# How **good** is our **school?**

## Inclusion and Equality

## Part **3**: **Promoting Race Equality**

**HMIe**
improving Scottish education

Inclusion and Equality
Part **3**: **Promoting Race Equality**

## Contents

## Introduction

The revised edition of *How good is our school?* (HM Inspectorate of Education, 2002) has been widely welcomed in schools and authorities. This document is one of a series of guides which builds on, but does not repeat, the advice on self-evaluation given in *How good is our school?*

The introductory publication to the series, *Planning for Improvement,* outlines how you can use the outcomes of self-evaluation to plan effectively for improvement. This guide can be used when you are ready to evaluate the quality of the school's approaches to tackling racism and promoting race equality, and is one of a series which deals with issues relating to *Inclusion and Equality.* It builds on and updates some of the advice given within the earlier publication *A Route to Equality and Fairness* (HM Inspectors of Schools, 1999). The guide shows how you can use a cluster of quality indicators from *How good is our school?* that focus on key features with particular relevance to preparing children and young people for life in an ethnically and culturally diverse society and providing equality of opportunity. When you are ready to look in more depth at the school's approaches to tackling racism and promoting race equality, you can use *Educating for Race Equality - A Toolkit for Scottish Teachers* [www.antiracisttoolkit.org.uk](www.antiracisttoolkit.org.uk).

### Tackling racism and promoting race equality

Within Scottish education, we have a strong tradition of recognising the importance of equality and fairness for all. The Standards in Scotland's Schools etc Act 2000 reinforces these principles by basing its expectations upon an inclusive philosophy of education. Schools and education authorities should provide for the right of every child to an education that is aimed at developing the personality, talents, mental and physical abilities of the individual to their fullest potential. This sets a significant challenge for schools and education authorities to address and meet a very wide range of needs. We live in a multiethnic, multicultural and multifaith society. All children and young people need opportunities:

• to study their own values and those of others;

• to appreciate diversity; and

• to develop respect for others.

The McPherson Report into the Stephen Lawrence Murder Inquiry (1999) drew attention to, and condemned *institutional racism. Institutional racism* was defined as, 'the collective failure of an organisation to provide an appropriate service to people because of their colour, culture or ethnic origin. It can be detected in processes, attitudes, and behaviour which amount to discrimination through unwitting prejudice, ignorance, thoughtlessness, and racist stereotyping which disadvantage minority ethnic people'. Two key recommendations of the McPherson Report were for organisations to value cultural diversity and prevent racism in order to respond more effectively to the needs of a diverse society. In November 2002, the Race Relations (Amendment) Act 2000 (RR(A)A) came

into effect in Scotland and gave public authorities, including education authorities, a statutory general duty to promote race equality. The general duty has three parts:

• eliminating unlawful racial discrimination;

• promoting equal opportunities; and

• promoting good relations between people from different racial groups.

Schools have a key role in helping education authorities to achieve success in meeting this duty. *A Guide for Education Authorities and Schools in Scotland* (Commission for Racial Equality in Scotland, 2002) provides practical advice on how schools and authorities can meet both the general duty and the specific duties laid down by the Scottish parliament. This guide is based on the premise that promoting race equality should be an integral part of the life and work of a school.

Meeting the duties of the RR(A)A has an important role to play in supporting all five National Priorities (NPs) for education.

| NATIONAL PRIORITY | TACKLING RACISM AND PROVIDING RACE EQUALITY |
|---|---|
| 1. To raise standards of education for all in schools. | Pupils' progress and attainment should be monitored by their ethnic group and schools should have clear approaches to tackling underachievement and measuring improvements. |
| 2. To establish effective teaching and learning environments. | Appropriate support and training should be provided for teachers and pupils to help them tackle racial discrimination and challenge racism. |
| 3. To promote equality and help every pupil benefit from education. | Arrangements should be in place to ensure that bilingual pupils, and those with English as an additional language, have equal access to the curriculum and the linguistic tools to achieve to their fullest potential. |
| 4. To work with others to teach pupils respect and the duties and responsibilities of citizenship | Parents and other positive role models from the community should be encouraged to share their knowledge, skills and expertise. |
| 5. To equip pupils with the skills, attitudes and expectations necessary to prosper in a changing society | The curriculum, through its content and delivery, should proactively value diversity and challenge stereotypes. |

To help schools evaluate their effectiveness in tackling racism and promoting race equality, eight quality indicators (QIs) have been chosen from the revised edition of *How good is our school?.* These have been selected as those QIs most relevant to preparing children and young people for life in an ethnically and culturally diverse society and providing equality of opportunity. They will help you to evaluate:

