Compared to whole-school results averaged from 1999-2002 for all the schools in Wales who recorded having ethnic minority pupils on roll, ethnic minority pupils are still -8% below at 5+ A*-C and -6% below the KS4 Core Subject Indicator, with boys behind by -12% and -10%, and girls behind by -4% and -1% respectively.

Achievement over time

Based on the combined LEA sample, the difference in gains at 5+ A*-C at GCSE between 1998 and 2002 is +6 for ethnic minority pupils compared to +4 for all-Wales figures (Fig. 7). The difference in gains for ethnic minority pupils from 1996 -2002 is +18%.

Figure 7.



The gender gap

Nationally in 2001/02, girls outperformed boys by an average of 5% across the core subjects at Key Stages 1-3. For ethnic minority pupils in Wales, the gender gap is approximately 4% but there are marked differences between subjects (Fig. 8-10), most notably in English (Fig. 8).

Figure 8. EM and All-Wales gender comparison KS1-3 English

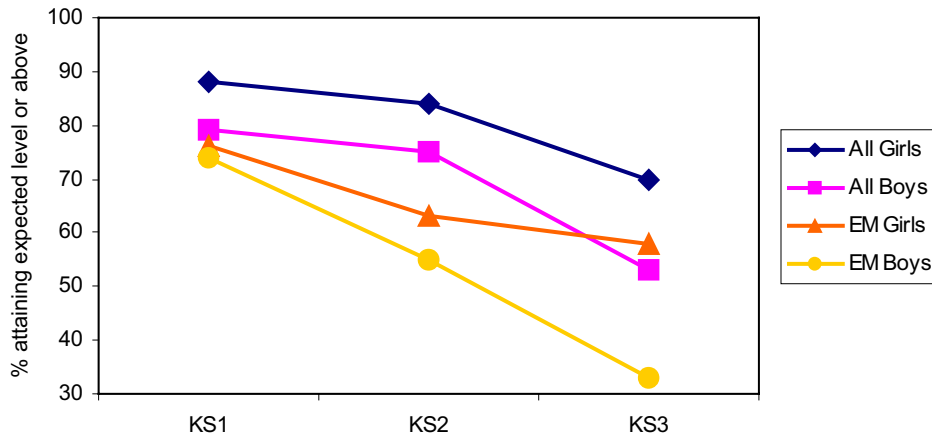


Figure 9. EM and All-Wales gender comparison KS1-3 Maths

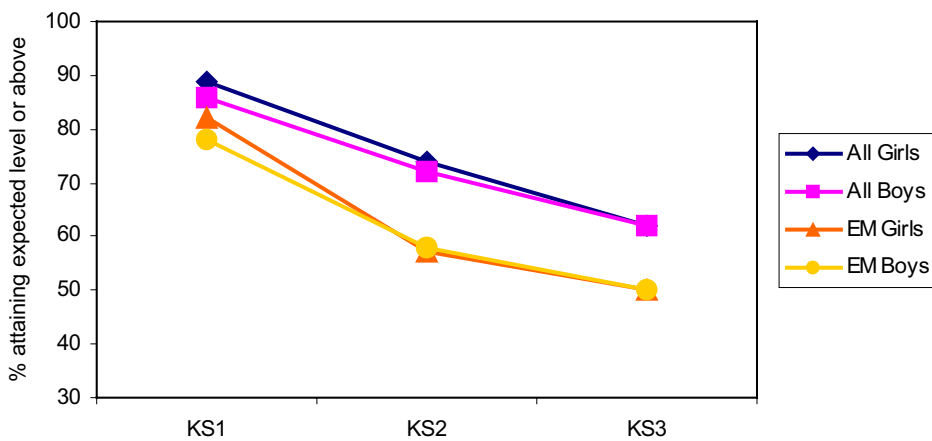
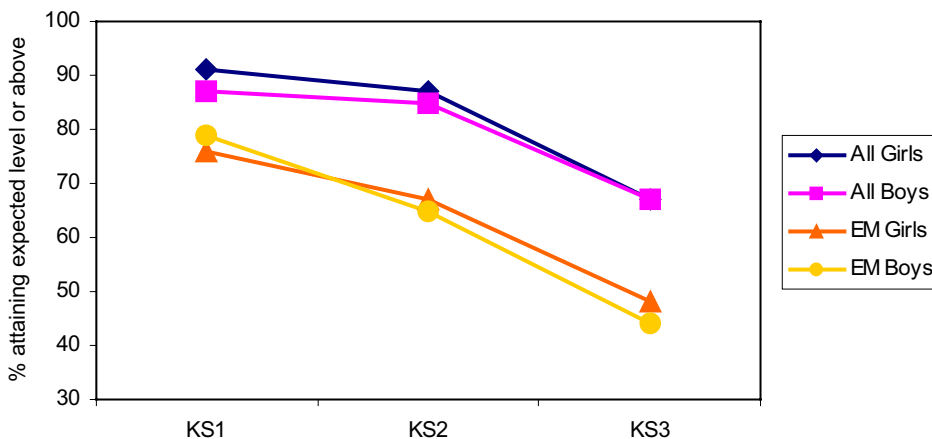


Figure 10. EM and All-Wales gender comparison KS1-3 Science



By the end of KS4, ethnic minority girls have overtaken the all-Wales figures for boys for both the Core Subject Indicator and 5+ A*-C at GCSE, but they still lag behind the all-Wales figures for girls by -5% and -9% respectively. The -17% deficit for ethnic minority boys brings the combined deficit for all ethnic minority pupils (of both genders and all ethnic groups) to -13% (Fig. 11 and Fig. 12).

Figure 11. EM and All-Wales gender comparison KS1-4 Core Subject Indicator

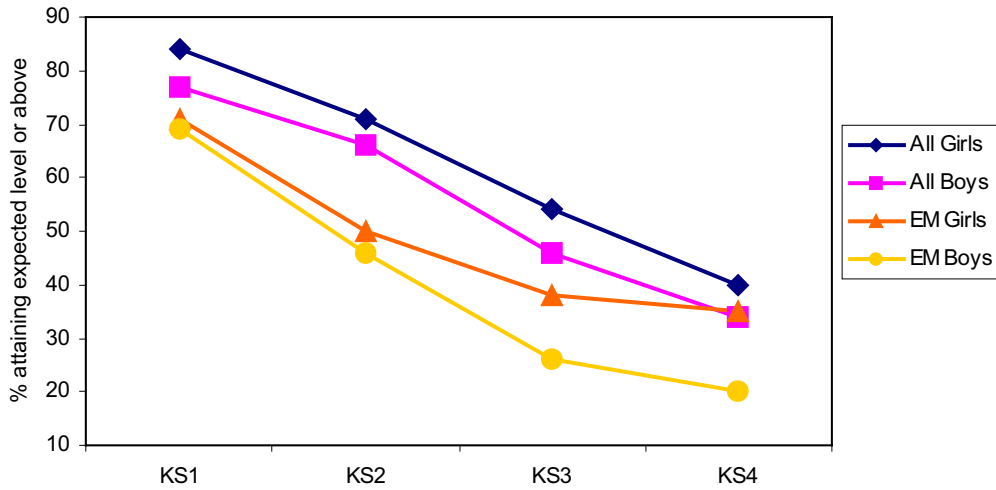
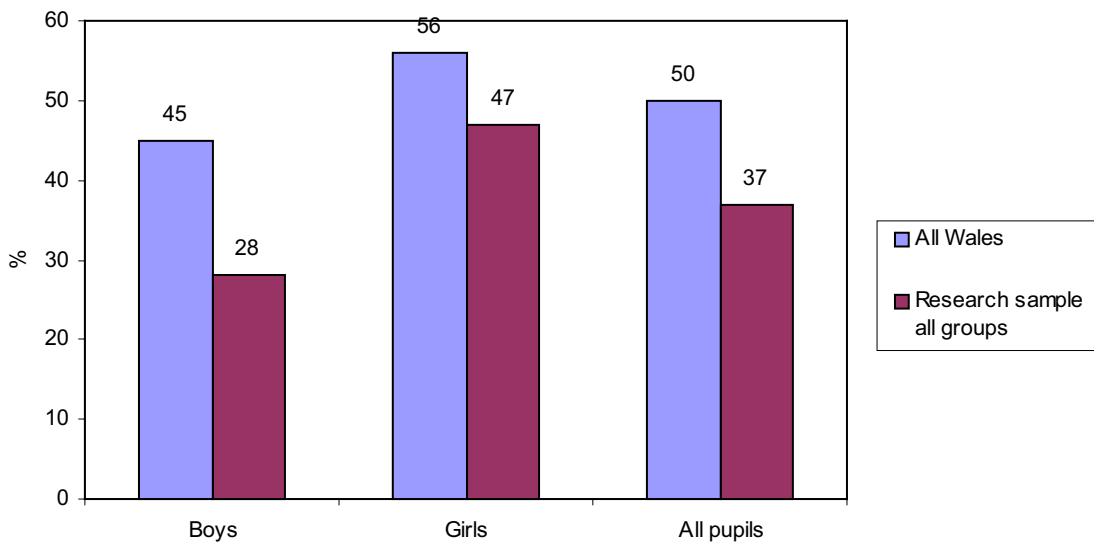


Figure 12. Gender comparison of pupils gaining 5+ A*-C GCSEs



Several of the patterns of attainment for ethnic minority pupils outlined so far in this report are similar to trends found by research in England based on the Youth Cohort Study (Gillborn and Mirza 2000) and PLASC 2002 (DfES 2003) data.

Differences between ethnic groups

The aggregation of figures for all ethnic minority pupils hides a variety of attainment patterns between ethnic groups. Each ethnic group has differing social, cultural and educational characteristics, as does each child. Figures 13 and 14 illustrate some of the marked differences in achievement with variations of at least 30% between some ethnic groups. *(See **Note** below)

Figure 13. Main ethnic groups Core Subject Indicator comparison

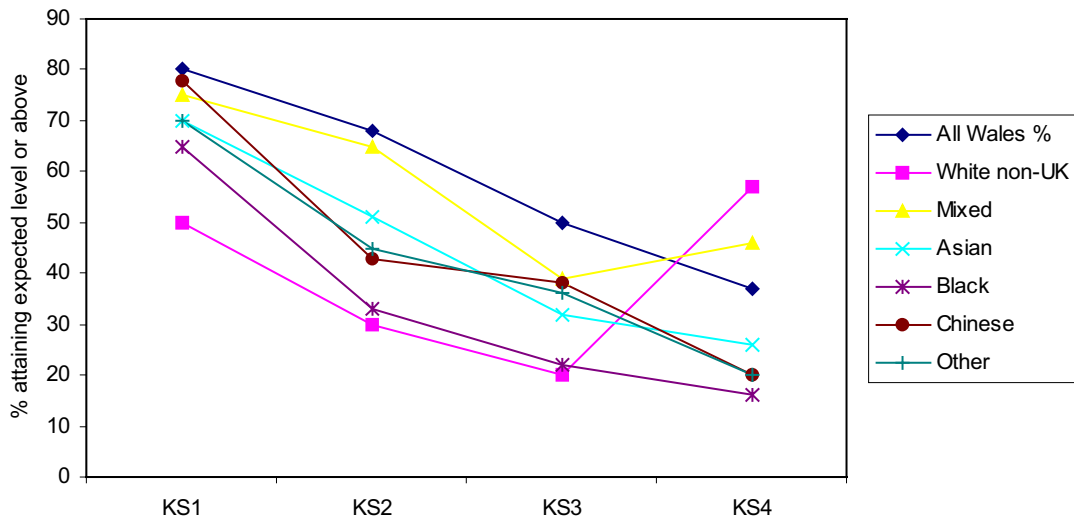
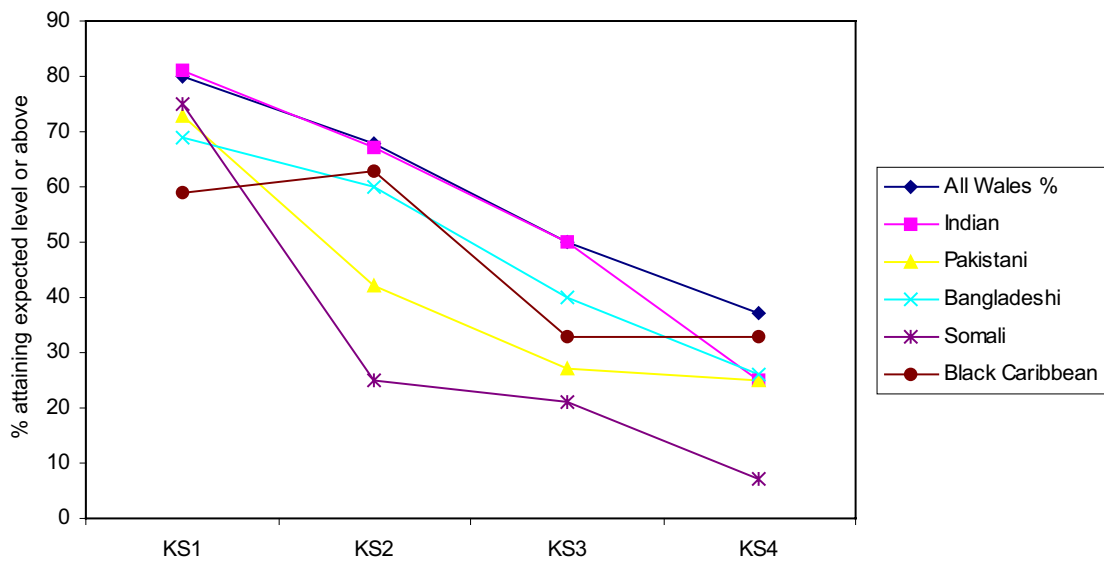


Figure 14. Specific ethnic groups Core Subject Indicator comparison



Though not included in the graph above, in the research sample Yemeni pupils have the lowest attainment overall. No complementary data from local authorities is available specifically on this group but in 2001, Arabic-speaking pupils in one South Wales authority attained higher results than Somali pupils in Key Stages 1–3 but not at KS4 where only 2/12 (16.7%) gained 5+ A*-C grades at GCSE. In 2002, this pattern was reversed with 10/27 (37%) Arabic-speaking pupils attaining 5+ A*-C compared to 6/40 (15%) Somali pupils.

***Note** - The number of cases in the research sample is relatively small for Black Caribbean (26), Mixed Race (39), White non-UK (66) and Chinese (71) pupils. Only 7 White non-UK pupils provide KS4 CSI results, with 4 attaining the CSI. A higher proportion of these 7 pupils have been in the UK for 5+ years and are at higher EAL stages compared to the White non-UK pupils in Key Stages 1-3. Only 5 Chinese pupils provide KS4 CSI results, with 1 attaining the CSI. These factors contribute to the more pronounced variations in attainment between Key Stages for these four groups. See Annex 1 – ‘Black Caribbean pupils’ for more analysis of this group’s achievements.

Conclusions

The Race Relations (Amendment) Act 2000 places a duty on all schools to monitor the attainment of pupils of 'different racial groups' to identify any inequalities which may exist.

The attainments of ethnic minority pupils in Wales, taken together, are well below all-Wales national averages at all Key Stages but there are wide variations in the attainments of pupils of different ethnic backgrounds. Some groups achieve above all-Wales averages at some Key Stages, some close the gap over time, others achieve below at all Key Stages and some decline over time.

There is a considerable need to raise the achievement of ethnic minority pupils in Wales and help them to close the current 'gap' in attainment.

Recommendations

Monitoring of achievement by ethnic background must be carried out by all schools in Wales to ensure that the attainments of pupils from different ethnic backgrounds can be identified at each Key Stage and tracked over time.

Future research on ethnic minority achievement should focus on pupils from distinct ethnic backgrounds rather than regarding all ethnic minority pupils as belonging to a single homogenous group. Socio-cultural and linguistic differences must be taken account of.

All authorities with responsibility for education in Wales, including the Welsh Assembly Government, the Qualifications, Curriculum and Assessment Authority, Estyn, Local Education Authorities and Schools must make a high priority of raising the achievement of ethnic minority pupils in order to address the inequalities which currently exist.

Specific training, staffing, strategies and initiatives must be put in place and adequately funded.

Section 2

Factors impacting on the achievement of ethnic minority pupils in Wales

Introduction to section 2

The following section examines some of the factors which impact on the achievement of ethnic minority pupils in Wales. Findings of analyses of Datasets 1 and 2 are described and compared to identify factors which are significant and the way in which they impact on pupils.

High achievers and low achievers

To identify the key factors, all pupils who are achieving above or below the expected national curriculum levels for their year group in English, Maths and Science have been identified (Appendix 2) and compared against the factors examined in the study. Throughout the remainder of this report, these groups of pupils will be referred to as 'high achievers' and 'low achievers'.

Figures 16 and 17 show the percentages of high and low achievers across all year groups by ethnic background.

Figure 16.

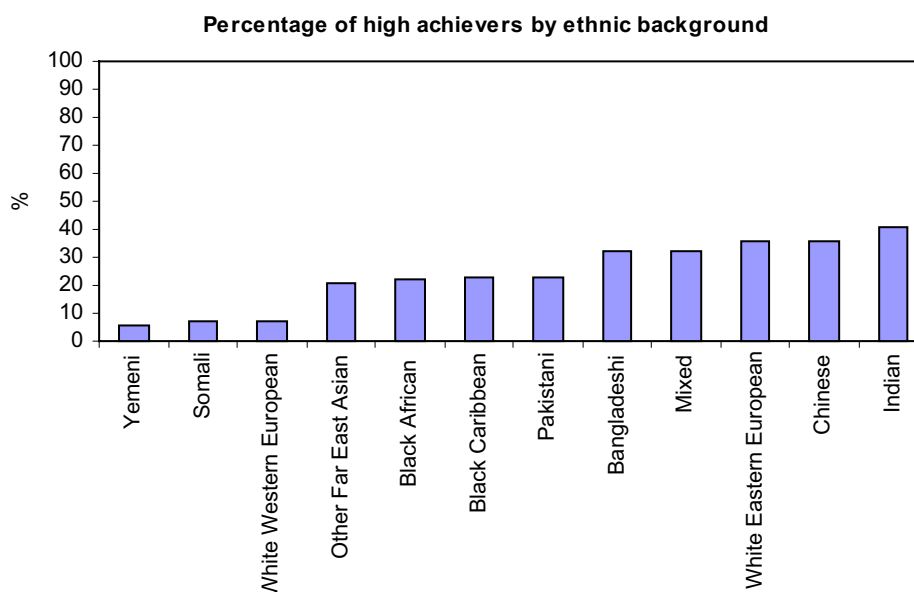
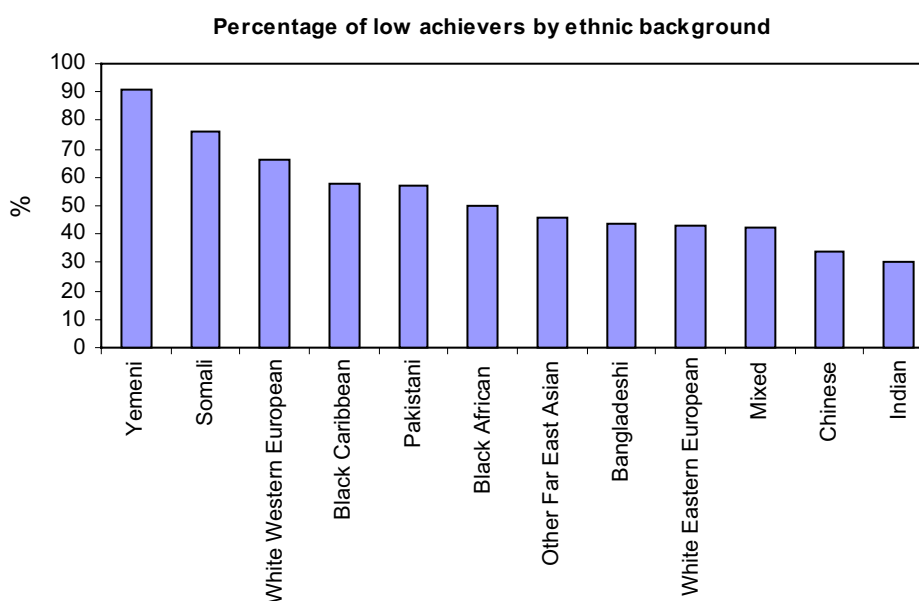


Figure 17.



Identity

The issue of identity is at the heart of any discussion about ethnicity. Understanding ethnic minority pupils' own senses of identity is crucial for schools and teachers who are endeavouring to raise their achievement.

In post-devolution Wales, the rhetoric of diversity, pluralism and inclusion is often heard in relation to the development of a new Welsh national identity. In 1999, Paul Murphy, the then Secretary of State for Wales, spoke of:

“a new sense of citizenship – where the Bangladeshi community in Swansea and the Somali community in Cardiff have the same stake in our new democratic Wales as it has for me, the great grandson of Irish immigrants” (Williams et al 2003 p221).

Identity and ethnicity

In their study of ethnic minority pupils in mainly white schools in England, Cline et al (2002) found that aspects of ethnicity were central to pupils' sense of self-identity. Recent case studies of ethnic minority pupils in South Wales revealed *“a sense of pupils whose identities are clearly determined by cultural origin and religion as well as a sense of ‘Welshness’.”* (Lyle et al 2003)

In the interview sample, Dataset 2, 32% (50/156) of pupils were recorded as having been born in Wales, 8% (13/156) in England and 18% (28/156) recorded as 'born in Britain/UK'. For some analyses all of these have been combined under 'Born in the UK'. The remaining 39% (59/156) for whom information was available were born in other parts of the world.

Of those born in the UK, 46% (42/91) say they would describe themselves as '**British**', 24% (22/91) wouldn't and 27% (25/91) say they 'don't know'. This compares with 28% (14/50) of those recorded as 'born in Wales' who say they would describe themselves as '**Welsh**', 52% (26/50) who wouldn't, and 16% (8/50) who 'don't know'. This difference between 'British' and 'Welsh' identification is marked. It may be linked to ideas of nationality and the passports held by pupils but it may also have something to do with the perception that Welsh is not a multi-ethnic identity with which ethnic minority children feel they can identify.

Williams (1995) says that despite the relatively long history of minority ethnic people in Wales, there is a strong legacy of 'Welshness' being seen to equate with 'whiteness'. Over 96% of the population of Wales describe themselves as 'White British' and less than 3% identify with ethnic minority backgrounds (2001 Census).

The difference between 'British' and 'Welsh' identification may also be linked to the Welsh language as an integral part of 'Welshness' - one pupil in the study responded to the question by saying:

- *“I can't speak Welsh very good”*

The high percentage of 'don't know' responses, even amongst those who have been born here or lived here for more than 5 years, suggests some uncertainty about the way 'Britishness' and 'Welshness' combine with the pupils' ancestral ethnic identities. Pupils are clearer about their non-identification with 'Welsh' than they are about their non-identification with 'British'.

The Lyle et al (2003) case studies found that many of the ethnic minority pupils they surveyed have 'hyphenated' identities. They combine aspects of 'Britishness' or 'Welshness' with aspects of their ancestral ethnic identity:

- *“Well I s'ppose I'm a bit of British and a bit of Saudi, and a bit of a World citizen really.”*
- *“Yeh, I'm a bit Welsh, and a bit British, and a bit Bangladeshi, but my home is Bangladesh.”*

Others identify with the specific town or city in which they live as well as their family's country of origin. Another group of 17 pupils aged 12-17, all of whom were born in Wales, identify only with their family's country of origin or 'any Arabic country because of the language'. Only two feel they 'belong' in Wales.

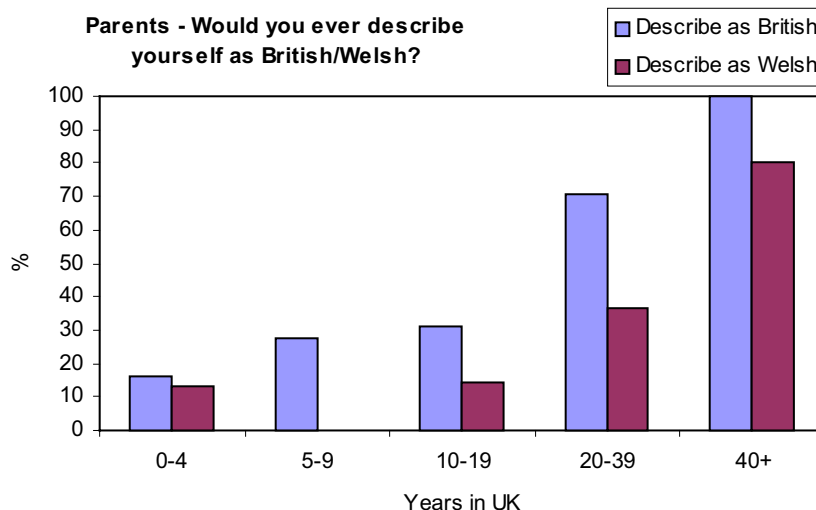
Ethnic minority pupils who do identify themselves as 'Welsh' tend to be in areas where there are larger numbers of ethnic minority pupils. This suggests greater security in their own personal identity which in turn leads to a stronger sense of identification with the place they live in.

Several Muslim pupils also cite their faith as being an integral part of their identity affecting their dress, behaviour and life both in and out of school. Conflicts of religious and cultural values sometimes affect their relationships with friends, particularly for girls, who feel that they cannot attend parties or mixed gender gatherings. Pupils say they feel most comfortable in their homes, at the mosque or when they are with family and friends.

Time in UK

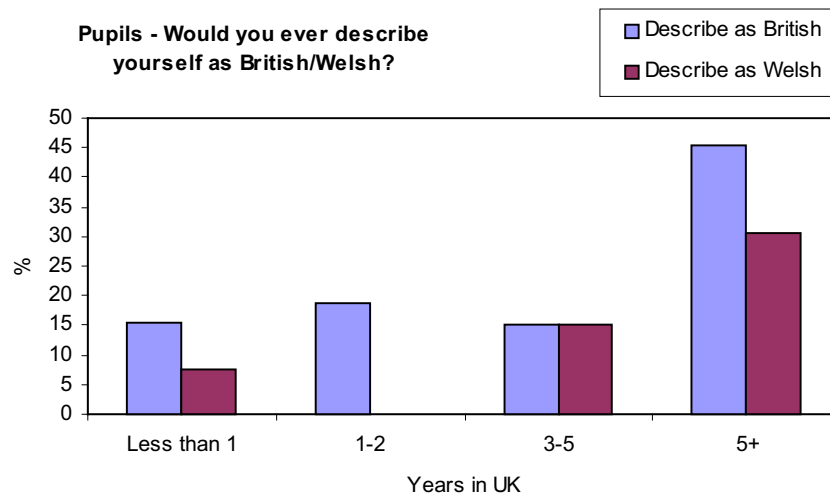
There is a correlation, perhaps predictable, between **parents'** identification with 'British' or 'Welsh' and the length of time they have lived here (Fig. 18).

Figure 18.



Though not as clear-cut, and over a shorter time period, a similar pattern emerges for the children (Fig. 19).

Figure 19.



Identity and location

Higher proportions of ethnic minority pupils from the urban centres were born in the UK or have lived here longer. In other, more rural parts of Wales, transience is closely linked to parents being on short-term stays or contracts with the health service, multinational companies and the armed forces or studying at universities for periods of two-four years. The majority of pupils with parents in these occupational areas have been in the UK for less than 3 years.

The proportions of people who would call themselves 'British' or 'Welsh' from these areas reflect these occupational and 'time in UK' patterns. The lowest identification with 'Welsh' is in Mid and North Wales.

Identity and achievement

High achievers identify more strongly with both 'British' and 'Welsh' identities than low achievers. There is only a 3% difference between the proportions of high and low achievers identifying with 'British' but a 12% difference between those identifying with 'Welsh' (Table 2).

Table 2. Comparison of British and Welsh identification between high and low achievers.

Would you ever call yourself 'British'	High achievers	Low achievers
Yes	41% (15/37)	38% (18/47)
No	32% (12/37)	38% (18/47)
Don't know	27% (10/37)	23% (11/47)

Would you ever call yourself 'Welsh'	High achievers	Low achievers
Yes	35% (13/37)	23% (11/47)
No	57% (21/37)	70% (33/47)
Don't know	8% (3/37)	6% (3/47)

Taking account of 'Country of birth' and 'Time in UK' there is still a stronger identification amongst high achievers with both 'British' and 'Welsh' identities but particularly with 'Welsh'.

This suggests that higher achievement may contribute to ethnic minority pupils' sense of being part of the society in which they live and supports notions of low achievement reinforcing a sense of exclusion.

Antipathy about ethnic identity

When asked whether they would like more people of their own background living in their area, a small number of pupils (9/151) say they wouldn't and one Bangladeshi pupil comments:

- *"I hate Bengalis. I hate the culture. I hate it when they talk about me."*

Such antipathy towards one's own ethnic background is often associated with experience of racism. One interviewee who experienced a lot of racism said:

- *"I wished I wasn't Chinese. I began to hate being Chinese".*

Scourfield et al (2002) report another child, who had experienced racism, as saying:

- *"If I was to change one thing about my life it would be ... the colour of my skin"*

Clearly for some pupils conflict of identities is very real.

Mixed heritage and identity

Cline et al (2002) found that many parents believed that having a mixed heritage posed difficulties for their children's development of a clear sense of identity. Other research (Tizard and Phoenix 1993 and Katz 1996 cited in Scourfield et al 2002) found that although some mixed heritage children experience a lack of acceptance from both 'communities', many have a strong dual identity.

There are many children of mixed heritage in Wales, whose existence has gone largely 'unrecognised' until the recent inclusion of the new 'Mixed' category on ethnic monitoring forms*. Some of these pupils are known to have identified themselves as 'White' rather than as 'Mixed', particularly in schools where they are very much in a minority. Schools must be aware of the issue of identity for such pupils.

*The 2001 National Census statistics show that over 17,000 people in Wales identified themselves as being of a Mixed background, making it the third largest grouping behind White and Asian (NAfW 2003b).

Recognition of ethnic identity in school

Cline et al (2002 p46) found that ethnic minority pupils and parents varied in their views about their ethnic group membership and its relationship to White British/school culture.

“Three approaches were identified:

- 1. Those who valued their ethnic identity and would have liked to see it expressed more fully and openly at school;*
- 2. Those who valued their ethnic identity, but were happy to develop and maintain a separate identity at school;*
- 3. Those who considered that their future was in the UK and saw little benefit in maintaining their home culture.”*

The Lyle et al (2003) case studies found that ethnic minority pupils do not feel the curriculum reflects them and their lives in any significant way. The curriculum is thought to focus on learning about British and European countries with the countries of pupils’ families’ origin overlooked or portrayed in a negative light, depicting uneducated village peoples in countries with weak economies.

Religious Education and Art and Design are consistently seen as positive in their teaching about diversity but History is perceived to be principally Eurocentric, not allowing ethnic minority pupils to relate to history in a way that will increase their sense of personal identity and belonging.

Some pupils feel the curriculum should be more representative of ethnic minorities:

“I think they should teach black children more about their own countries and background.”
(Lyle et al 2003 p10)

Other pupils feel that they do not want to be ‘singled out’ or have a curriculum aimed specifically at them but would prefer it if greater diversity were represented across the curriculum. They acknowledge, however, that if elements of their own ethnic heritage, history or countries of origin were included, they would find it both motivating and interesting.

Conclusions

Several factors play a part in shaping ethnic minority pupils’ sense of identity in Wales. Ethnic origin, home culture, language and religion are all important parts of who they are. Many pupils are in the process of defining their own ‘new identities’ which incorporate aspects of several distinct cultures. Being born or brought up in Wales do not alone make these children feel ‘Welsh’ or ‘British’ although length of time in the country, age and acculturation all increase their sense of identification.

In the context of shaping a Welsh identity for the 21st century, and in developing school communities with a strong sense of identity it is useful to consider comments from the Cattle Report (2002) on ‘Community Cohesion’.

The report suggests that *“strong attachment to place and an inter-twining of personal and place identity”* are essential for community cohesion but this cannot happen without, among other things: empowerment, participation, trust, safety and belonging. If, as the Learning Country (2001) outlines, schools are to be inclusive and community-focused, ethnic minority pupils and parents must be intimately involved in:

“the ongoing process of developing a community of shared values, shared challenges and equal opportunity, based on a sense of trust, hope and reciprocity among all concerned.” (Cattle 2002)

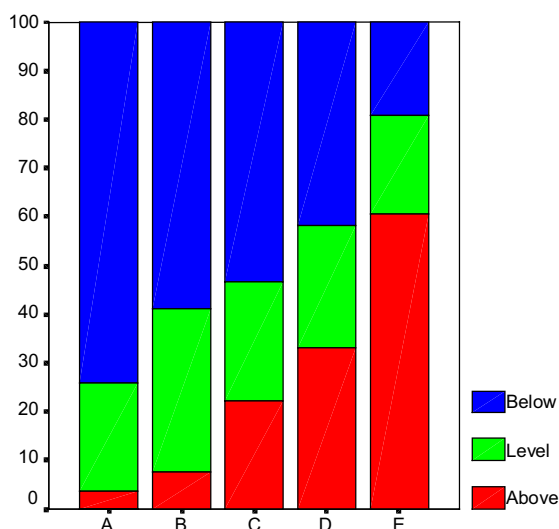
Teachers must understand the complex interplay between the different identities ethnic minority pupils live with and should be sympathetic to the challenges they face in a predominantly White British/Welsh society. Pupils must be encouraged and supported in building a strong, unique sense of identity for themselves. An ethos and approach to teaching which recognises and celebrates diversity should allow the variety of views on identity to be respected and included.

Stages of English as an Additional Language (EAL) acquisition

The Wales National EAL 5 Stage model offers ‘best-fit’ descriptions of the English language competency of pupils who are acquiring English as an additional language (Appendix 2). These stages are distinct from national curriculum English levels which are based on age-related native English language norms. The model gives a general indication of the levels of support required for pupils at each stage and is used to weight funding allocations under GEST Priority 5c ‘EMAG’.

There is a highly significant association ($p < 0.001$) between EAL Stage and achievement (Fig. 20). Apart from the phase of schooling (Primary or Secondary), EAL Stage is the most statistically significant factor impacting on the achievement of ethnic minority pupils for whom English is an additional language.

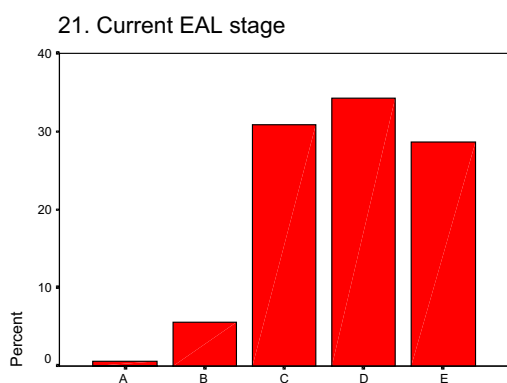
Figure 20. EAL Stage and achievement of pupils above, on and below the expected level for their year group.



21. Current EAL stage

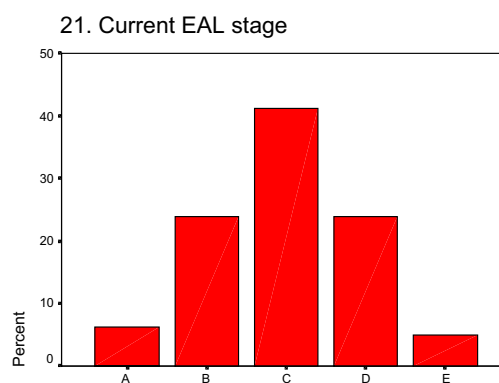
There is a pronounced and significant difference between the levels of English language proficiency of high achievers and low achievers and this is evident in both the large Dataset 1 sample and the smaller Dataset 2 interview sample (Fig. 21 and Fig. 22).

Figure 21. High achievers



21. Current EAL stage

Figure 22. Low achievers



21. Current EAL stage

The presence of any Stage A pupils amongst the high achievers raises a question over accuracy of assessment (See section on ‘School Provision’). The presence of Stage D and E pupils amongst the low achievers indicates that, significant as it is, proficiency in English is not the only factor impacting on the achievement of ethnic minority pupils for whom English is an additional language.

There is a correspondence between higher stage of English and increased age and it is apparent that the decrease in achievement evident in the attainment statistics, particularly at secondary level, impacts on pupils who are deemed to be proficient in English. This could imply at least two things:

- that pupils who are deemed to be at Stage E are still in need of additional support and their level of competence has been over-assessed by their teachers
- that pupils who are proficient in English are significantly affected by other factors which impact on their achievement and it is not sufficient to assume that because they are competent users of English that they will fully realise their potential without the other factors being addressed

Length of time to acquire English

Based on the large Dataset 1 sample it takes an average of just over one year for EAL pupils to move from Stage A to Stage B, approximately one and a half years from Stage B to Stage C, and from two to four years to move from Stage C to Stage D and from Stage D to Stage E.

A few exceptional pupils progress from Stage C to D or D to E in less than two years but many stay on Stages C and D for 3 years or more. According to Cameron et al (1996) many EAL pupils remain at the stage of 'Becoming confident as a user of English' for most of their time spent in secondary school education.

Depending on the age and background of the pupil, the average EAL pupil in Wales takes a **minimum** of 7-10 years to move from Stage A to Stage E with some pupils not reaching Stage E by the time they leave school.

Thomas and Collier (2002) found that the average EAL pupil in the most successful programmes in the US, (one-way and two-way bilingual education programmes) takes 4-7 years to reach native-English-speaker standards. Pupils in the less successful programmes such as the 'ESL Content' and minimal transitional bilingual programmes, which are similar to the models of support operating in Wales, take a minimum of 7-10 years to reach parity with average native-English speakers.

Perhaps the pertinent question to be asked is **not** "How long does it take a pupil to become proficient in English as an additional language?" but "What is the most effective form of provision for promoting English language development and learning?" (See also: section on School Provision)

Conclusions

Proficiency in English is essential for ethnic minority pupils to achieve their potential in school. The process of acquiring English as an additional language takes time but some models of provision are more effective than others. Current provision for EAL support in Wales should be rigorously evaluated. Teachers need to make accurate assessments of pupils' progress and levels of proficiency to ensure they continue to receive the kind of support they require. English as an additional language is only one of several factors impacting on the achievement of ethnic minority pupils in Wales.

Socio-economic background

Free School Meals (FSM)

31% (290/937) of the ethnic minority pupils in the large Dataset 1 sample are entitled to FSM, higher than all of the Welsh local authority averages. This figure differs according to area and ethnic group.

In the three large urban centres of Newport, Cardiff and Swansea together, FSM entitlement is 43% (260/602), with 13% (29/229) in North Wales and only 1% (1/39) in the Valleys. None of the 44 sample cases from Mid-Wales are entitled to FSM.

Far East Asians (Japanese, Korean, Malay, Thai and Vietnamese) have the lowest levels of FSM entitlement with no pupils in the sample entitled; followed by Chinese at 8.5% (6/71) and Indians at 19% (10/53). There is a divide between White Western Europeans with low levels of entitlement (19%, 9/48) and White Eastern Europeans with higher levels (47%, 7/15). Levels for Mixed heritage (12/36), Bangladeshi (76/236) and Pakistani (78/216) pupils are all between 30% and 40%, with Black Caribbeans at 39% (9/23) and Yemenis at 68% (26/38). The highest level of FSM entitlement is for Somalis at 82% (37/45).

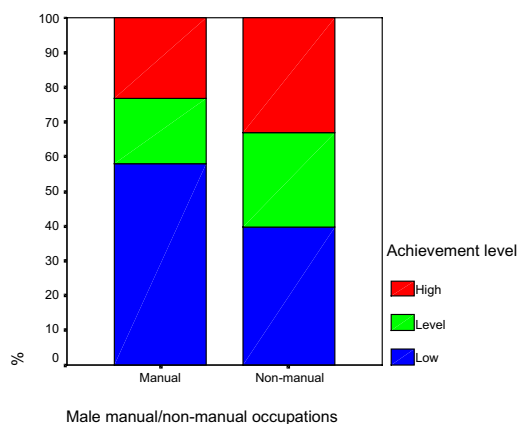
The association between FSM entitlement and achievement is highly significant ($p < 0.001$).

Parental occupations

Gillborn and Mirza's research (Gillborn and Mirza 2000), based on the Youth Cohort Study, identifies a strong association between social class and achievement across all ethnic groups using a manual/non-manual occupational analysis.

In this research study, families with fathers in non-manual occupations have a greater proportion of high achieving pupils than those in manual occupations and a much smaller proportion of low achievers (Fig. 23).

Figure 23. Proportions of high, level and low achieving pupils by manual/non-manual male occupations



The male occupational area with the greatest proportion of high achievers is 'health' – most fathers working as consultants, doctors or nurses in hospitals. The next area is the 'restaurant/takeaway trade' with differences between those who own or manage takeaways/restaurants and those who work in them as waiters or chefs, the former having a greater proportion of high achievers (+12%) and smaller proportion of low achievers (-14%).

Of the female occupational areas, 'education', followed by the 'restaurant/takeaway trade', has the largest proportion of high achievers. Most mothers in the 'education' area work as bilingual support workers, classroom assistants or teachers, others are students at college or university and one is a university lecturer.

Apart from the armed forces, parents who are unemployed, retired or in unskilled jobs have the highest proportions of low achievers. (The armed forces cases are all drawn from the Gurkha regiment stationed in Powys. They have all been in the country for less than 5 years and almost all of the pupils are at or below EAL Stage C.)

Male unemployment is 16% (115/703) overall* but there are considerable differences between ethnic groups with Somali male unemployment running at over 70% (12/17). Female unemployment is recorded as 3.7% (29/789) overall but 65.5% (517/789) of mothers are recorded as being housewives/mothers. This figure also differs between ethnic groups ranging from 6% (1/16) of Black Caribbean mothers to 92% (205/223) of Bangladeshi mothers, with Somali (24/30) and Yemeni (29/33) mothers between 80% and 90%.

** The figures for unemployment are likely to be understated as the figure for FSM entitlement is so much higher. It is possible that some occupations have been recorded whether or not the parents are currently in work and it is also possible that some parents are in part-time work but on very low incomes. Single parent families may also contribute to the higher FSM figure.*

High achievement and socio-economically disadvantaged pupils

Although there is a significant association between parental occupations and achievement ($p < 0.001$), 43% (152/354) of pupils from manual backgrounds attained on or above the expected level for their year group, with 23% (77/331) achieving above. This is a clear indication that many ethnic minority pupils, whose parents are in low status or low income occupations, are **not** excluded from high attainment by their socio-economic background.

Parental education

Other studies have found that mothers' educational background is a better predictor of a child's attainment and participation than fathers' (Bynner and Parsons 1997). From the interview sample Dataset 2, in this research study, mothers' level of education is clearly associated with higher achievement.

Greater proportions of pupils achieve above the expected level if their mothers have been educated at **school, college** ('in UK' but not 'abroad') or **university** when compared to those who haven't.

Mothers who have attended **college or university** in the UK also have greater proportions of high achievers compared to mothers who have only attended **school** in the UK. This is also the case for mothers who have attended university **abroad**.

This pattern is not mirrored for the 45 fathers in the Dataset 2 sample who have greater proportions of high achievers regardless of whether they have attended school, college or university. The only instance where fathers' level of education is clearly associated with higher achievement of their children is for those who have attended **school in the UK**.

Parents educated at school and college **in the UK** have greater proportions of high achievers than those educated at school and college **abroad**, but those educated at university **abroad** have slightly larger proportions of high achievers than those educated at university **in the UK**.

The groups with the greatest proportion of high achievers are those whose parents have attended school, college or university in **both the UK and abroad**.

Higher levels of parental education, particularly of mothers; academic competency in more than one language; and social/transnational mobility all appear to be associated with higher levels of achievement for ethnic minority pupils in Wales.

Conclusions

For ethnic minority pupils in Wales, there is a clear association between socio-economic background and achievement. There is much that schools can do to develop the potential of pupils from all social backgrounds but addressing the wider needs of socio-economically disadvantaged communities goes beyond the remit of the school. With over a third of all ethnic minority pupils in Wales living within the 250 most deprived electoral divisions across Wales, these issues must be tackled if families and communities are to be supported in reducing the negative impact of this key factor on pupils' achievement.

There is a clear need for targeted action and joined-up thinking to address social deprivation, community-based education for adults, vocational training and careers support. On the basis of this study, the need is most pronounced for the Somali and Yemeni communities in South Wales.

Isolation

Based on the figures for 2001-02, the 13,000+ ethnic minority pupils identified in schools in Wales are distributed between over 840 schools (approx. 40% of all schools in Wales) and make up 2.5% of the total school pupil population.

Approximately 80% attend schools in the urban centres of Cardiff (53.4%), Newport (17.4%) and Swansea (9.5%) with the remaining 20% distributed throughout the more rural areas of North, West and Mid-Wales although most are located in the larger towns and cities in those regions. 80% of these schools have $\leq 5\%$ ethnic minority pupils on roll and these 'isolated' pupils account for 25% of all the ethnic minority pupils in Wales. Another way to express this is to say that 75% of the ethnic minority pupils in Wales are concentrated in 20% of the schools where such pupils are present.

In the interview sample, Dataset 2, 38% (56/149) of the pupils attend schools with $\leq 5\%$ ethnic minority pupils on roll. The others attend schools where there are more than 5% ethnic minority pupils but these are not all of the same ethnic backgrounds. 68% (101/149) of pupils have $\leq 5\%$ of their **own** ethnic group in school.

Perhaps not surprisingly, the highest proportion of 'isolated' pupils is in rural schools (94%, 16/17), followed by suburban (89%, 33/37) and urban schools (55%, 52/95).

Features of isolation

Ethnic minority pupils can be isolated numerically and geographically. Pupils in urban multi-ethnic schools can also be isolated if there are few others of the same ethnic background, culture, faith or language as themselves.

Pupils who share an ethnic origin or home language may be very different socially, academically and in terms of SEN or ability and may not necessarily provide support for one another in the face of isolation. Pupils can be isolated by their experience of racism.

Some pupils, particularly those of asylum seeker and refugee backgrounds, can be isolated from their family, and in terms of their emotional and psychological experiences.

Pupils with limited competence in English as an additional language can also be isolated by the communication barriers that face them socially and academically.

Geographical isolation can accentuate many of the elements listed above because of the distances and expenses required to access appropriate support, both personal and professional.

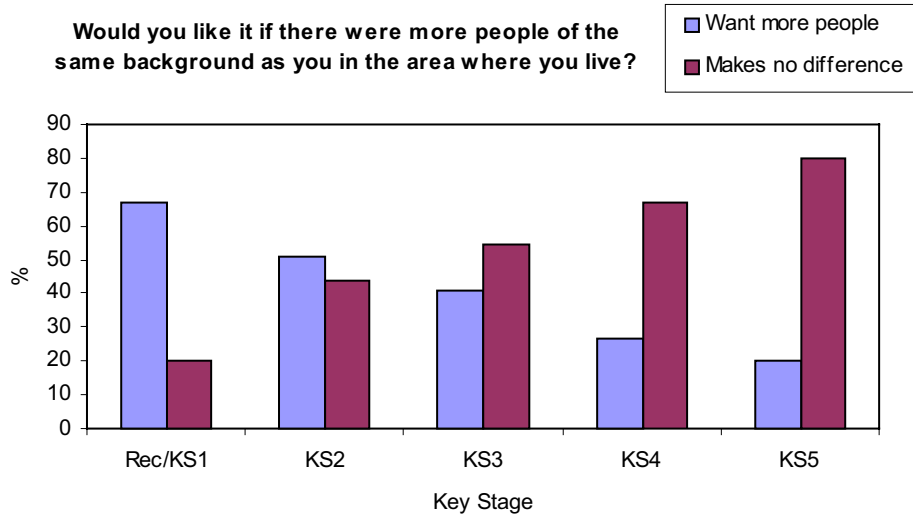
Isolation and friendship

In the research study, pupils were asked if they would like more people of the same background in the area where they live and whether they had good friends who were **not** from their own ethnic background.

Pupils in more rural areas of Wales report the highest 'wish' to have more people of the same background in their area (55% - 35/64 compared to 43% 37/87 in urban centres) but also have proportionately more friends of different backgrounds, possibly because they have no choice. This pattern differs in the Valleys however, where pupils have the most friends of different backgrounds but are also the highest respondents saying it would 'make no difference' if there were more people of their own background.

Across Wales there is a correlation between increased age and decreased 'wish' for more people of the same background (Fig. 24). This is mirrored in the length of time pupils have lived in the UK. A higher proportion of pupils who were not born in the UK express a desire for more people of the same background (58%, 33/57 compared to 40%, 36/89).

Figure 24.



In inner cities, where communities are more established, children express less desire for more people of the same background but have fewer friends of different backgrounds from their own.

The amount of time pupils have been in the UK doesn't show any pattern in relation to the extent of inter-ethnic friendships but KS1 and KS3 are the age-groups that report the lowest proportion of friends of different backgrounds, with KS2 and post-16 having the highest.

Pupils give a number of reasons why they would like more people of their own backgrounds including:

- "To make friends with them"
- "Would feel more comfortable, less out of place, less chance of racism"

A few pupils in 'isolated' school settings make similar comments about having teachers of a similar background in their school:

- "I'm the only Chinese here and they call me names but if there is a teacher and they call me names that means that they call the teachers too. They would get into trouble then."
- "I would feel not the odd one out."

Integration in the classroom and playground

Most teachers (89%, 50/56) in schools with ≤ 5% ethnic minority pupils on roll feel that their pupils 'mix well' in the classroom. 7% (4/56) say pupils tend to 'stick with their own group' and 3.6% (2/56) say that 'certain groups are isolated'. This compares with 81% (79/97) saying 'mix well' in schools with more than 5% ethnic minority pupils, 16.5% (16/97) saying 'stick with their own group' and 2.1% (2/97) saying 'certain groups are isolated'.

This contrasts with the picture for the playground (Fig. 25 and Fig. 26).

Figure 25. ≤ 5% ethnic minority pupils

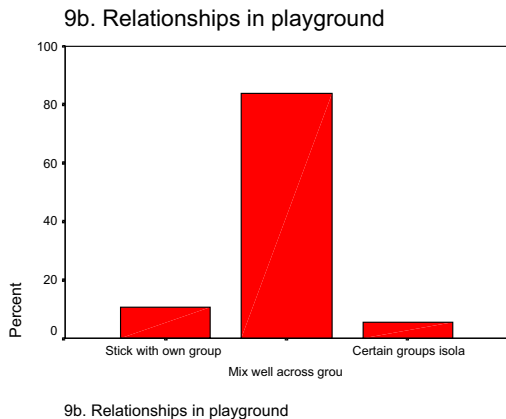
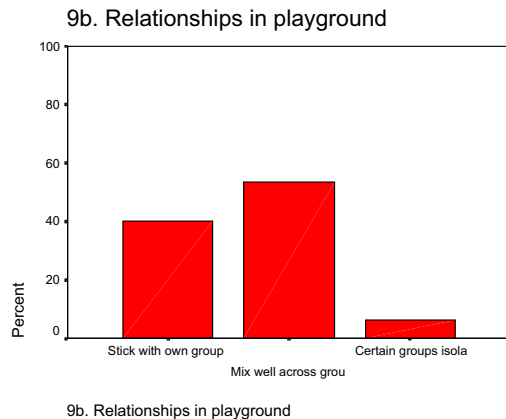


Figure 26. More than 5% ethnic minority pupils



Among the many reasons children have for associating with certain friends, ethnic background is evidently important. It seems that where pupils have the choice and the opportunity, they will opt to be with those they identify most closely with. Where they have less opportunity or choice, they either mix or get excluded.

There is nothing inherently negative about children sticking with friends from their own ethnic background but in the broader context of good race relations, the reasons for such segregation in schools need to be explored.