- the extent to which the curriculum overall is helping to prepare pupils for life in a diverse society;

- the approaches taken to monitor the progress and achievements of all children and young people;

- the provision for addressing the specific needs of bilingual and minority ethnic pupils to ensure that all pupils fulfil their potential;

- the impact of the school's strategies for tackling racism and promoting good relations and equality and fairness for all;

- the involvement of parents and the wider community in supporting pupils' achievements and helping them develop knowledge about, and respect for, ethnic, cultural and religious diversity;

- support for staff in taking forward race equality; and

- the commitment and effectiveness of school leaders in tackling racism and promoting race equality.
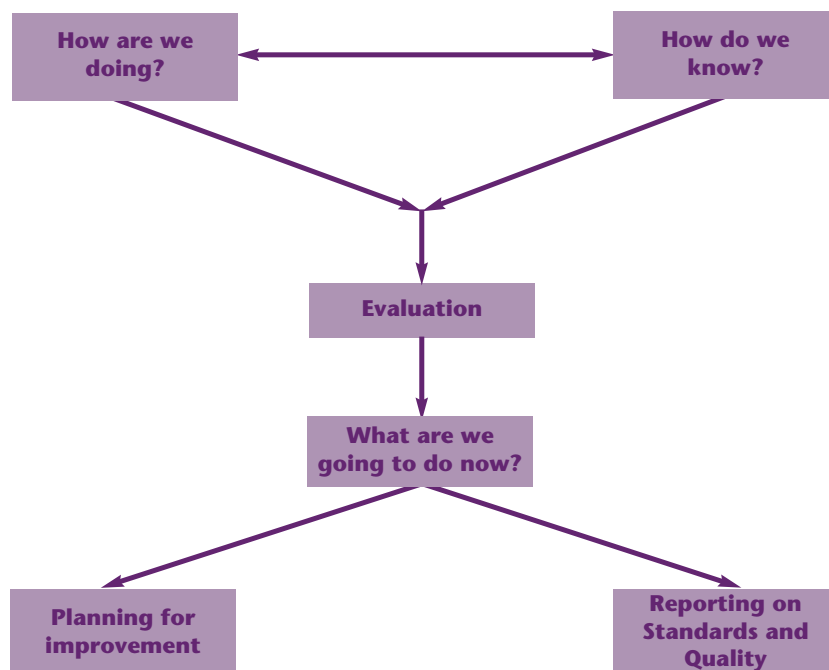
## Self-evaluation in Practice

Part 2 of *How good is our school?* provides all the advice you need about practical approaches to self-evaluation.

This guide:

• describes best practice in preparing children and young people for life in an ethnically and culturally diverse society and providing equality of opportunity, with reference to important sources of advice;

• asks key questions derived from illustrations within the quality indicators chosen;

• looks at how you might collect evidence from more than one source in order to provide a robust basis for your evaluations; and

• encourages you to weigh up the strengths and areas of improvement in what you observe, in order to come to an overall evaluation of the quality of provision in your school.

You can then use the results of the evaluation and the evidence to plan for improvement and to report on the standards and quality of what you have found.

```
How are we          ←→          How do we
  doing?                          know?
         ↘                    ↙
            Evaluation

        What are we
       going to do now?
         ↙                    ↘
  Planning for            Reporting on
  improvement             Standards and
                             Quality
```

This guide, and the accompanying CD-ROM, provides you with formats which you can use as they stand, or adapt for your own school. You can also download them as blank pro forma from the HMIE website (www.hmie.gov.uk).

Use this page alongside pages 15 and 16 of *How good is our school?.*

| Note down the sources of evidence on which you are basing your evaluation in the boxes below. |
|---|

**People consulted:**

**Documentation and resources reviewed:**

**Direct observation undertaken:**

**Data analysed:**

Fill in your record of the strengths and areas for improvement for each of the quality indicators using the grids on the following pages.

In the box overleaf, note the overall evaluation for each of the quality indicators using the 1–4 scale from How good is our school?.

| Key question | Quality indicator | Overall evaluation |
|---|---|---|
| How well does the curriculum take account of race equality issues? | **1.1** | |
| How effectively do you meet the needs of children and young people from minority ethnic backgrounds? | **3.4** | |
| How effectively do you promote positive attitudes and behaviours towards racial equality? | **4.2** | |
| How well do you monitor the progress and achievements of pupils from bilingual and minority ethnic backgrounds? | **4.4** | |
| How effectively do you ensure and promote equality and fairness? | **5.3** | |
| How effective are your partnerships with parents and the community? | **5.4** | |
| How well does staff review and development support staff in promoting race equality? | **6.6** | |
| How effectively do school leaders carry out their responsibilities? | **7.1** | |

Go back over the areas for improvement you have identified.