Where ethnic minority pupils are in small numbers, if they are not included by their peers or are allowed to remain 'isolated' in the classroom or playground, this can hinder their linguistic, social and emotional development. One teacher comments that very often, such pupils sit quietly in the classroom and go unnoticed by the teacher. Perceptions that they are conforming to ethnic stereotypes of being 'quiet and hardworking' may be associated as much with their experience of isolation as with their 'work ethic'. Other teachers' comments include:

- *"Mixing or sticking with own group depends on level of English acquisition of pupil"*
- *"Isolated learners tend to play with other pupils from the other minority groups"*
- *"Girls seem to stick together in class"*

Isolation and facilities

Scourfield et al (2002) found that lack of cultural and religious facilities was of concern to ethnic minority pupils and parents in the Valleys:

"... We had a mosque there and everything close by and, you know, a small knit community and everything and you haven't got that here" (Scourfield et al 2002 p11)

"The thing I hate about living in ... is not many facilities, show no Asian films at the cinema, no great shopping" (Scourfield et al 2002 p11)

Ali (2000) found that the kind of activities engaged in by local white young people effectively excluded some ethnic minority pupils because they involved discos, mixed gender gatherings, smoking and sometimes drugs and alcohol. Some ethnic minority parents are particularly concerned that their children are protected from these kind of influences. Alternative facilities for young people either do not exist in some areas or are too far away to travel to.

Cline et al's (2002 p3) study of minority ethnic pupils in mainly white schools found that ethnic minority families in more 'isolated' settings in England *"maintained regular contact with a network of family, friends or co-religionists from their own ethnic background in other areas ... These networks might be in their countries of origin, elsewhere in this country or, when available, in the area where they lived."*

Isolation and a sense of difference

"My children know they are different".

It is clear from the comments of both pupils and parents that ethnic minority pupils sense they are 'different' from the majority population because of their appearance, language, culture, faith or their country of origin. This is reinforced both by their own sense of ethnic identity and by other people's treatment of them.

Cline et al (2002) found that *"many children 'play white' and many teachers minimise the significance and the value of cultural and ethnic diversity"*. Some pupils, in the face of potential discrimination or out of a desire to 'fit in', also 'play down' their own ethnic or religious identity because they feel it makes them stand out more as a member of an 'ethnic minority' and fear they may be less accepted.

Visibility is significant, but white non-UK children in this research study have also been found to experience prejudice because they are 'different', isolating them on the basis of their country of origin, language or accent. One German child, aged 13, suffered frequent verbal and physical abuse in his secondary school, enduring many anti-German taunts.

Isolation and achievement

Cline et al (2002) found that pupils of Black Caribbean, Indian and Pakistani backgrounds in mainly white schools had higher achievement than their counterparts in urban multiethnic schools at GCSE. This was thought to be linked to the schools being in areas of greater social advantage but in Wales this is not necessarily the case. Some parts of North Wales and the Valleys, in particular, where most ethnic minority pupils are 'isolated', are amongst the most socially deprived in the country.

In the research study, there are slightly larger proportions of high achievers in schools with $\leq 5\%$ ethnic minority pupils (30% 11/37) compared to those with more than 5% (25% 12/49) (Fig. 27 and Fig. 28).

Figure 27. High achievers

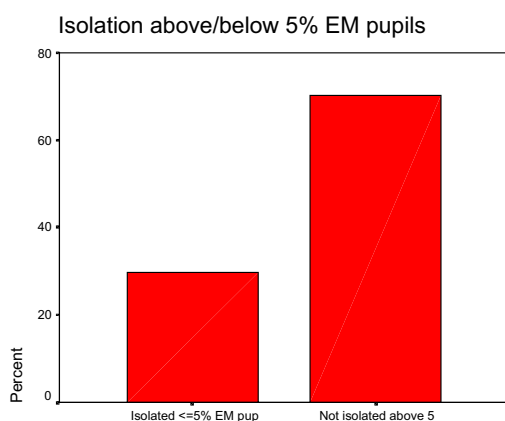
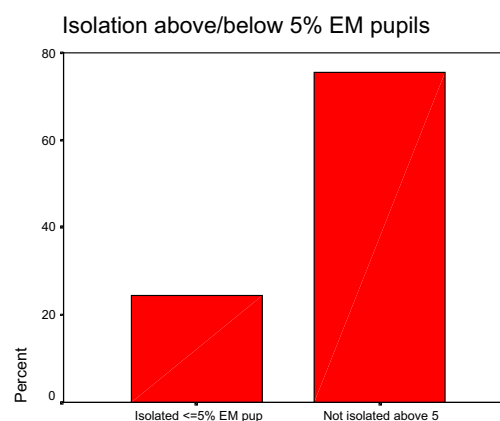


Figure 28. Low achievers



Suburban schools have the largest proportions of high achievers (3.6% above urban schools) and the smallest proportions of low achievers (5.1% below rural schools and 14.3% below urban schools). The link with social advantage may be evident here, although 'suburban' does not necessarily equate with affluence in some parts of Wales.

Isolation and support

Outside of the three main urban authorities (Cardiff, Newport and Swansea), numbers of ethnic minority pupils are relatively small, ranging from 15 (Isle of Anglesey) – 300 (Caerphilly). With sufficient numbers of staff, it is possible to identify, contact and support many of these pupils or at least offer support and training to their schools or mainstream teachers.

In some authorities in North East Wales, for some years local authority EAL services have operated with comparatively large numbers of part-time staff offering support over longer periods of time, even if that support has only been for one or two hours per week. Relatively stable numbers and low turnover of pupils and staff can enable greater continuity of support which helps to ensure that pupils get beyond the 'threshold' level of survival language and continue to extend the range and depth of their English language repertoire. These approaches may contribute to the higher levels of achievement in these authorities.

Other authorities in Wales also operate with peripatetic staff visiting pupils in small numbers and widely dispersed schools. With limited time available, such support has to be planned and used effectively to raise awareness of mainstream staff and provide pupils with the most productive learning experiences.

Conclusions

'Isolation' affects ethnic minority pupils in different ways in different parts of Wales. Most children want to 'fit in' and schools must provide them with an environment where they feel accepted, valued and empowered and where they feel their own identity is respected and supported. Teachers must be sensitive to the distinctive circumstances and needs of their ethnic minority pupils and be aware that "*playing down ethnic and cultural differences*" (Cline et al 2002) may not be the most appropriate approach. Consultation with pupils and parents is essential.

There is potential for schools to use ICT to establish links with schools in other parts of Wales, the UK and the wider world which could facilitate a support network for 'isolated' pupils as well as promoting inter-ethnic communication for all pupils.

In providing support for 'isolated' pupils, different contexts require flexibility and different responses. Approaches and strategies need to be matched to the local area taking account of:

- pupil need - based on individual assessments and taking account of socio-economic background, levels of parental education and literacy
- relative isolation of pupil – considering whether or not there is anyone who can communicate with the pupil and their family in their own language, whether or not they are making friends and socialising out of school, and whether or not they can stay to participate in after-school clubs or activities
- the experience and knowledge level of mainstream staff – considering levels of training and confidence of staff in the school to meet pupils' needs and deal with racism, levels of resourcing and the extent to which teachers use a range of strategies to support the development of English/Welsh
- the amount of EMAG-funded support time available and the way the school plans and manages the support through liaison with specialist staff

Experience of racism and discrimination

Pupils

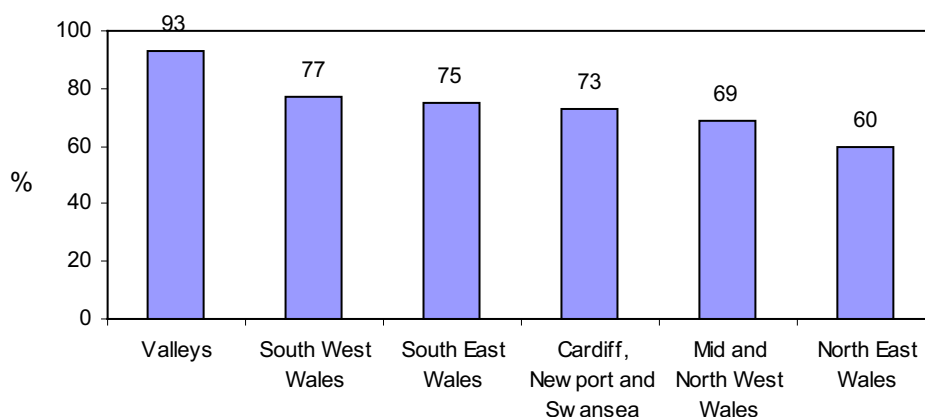
Over 70% (107/150) of the ethnic minority pupils interviewed say they have experienced racism and although 35% (53/150) say this is 'not often' or 'only once', 9% (13/150) say they have experienced 'a lot'.

There is virtually no difference between Key Stages 1-4, but pupils in Key Stage 1 report higher levels of **personal** racism than older pupils.

There is virtually no difference between the proportions of boys and girls experiencing racism but approximately 10% more boys experience high levels of racism. Ali's youth study (Ali 2000) in South West Wales found that girls feel more exposed and more vulnerable to racist name-calling, whereas boys are more likely to 'fight back' when experiencing racism.

Pupils' experience varies between different areas of Wales (Fig. 29).

Figure 29. % pupils experiencing racism in different areas of Wales



Racism in and out of school

Although a higher proportion of pupils in the Valleys have been victims of racism, pupils in South West Wales perceive a greater prevalence of racism both in and out of school. Scourfield et al (2002) found that experience of racism in the Valleys varies between individuals but is almost taken for granted by many as a part of daily life. Similar numbers and distributions of ethnic minority pupils in North East Wales do not attract such levels of racism.

Black and Mixed Race pupils both perceive higher levels of racism **outside** of school, as do those of Asian backgrounds. Chinese pupils perceive a similar amount of racism both **in** and **out** of school. White non-UK pupils perceive higher levels of racism **in** school and the lowest **outside** of school. The features which identify these pupils as 'different' from others in school include language use, accent and country of origin.

Ali (2000) also found that pupils' experience of racism varied. For some pupils, racism was not an issue in school but for others it was much more common in school than out.

Pupils currently at KS3 and 4 perceive the highest levels of racism in their schools, followed by those at KS2 though the difference between all key stages is relatively small.

From discussions with pupils and teachers, there is some evidence of racism between pupils of different ethnic minority backgrounds in multi-ethnic community schools but the majority of racism experienced is from the indigenous white population. As one child put it:

"In this school, there can't be nobody say anything bad to you 'cos there's too much black and different coloured skin people." (Lyle et al 2003)

Many ethnic minority pupils say they feel safer in school than outside and report feeling safer when they are together because they can protect each other and provide a safe environment. Some pupils rarely venture from their own local area (Lyle et al 2003) and some families insist their children stay in, particularly in the evening, because of concerns for their safety. Others adopt 'safer' routes to school and are aware of certain 'safe' and 'unsafe' public places. Scourfield found that, for at least one parent in the Valleys, her choice of secondary school for her son was determined by his experience of racism. For a couple of pupils, racism is a factor in wanting to move away from their area to somewhere more ethnically varied.

"There's lot of different people in Birmingham, ain't there? There's loads of people like. You feel more comfortable, don't you? Because we do get racism around here." (Scourfield et al 2002 p10)

Ironically, discussions about pupils in the Valleys reveal that some ethnic minority pupils, who are not allowed to go out in the evening, stay in and study instead which has a positive impact on their achievement.

The majority of pupils experience racist **name-calling** although a number also suffer **physical abuse**. These incidents tend to be more common outside school than inside.

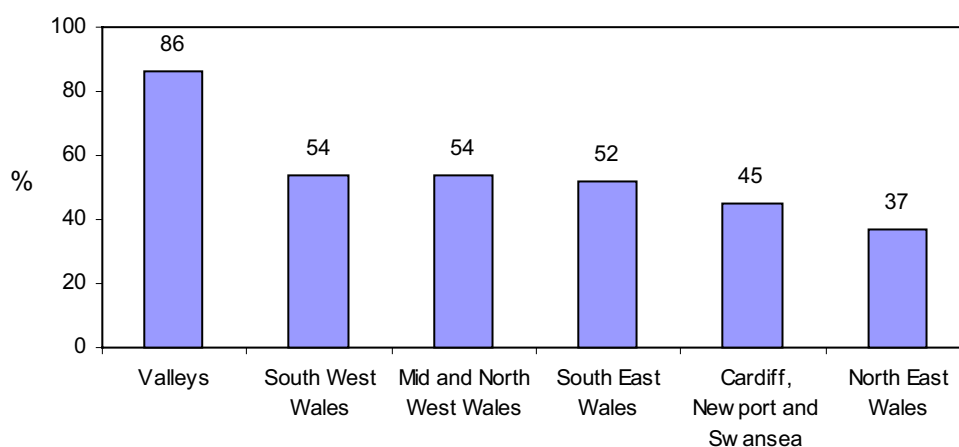
The following pupils' comments illustrate some of their experiences of racism and religious discrimination:

- *"When I was new here they called me Chinese but I told Miss."*
- *"Sometimes people ignore us because we don't talk English very well."*
- *"People have pulled my headscarf and prefects wouldn't let me in."*
- *"They call us 'wives of Bin Laden'."*
- *"They call you black, swear at you, tell me to go back to my own country."*
- *"Everyone bullies you about skin colour. After Sept 11 it went worse. In PE no one would pick me because of my colour, same with class activities."*
- *"Children say, 'there's no such thing as Allah'."*
- *"In our old house people smashed windows."*
- *"People from houses will come out and tell Asians to move from the house but they won't tell white people."*
- *"There are racist people but I don't see them often. I check if they are there before I go places."*

Parents

Fewer parents (48%, 66/138) report having experienced racism than pupils. Black parents experience the most racism (83%, 10/12) followed by Chinese (62%, 10/16) and Asian parents (50%, 33/66). White non-UK parents experience the least (25%, 3/12). Parents' experience of racism varies between different areas of Wales (Fig. 30).

Figure 30. % parents experiencing racism in different areas of Wales



Of the parents who say they have experienced racism, 64% (42/66) say it is from 'strangers' and 36% (24/66) from 'neighbours' or 'other people they know'. Several parents experience racism from all three. Parents in the urban centres of Cardiff and Newport experience more racism from neighbours and people

they know than parents in South West Wales, the Valleys and other rural areas who experience proportionately more racism from strangers.

Compared to parents living in rural parts of Wales, a higher proportion in the urban centres experience 'a lot' of racism but a higher proportion also report 'never' experiencing racism. This implies that there are certain areas in the urban centres where racism is more prevalent than others. Some members of the ethnic minority communities say that people have tried to move into areas of the cities where there are fewer ethnic minorities but have had such bad experiences of racism they have returned to live in the multiethnic communities. This experience has also been shared by some people moving to the Valleys.

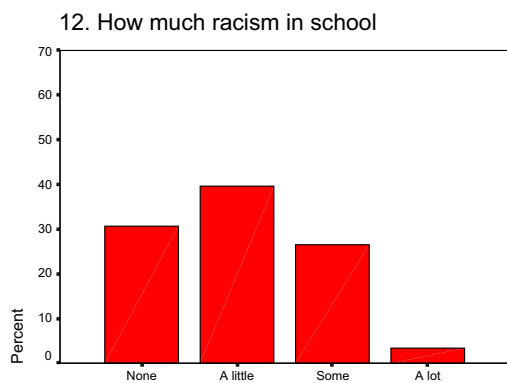
Recorded by fieldworkers, the following are some parents' responses to the question "Have you experienced any racism from people in this area?"

- *Father was categorical about question 11. "People are nice here". The family has recently moved here from an area where they were subjected to racial taunts, but he insisted I recorded NEVER.*
- *"Never - Our customers and neighbours are nice people."*
- *"Not in this area, but at other home in same city."*
- *"Sometimes - because I choose a lifestyle that doesn't take me places where I will be affected by it."*
- *"Fighting. Banging doors very often. Swearing. Children at lunchtime suffer racist abuse."*
- *"People on the street walking by or in their cars."*
- *"People coming in from other areas."*
- *This parent said there was no point in reporting to the police or the school because "What's the point. It would make things worse"*

Teachers

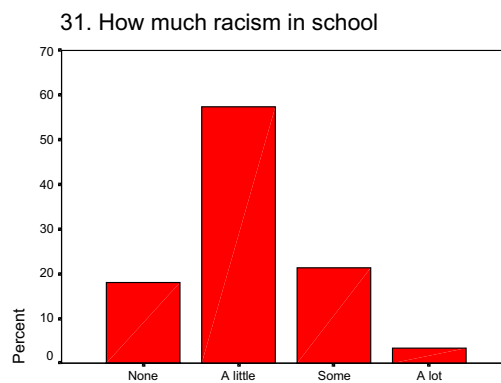
Fewer teachers than pupils perceive 'no racism' in their schools (Fig. 31 and Fig. 32). This may be because teachers are more aware than pupils of racist incidents which have taken place throughout the school but the majority of teachers feel there is only 'a little' racism in school.

Figure 31. Pupils



12. How much racism in school

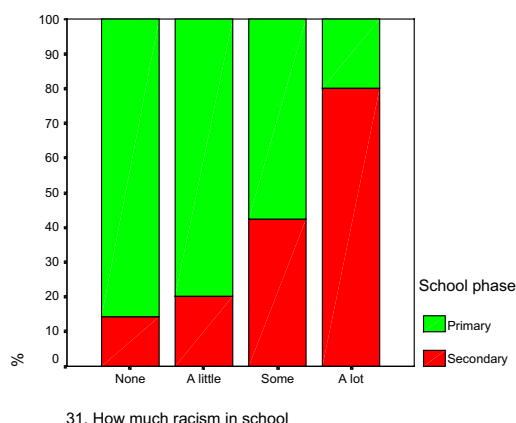
Figure 32. Teachers



31. How much racism in school

Secondary teachers perceive much higher levels of racism in school than those in primary (Fig. 33).

Figure 33. Proportions of teachers identifying racism in school



Policies

The teacher questionnaires in the research study were carried out after May 31st 2002 - the deadline of the Race Relations (Amendment) Act 2000 specific duty for schools to have in place a Race Equality policy. 79% (122/154) of teachers reported that their school had a Race Equality policy and only 72% (111/154) had a policy and set of procedures for dealing with Racial Harassment, although another 10% (16/154) said they were 'in production' and 9% (14/154) and 12% (18/154), respectively, said they 'didn't know'.

Training

Only 40% (62/154) of the teachers interviewed have attended school or LEA training on dealing with racist incidents. There is a difference between primary (43%, 49/114) and secondary (33%, 13/40) teachers (Fig. 34), and a marked difference between EAL/EMA (66%, 25/38) and mainstream (32%, 37/116) teachers (Fig. 35).

Figure 34.

% teachers attended training on dealing with racist incidents

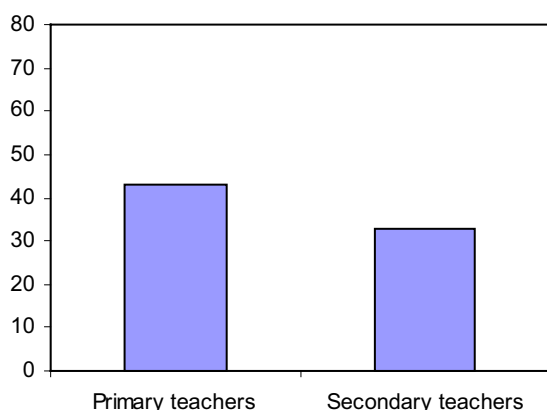
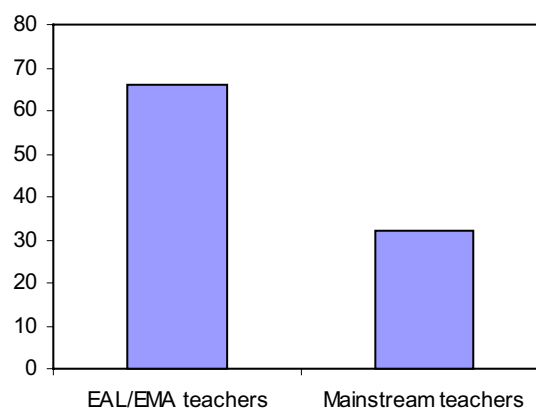


Figure 35.

% teachers attended training on dealing with racist incidents



Of those who have attended training, 22% (17/78) are still 'not very confident' about how to deal with racist incidents. Three teachers comment that greater confidence comes from experience of dealing with issues in the classroom. (See also: section on School Provision.)

Racist incidents in school

The Lyle et al (2003) case studies and discussions with other pupils found that few pupils would report racist incidents. Those who had done felt the school had either done nothing about it or had not dealt with the incident satisfactorily. As a result, the majority of pupils felt there was no point in reporting future incidents. As one pupil said:

“I don’t bother saying anything to anyone about it ‘cos nothing will be done.”

Another pupil contrasted her experiences of two different secondary schools she has attended. Of the first she said *“you could count on teachers to follow up the incidents and take appropriate action”*. Of the second she said it was hard to get teachers to take any notice. Pupils meeting this kind of response describe feeling ‘hurt’, ‘suffering’ and ‘anger’.

Some ethnic minority pupils also report unfair treatment, negative attitudes and racist remarks from some teachers:

- *“They tell me and my friends off, but when white pupils do the same they don’t do anything.”*
- *“A teacher told me that I could not speak proper English ... I speak the way my whole family speaks ... this outraged my mother as well as me.”*
- *“We’re told off for speaking our own languages.”*
- *“Teachers can’t even be bothered to pronounce our names properly.”*

In the light of these findings and the number of pupils who are victims of racism, the figures on training for teachers are unacceptably low.

Racism and achievement

9% more low achievers than high achievers say they experience ‘a lot’ of racism although 4% more low achievers also say they have ‘never’ experienced racism (Fig. 36 and Fig. 37).

Figure 36.

High achievers

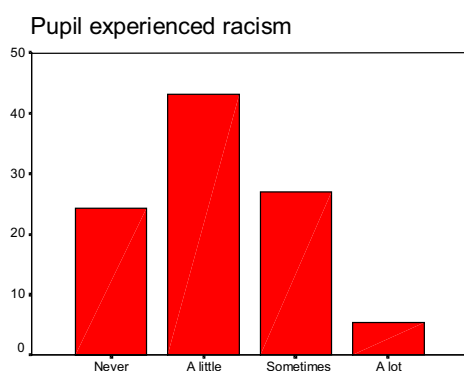
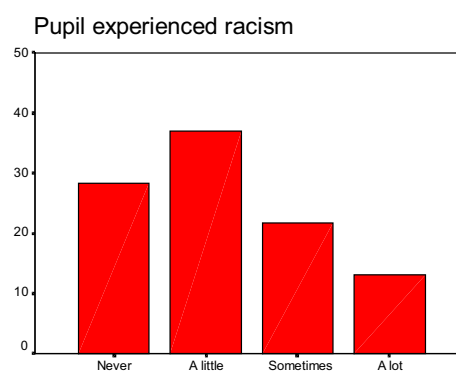


Figure 37.

Low achievers



Low achievers perceive slightly higher levels of racism both **in** and **out** of school. This is **not** linked to the geographical area of Wales in which they live but **is** linked to their local community and their phase of schooling. A higher proportion of low achievers are found in the **secondary phase** where both pupils and teachers perceive higher incidences of racism.

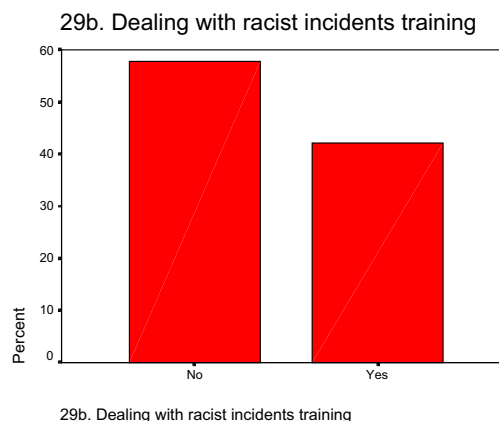
Though it is not possible to deduce from individual pupil’s and teacher’s responses a direct link to achievement, it is interesting to note that slightly fewer teachers of low achievers perceive ‘a lot’ of racism in their schools compared to the pupils’ perceptions. By contrast, slightly more teachers of high achievers perceive ‘a lot’ of racism than the pupils. Though the differences are small, this could suggest a greater awareness of racism amongst these teachers.

This is supported by the figures on training which show that 9% more teachers of the high achieving pupils have attended training on dealing with racist incidents (Fig. 38 and Fig. 39). These teachers also feel more confident than the teachers of low achievers who have attended training.

Figure 38. High achievers



Figure 39. Low achievers



Though these figures are complicated by the overall decline in achievement at secondary, there is a suggestion of an association between levels of:

- teacher training
- teacher confidence
- pupils' experience of racism and
- achievement.

Conclusions

Ethnic minority pupils' experience of racism and discrimination in Wales varies between locations and ethnic groups. Some pupils have experienced very little but for many it is a daily reality.

The way in which racism is dealt with in schools impacts on pupils' attitudes and relationships to the school and their teachers. At times, they feel 'helpless', 'hopeless' and do not know who to go to. This sense of powerlessness can alienate ethnic minority pupils from the school system and inevitably has an impact on their engagement with school life.

Levels of attendance at training on dealing with racist incidents are unacceptably low and teachers lack confidence in addressing racism. If schools are to fulfil their legal duty to 'eliminate racial discrimination', training must be provided for all staff, including non-teaching staff, in schools across Wales.

Notes

A small number of headteachers and fieldworkers expressed reservations about asking questions on racism in the research interviews. One fieldworker did not ask the questions because of the young age of the pupil (6 years old). 3 fieldworkers said the young children they interviewed did not really understand the questions and confused racism with 'bullying' or 'falling out'.

Overall, the response rate for parents was quite high (87%), but a small number of parents who were asked to participate in the research study did not want to be involved at all and two refused permission for any data to be collected on their children. One parent who initially said 'Yes', changed his mind when he saw the questionnaire, as he did not want his son to be asked the questions.

The reasons given for non-participation include:

- *not wanting to be identified as different*
- *feeling quite settled, happy and part of the community*
- *not wanting to draw attention to ethnicity*
- *not wanting to put ideas into their children's heads about racism.*

Attendance

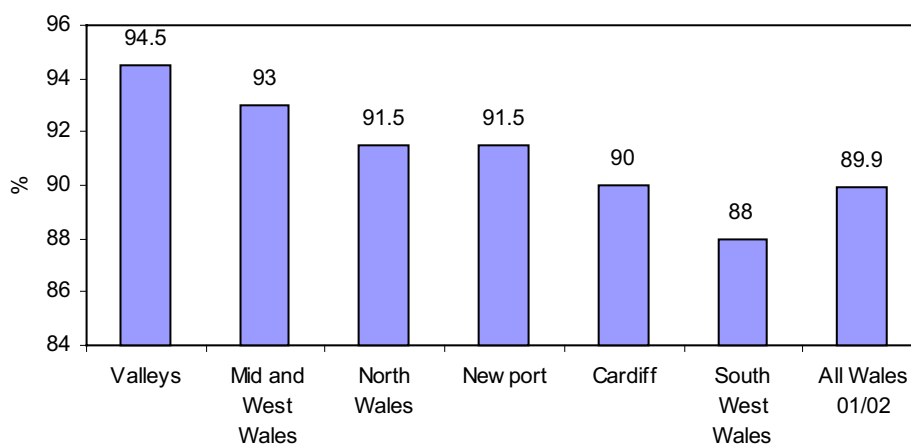
National comparisons

National attendance figures for Wales are only available for 11-15 year olds. For 2001/02 the average all-Wales attendance is 89.9%. For 11-15 year old ethnic minority pupils in the research sample Dataset 1, the average is 91.5%, 1.6% higher than the national average and 2% higher than the average for all schools in Wales with identified ethnic minority pupils on roll.

Ethnic minority girls have slightly higher attendance than ethnic minority boys by 0.8%. This is the reverse of the national pattern although boys have a higher rate of unauthorised absence.

Average attendance varies between different areas of Wales (Fig. 40).

Figure 40. % attendance of ethnic minority pupils by region



Bangladeshi and Pakistani pupils have the lowest average attendance rates at 87.7% and 89.5% respectively. Black Caribbean pupils (26) have the highest attendance at 95%.

Primary school attendance

Primary attendance is lower than secondary at 90.5%. This is due in part to the larger number of primary pupils who have had periods of absence lasting more than two weeks during the year but discussions with teachers reveal that weekly attendance is also more erratic for some pupils in the primary phase.

Prolonged absences

19% (114/591) of primary pupils had at least one period of absence lasting more than two weeks; 3% (20/591) had periods of absence lasting at least 4 weeks and 2% (10/591) missed at least 6 whole weeks during 2001/02. In secondary, only 11% (28/255) of pupils had more than 1 period of 2 weeks' absence and none had more than 4 weeks.

Several of the shorter periods of absence may be attributable to illness or short family holidays, but the longer periods are more likely to be extended visits to pupils' countries of origin. The larger number of 2-week absences in both primary and secondary may also be affected by the practice of schools taking pupils off roll when extended visits abroad go beyond the permitted period of holiday leave.

The ethnic backgrounds of pupils who had prolonged periods of absence of 4 weeks or more are shown in Table 3.

Table 3. Pupils with prolonged absences of 4 weeks or more by ethnic group

Pupils ethnic background	Number of pupils absent for periods of 4 weeks or more
Bangladeshi	10/241
Pakistani	6/143
Yemeni and other Arab backgrounds	7/75
White Western European	2/48
Chinese	1/69
Somali	1/46
Black Caribbean	1/23
Malay	1/13
Algerian	1/1
Libyan	1/2

Of pupils having at least one period of 2 weeks' absence, the largest groups are shown in Table 4.

Table 4. Pupils with absences of 2 weeks or more – largest groups

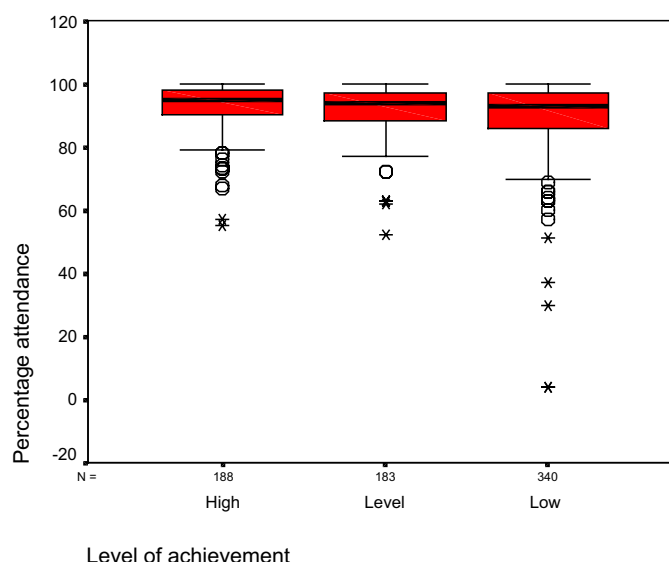
Pupils ethnic background	Number of pupils absent for periods of 2 weeks or more	% of all pupils in ethnic group
Indian	11/39	28%
Bangladeshi	52/241	22%
Yemeni and other Arab backgrounds	16/75	21%
Pakistani	29/143	20%
Chinese	10/69	14.5%

Most of these pupils are from the urban centres: 40 from Cardiff, 31 from Swansea/Neath Port Talbot, 24 from Newport and 15 from Wrexham.

Attendance and achievement

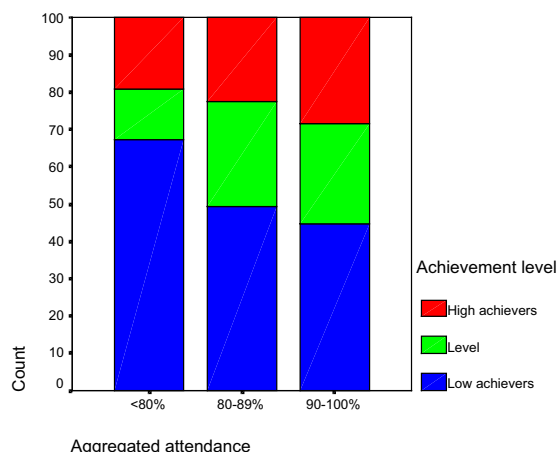
There is a clear association between attendance and achievement (significant $p=0.01$ using Kruskal-Wallis test). The higher a pupil's attendance, the more likely they are to be a high achiever. Figure 41 shows the spread of attendance figures for each achievement group, with high achievers having the highest median attendance and the narrowest range of individual attendances.

Figure 41. Comparison of % attendance with levels of achievement



Between attendance levels of <80% and 90-100%, there is a 16% mean shift towards higher achievement - a 22.5% reduction in the proportion of low achievers and a 9.4% increase in high achievers (Fig. 42).

Figure 42. Correlation between attendance and achievement levels



The impact of socio-economic background

Taking account of socio-economic background using manual/non-manual occupations and FSM entitlement, there is still a 4 - 6% difference in the increased proportion of high achievers in the 90-100% bracket compared to the <80% bracket.

The positive impact of higher attendance on achievement is also more pronounced (by 1.55%) for pupils from more socially disadvantaged backgrounds.

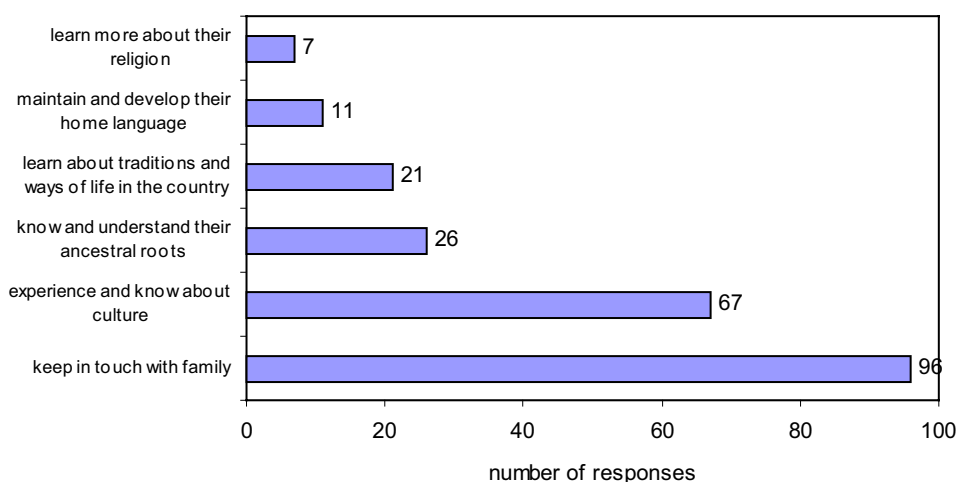
Extended visits to countries of origin

In the research interviews, Dataset 2, pupils were asked **how many** visits to their family's country of origin they had **ever** had, not just during the past academic year. Just over half of the pupils have had one visit, a quarter have been on more than one visit and a fifth have had 4 or more visits. Of those born abroad, two thirds have not been back to their home country but a majority of these have only been in the UK for less than two years. Of those born in the UK, slightly more than half have visited their family's country of origin.

Parents' views

An overwhelming majority (95% - 130/137) of parents feel it is important for their children to visit their family's country of origin. The reasons given are shown in Figure 43.

Figure 43. Reasons why visits to families countries of origin are important



One parent gives attendance ‘at special occasions like weddings’ as a reason for such visits being important. Three parents say it is to ‘have a holiday’ and two parents specifically mention their children’s personal development. In the words of one:

“to make them more complete as people”.

In response to a question about the impact of such visits on their children’s education, 59% (78/133) of parents think it is positive, 14% (19/133) think it is negative and another 14% (19/133) say it ‘depends on the age of the child’. Several parents qualify their responses with comments such as:

- *“We normally go in holidays as we know it is bad to go during term time.”*
- *“Negative if during term time. Positive if during holidays and learning about own culture.”*

Teachers

By contrast with the parents, only 10% (15/150) of teachers feel that extended visits to families’ countries of origin have a positive impact on pupils’ education and 69% (104/150) think they are negative, with some qualifications:

- *“In terms of school - negative, but in terms of life experience – positive.”*
- *“Extended visits can be very enriching for pupils but longer than a month or so can mean pupils have a great deal of difficulty in “catching up”. Some pupils have been away for 2 years and this has had a very negative effect.”*
- *“In the past it has been negative but I think it could be turned into a positive.”*

Achievement differences

There is a pronounced difference between the views of the parents of high achievers and low achievers. 25% more parents of **high achievers** feel that such visits have a **positive** impact on their children’s education and over 15% more parents of **low achievers** think the impact is **negative**.

The **interview** Dataset 2 does not show a clear association between low achievement and the **number of visits** to families’ countries of origin. Although a slightly higher proportion of low achievers have visited their family’s country of origin, high achievers have visited **more frequently**. Equal proportions of pupils from manual and non-manual backgrounds have been on such visits but the highest incidence of visits (6+) is slightly greater amongst the high achievers (Fig. 44 and Fig. 45). However, the numbers involved in this last subset are very small (19 high achievers, 27 low achievers) rendering the observed patterns less reliable.

Figure 44. High achievers

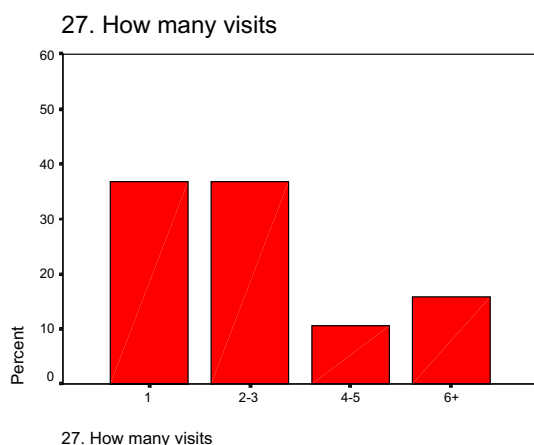
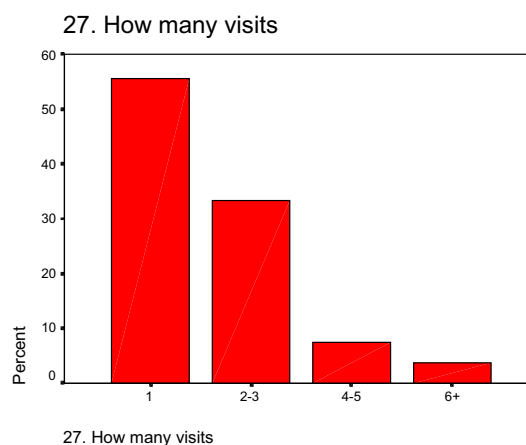


Figure 45. Low achievers



Extended visits abroad may be influenced by family income, ethnicity and proximity to the country of origin. Higher income families may be able to afford more frequent shorter visits, whereas lower income families may take less frequent but longer visits which have a more substantial, negative effect on children’s academic education. Parents’ responses seem to support this.

Monitoring attendance

The Race Relations (Amendment) Act 2000 places a duty on schools to assess and monitor aspects of school life which impact on pupils' attainment but discussions with teachers reveal that few schools monitor attendance by ethnicity. Whilst this is not an explicit requirement of the duty, where there is evidence of low attainment identified through ethnic monitoring, attendance should be considered as a contributing factor.

Discussions also suggest that some schools do not take account of socio-cultural and linguistic factors when communicating with or providing information for parents on pupils' attendance. Some ethnic minority parents are unaware of school's expectations or their own obligations in relation to attendance.

Conclusions

Attendance has a significant impact on pupils' achievement. Attendance rates vary between ethnic groups. Schools need to monitor attendance by ethnicity and be effective in communicating to parents their expectations for attendance and punctuality.

The general educational benefit of visiting different countries, experiencing different cultures and using different languages is unquestionable. Visits to families' countries of origin are also an important part of maintaining children's contact with their extended family and strengthening their sense of identity through understanding their heritage and ethnic origins.

However, for individual cases such visits can have a detrimental impact on pupils' academic attainment in school. Schools must be proactive in working with parents to minimise the potential disruption to children's education. Dialogue must be promoted about timing, length of visit, provision of work for pupils and arrangements to catch up with missed work on return. This is particularly needed within the Indian sub-continent and Arab communities in Wales.

National guidelines would be beneficial for schools on appropriate ways to respond to extended visits to families' countries of origin.

Participation of parents

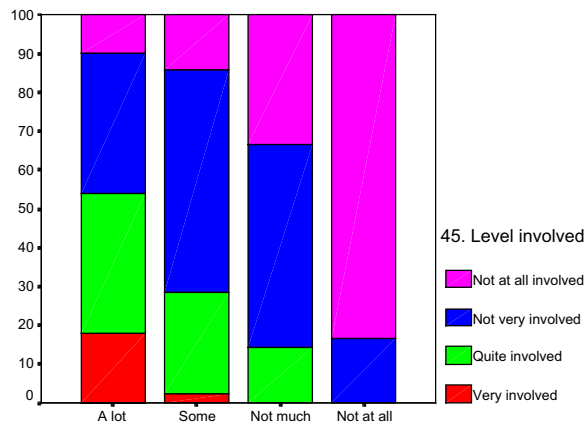
Levels of involvement

Virtually all of the recent studies on ethnic minority achievement in Britain have found that greater parental involvement promotes higher achievement for pupils (Runnymede Trust 1998, Blair and Bourne 1998, Ofsted 1999, TTA 2000, DfEE 2000, Ofsted 2002a and 2002b).

Estyn (2000 p16) found that “a minority of primary and secondary schools [in Wales] have effective links with parents of pupils for whom English is an additional language ... generally not enough is done to encourage them [parents] to participate with the school as partners in the education of their children”.

Figure 46 shows the correlation between the responses of ethnic minority parents to two questions about the extent schools **encourage** them to be involved in school life and the extent to which they **are** involved.

Figure 46. Correlation between school encouragement and parental involvement

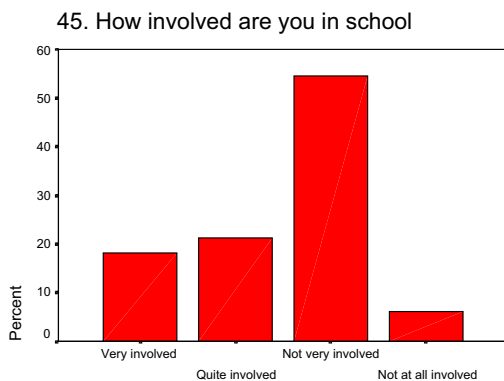


44. How much school encourages involvement

The data also indicate that encouragement for parents to be involved is much higher in primary than secondary schools, indeed only one secondary pupil's parent (out of 31) says the school encourages their involvement 'a lot'.

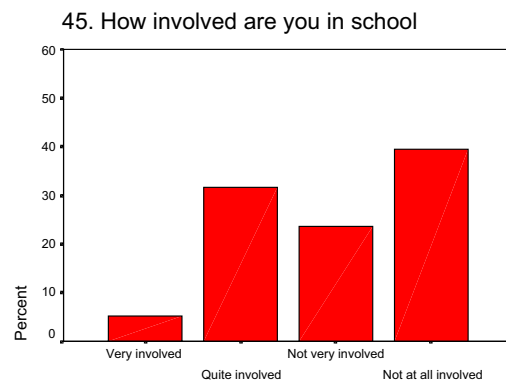
The difference between the levels of involvement of parents of high and low achievers is also marked (Fig. 47 and Fig. 48).

Figure 47. High achievers' parents



45. How involved are you in school

Figure 48. Low achievers' parents



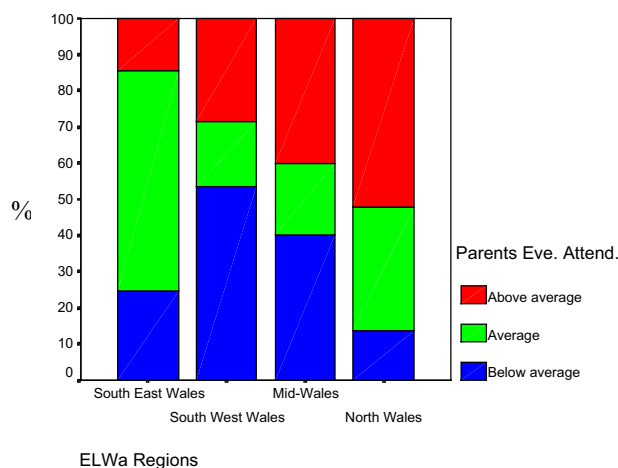
45. How involved are you in school

Attendance at parents' evenings

Attendance at parents' evenings is much higher than the general level of involvement with school but shows a parallel difference between levels of attendance of high and low achievers' parents.

Teachers' perceptions of ethnic minority parents' attendance at parents' evenings are evenly split between 'above' and 'below average', with the largest number saying 'average'. The patterns are similar between primary and secondary but with more 'below average attendance' in secondary. There are marked differences between different regions of Wales (Fig. 49). Low attendance is most pronounced in the urban centres.

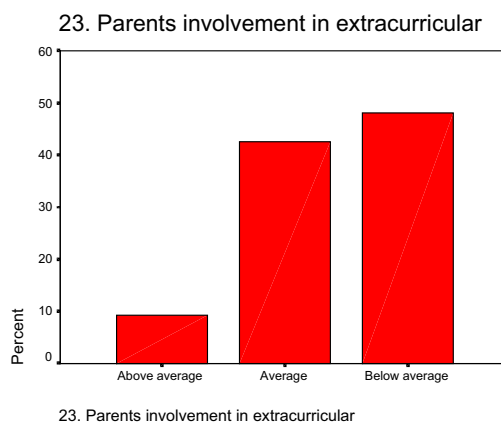
Figure 49. Teachers' perceptions of ethnic minority parents' attendance at Parents' Evenings



Involvement with extra-curricular activities

Teachers' perceptions of involvement with school extra-curricular activities are quite different from those of attendance at parents' evenings (Fig. 50).

Figure 50.



This pattern is more pronounced in secondary but is still present in primary and is very similar across all regions of Wales.

Reasons for level of involvement

The **main** reasons offered by parents and teachers for low levels of involvement in school are shown in Figures 51 and 52. Some parents and teachers gave more than one response.

Figure 51. Parents reasons for lack of involvement in school life

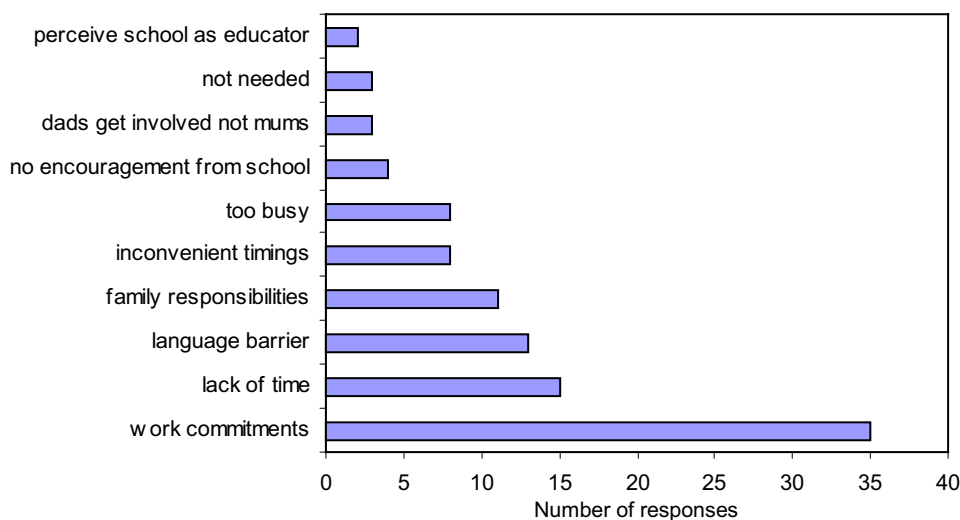
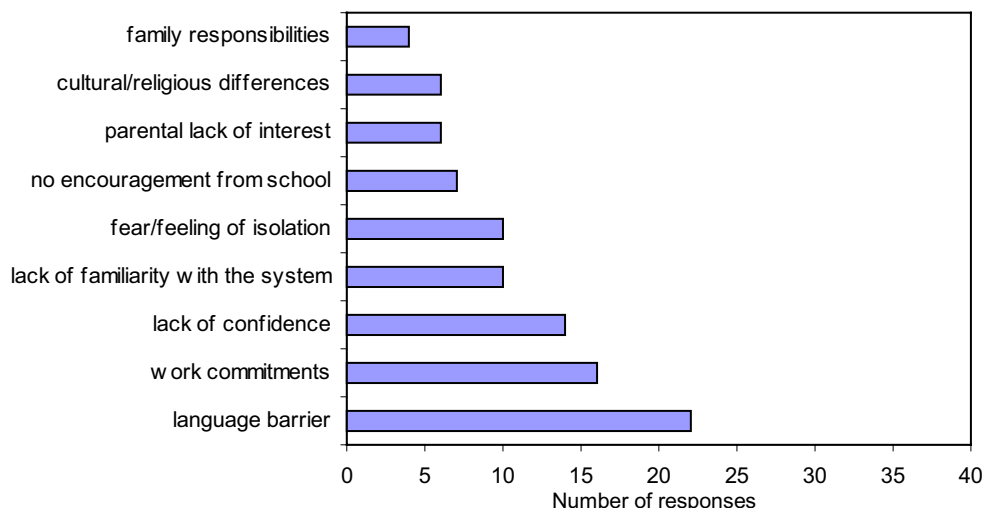


Figure 52. Teachers' views on lack of parental involvement



Notable differences between teachers' and parents' responses are in the comparative numbers of 'language barrier', 'work commitments' and 'family responsibilities'. Teachers mention many more 'psychological factors' such as 'lack of confidence', 'fear' and 'isolation' and although these are mentioned by a small number of parents, 'inconvenient timing' is a more common response.

The following parents' comments raise a number of issues which highlight the need for schools to be more proactive and effective in their communication with ethnic minority parents:

- *"I'm free from commitments during school hours"*
- *"The school doesn't let me know how I can get involved."*
- *"Cultural differences, organising Christmas fetes, cheese and wine evenings. A lack of information generally."*
- *"I feel I don't fit in with parents or teachers"*
- *"Don't have any special friends with other mothers. Find it hard to start talking."*
- *"Not very involved - put off after offering services"*
- *"I believe I should leave teaching to school unless there are any real problems"*

Several urban secondary schools in South Wales with higher proportions of ethnic minority pupils have catchments which extend some 2-3 miles from the school premises. In rural areas of Wales some primary and secondary schools draw pupils from a wide geographical area. Many ethnic minority pupils have to travel some distance from their homes to get to school. This affects contact and communication between school and home.

Communication about pupils

Although a higher proportion of low achievers' parents think their children need extra help (80% - 31/49 compared to 47% - 16/37 of high achievers) many believe their children are doing 'the same as' or 'better than' other pupils in school. There are also several (21% 8/49) who 'don't know' how their children are doing compared to others. By contrast, high achievers' parents seem more aware that their pupils are doing very well (Fig. 53 and Fig. 54).

Figure 53. High achievers' parents

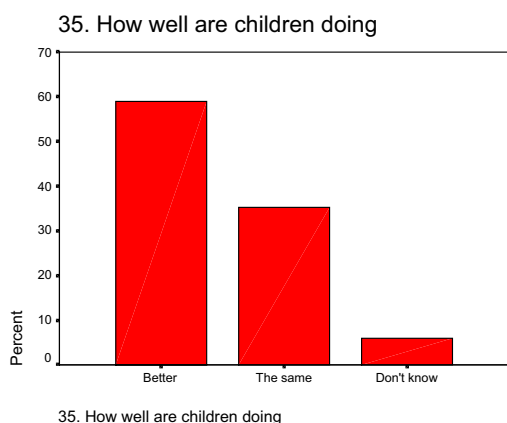
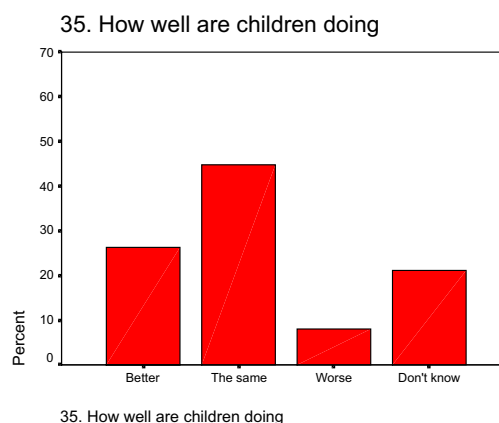


Figure 54. Low achievers' parents



According to parents' responses, a greater proportion of high achievers' teachers talk to ethnic minority parents about their children (Fig 55 and Fig 56).

Figure 55. High achievers

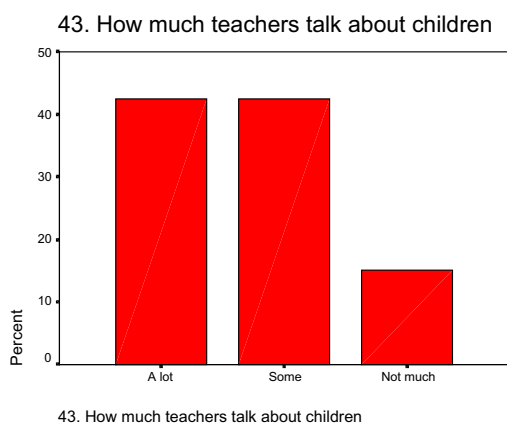
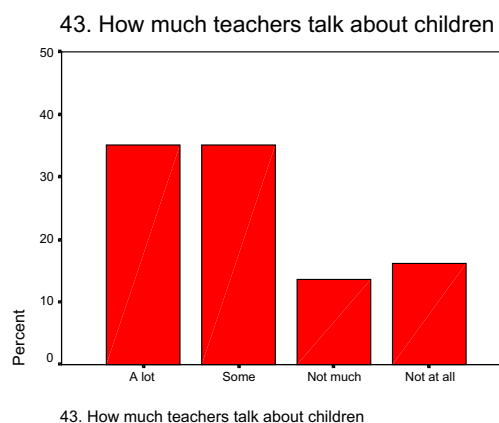


Figure 56. Low achievers



This pattern is present in both primary and secondary and suggests a link between communication from teachers and the seemingly uninformed views of low achievers' parents about their children's levels of achievement.

Translation, interpretation and parental literacy

74% (93/126) of all parents say their children's school does **not** translate letters into their home language. 14% (18/126) say the school 'sometimes' does so.

There is quite a marked difference between high and low achievers' parents in response to questions about translation and interpretation. 44% (15/34) of low achievers' parents, compared to 20% (6/30) of high

achievers' parents, say it **would** help if the school translated all letters for them. 35% (13/37) of low achievers' parents, compared to 9% (3/32) of high achievers' parents, say it **would** help if the school provided interpreters when they visit the school.

This reflects parents' own levels of confidence in their understanding and use of English.

Consultation

One of the specific duties for schools of the Race Relations (Amendment) Act 2000 is to assess the impact of its policies on pupils, staff and parents of different racial groups. The 'Guide for Schools' (CRE 2002) recommends that schools should:

“consider the views and needs of parents, guardians, staff and pupils ... this could involve explaining clearly to the groups concerned what you are doing and why. It could also mean looking at how you might communicate better (formally and informally) with pupils, parents, guardians and staff from different racial groups, and involve them in planning and decision-making.”

Without this kind of action it is difficult to see how schools in Wales can begin to encourage greater involvement and participation of ethnic minority parents.

Conclusions

Schools need to know the literacy levels of their ethnic minority parents in home language and English/Welsh and need to ask them whether or not they would like translation and interpretation to be used.

Traditional methods of school communication such as letters may not be appropriate for some parents. Where this is the case, schools need to explore alternatives such as personal contact, phonecalls or even the use of cassettes and videos in the relevant languages to inform parents of what is happening in the school, when and how they can be involved.

If schools are aware of the reasons why parents are not involved or cannot attend meetings, they need to be proactive in negotiating alternative approaches. Greater encouragement is required for those who 'lack confidence'; translation and interpretation are required for those for whom 'language is a barrier'; alternative timings should be considered for those with 'work commitments'; and the provision of childcare for those with 'family responsibilities'. For those who are unfamiliar with the system, schools must become more open, less threatening environments which better reflect the community they serve. This is particularly the case for secondary schools.

The Phoenix School in London takes two whole days out of the curriculum timetable specifically for parents to come during the day, at times convenient for them. Other schools operate 'open school' policies where parents are welcome to visit at any time that is convenient for staff and pupils. Staff are available for 15 minutes before and after school and parents are invited to join reading sessions at the start of the day.

Schools may also consider making use of parent contact time to give parents more information **about** what their children are learning, rather than just reporting on their progress.

Schools whose catchments extend some distance from the premises must be proactive in finding ways to facilitate greater involvement of ethnic minority parents, such as holding meetings in the local community near where the parents live rather than expecting parents to come to school which may be difficult for them.

Home support

The support pupils receive at home is widely acknowledged to be highly influential in promoting educational development.

Pupils identify the following things about their lives at home and outside of school which help them to do well in school (Fig. 57 and Fig. 58):

Figure 57.

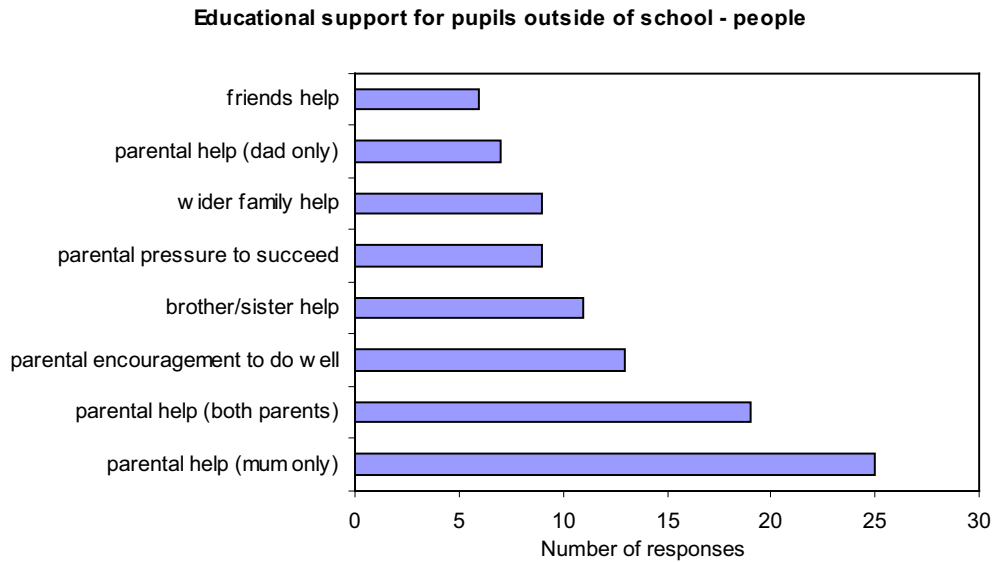
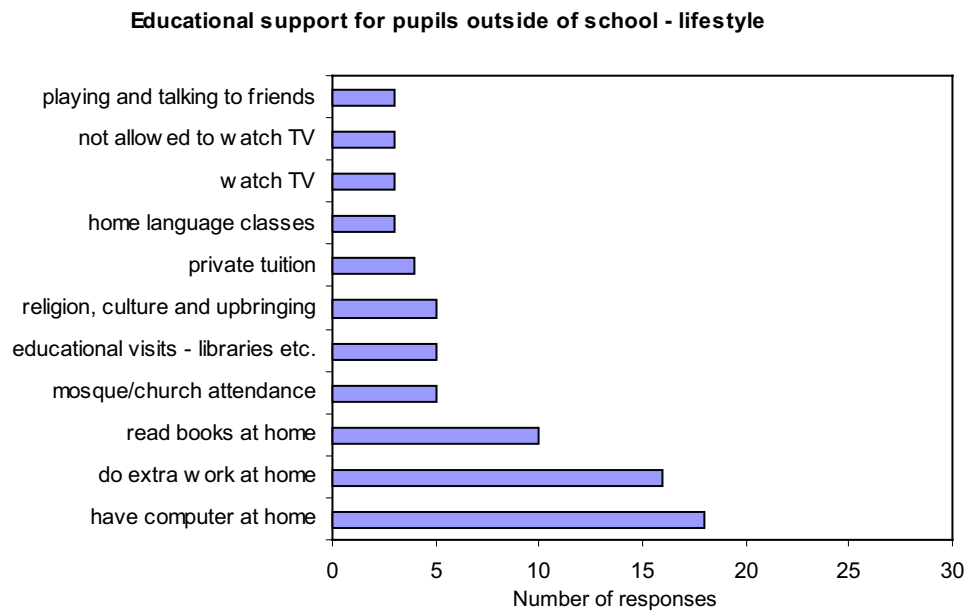


Figure 58.

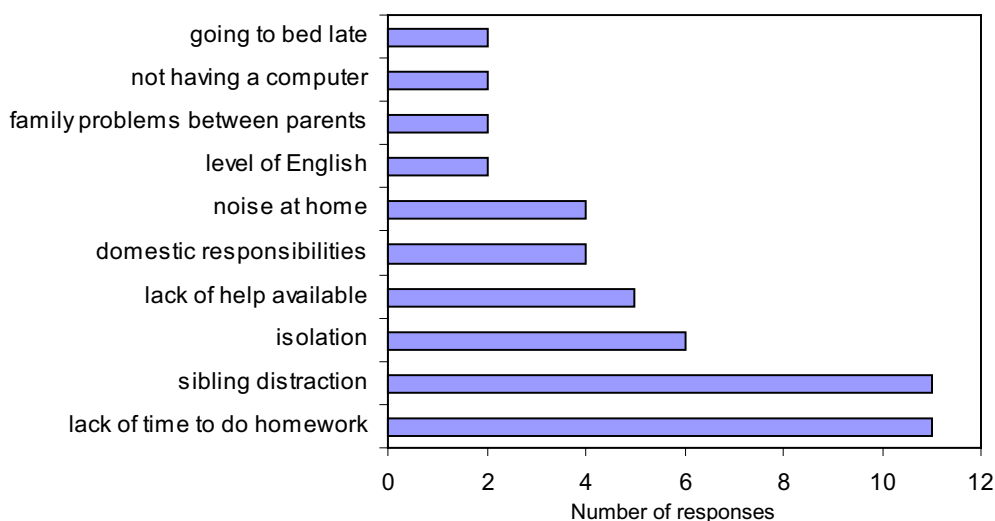


10/156 pupils identify **nothing** about their lives **outside** of school which helps them to do well **in** school.

Things which make it more difficult to do well in school

72/156 pupils identify **nothing** about their lives at home or outside of school which makes it **more difficult** for them **to do well in** school. Of those who do, the following are the most common responses (Fig. 59):

Figure 59. Hindrances to education from outside of school



'Isolation' refers to a group of very personal responses which include the following:

- *"No friends to see or telephone."*
- *"I have to do everything by myself."*
- *"You can't go to someone for help if your family don't understand. They tell us not to speak English."*

Two responses are linked to racial and religious discrimination:

- *"I worry that even if I go to university, British people will have priority for jobs ahead of me. Also I am seeking asylum and my future is uncertain"*
- *"People that don't understand the things I do like religion and stuff like praying and wearing scarf. They keep joking again and again."*

Lack of time to study or do homework is due to:

- koran work (1)
- home language work (2)
- spending time with family and friends (3)
- attendance at mosque/temple (4)

For some pupils, 'lack of help available' is due to family members working in the evenings or being unable to help because of their level of proficiency in English.

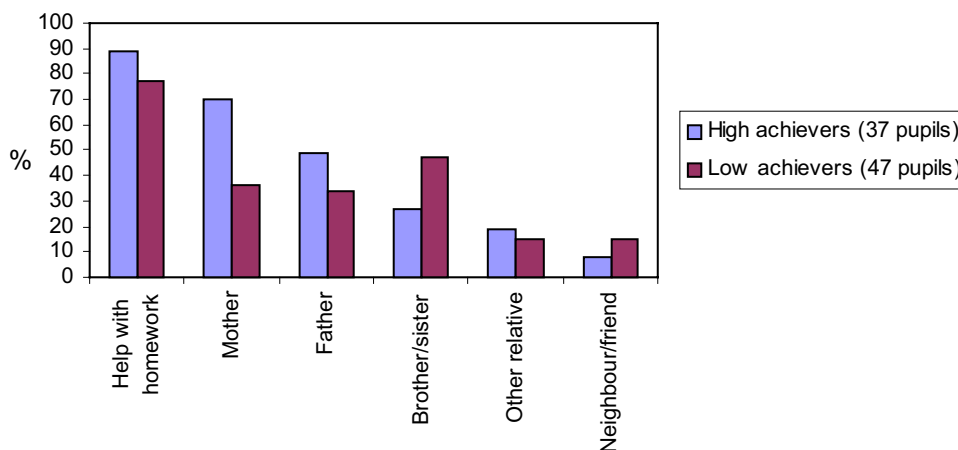
Home support and achievement

The majority of ethnic minority pupils have more than 5 people living in their homes. More low achievers than high achievers have large families and more people living in their homes. As a consequence, slightly fewer low achieving pupils have their own room. This affects the amount of work they can do at home.

Help with homework and schoolwork

A smaller proportion of low achievers have people at home who can help them with homework (Fig. 60).

Figure 60. % pupils getting help for homework from family and friends



High achievers have much more help from their **mothers** and low achievers have more help from their **brothers and sisters**. Levels of parental help are mirrored in the parents' responses (Fig. 61 and Fig. 62) and also appear to be linked to parental levels of literacy in English.

Figure 61. High achievers' parents

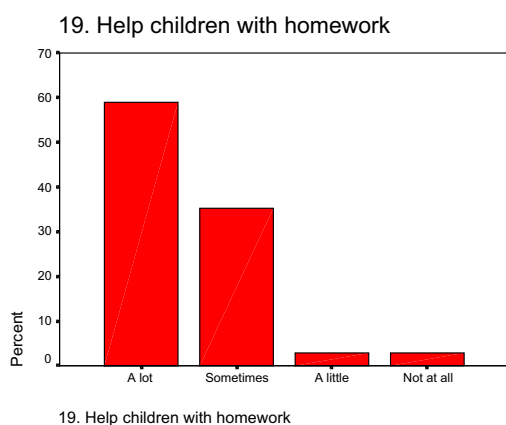
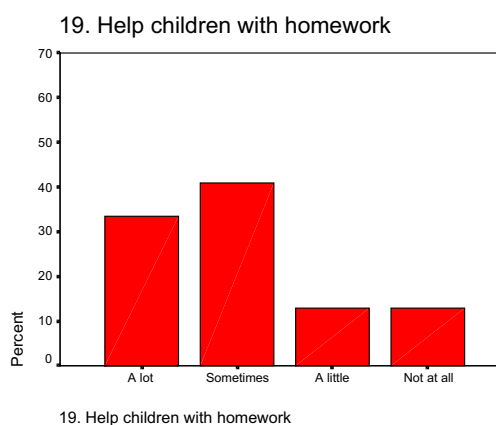


Figure 62. Low achievers' parents



There is a noticeable decrease in the help parents say they are able to offer to secondary-age pupils compared to primary-age pupils.

Parents reading or telling stories to their children

Greater proportions of high achievers' parents say they have time to read or tell stories to their children in both their home language and English. Although there is a greater proportion of secondary-age pupils amongst the low achievers, this does not account for the extent of the difference between the two groups.

Parental literacy

The impact of levels of parental education has already been noted in the section on ‘socio-economic background’.

The figures for ‘self-assessed’ levels of literacy show there is little difference in levels of **home language** literacy between parents of high achievers and low achievers but there is a difference in levels of literacy in **English** (Fig. 63 and Fig. 64).

Figure 63. High achievers’ parents

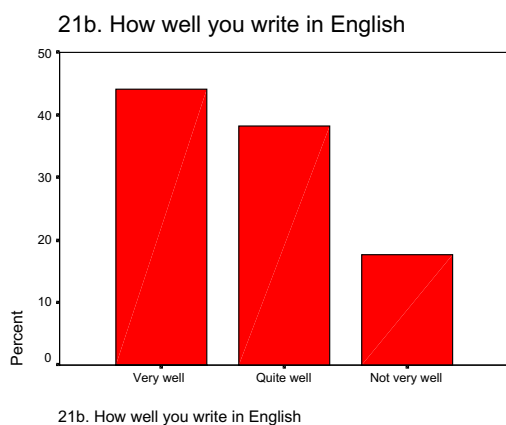
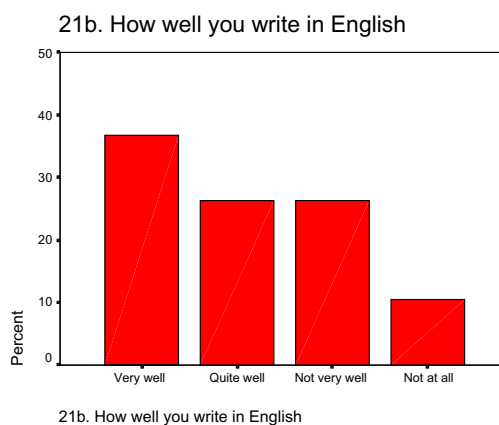


Figure 64. Low achievers’ parents



The four parents with no literacy in English are a Pakistani father, a Chinese mother and a Polish Roma/Gypsy mother, all of whom have been in the UK for between 0 and 4 years, and a Bangladeshi mother who has been in the UK for over 20 years. Some dialects, such as Hakka and Sylheti, are only spoken and do not have a direct written form.

Home literacy experiences of children

‘Self-assessed’ **spoken** proficiency in pupils’ home languages is generally higher amongst the low achievers but home language **literacy** is lower (by 19% for ‘reading’ and 10% for ‘writing’). However, low achievers engage in more literacy-related activities than high achievers in both home language and English. The only notable activities engaged in by more high achievers are: reading magazines (+9.3%), playing computer games (+15.9%) and working on computer (+15.1%) all in English. These are all related to wealth and may be attributed to the greater proportions of higher income families amongst the high achievers. This kind of social advantage may be significant as pupils cited ‘having a computer at home’ as being a great help to their schoolwork, and two pupils said ‘not having one’ was something which made work more difficult for them.

Notes

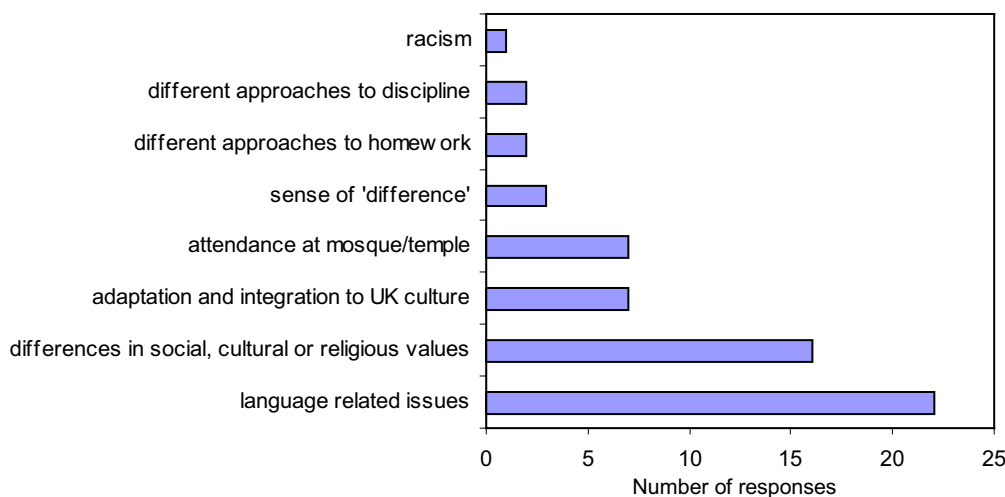
It may be significant that almost a quarter (12/49) of the low achievers’ parents’ responses to the questions about literacy are ‘missing’ compared to less than an eighth (5/37) of high achievers’ parents. Fieldworkers give no indication of why this is but it may be related to sensitivity about the questions.

It is also worth reiterating that the interview sample, Dataset 2, is skewed ‘towards the positive’ in terms of socio-economic background, levels of parental education and proportions of those drawn from the higher achieving ethnic groups. Together with the ‘self-assessed’ levels of literacy, it is likely that these patterns portray a more positive picture than a more representative sample would.

Cultural difference

61% (84/138) of parents perceive no difficulties for their children arising from differences between home and school culture and 6.5% (9) say they 'Don't know'. The main responses from those who do identify difficulties are summarised in Figure 65.

Figure 65. Difficulties arising from differences in home and school culture - parents' perceptions



Differences in social, cultural or religious values

The following comments illustrate some of the difficulties perceived by parents:

- *"Difficult to explain to the children that there are certain things that we would prefer them not to do - discos etc. At the moment they take our side - times are changing."*
- *"The culture and fashions children tend to want to follow. Sex education not needed at this stage."*
- *"Concerned about exposure to boys."*
- *"We want to keep our children in to watch over them. We don't want them to mix. We want them to work after school and not play."*
- *"Children don't join in some things because of religious reasons."*
- *"Islam is so different from Western culture. Islam forbids so much of what western culture allows. She resents seeing her friends being able to do things we don't want her to do."*
- *"Behaviour of other pupils particularly with regard to things like smoking ... This really bothers the children in the family and makes it difficult to make friends."*

Language-related issues

The language-related issues fall into four categories:

1. Level of proficiency in English:
 - *"English is not fully acquired."*
 - *"Only the language, as she is keen to study economics A level which demands a high standard."*
2. Specific linguistic differences:
 - *"Malay is more phonetic language."*
 - *"Sentence order in Chinese is not the same as in English."*
3. Apparent confusion caused by having to learn in and through two or more languages:
 - *"They are mixed up because they speak two languages"*
 - *"Learning Welsh, then English, then Bengali. It gets complicated for her."*
 - *"He's constantly having to switch from Chinese to English so he loses his bearings."*

4. Emotional/psychological distress:

- *“She could not understand what being taught that made her worried and unhappy.”*
- *“For children very important to communicate with peers and if they can’t they can be unhappy.”*

Conclusions

Schools must be informed about the home backgrounds of their ethnic minority pupils. Better understanding of the kind of support available at home will inform decisions about the kind of strategies and approaches schools need to adopt to support both the families and the pupils.

Teachers need training on the differences between cultures. Greater awareness and sensitivity promotes inclusive practice. Negotiation with parents is essential to address any potential difficulties.

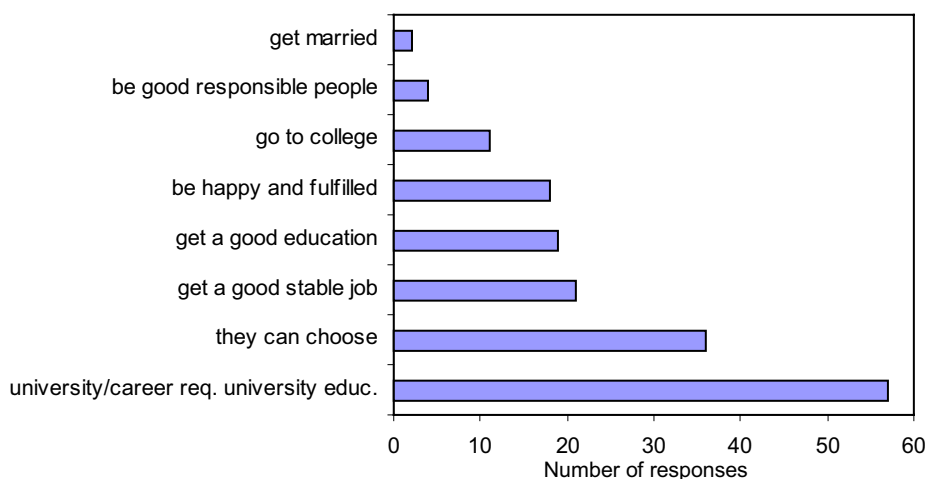
Teachers need training on language acquisition so they can better understand the needs of pupils for whom English is an Additional Language and so they can offer appropriate advice and support to parents. The mistaken conclusion that children are confused by using more than one language and should therefore concentrate only on one needs to be explained to both teachers and parents. The process of acquiring additional languages takes time. Exchange and transfer between first and additional languages is a natural and productive part of the process of language development (Ovando and Collier 1998). With appropriate support for additive bilingualism both languages can continue to develop, apparent ‘confusions’ can form part of the learning process and, in time, children will distinguish clearly between the different languages they use.

Expectations

Almost all recent reports on ethnic minority achievement stress the importance of high expectations (Blair and Bourne 1998, Ofsted 1999, DfEE 2000, Ofsted 2002a and 2002b, DfES 2003).

As was found in studies done during the 1970s and 1980s (Rex and Tomlinson 1979, Ghuman 1980 and MacCleod 1985 cited in Tomlinson 1991), ethnic minority parents have high expectations of their children and want them to be successful. Parents' ambitions for their children's future are shown in Figure 66.

Figure 66. Parents' ambitions for children

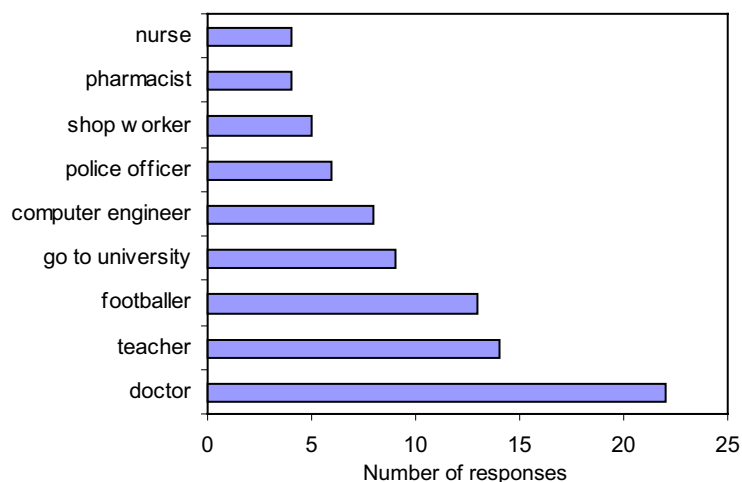


Many parents stress the importance of getting a good education or going on to college or university. Over 40% (57/136) refer to 'university' or to a professional career requiring a university education as specific ambitions. Some parents say they want their children to go on to further or higher education and then get a good stable job or choose what they want to do for themselves. Levels of ambition are similar from parents of high and low achievers. The range of specific careers mentioned by parents is fairly limited:

- doctor
- teacher
- lawyer
- work with computers
- solicitor
- pharmacist
- engineer
- business
- banking
- accountant
- plumber
- pilot
- media
- management
- electrician
- economics
- dentist

Pupils own ambitions are equally high but they have a much broader range of 55 different careers in mind including: footballer, architect, vet, fashion designer, jewellery maker, sports scientist, actor, hairdresser, Indian dancer and prime minister to list just a few. The most common responses are shown in Figure 67.

Figure 67. Pupils' own ambitions



Discussions with teachers reveal that some ambitions are beyond pupils' capabilities. As pupils get older and become aware that they are not achieving grades that will enable them to pursue their ambition, some lose motivation and can even become disaffected with school. In such cases the role of the school in careers advice can help to refocus pupils' and parents' ambitions more realistically. For example, pupils may not have the ability to become doctors but there are many other occupations within the field of 'health' which could be pursued.

Long-term achievement in school – parents' perceptions

72.5% (100/138) of parents believe their children will get results which show what they are really capable of by the end of school. 20% (27/138) say they 'don't know'. Only 8% (11/138) say 'No'. Of these parents, 1 is of a high achieving pupil, 2 are of low achieving pupils and the children of the other 8 are currently achieving at the expected level for their year group.

Virtually all of the reasons given for the **positive** expectations fall under, or combine two or more of, the following:

- The child is motivated and works hard
- The child is intelligent
- Reports from school say the child is achieving well
- Input, teaching and support from the school will ensure success
- Input and support from home will ensure success

Parents of children supported by the Black Caribbean Achievement Project in Cardiff make specific reference to the positive impact this has had on their children's attitude and achievement.

Other comments reveal a level of faith in schools and recognition of the quality of education given to pupils:

- *"I have trust in the school and education there"*
- *"They are working hard and the teacher make special efforts with them"*
- *"School teachers help them a lot and the children work hard"*
- *"I think school is very important for my son, it gives him basic education, social relationship with other pupils and boosts his confidence"*

It is crucial that schools build on this positive support and make every effort to involve parents in the formal education of their children.

Negative responses

The **negative** responses of parents are more varied and reveal less confidence in the state education system.

- *"My children will go into private education after primary school where their full potential should be reached"*
- *"They are not really pushed enough"*
- *"Because of my own experience. Didn't get good results in English at school but I did well at college in computer studies. I found the lecturers at college much better than at high school."*
- *"System will fail them."*

There is evidence of reliance upon feedback received from teachers about children's progress. Two contrasting views emerge from parents' responses. One is of accurate, informative reports from school:

- *"School reports accurately describe my children and I agree with what they say"*
- *"Exams and tests always reflect their abilities"*

The other is of less effective communication and support provided by schools:

- *"I don't know about education system in England [Wales]. I don't know what my child can do."*
- *"Not informed of parents evenings"*
- *"Schools test only one side i.e. British side of the child"*
- *"Our child needs more individual help."*

A much greater proportion of low achievers' parents believe that their children need extra help (Fig. 68 and Fig. 69), but 71% (27/38) also think their children are doing 'the same as' or 'better than' their peers (See section on 'Participation of parents').

Figure 68. High achievers

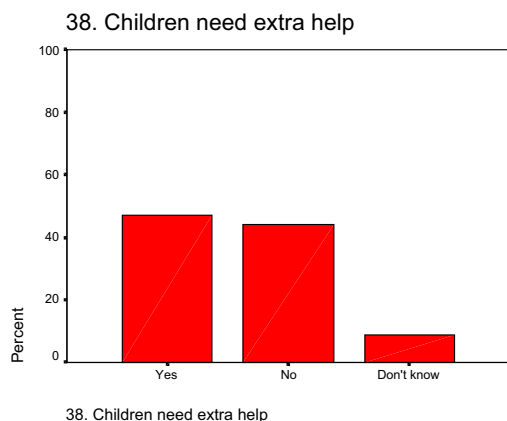
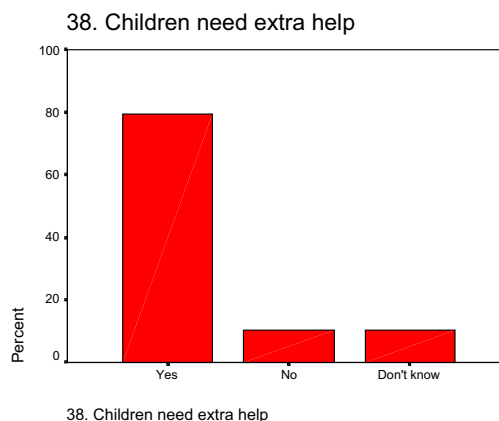
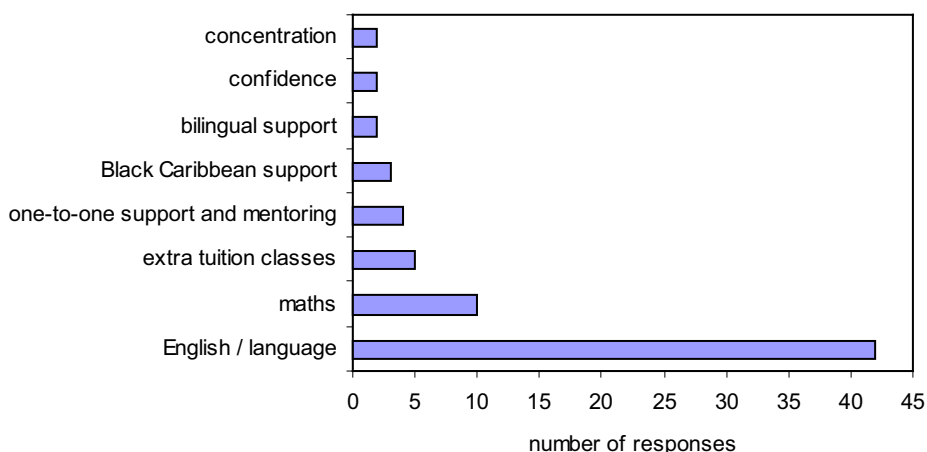


Figure 69. Low achievers



Whilst it is to be expected that parents should be positive about their children, this suggests a lack of accurate communication from schools about pupils' levels of achievement. Parents may feel that their children are not yet achieving to their potential but are perhaps not aware of the standards required. Most of the extra help parents believe their children need relates to acquiring English or developing language skills but there are several others relating to broader achievement (Fig. 70).

Figure 70. Kinds of extra help pupils need - parents' perceptions



Long-term achievement in school – teachers' perceptions

75% (114/152) of teachers believe the ethnic minority pupils they teach will achieve qualifications which reflect their real potential if they stay on in education until Y12/Y13. 70% (106/151) believe pupils will achieve their ambitions after they have left school. The larger proportion of primary phase teachers in the interview sample contributes to this optimistic view.

There is quite a high level of 'don't know' responses to both of these questions: 15% (23/152) on 'potential' and 22% (33/151) on 'ambitions', which suggests that some teachers are still uncertain about the other factors impacting on attainment which could prevent pupils from achieving their goals.

Based on the attainment statistics earlier in this report, teachers' beliefs are evidently not matched by actual outcomes.

Optimistic hopes of success are not the same as high expectations coupled with rigorous, appropriate strategies to raise achievement.

Pupils' perceptions

The Lyle et al (2003) case studies found that some ethnic minority pupils feel their schools do not have high expectations of them. The schools “don't give us enough homework”, they “won't give us a chance”.

One pupil, who transferred schools at the end of Key Stage 4 found a marked contrast between her two schools. She feels the first school had high expectations for her and was committed to inclusive practices:

“... everyone was equal ... it didn't matter if you were a boy, girl or if you were Asian ... everyone was expected to do well. You were also encouraged even for simple things and even if you were not doing that well ... I enjoyed learning new things and understanding new things ... I wanted to do 'A' levels.”

She arrived in the second school with high expectations of doing well but these were soon undermined by the attitudes she encountered:

“the teachers, they don't exactly say it to your face, but the way they act around you, as if you can't do anything, it made me think, can I pass 'A' levels?”

The successful schools identified in the Ofsted (2002a and 2002b) studies were characterised by the following:

“High expectations for all are the foundation; teachers demand much from their pupils and give them support at a high level too. The pupils almost always respond positively.”

This was echoed in discussions with a headteacher of a multiethnic secondary school in South Wales who consistently sets challenging targets for both staff and pupils, and monitors progress closely throughout the year. This headteacher feels that some pupils come to school with lower expectations of themselves and the school works hard to raise their expectations by tracking and mentoring individuals.

Discussions with ethnic minority pupils reveal a high level of respect for teachers who make them work. They value firm, fair teachers who explain clearly and offer help when needed without patronising. The pupils respond to challenge but lose respect for teachers whose expectations fall below their own.

Some pupils perceive specific teachers in school who don't give them as much attention, or help them as much, as they help 'other' pupils. This is reflected in a stark quotation from one of the Lyle et al (2003) case studies:

“All they want is the Welsh kids to get good grades. They don't need the ethnic minorities. They are not interested in a mixed culture school.”

It is apparent that teachers' expectations are central to raising the achievement of ethnic minority pupils but in Wales these expectations vary from school to school and from teacher to teacher.

Distraction and peer pressure

Only 4.4% (7/155) of teachers think the ethnic minority pupils they teach are distracted 'more than average' when compared to other pupils. 43% (66/155) think 'less than average' and 53% (82/155) think just 'average'.

The majority of teachers (51%, 77/152) also think that ethnic minority pupils are affected 'less than average' by negative peer pressure, with 45% (68/152) thinking 'average' and only 4.6% (7/152) 'more than average'.

One teacher feels the impact of negative peer pressure is becoming more prevalent. Another notes that it is more pronounced in secondary schools and although the figures for 'less than average' and 'average' are reversed between primary and secondary, there is only 0.5% difference in those saying 'more than average'. This pattern is also mirrored in the responses of teachers linked to high and low achievers.

Overall, the impression of teachers is that negative peer pressure and distraction in class have much less impact on ethnic minority pupils than on pupils in general. Some pupils, however, do suffer from the impact

of distraction, peer pressure and the perception that working hard is ‘not cool’. In the research study, low achievers report higher levels of distraction than high achievers (Fig. 71 and Fig. 72).

Figure 71. High achievers

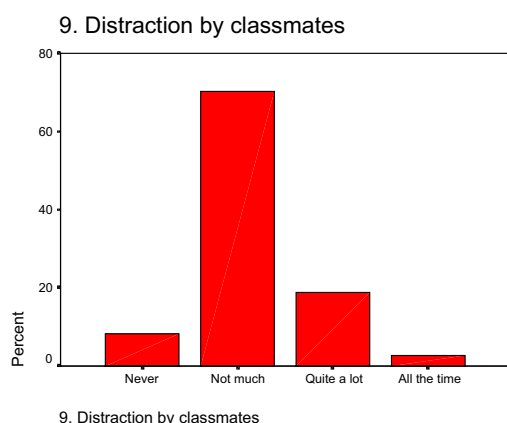
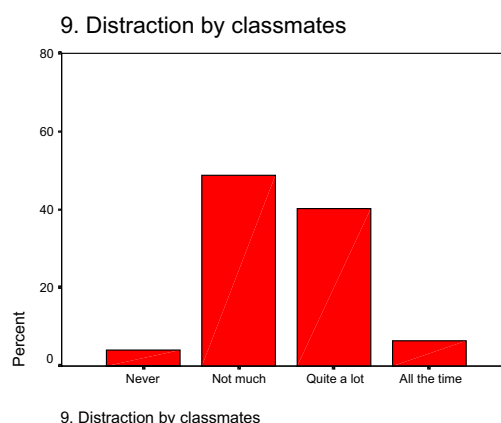


Figure 72. Low achievers



A Year 6 girl in the Lyle et al (2003) case studies observes that her teacher “*doesn’t have time to look at my work, ‘cos there are so many naughty boys, who don’t try, and they can’t do it.*’

Another secondary pupil who has recently arrived in the country having been educated abroad notes the contrast between her previous schooling and that of her present school:

“They don’t seem to want to work and lots of the teachers waste a lot of time just trying to get them to behave. In [my home country] that would never happen. No-one seems to value education here.”

Both of these girls are high achievers but are indirectly affected by the behaviour of others. The following comment is from a Year 9 boy who was identified for mentoring as he was becoming ‘disaffected’ and was underachieving.

“I’ve realised now ... just how much peer pressure has affected me and my attitude towards education” Ali (2000 p29)

Stereotypes

Only 8% (10/131) of teachers say that common stereotypes of certain ethnic groups are ‘very much’ reflected in the pupils they teach compared to 30% (40/131) who say ‘not at all’. However, 49% (64/131) believe that such stereotypes are reflected ‘to some extent’ and 13% (17/131) say ‘some groups more than others’. 22 teachers identified specific groups which they felt reflected common stereotypes. The most common were those of Chinese and other Far East Asian backgrounds (Table 5.)

Table 5. Ethnic backgrounds of pupils reflecting common stereotypes

Ethnic background	Number of teacher responses
Chinese	5
Malay	3
Korean	2
Japanese	2
Bangladeshi	1
Indian	1
Muslim boys	1
Pakistani	1
Somali	1
Black Caribbean	1
East Asian	1
Muslim girls	1
Sikh	1
Sri Lankan	1

Most of the stereotypical characteristics highlighted are ‘positive’: hardworking, industrious, quiet and good at maths, with only 3 teachers highlighting ‘disruptive’, ‘not studious’ and ‘truancy’.

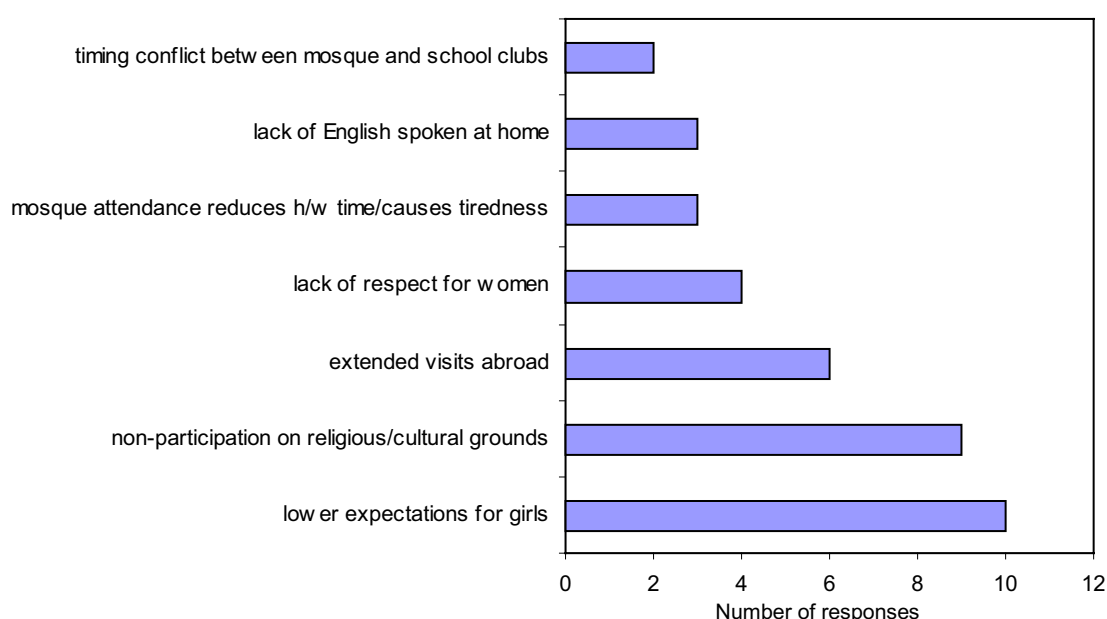
Negative impact of cultural background

The section of this report on ‘Home Support’ describes some of the differences between the culture of home and school which parents feel may create difficulties for their children. The most common are:

- language related issues
- differences in social, cultural and religious values
- adaptation to UK culture
- attendance at mosque/temple out of school hours

Teachers share some of the same views as parents but notable differences include ‘lack of respect for women’ and ‘lower expectations for girls’ (Fig. 73).

Figure 73. Aspects of ethnic minority culture/faith with negative impact on schooling



Other comments made by small numbers of teachers include:

- pupil is tired
- not valuing education
- conflicting discipline between school and mosque/home
- they may be bullied
- poor attendance
- not able to develop school experience at home
- lack of parental support
- lack of motivation

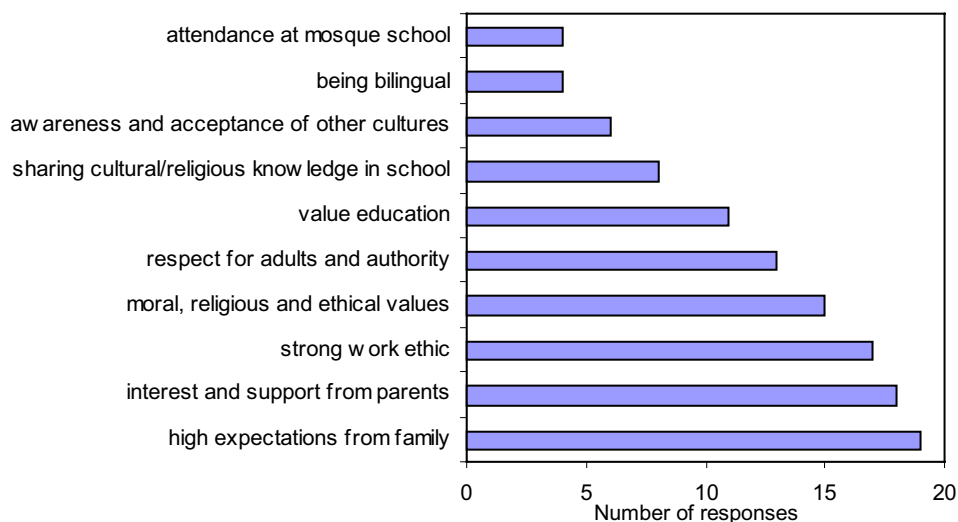
It is interesting that teachers regard **all** of these as aspects of ‘culture’ or ‘faith’ as distinct from social phenomena.

If parents’ expectations are indeed lower for ethnic minority girls this is not evident in an impact on overall girls’ attainments. However, discussions with teachers and members of the ethnic minority communities reveal that teenage arranged marriages and lack of willingness for girls to go on to further or higher education **do** impact on the motivation of some individuals and this is more common within some ethnic minority groups than others. A similar situation exists for some boys who believe a job within the family business, shop or restaurant is already assured and so motivation to continue their education decreases. On the basis of the stated ambitions of parents and pupils in this study, **neither** of these situations apply to the majority of ethnic minority pupils.

Positive impact of cultural background

Teachers also identify many aspects of ethnic minority pupils' cultural and faith backgrounds which have a positive impact on their achievement in school which can be built upon to further achievement (Fig. 74).

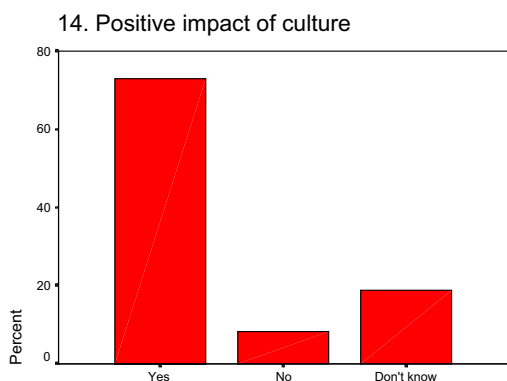
Figure 74. Aspects of ethnic minority culture/faith with positive impact on schooling



Expectations and achievement

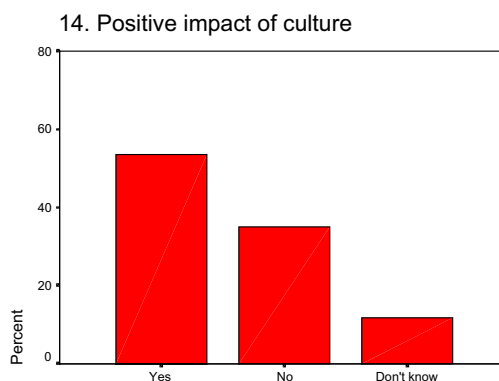
With the caveat that teachers' responses linked to individual pupils may be interpreted more generally, the patterns of responses linked to high achievers are slightly more positive than those linked to low achievers, but they also show greater uncertainty (Fig. 75-78).

Figure 75. High achievers' teachers



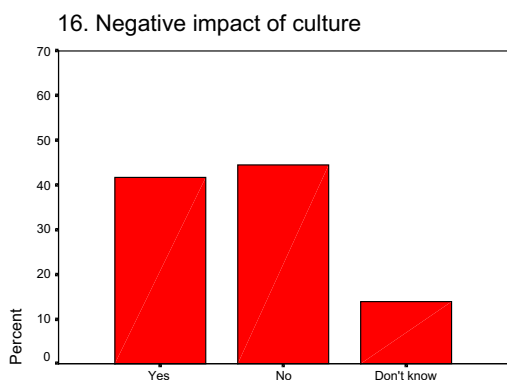
14. Positive impact of culture

Figure 76. Low achievers' teachers



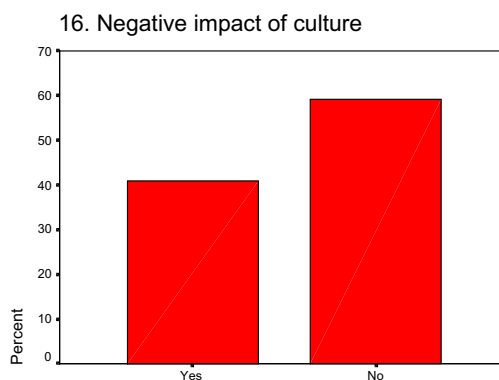
14. Positive impact of culture

Figure 77. High achievers' teachers



16. Negative impact of culture

Figure 78. Low achievers' teachers



16. Negative impact of culture

Discussions with ethnic minority pupils show they are concerned about the lack of knowledge and understanding of teachers about their cultural and faith backgrounds. Some feel that teachers have negative perceptions of their backgrounds and react insensitively when certain issues impact on school life. These include:

- Assuming that they will have arranged marriages soon after compulsory school age
- Not considering issues of gender and dignity in physical education and games
- Treating authorised absences for religious observance as unauthorised
- Telling them off for eating when they may not be fasting
- Telling them to remove items of jewellery which are of cultural significance
- Forbidding them to use their own languages
- Making little effort to pronounce their names correctly
- Assuming they will know everything about their own religion and be willing to talk about it in RE
- Not providing choices of food which are acceptable to their faith requirements
- Putting community language lessons on during lunch-hour or after-school instead of as part of the curriculum
- Using the threat of telling the local religious leader or a parent about their misbehaviour because they are aware of differences in discipline between the school and the community

Conclusions

High expectations are crucial to raising ethnic minority achievement.

The ambitions and expectations of ethnic minority parents and pupils are high. Parents' trust in schools is generally high. The negative impact of peer pressure and distraction is perceived to be low. Schools must work to build on these very positive features.

Expectations of ethnic minority pupils are not consistent between schools. Pupils recognise the difference between schools and teachers who have high expectations and those who do not.

High teacher expectations must be complemented by deeper understanding of pupils' cultural and faith backgrounds as some pupils feel their teachers have negative perceptions of their culture and do not value them.

Teachers' belief that pupils will succeed is generally high, but is not matched by actual outcomes particularly at secondary level. Teacher optimism must be coupled with rigorous, appropriately targeted strategies to raise achievement which continue throughout schooling.

Parents rely on reports from teachers to judge how well their children are doing and some parents do not have an accurate understanding of their children's progress. It is essential that schools effectively communicate clear and accurate information about pupils' potential and progress to ensure parents can engage meaningfully in supporting their children to raise their achievement. As one headteacher in Blair and Bourne's study (1998 p212) commented:

"...the secret to getting the best out of the students had to do with, 'good structures, good feedback, good contact with parents, and communicating expected outcomes very clearly'."

Consistent whole school approaches, strong leadership from LEAs and headteachers, and partnership with parents and pupils are required if the achievement of ethnic minority pupils in Wales is to be raised.

School provision

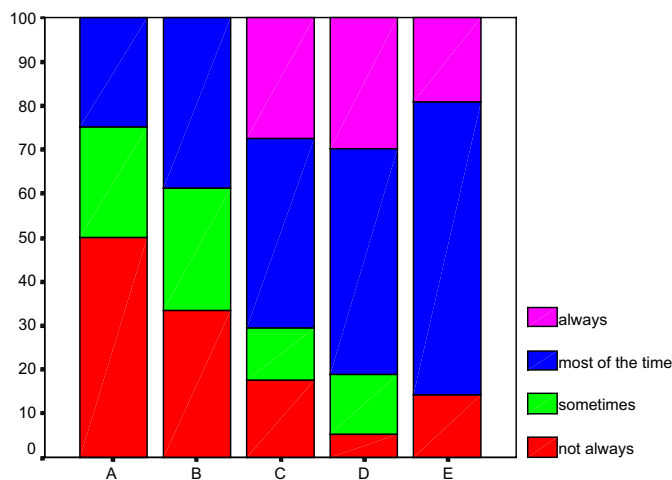
Pupil understanding

The majority of pupils say they **understand** what their teachers tell them to do 'most' or 'all' of the time but there is a marked difference between high achievers (92% - 34/37) and low achievers (53% - 25/47) saying this is the case.

Understanding is closely linked to Special Educational Needs with 48% (11/23) of those who have been on the SEN register saying they understand 'most' or 'all' of the time compared to 74% (95/128) with no SEN record.

It is also linked to level of proficiency in English but the correlation breaks down for EAL pupils at Stage E (Fig. 79). There are numbers of pupils at Stages C, D and E who do not always understand what their teachers are telling them to do.

Figure 79. Correlation between pupils' levels of understanding and their EAL stage



21. Current EAL stage

Teacher explanation

The pattern changes slightly for pupils' responses to whether or not their **teachers explain** what they have to do **clearly enough** for them. The percentage of high achievers drops by 5% to 87% (32/37) whilst the low achievers' percentage increases by 9% to 62% (29/47). Once again the pupils at Stage E do not follow the trend.

Ofsted (2003) found that pupils apparently fluent in oral English still require support for written academic English. The finding illustrated in Fig. 79 implies that there are pupils judged to be at Stage E (and therefore no longer requiring EAL support), who may indeed require additional help not just in written work but also in comprehension of spoken English.

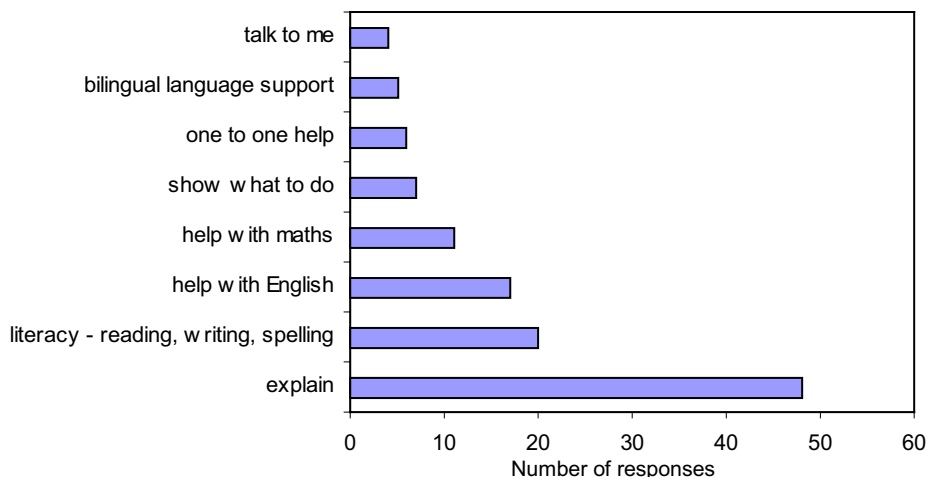
There may also be an issue for the assessment of EAL. There is a suggestion that pupils are being placed at Stage E when they are not yet completely proficient in both spoken and written English.

Of 15 pupils in Dataset 2 for whom English is their **first** language, only 3 say they understand the teacher 'sometimes' or 'not always' and 4 feel their teachers don't explain clearly enough for them. Without comparison with 'indigenous', native-English speaking pupils it is impossible to draw conclusions from these findings about whether or not teacher/pupil interaction differs for ethnic minority pupils but it is clear that there are many low achieving ethnic minority pupils who need more and better explanation from their teachers. This is supported by the following responses to questions which asked pupils about teachers who **did** help them especially with work.

Specific help from teachers

80% (37/46) of low achievers and 49% (18/37) of high achievers recognise teachers who help them especially with their work. Although these figures are skewed by the fact that the majority of pupils in the sample are supported by EAL/EMA staff for English as an additional language or achievement, several pupils mention class teachers who give them particular help. What is clear is that pupils value specific kinds of help from teachers (Fig. 80). Clear explanation to aid comprehension is very important.

Figure 80. What teachers do that help especially with work - pupil perceptions



Pupils’ comments highlight the need for both good teaching strategies and pastoral support. They also indicate the importance of having additional support. It is important that mainstream and support staff work together in partnership to ensure that all pupils’ needs are adequately met by receiving the help they require.

“What do teachers do that helps you?”

- *“Explain things again in a different way if I don’t understand”*
- *“Put me with a partner to work. Answer my questions and explain again if I don’t understand”*
- *“Show me how to do things, give me examples”*
- *“Mrs Williams sits with me and explains everything to me one to one. We talk and read together.”*
- *“They explain more thoroughly on a one-to-one basis”*
- *“Listen to problems and be interested”*
- *“They are kind, considerate. They listen to me and help me”*

The need for all teachers to develop sensitivity to pupils’ learning needs is highlighted in the following comment:

- *“They only help when I go and ask for it. They don’t come and ask me if I need it.”*

Training

For some of the following analyses, a distinction has been made between the responses of EAL/EMA teachers and mainstream teachers. This distinction not only highlights differences in areas of specialism but also clearly indicates the need for quality training and continuing professional development for mainstream staff and recognised professional training and qualifications for EAL/EMA teachers.

The majority of mainstream and a minority of EAL/EMA staff have **not attended** any school or LEA training on ‘Race and Cultural Awareness’, ‘Dealing with Racist Incidents’ or ‘Meeting the needs of EAL/EM pupils’. (Fig. 81 – 86).

Figure 81. EAL/EMA teachers



Figure 82. Mainstream teachers

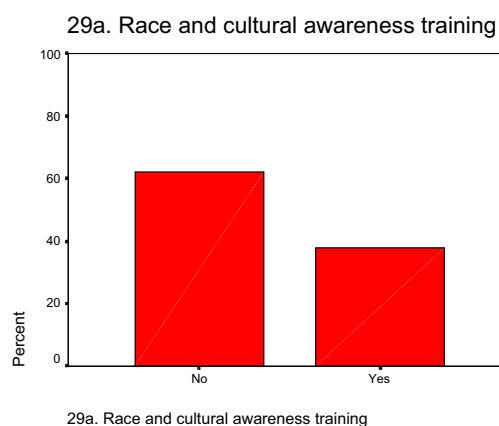


Figure 83. EAL/EMA teachers



Figure 84. Mainstream teachers



Figure 85. EAL/EMA teachers

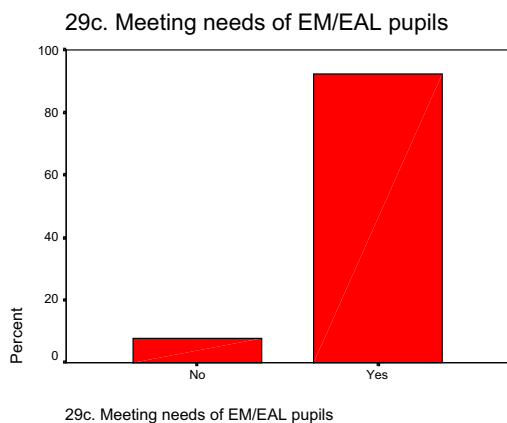
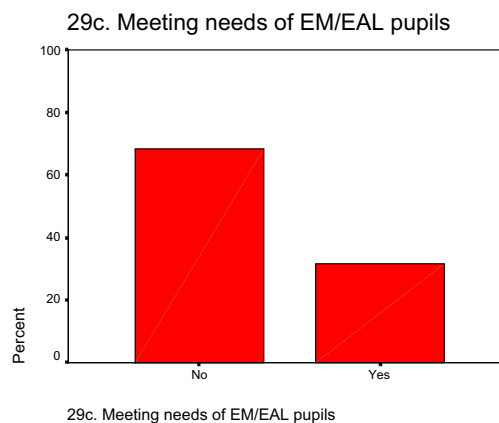


Figure 86. Mainstream teachers



Of all the teachers who have attended training on ‘Meeting EAL/EM pupils’ needs, 46% (37/80) say they feel ‘very confident’ as a result. 31% (27/86) are ‘very confident’ as a result of the ‘Race and Cultural Awareness’ training and only 19% (15/78) are ‘very confident’ as a result of the ‘Dealing with Racist Incidents’ training.

Reflecting on these levels of training and teacher confidence, it is perhaps not surprising that 63% (85/136) of pupils say there are **no** mainstream teachers in their school who know much about their language and 52% (75/143) say there are **no** mainstream teachers who know much about their culture. Teachers own self-evaluations add to the pupils' views with only 12% (14/117) of mainstream and 45% (17/38) of EAL/EMA staff saying they know their pupils' language, cultural and faith backgrounds 'very well'.

Slightly more positive are the responses to the question for teachers: "How well would you say you understand your ethnic minority pupils' specific language and learning needs?" (Fig. 87 and Fig. 88)

Figure 87. EAL/EMA teachers

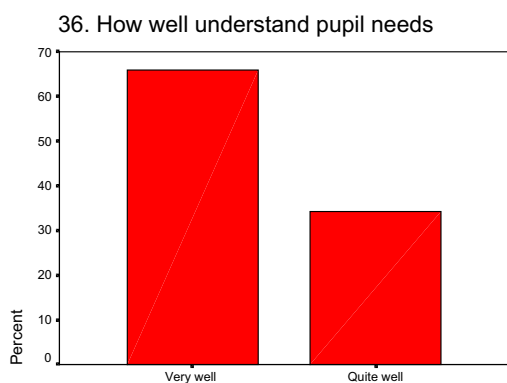
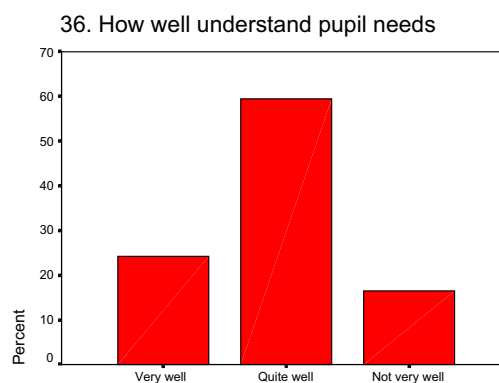


Figure 88. Mainstream teachers



36. How well understand pupil needs

36. How well understand pupil needs

What is encouraging is that many teachers are aware of their lack of knowledge and would like to know more. As one teacher in the study commented:

"We need more training for mainstream staff – I don't feel I know enough about pupils' backgrounds"

Parents' views on schools' level of understanding

Parents' views contrast with their children's, with 71% (95/134) of parents thinking their children's school knows and understands 'Some' or 'A lot' about their cultural and faith background. 29% (39/134) say the school knows 'Not much' or 'Nothing'.

Discussions with members of the ethnic minority communities reveal that many ethnic minority parents have a great deal of respect for teachers and schools, and trust them to be knowledgeable and to do a good job of educating their children. In terms of cultural understanding, this confidence may be misplaced.

Research studies in the 1970s and 1980s found that ethnic minority parents had high expectations for their children and expected schools to "provide qualifications, a work-oriented education and respect for cultural, religious and linguistic differences". These studies also found that sometimes schools found difficulty in meeting those expectations and that parents "placed an inordinate faith in teachers and were often disappointed" (Ghuman et al cited in Tomlinson 1991 p3).

It seems that this situation may be mirrored in some areas and some schools in Wales in 2003.

Support for developing home languages

88% (112/127) of parents say they want their children to learn to read and write in their home language with just 2% (3/127) saying 'No'. 9% (12/127) say their children can choose for themselves.

The link between proficiency in two or more languages and high achievement is well documented (Ovando and Collier 1998, Thomas and Collier 2002). The relative success of pupils' achievement in Welsh-medium and bilingual schools has also been recognised (Reynolds et al 1998, Baker 2002). Research in the US (Thomas and Collier 2002) found that pupils educated consistently in bilingual education programmes which support academic competency in both languages achieve higher grades than monolingual pupils. Pupils who have not mastered either their first or their additional language, do less well.

Although the numbers in this study Dataset 2 interview sample are too small to be representative of the whole ethnic minority pupil population in Wales for whom English is an additional language, the findings give an indication of levels of proficiency in home language and English.

Levels of 'self-assessed' home language **oracy** are much higher than home language **literacy**. Of the interviewed pupils who are at Stage D or E in English 57% (31/54) say they **speak** their home language 'very well'. This figure drops to 13% (7/54) for pupils who are at Stage D or E in English and say they can **read or write** 'very well' in their home language. Taking account of age, these figures fall further by Key Stage 4 and 5 where the percentage of pupils who are approaching bilingual proficiency is 19% (3/16) for oracy and 6% (1/16) for literacy.

These findings paint a picture of pupils who have the potential to become proficient bilinguals but who are not having the opportunities to develop, particularly literacy, to a high standard in their home language. Many do not achieve academic competence in either English or their home language even by the time they approach the end of secondary school.

Perspectives on home language use

In discussions, several ethnic minority pupils say they are regularly told by teachers **not** to speak their home language, sometimes even by Welsh language teachers who proceed to talk to one another in Welsh in the pupils' presence.

In the research study data, 84% (32/38) of EAL/EMA and only 51% (58/113) of mainstream teachers believe it is beneficial to use home languages in the classroom. 13% (5/38) of EAL/EMA teachers 'rarely', and 48% (53/111) of mainstream teachers 'rarely' or 'never' encourage the use of home languages in the classroom.

The view that using and developing the home language is bad for pupils trying to learn English is still held by some teachers and parents. Cummins (1990) asserts that in order to develop cognitively and transfer concepts, ideas and knowledge from their first language to an additional language, pupils must continue to develop their first language to higher levels of proficiency. If not, then subtractive bilingualism takes place which can result in pupils reaching the end of their schooling without being proficient in either their first or their additional language. What is crucial is not the **quantity** but the **quality** of the language being used. All pupils need to expand the depth and range of their language repertoires in order to reach academic competency which enables them to show their true potential through their work.

Provision of heritage and community languages at GCSE

In addition to the four main European languages offered at GCSE and A level (French, German, Italian and Spanish), a few secondary schools with larger numbers of specific linguistic groups offer GCSE courses in other heritage and community languages. Some other schools enter pupils for GCSE who are already literate in their home language but provide no teaching for them. There is a shortage of qualified bilingual teachers for all of the minority languages in Wales.

In 2001, 118 pupils (and in 2002, 154 pupils) were entered for GCSE in the following heritage and community languages: Russian, Chinese, Japanese, Urdu, Persian, Arabic, Modern Greek, Portuguese, Dutch, Bengali, Panjabi, Polish and Gujerati. Urdu (40), followed by Chinese (29), Arabic (27) and Bengali (14) were the largest entries (Source: WJEC 2003)

Using the 2001/02 figures submitted to EMAG for pupils for whom English is an Additional Language there could be as many as 800 bilingual pupils each year who could be encouraged to take up GCSE in their home language.

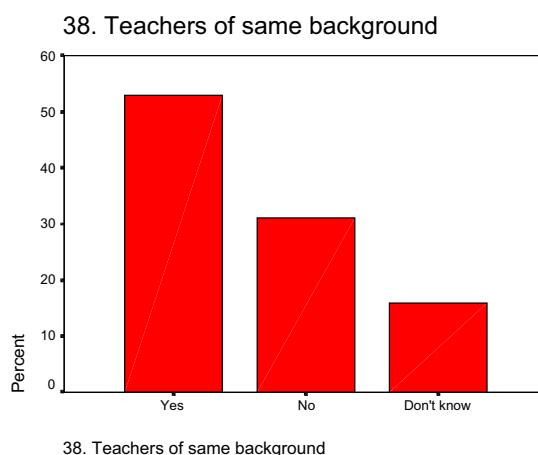
The high percentage of parents who want their children to be literate in their home language suggests that this would receive parental support. 68% (73/106) of the pupils whose parents want them to be literate in their home language have at least some degree of literacy but 31% (33/106) don't. 6 other pupils whose parents said they could choose had some degree of literacy.

Even taking only 50% as a percentage of pupils with potential to gain a GCSE qualification this could mean approximately 400 bilingual pupils a year entered for GCSE if appropriate provision were made for them.

Ethnic minority teachers

In response to the question: “Do you think it would make a difference if there were more teachers of a similar background to your own in school?”, just over half of the pupils say ‘Yes’ (Fig. 89).

Figure 89.



There is little difference between the primary and secondary phases, slightly more pupils in primary (4% - 59/109) say ‘Yes’ and slightly more in secondary 4% (8/42) ‘don’t know’. There is no difference in the proportion of high and low achievers saying ‘Yes’.

The reasons given by pupils why they think it would make a difference offer some revealing insights into the challenges facing many ethnic minority pupils in Wales.

The responses fall broadly into three areas:

- language
- cultural understanding
- pastoral support

Examples of pupils’ comments include:

- *“To learn to read and write Punjabi. Also to understand me better”*
- *“A teacher who speaks Bengali would be able to explain ideas to me in my language”*
- *“They would help me to translate. I could speak to them in Russian instead of trying to think of the word in English”*
- *“To ask questions and to receive an answer without using a dictionary”*

- *“They could take us for Indian classes and learn more about India”*
- *“Because they have an understanding of what goes on at home”*
- *“They could speak my language and understand my culture better than the others”*
- *“The teachers would be more respectful and understand my background”*
- *“They’d understand my religion better”*

- *“People from my background ... have experienced racism”*
- *“It will be easier to understand what being taught, less worried”*
- *“If you can communicate in your own language you can relax and understand things more”*
- *“It would be nice to talk privately to them”*
- *“You could be friends with the one who speaks Cantonese”*
- *“Because I could speak to them in my language and they could talk to me like mummy”*
- *“It would be easier for mum on parent’s evenings”*
- *“Help my mum, she is lonely. Teachers would know about my religious festivals - meeting teachers on parents’ evening”*

A small number of pupils think it would **not** be a good thing to have teachers of a similar background to their own in school:

- “They would be viewed as spies. They could understand what we are talking about”
- “Bringing Bengali culture into school. It would feel like we were being spied on and they would tell the community what we were like”

Assessment – the data deficit

As noted in the ‘Attainment’ section of this report, fieldworkers found it difficult to obtain all of the information requested on ethnic minority pupils in schools. Some of this information was on assessments for current national curriculum levels, past SAT or GCSE results, EAL Stages and SEN. Lee (2003) highlights inconsistencies and inadequacies in the information collected at transfer from primary to secondary and notes that classroom teachers want more detailed, specific information about pupils’ backgrounds and what they are capable of to inform their planning.

During the pilot project, it was discovered that such a wide range of baseline assessments is used in different areas of Wales and at different stages that lack of consistency would make analysis impossible. This led to baseline assessment information being omitted from the main project.

Without accurate baseline assessments it is not possible to measure the ‘value added’, in educational terms, to ethnic minority pupils. Though baseline assessment may happen at a local level, consistency is required for any meaningful comparisons to be made at a national level. In discussions, several teachers also note that many standardised baseline assessments are culturally and linguistically inappropriate for many ethnic minority and EAL pupils.

Accuracy of assessment

Some pupils at the lower stages of English as an additional language acquisition can demonstrate high achievement in certain curriculum areas, and others may **read and write** more proficiently than they **speak** English. However, there is a degree of compatibility between the national curriculum attainment target level descriptions and the levels of English language competence required to function at each level. Comparison of data collected by fieldworkers on EAL Stages and national curriculum levels implies that, in a small number of cases, assessment is less than accurate. No pupil assessed at EAL Stage A should attain national curriculum English level 2 and no pupils assessed at EAL Stage B should attain level 5. Table 6 (data drawn from Dataset 1) shows some pupils who have been assessed at low EAL stages but with high attainments.

Table 6. Pupils at low EAL stages with high attainments

Type of assessment	EAL Stage A	EAL Stage B	EAL Stage C
KS1 English Level 2+	1	13	
KS2 English Level 4+		2	
KS3 English Level 5+		1	
B or C in English Lang GCSE			5

The inconsistencies shown in Table 6 may result from either under-assessment of EAL stage or over-assessment of national curriculum levels. Lee (2003) suggests some reasons why this may happen. A recent increase in pupils being taught to tests can result in some pupils at lower EAL stages attaining national curriculum levels which do not accurately reflect their levels of English language competence.

National curriculum level 2 is attained by over 80% of all pupils at KS1 – hardly a normative standard. Often pupils with lower EAL stages may just attain a level 2c at KS1 or 4c at KS2 but still require further development to function confidently within the level.

There is a very small number of pupils who have learned English as a Foreign Language abroad and who, with support, can manage to attain a grade C at GCSE English Language even though the lack of breadth and depth of their English means they are far from proficient.

Other findings in this report suggest that some pupils are being placed at Stage E when they are not yet fully proficient in English and are still in need of support to reach their potential.

In the standardised tests for maths and science, language demands are purposely reduced. This can result in a more accurate reflection of pupils' ability but can give the impression that pupils' language development is more advanced than it is.

The difference between the predicted and actual grades of pupils supported recently by the Black Caribbean Achievement Project suggest that teachers are not identifying pupils' genuine potential. Of 37 pupils supported by the project in 2000-2002, 89% (33/37) improved on their predicted grades in at least one of the core subjects, 51% (19/37) gained at least 1 additional A*-C grade and 22% (8/37) gained at least 3 additional A*-C grades at GCSE.

Discussions with teachers reveal the potentially negative impact of low predicted grades on some pupils who subsequently lose motivation because they believe they will not attain the grades they want. Target setting must be done carefully but with appropriately high expectations for all pupils.

Together, these findings suggest that both under-assessment and over-assessment take place in relation to ethnic minority pupils in Wales.

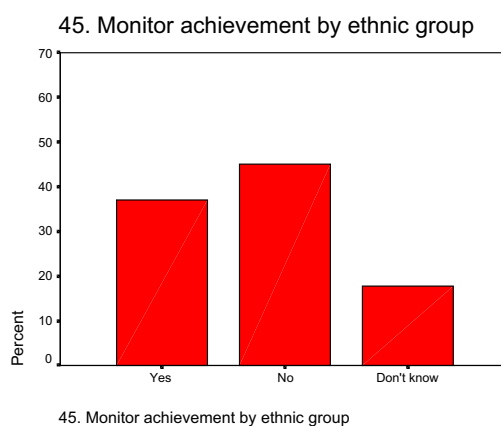
Ethnic monitoring of achievement

Estyn (2000 p19) stated that all schools and LEAs should monitor and evaluate *“the achievements of pupils from different ethnic groups to help to identify targets for promoting further effective teaching and learning.”*

Under the Race Relations (Amendment) Act 2000, schools are required to monitor the impact they have on the attainment of different racial groups. The aggregated attainment statistics at the start of this report show considerable differences between the achievements of different ethnic groups. If pupils from particular backgrounds face greater challenges or barriers to achievement than others this must be identified so funding and support can be allocated accordingly.

Only 37% (56/151) of teachers say their school monitors achievement by ethnic group and another 18% (27/151) 'don't know'. 45% (68/151) say their school doesn't monitor by ethnic group (Fig. 90).

Figure 90.



Several teachers in the research study give the response that the number of ethnic minority pupils in their school is 'too small' to carry out ethnic monitoring. Based on 2001/02 figures, there are over 500 schools in Wales with fewer than 5 ethnic minority pupils on roll, accounting for approximately **1200 pupils**. It is intended that the PLASC system will, in time, be used to collate attainment statistics at LEA and all-Wales level but school-level assessments **must** also be monitored by ethnicity if schools are to fulfil their duty under the Race Relations (Amendment) Act 2000. In schools with small numbers of ethnic minority pupils, it is **essential** to monitor individuals' achievement closely and to record their assessment data, as for all pupils, linked to their ethnicity.

Appropriateness of school assessments for EAL pupils

57% (86/150) of teachers think that the current assessment arrangements in their school are appropriate for pupils acquiring English as an additional language. 19% (29/150) 'don't know' and the remaining 23% (35/150) think they are not appropriate. Some teachers comment that school assessments are better than external or standardised LEA assessments because they can be tailored to the pupils in each class. Others complain that current assessments do not take account of multi-ethnic and multi-cultural backgrounds.

Some LEAs in Wales place a strong emphasis on initial **bilingual assessment**. This provides a much more accurate understanding of pupils' current levels of knowledge and ability to inform decisions about teaching. One LEA in South West Wales provides extensive bilingual support in primary statutory assessment tests. This is found to boost results of pupils at lower EAL stages as they reveal their knowledge and understanding through their home language in a way they cannot do through English.

McKay (2000) states that "*minority language learners in schools around the world are frequently disadvantaged as they are included in literacy assessment exercises designed for majority language learners*". Trueba (1989) makes similar observations. Reliance of teachers and administrators on national curriculum and other 'majority-based' tests may emphasise a 'deficiency' model rather than recording good progress according to specific, well-defined EAL pathways.

The Wales national EAL 5-stage model

58% (87/150) teachers feel that the current national EAL stages are useful for informing their teaching. 23% (34/150) say they 'don't know'. Two mainstream teachers reveal a lack of effective communication on assessment of EAL in their comments:

"They would be useful if I was informed"
"Never seen it before today"

18% (28) of teachers do not think they are useful for informing their teaching. The following comments elaborate on why this is the case:

"Too general"
"Too broad"
"Not detailed enough"
"If used together with knowledge of the pupil"

As indicated in the section on 'Stages of EAL acquisition' in this report, EAL pupils in Wales take at least 7-10 years to move from Stage A to Stage E. As Stage E equates with 'proficient', there are effectively only four stages to progress through - an inadequate range for tracking progress over time. As the teachers observe, the model is not detailed enough to be used for formative assessment or target-setting.

The 5-stage model provides valuable consistency for practitioners across Wales but has limitations which suggest that a more detailed, holistic scheme or set of assessments may be required for diagnostic and formative assessment of EAL pupils, tracking progress over time. Several LEAs already employ a range of different methods for tracking progress of EAL pupils but these are not consistent across Wales.

Many approaches to EAL assessment have been debated in UK contexts recently, and have resulted in the introduction of EAL steps (QCA 2000) and the NASSEA initiative (2001). In Australia, the need to assess EAL separate from curriculum English has had a high profile for many years, and has involved the development and use of ESL (English as a Second Language) standards using profile descriptors, benchmarks, attainment targets and bandscales.

The construction of such a scheme of assessment band descriptors would need to reflect the complex interplay between 3 dynamic systems:

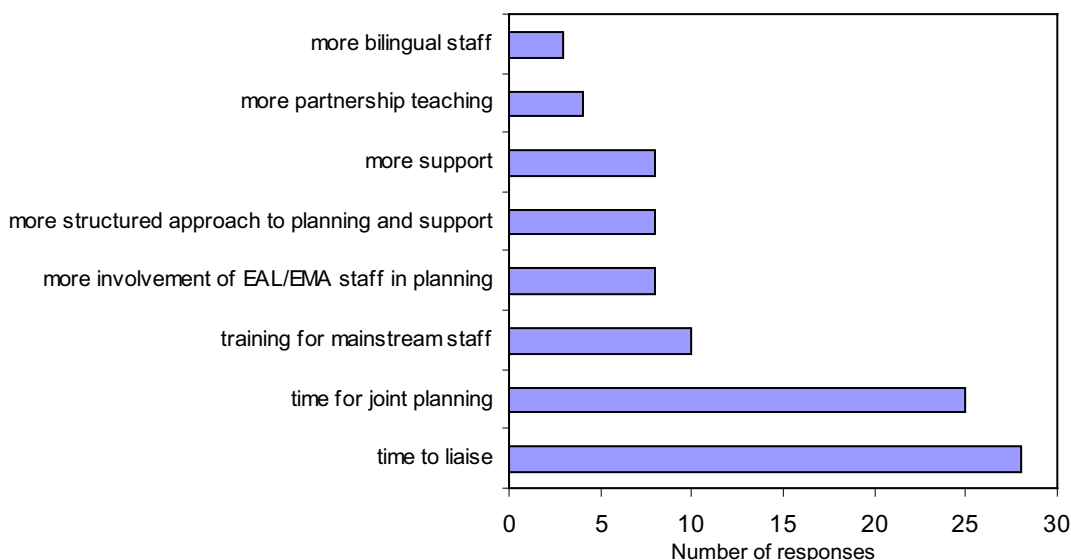
- Expected language development pathways rooted in second language acquisition theory
- The language demands of the school learning context and the national curriculum
- Different entry points of pupils taking account of age, maturity and prior education

If accountable, focused targeting of support for EAL pupils is to be maintained in Wales, there remains a need for more detailed, moderated and possibly standardised assessment across all LEAs in Wales.

Partnership and improvement issues

Ofsted (2003) note that where long-term partnerships between mainstream and EAL specialists have been developed and monitored, the attainment of bilingual pupils improved significantly. In this research study, more EAL/EMA (63% 24/38) than mainstream staff (42% 48/115) think their working partnerships can be improved. The main reasons given are shown in Fig. 91.

Figure 91. Ways mainstream and support partnerships could be improved



Small numbers of staff also mention:

- more resources
- individual learning plans and targets for pupils
- better targeting of support
- adapting teaching styles
- more positive approach by mainstream staff
- no marginalisation of support teachers
- more continuity of support
- joint working on assessment
- smaller grouping
- ICT support for staff
- more space to work and store resources

Clearly, more consistent and structured arrangements for planning, liaison and support are needed.

Conclusions

Many ethnic minority pupils require specific support to access the full curriculum. They value teachers who explain clearly and use a variety of strategies to ensure understanding. They value teachers who understand or are interested in their cultural, linguistic and faith backgrounds.

Levels of training and confidence amongst teachers on Race, cultural diversity, EAL acquisition, dealing with racism and meeting ethnic minority pupils' needs are unacceptably low. Initial Teacher Training, Continuing Professional Development and the national qualifications for senior management and headteachers must include compulsory elements on these issues.

There is a need to raise the level of professionalism in the field of EAL and ethnic minority support through the establishment of nationally recognised qualifications and continued professional development for such teachers.

Bilingualism and multilingualism need to be supported to enable pupils to reach high standards of oracy and literacy in English/Welsh and their home languages. Schools need to work together and with the community education sector to provide more support for community languages to GCSE.

Incentives to address the current shortfall in community language teachers and initiatives to increase representation of ethnic minority teachers in Wales are required.

Ethnic monitoring must be carried out by all schools, specifically on attainment but also on other aspects of school life which impact on attainment.

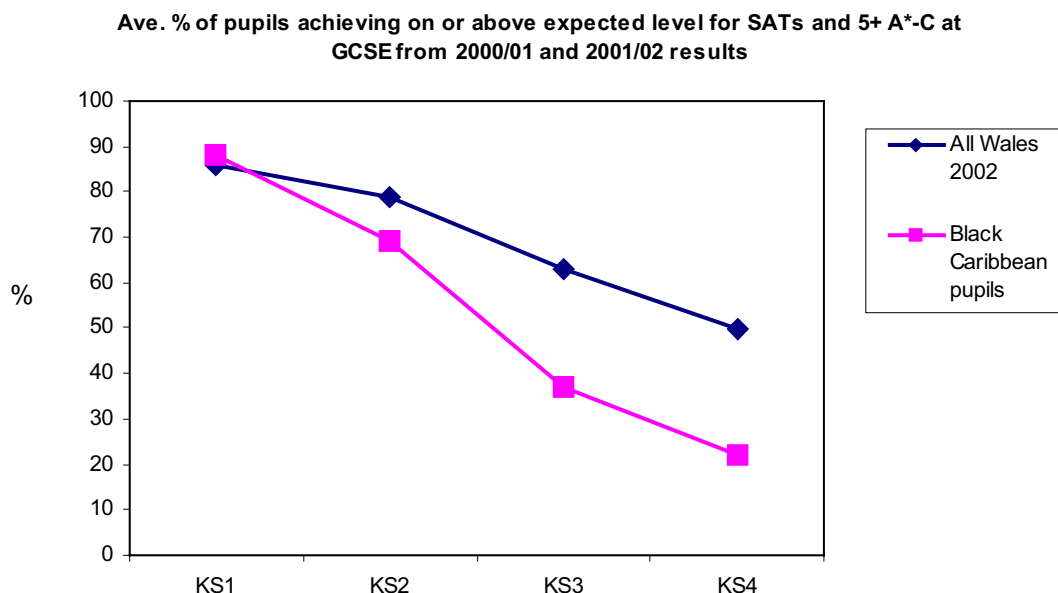
Assessments of ethnic minority pupils need to be more accurate and culturally appropriate. Reliance on national standardised tests may only serve to reinforce a deficiency model. There is a need for consistent, detailed, formative assessment of English as an Additional Language across Wales.

Partnerships between EAL/EMA and mainstream staff need to be improved to maximise the benefit of support for ethnic minority pupils with an increase in structured joint planning and partnership teaching.

Annex 1: Black Caribbean pupils

Because the number of Black Caribbean pupils in the research study sample is relatively small (26), figures from a larger sample of 236 pupils have been drawn from one Welsh LEA's statistics for 2000/01 and 2001/02. This sample shows a less positive picture than that of the research study and highlights the very specific needs of this group of pupils. The decline in achievement from KS1 – KS4 is far more pronounced.

Figure 15.



Although many children from Caribbean backgrounds use different dialects and registers of language, English is usually the main language used. Samples of Black Caribbean pupils' work reveal that there are issues of academic language proficiency which need to be addressed but the issue of EAL acquisition is not the same as for other ethnic minority pupils who may not start using English extensively until they start school. Socio-economic background is a factor but it does not account for the extent of this decline.

In discussions, parents of Black Caribbean pupils speak of schools not recognising the early potential of their children, not providing sufficient challenge and then interpreting children's restlessness as disruptive behaviour or even as lack of ability. When parents have tried to explain that their children are not being sufficiently challenged and perhaps expectations are too low, they feel teachers have not really listened.

Some parents express concern that high achieving pupils do not always have their achievements sufficiently recognised or celebrated. Negative stereotypes of Black Caribbean males can also constrain the development of very positive images for boys to aspire to and teachers who do not understand cultural differences may misinterpret directness or assertiveness as insolence or disrespect.

Schools not effectively dealing with racism or supporting victims adds to the perception that issues facing Black children are not taken seriously enough. The cumulative effect of such experiences may become more apparent to pupils themselves as they begin to mature and reflect on the way they are treated by others, and this in turn may contribute to growing disaffection at upper KS2 into KS3.

Two reports from England (Ofsted 2002a and Ofsted 2002b) examine schools where "*Black Caribbean pupils flourish: they attain above the national average; have positive attitudes towards school; and their behaviour is good*". The characteristics of these schools and their teachers are that they:

- Value all the pupils equally
- Have high expectations and challenge all pupils to achieve to their potential
- Enforce discipline fairly, ensuring the punishment fits the crime
- Don't make assumptions about the pupils
- Listen to them and treat them with respect
- Involve and communicate with parents
- Condemn racism and promote cultural diversity
- Use what the pupils know and understand about themselves in their teaching

One girl summed this up:

- *“This school makes you feel you are a part of it, that you belong. They treat me with respect, take my feelings into account, listen to my opinions and take me seriously as a black young woman.”*

In Cardiff, the Black Caribbean Achievement Project provides mentoring and academic support to a number of pupils in primary and secondary schools with a noticeable impact on levels of engagement and achievement. In the words of the pupils:

- *“My attitude to my exams has matured a lot and my behaviour is better”*
- *“I’ve gained self-confidence, my attitude towards work has improved a lot”*
- *“If it wasn’t for this project I would be behind in all my subjects”*

Pupils clearly perceive benefits from the personal attention of staff focusing on them as individuals:

- *“Having a teacher that treats you with respect and talking to you like a human”*
- *“I’ve learned that teachers are here to help me, not hold me down”*

Clearly, action needs to be taken to raise expectations, modify practice and address the issues contributing to the decline in achievement of Black Caribbean pupils in Wales from KS1 onwards.

Annex 2: The Achievement of Ethnic Minority Pupils in Welsh-Medium and Welsh/English Bilingual Schools

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Introduction

A small number of the pupils in the Dataset 2 sample (12 pupils) attend either Welsh-medium or bilingual Welsh-English schools. Data and interviews linked to these pupils are the focus of this section.

The Welsh Assembly Government has identified both raising the achievement of ethnic minority pupils and promoting Welsh/English bilingualism as goals in their agenda for Wales as a learning country. In this brief study, the two agendas are linked.

The relative success of pupils' achievement in Welsh-medium and bilingual schools has been recognised by a number of sources (Estyn 2000; Williams 1998; Reynolds et al 1998; Baker 2002). Reasons suggested for this success include:

- the close links of language with Welsh cultural and national identity
- that parents who have sent their children to Welsh-medium schools have tended to come from well educated and more economically and socially advantaged sections of society.

Previous studies with English-speaking parents who have chosen Welsh-medium or bilingual education for their children found that parents chose it broadly because they valued its perceived high quality, because they adhered to the cultural aspect represented by Welsh-medium schooling, or because they themselves had been educated in that system (Reynolds et al 1998).

For the majority of the pupils in this study the last two are not applicable, which implies that the first, perceived quality of education, may be one reason for choice. Pupils' location also impacts on choice of school. The 12 sample pupils attend schools in the Isle of Anglesey, Gwynedd, Conwy and Ceredigion where Welsh-medium and bilingual schools are much more common than in South and East Wales. There are numbers of ethnic minority pupils in Welsh-medium schools in South and East Wales but data has not been collected on these pupils in this study. Future research on a larger sample of pupils in this sector is warranted.

A second point of particular interest resides around the teaching of languages. An hypothesis might be that teachers in Welsh-medium and bilingual schools are highly effective at using language teaching strategies, since they themselves are bilingual and many of their pupils are learning an additional language, Welsh.

However, against this is the hypothesis that because of the investment in keeping a minority language, Welsh, alive through immersion Welsh-medium and bilingual schooling, other minority language needs might not be addressed.

Context

The 12 pupils in the sample are aged 5-16, three are in Secondary and nine in Primary schools. 4 are Bengali speakers, 2 are Cantonese speakers and 2 are Arabic speakers. The others are all of different language groups including Malay, Swahili, Turkish and Urdu. Only one pupil regards Welsh as their strongest language. There are no monolingual ethnic minority returns in the set.

Of the pupils' schools, there are no returns from small rural schools. Most of the schools are medium-sized and socio-economically either 'mixed advantaged and disadvantaged' or 'less economically advantaged' in nature. The percentages of ethnic minority pupils on roll range from 1% to 19% of the total school population.

All, apart from one of the teacher returns, come from white female teachers who are Welsh-speaking. Most have been teaching for more than 8 years. There are 4 returns from EAL/EMA teachers; 1 from a learning support teacher, 1 'other' and the remaining 6 are from class teachers.

Most of the parents in the set are literate in their first language and in English and are also highly educated (Figure 1).

Figure 1. Socio-economic backgrounds

<p>Free School Meal entitlement Of the sample pupils, 2 are entitled to free school meals, 9 are not entitled, information was not available for the other pupil.</p> <p>Fathers' occupations 4 - restaurant/takeaway 5 - education: 4 PhD students and 1 lecturer 1 - development manager relief organisation 1 - manager 1 - information not available.</p> <p>Mothers' occupations 9 - housewives 1 - looking for work 1 - student 1 - office worker at University</p>
--

7/12 parents have been educated at college or university either abroad or in the UK. All are literate in their home language and only 3 feel they can write 'not very well' in English. The most striking single fact is that of the parents' high level of literacy and education across the subset as a whole.

Assessment of Pupils

The pupils in this subset represent a wide range of ages, languages, years in the UK education system and support given for language learning. There is a 16 year old Chinese pupil, whose parents are respectively a PhD student and a university professor, who has been in the UK education system for less than 1 year and who is predicted to achieve 5 A*-C GCSEs. There is a British Asian Bangladeshi pupil in Y5 who has never received EAL support and who is not achieving the expected level for their year, while another Bangladeshi child who is of the same age and experience in the education system is achieving well. There is also a pupil of Mixed Welsh/Egyptian background whose questionnaire is the only one returned through the medium of Welsh, who only speaks a little Arabic, has not returned to Egypt since birth but whose ambition is to be an Egyptologist.

The assessment section of the data collection form is the least completed section of the questionnaires in this subset. Figure 2 shows the available information.

Figure 2. Assessment information

<p>Pupils' attainment levels English - 4 attained expected level for year, 4 not attained, 4 missing data Maths – 4 attained, 2 not attained, 6 missing data Science – 4 attained, 4 not attained, 4 missing data Core Subject Indicator – 4 attained, 4 not attained, 4 insufficient data</p> <p>EAL Stage Stage B – 2 Stage C – 3 Stage E – 4 3 information not available</p>

Although 4 pupils are attaining below the expected level for their year group in English and Science, and 2 in Maths, none of the parents think their children are doing 'worse' than their peers. 10/12 parents believe their children are doing 'the same as' or 'better than' their peers. 2 parents 'don't know'.

Teachers' and parents' views differ on pupils' achieving their potential if they stay on to post-16 education. 11 teachers believe the pupils will achieve their potential and 1 doesn't know but only 8/12 parents believe this. 3 don't think their children will achieve their full potential and 1 doesn't know. 9/12 parents say their child needs additional help with schoolwork, particularly with English (This suggests that although their

schools are designated bilingual Welsh/English, English may be the main medium of education. Alternatively, parents may feel that English is a higher priority for their children). 1 pupil assessed at EAL Stage B, 1 at EAL Stage C and 2 at EAL Stage E are not attaining the expected level for their year in English. The Welsh/Arabic-speaking pupil is achieving above the level expected for their year in all core subjects.

The main points to note here are that no parent thinks their child is doing worse than their peers and most think their child is achieving at the same level. Equally, all teachers apart from one think that if the pupils were to stay on to post-16 education they would achieve to their potential. Despite the gaps in the assessment data sections of the forms, issues remain of consistency in assessment of ethnic minority pupils relative to the national curriculum and to their stage of learning English/Welsh, together with effective communication of information to parents.

Attitudes of interview subjects

The overall response by teachers and parents is positive in many ways about ethnic minority pupils' achievement. However, an interesting dimension evident in the returns is the difference between some positive attitudes of the interview subjects and less positive aspects of practice (Figure 3).

Figure 3. Comparison of attitudes and practice

Positive attitude	Less positive aspects
<ul style="list-style-type: none"> Teachers say they have a positive attitude towards pupils' language and culture 	<ul style="list-style-type: none"> Low levels of training in EAL and anti-racism attended by class teachers Pupils and parents say that the teachers know little about their language or culture.
<ul style="list-style-type: none"> Parents say they have a positive attitude towards the school and what it offers 	<ul style="list-style-type: none"> Little parental or pupil involvement in school activities outside the set curriculum
<ul style="list-style-type: none"> Teachers and parents believe the children are currently achieving to their potential and will do in the future 	<ul style="list-style-type: none"> Limited evidence of quantitative assessment data in the sample and some data contradicts the perceptions

Several important issues emerge from the 'gaps' between positive attitude and actual practice. A key point is the lack of training in EAL and anti-racism for class teachers and the limited evidence of quantitative assessment in the data to support ethnic minority pupils' language learning and their general development. Clearly there are important gaps between training for all teachers in EAL and racism, and in refining assessment of EAL pupils. The lack of involvement by parents and pupils in out-of-school activities where they exist is also a matter of concern.

In addition to help with English, parents also feel they would like schools to provide a prayer facility, work on social skills, keyboard lessons and assessment of emotional problems affecting the child's progress. Pupils would like more extra-curricular clubs including: art, music, science, sports, chess, Indian dance and homework.

Teachers express the need for several things to improve working partnerships in providing education for ethnic minority pupils (Figure 4).

Figure 4. Teachers' suggestions for improving working partnerships

<ul style="list-style-type: none"> Time to discuss progress with support teachers/parents (5) Training in EAL pupils' needs (2) More ICT training for EAL teaching (1) Better work area and storage space for EAL teaching (1)
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The main need expressed by teachers is for more time and organised structures in the timetable to monitor progress and liaise with teachers and parents.

Effective language teaching

The hypothesis that teachers in Welsh-medium schools might be effective language teachers is the examined in Figure 5.

Figure 5. Teachers' views on language teaching and the use of pupils' home languages

<i>Teachers' confidence in understanding ethnic minority pupils' specific language and learning needs</i>	
•	Very confident (6)
•	Quite confident (6)
•	Not very confident (0)
•	Not at all confident (0)
<i>Teachers' views on whether it is beneficial for ethnic minority pupils to use their home language in class</i>	
•	Yes (9)
•	No (2)
•	Don't know (1)
<i>Teachers' practice in encouraging the use of ethnic minority pupils' home language in the classroom</i>	
•	Often (4)
•	Sometimes (5)
•	Rarely (3)
•	Never (1)

The degree of confidence expressed is high in supporting ethnic minority pupils' specific language needs, which would support the view that teachers in Welsh-medium and Welsh/English bilingual schools are confident teachers of languages. A strong belief in the use of home language is noticeable. The least certain response is with respect to the use of the home language in the classroom, which ranges from an equal number of those who encourage use of the home language 'often' to an equal number who encourage its use 'rarely' or 'never'. The remaining third give the 'sometimes' category. Altogether, Figure 5 shows an interesting trend which does support the initial hypotheses and which would warrant further investigation.

Integration

Figure 6. Teachers' perceptions of integration

<i>Teachers' views on how well pupils mix across all ethnic groups</i>	
In class	
	Yes (9)
	No (2)
	Nil response (1)
In playground	
	Yes (5)
	No (4)
	Nil response (1)

Figure 6 indicates that teachers believe pupils mix well in class across all ethnic groups but less well in the playground. 2/12 pupils say they have 'no' friends of different backgrounds to their own and another 2 say only '1 or 2'. 6 say they have 'several' but only 1 says they have 'lots'. 7/12 pupils say they would like more people of the same background to live in their area, 1 says 'fewer' and 3 say it would 'make no difference'. There is an implication here that the pupils feel a degree of isolation and only some are mixing well with other pupils in their schools.

Racism

Figure 7 shows the pupils' responses to the question of whether or not they had ever experienced racism and Figure 8 shows the extent of racism perceived in schools by teachers and pupils.

Figure 7. Pupils' experience of racism

	A lot (1)
	Sometimes (5)
	Only once (2)
	Never (3)
	Nil response (1)

Figure 8. Teachers' and pupils' views on the amount of racism in school

	None	A little	Some	A lot	Nil response
Teachers	2	8	2	0	0
Pupils	3	3	4	0	2

This figure broadly shows that both teachers and pupils agree that there is 'a little' or 'some' racism in school. There is a more positive view expressed overall by teachers than pupils with regard to the amount of racism in school.

Identity

Although 2 pupils were born in England and 2 were born in Wales, none of these pupils would ever describe themselves as 'British' or 'Welsh'. The only pupil who would describe himself as 'British' was born in Turkey and has only lived in the UK for 1-2 years. The only pupil who would describe himself as 'Welsh' is the Mixed heritage Welsh/Egyptian pupil whose strongest language is Welsh. 5 pupils give 'don't know' responses revealing uncertainty about whether or not they would describe themselves as 'British', but 9 clearly state 'No' in response to describing themselves as 'Welsh'.

Conclusions

Though it is not possible to draw any firm conclusions based on such a small sample, the subset reveals a number of emerging issues, some of which are also found in the main study including:

- The need for better communication and liaison between staff and parents
- The need for more training on race awareness, ethnic minority achievement, anti-racism and EAL issues
- A majority of pupils experiencing racism
- Pupils' and parents' perceptions that home languages and cultures are not well-understood by teachers
- Some apparent disparity between expectations and assessment information
- A deficit in assessment information
- Low level of identification with 'Welsh' as part of pupils' own identity
- Comparatively low levels of involvement of pupils and parents in extra-curricular activities

Distinguishing features of this study include:

- The high levels of literacy and education of most parents
- Relatively strong belief of teachers in valuing home languages
- High level of confidence in meeting pupils' language and learning needs

Recommendations

- Training of teachers in ITET and in EPD and CPD to develop their knowledge of ethnic minority pupils' linguistic and cultural backgrounds and in dealing with racism
- Refinement of assessment methods and individual target setting for EAL pupils, including defining levels of achievement in English/Welsh language
- Developing social skills in all children by a variety of means, both in the curriculum and in out-of-school activities
- Informing parents of ethnic minority children of the advantages and disadvantages of Welsh-medium and bilingual education so that they know as much as possible about their choice of education for their children in Wales

Finally, although the improvement of language skills is vital to ensure pupils achieve to their potential, this is not the only important issue. Investing, as a learning country, in the whole range of our cultural capital is essential and gaining a deeper insight into Wales' rich linguistic and cultural variety is central to the achievement of all its children.

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Appendix 1 - Defining the measure of achievement

Expected level for Yr gp	Example levels	Description	
Rec		Not counted in the achievement statistics (41 pupils)	
Y1	Above	1, 2, 1	More than level 1 in at least one core subject (and not less than 1 in any)
	Level	1, 1, 1	Level 1 in all core subjects
	Below	WT, 1, 1	Less than level 1 in at least one core subject
Y2	Above	2, 2, 3	More than level 2 in at least one core subject (and not less than 2 in any)
	Level	2, 2, 2	Level 2 in all core subjects
	Below	2, 1, 2	Less than level 2 in at least one core subject
Y3	Above	3, 3, 3	Level 3 or above in all core subjects
	Level	2, 2, 3	More than level 2 in at least one core subject (and not less than 2 in any)
	Below	2, 2, 2	Level 2 or less in all core subjects
Y4	Above	4, 3, 3	More than level 3 in at least one core subject (and not less than 3 in any)
	Level	3, 3, 3	Level 3 in all core subjects
	Below	2, 3, 3	Less than level 3 in at least one core subject
Y5	Above	4, 4, 4	Level 4 or above in all core subjects
	Level	3, 4, 3	More than level 3 in at least one core subject (and not less than 3 in any)
	Below	3, 3, 3	Level 3 or less in all core subjects
Y6	Above	4, 5, 4	More than level 4 in at least one core subject (and not less than 4 in any)
	Level	4, 4, 4	Level 4 in all core subjects
	Below	4, 4, 3	Less than level 4 in at least one core subject
Y7	Above	4, 5, 4	More than level 4 in at least one core subject (and not less than 4 in any)
	Level	4, 4, 4	Level 4 in all core subjects
	Below	4, 4, 3	Less than level 4 in at least one core subject
Y8	Above	5, 5, 5	Level 5 or above in all core subjects
	Level	4, 4, 5	More than level 4 in at least one core subject (and not less than 4 in any)
	Below	4, 4, 4	Level 4 or less in all core subjects
Y9	Above	5, 5, 6	More than level 5 in at least one core subject (and not less than 5 in any)
	Level	5, 5, 5	Level 5 in all core subjects
	Below	4, 5, 4	Less than level 5 in at least one core subject
Y10	Above	C, B, C	More than grade C predicted in at least one core subject (and not less than C in any)
	Level	C, C, C	3 Cs predicted for the core subjects at GCSE (or Year 9 SATs results if GCSE predictions not available)
	Below	D, C, C	Less than grade C predicted in at least one core subject
Y11	Above	C, B, C	More than grade C predicted in at least one core subject (and not less than C in any)
	Level	C, C, C	3 Cs predicted for the core subjects at GCSE (or Year 9 SATs results if GCSE predictions not available)
	Below	D, C, C	Less than grade C predicted in at least one core subject
Y12	Above	C, B, C	More than grade C in at least one core subject (and not less than C in any)
	Level	C, C, C	3 Cs in the core subjects at GCSE
	Below	D, C, C	Less than grade C in at least one core subject
Y13	Above	C, B, C	More than grade C in at least one core subject (and not less than C in any)
	Level	C, C, C	3 Cs in the core subjects at GCSE
	Below	D, C, C	Less than grade C in at least one core subject

Appendix 2 – Stages of English as an Additional Language Acquisition

Notes

Pupils make progress in acquiring English as an additional language in different ways and at different rates. Broad stages in this development are identified below as descriptions to be applied on a '**best-fit**' basis in a similar manner to the National Curriculum level descriptions. Progression from stage A to stage E can take up to 10 years and individuals are likely to show characteristics of more than one 'stage' at a time. A judgement is usually needed over which stage best describes an individual's language development, taking into account age, ability and length of time learning English.

Stage A – New to English

May use first language for learning and other purposes. May remain completely silent in the classroom. May be copying / repeating some words or phrases. May understand some everyday expressions in English but may have minimal or no literacy in English. **Needs a considerable amount of EAL support.**

Stage B – Early Acquisition

May follow day to day social communication in English and participate in learning activities with support. Beginning to use spoken English for social purposes. May understand simple instructions and can follow narrative / accounts with visual support. May have developed some skills in reading and writing. May have become familiar with some subject specific vocabulary. **Still needs a significant amount of EAL support to access the curriculum.**

Stage C – Developing Competence

May participate in learning activities with increasing independence. Able to express self orally in English, but structural inaccuracies are still apparent. Literacy will require ongoing support, particularly for understanding text and writing. May be able to follow abstract concepts and more complex written English. **Requires ongoing EAL support to access the curriculum fully.**

Stage D – Competent

Oral English will be developing well, enabling successful engagement in activities across the curriculum. Can read and understand a wide variety of texts. Written English may lack complexity and contain occasional evidence of errors in structure. Needs some support to access subtle nuances of meaning, to refine English usage, and to develop abstract vocabulary. **Needs some occasional EAL support to access complex curriculum material and tasks.**

Stage E – Fluent

Can operate across the curriculum to a level of competence equivalent to that of a pupil who uses English as his/her first language. **Operates without EAL Support across the curriculum.**

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An EALAW Research Report for the Welsh Assembly Government

Funded by the Welsh Assembly Government 2002/03

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