Decide which are your priorities for development.

Identify criteria for success by which to judge progress after you have taken action.

These priorities for promoting race equality can now be included in your development plan.

**QI 1.1  Structure of the curriculum**

This quality indicator is concerned with the following themes:

- *breadth and balance across elements of the curriculum*
- *integration, permeation*
- *timetabling and arrangements for pupil choice*

| Questions to ask | Best practice | Evidence | |
|---|---|---|---|
| | | **Strengths** | **Areas for improvement** |
| • How well does the curriculum in your school reflect and promote ethnic, cultural and religious diversity? | • Curricular programmes and materials give appropriate attention to:<br>– promoting access and success for all pupils;<br>– presenting positive images that encourage pupils' appreciation of diversity; and<br>– providing opportunities for pupils to study their own culture and values, and those of others. | | |
| • How much account does it take of available national and local advice? | • Programmes of study and courses for all pupils take account of national and local guidance and reflect policies on equal opportunity, including the education authority's policy on race equality as required by RR(A)A. | | |
| • How well integrated into the curriculum are the opportunities for pupils to explore issues of race equality and to challenge racist views? | • Personal and social attitudes relating to equality are discussed within programmes.<br>• Anti-racist education permeates the curriculum at all stages.<br>• Plans for cross-curricular studies related to equality and anti-racist education are specified in courses and programmes of study. | | |
| • How successful is the curriculum in helping to prepare pupils for life in a multiethnic, multicultural and multifaith society? | • All pupils have self-respect and feel that their own backgrounds are valued. They show respect for others. They are confident in challenging racism and discrimination. | | |

## QI 3.4 Meeting pupils' needs

This quality indicator is concerned with the following themes:

- *choice of tasks, activities and resources*
- *provision for pupils with differing abilities and aptitudes*
- *identification of learning needs*

| Questions to ask | Best practice | Evidence | |
| --- | --- | --- | --- |
| | | Strengths | Areas for improvement |
| • To what extent do learning and teaching approaches in your school take account of pupils' cultural backgrounds, linguistic abilities and differing learning styles?<br><br>• To what extent do your school's resources promote diversity and portray members of all ethnic and cultural groups in positive and non-stereotypical ways?<br><br>• To what extent do your assessment procedures take account of the specific needs of minority ethnic pupils?<br><br>• How effective are the approaches you use to ensure that bilingual pupils have equal access to the curriculum and the linguistic tools to achieve? | • Staff follow advice from colleagues providing bilingual and English as an Additional Language (EAL) services.<br><br>• Teachers make effective use of questioning to check understanding; ask for recall, evidence, conclusions, further exploration or explanations; pose problems; and challenge stereotypes and assumptions.<br><br>• Pupils have equal access to all areas of the curriculum.<br><br>• Curriculum resources:<br>  – positively represent sections of society and challenge prejudice and injustice, and racist and sexist views; and<br>  – promote personal development and encourage pupils' self-esteem, cultural identity, aspirations and career choice in non-stereotypical ways.<br><br>• Assessment materials do not discriminate unfairly against any individual or group.<br><br>• Teachers and pupils set personal targets for learning which take account of pupils' backgrounds and interests.<br><br>• Information on pupils' individual abilities and/or difficulties is gathered from parents, other teachers, other curricular areas and agencies, and used to plan next steps in learning.<br><br>• Cultural and linguistic abilities are recognised and taken account of.<br><br>• Bilingual pupils are helped to gain access to the whole curriculum.<br><br>• Specialist staff support bilingual pupils and those with English as an additional language.<br><br>• The school helps pupils maintain and use their first language.<br><br>• Pupils from minority ethnic and bilingual backgrounds are making good or very good progress from their prior levels of achievement. | | |

## QI 4.2 Personal and social development

This quality indicator is concerned with the following themes:

- *planned approaches to promoting personal and social development*
- *pupils' progress in developing positive attitudes and personal and social skills*
- *contribution of extra-curricular and other activities*

| Questions to ask | Best practice | Evidence | |
|---|---|---|---|
| | | Strengths | Areas for improvement |
| • How committed and active are staff in promoting whole-school strategies for anti-racist education? | • At each stage and in each curricular area, staff provide activities that help develop pupils skills and understanding in challenging: <br>   – stereotyped assumptions; <br>   – assumptions relating to race and ethnicity; <br>   – harassment or denigration; and <br>   – discrimination in themselves and others. | | |
| • To what extent does the Personal and Social Development (PSD) programme help to develop positive attitudes to ethnic, cultural and religious diversity and skills for active citizenship? | • The programme is built on the principles of equality, justice and mutual respect. <br><br> • The programme focuses on inter-personal relationships, independence and inter-dependence, as well as issues of equality. <br><br> • The programme provides contexts for raising self-esteem and fostering positive relationships. <br><br> • Pupils show understanding of race equality. | | |
| • How effectively does your school use special focus activities to help tackle discrimination, prejudice and harassment? | • Staff make good use of opportunities to reflect on events in the school to enable pupils to work through arising issues, including bullying and racist name calling. <br><br> • There is a focus on techniques and methods of conflict resolution which pupils themselves can use. | | |
| • To what extent do pupils co-operate with others and show genuine concern and respect for them? | • Pupils demonstrate respect for others, recognise and value difference and tackle discrimination. <br><br> • Pupils have regular opportunities to collaborate and work well together in groups and teams. | | |
| • How good is your school at using extra-curricular activities to promote good relations? | • Extra-curricular activities include those to promote cultural awareness and identity. | | |

## QI 4.4 Monitoring progress and achievement

This quality indicator is concerned with the following themes:

- *the monitoring process*
- *profiles of pupils' progress and development*
- *arrangements for using acquired information*

| Questions to ask | Best practice | Evidence | |
|---|---|---|---|
| | | **Strengths** | **Areas for improvement** |
| • How effective are your school's approaches to monitoring, recording and acting on assessment information for pupils from bilingual and minority ethnic backgrounds? | • Staff are familiar with the requirements of the RR(A)A in relation to monitoring pupils' performance and progress by racial group. <br><br>• Approaches to collecting and recording information are helpful in highlighting any differences in attainment between pupils from different racial groups. <br><br>• There is evidence to show that the analysis of assessment information is used to set appropriately challenging targets for all pupils. | | |
| • How well are pupils from bilingual and minority ethnic backgrounds achieving? | • There is evidence to show that: <br><br>– pupils from minority ethnic backgrounds are attaining at a level equal to or better than that expected for their age and stage; and <br><br>– bilingual pupils are achieving consistently across a range of curricular areas in line with, or exceeding, national standards | | |
| • How good are your school's strategies for tackling underachievement in pupils from bilingual and ethnic minority backgrounds? | • Staff are aware of the factors that contribute to raising the attainment of bilingual and minority ethnic pupils. <br><br>• Staff recognise and value pupils' achievements in their first language. | | |
| • To what extent are pupils involved in evaluating their progress and setting targets? | • Pupils feel that their views on progress are valued and that their achievements are recognised. <br><br>• Pupils are aware of their next steps. | | |
| • How effectively do staff communicate information to parents about their children's achievements? | • All parents are helped to have high and realistic expectations of their children's achievements. | | |

**QI 5.3  Equality and fairness**

This quality indicator is concerned with the following themes:

- *sense of equality and fairness*
- *ensuring equality and fairness*

| Questions to ask | Best practice | Evidence | |
|---|---|---|---|
| | | Strengths | Areas for improvement |
| • To what extent does your school promote equality of opportunity and a sense of fairness? | • All pupils have opportunities to achieve the highest possible standards, and the best possible qualifications for the next stages of their lives and education.<br><br>• All pupils are developing the knowledge, understanding and skills that they need in order to participate in Scotland's multiethnic society, and in the wider context of an interdependent world.<br><br>• All pupils are helped to develop a sense of personal and cultural identity that is confident and open to change, and that is receptive and respectful towards other identities. | | |
| • How well does your school demonstrate that it values the culture, lifestyle and home languages of all pupils? | • Events which recognise and celebrate cultural and other diversity within the school and local community are made known to all of the school community.<br><br>• Staff acknowledge the positive benefits of bilingualism and support its development. | | |
| • What positive steps has your school taken to ensure equality and fairness and to challenge and discourage racist attitudes and behaviour? | • The race equality policy is based on Commission for Racial Equality (CRE) guidance for meeting the requirements of RR(A)A and sets out the school's strategies for preventing and dealing with racism.<br><br>• Pupils, parents and staff are clear about how to report and respond to racist incidents.<br><br>• Pupils understand the nature and consequences of racism, know how to challenge it assertively and feel confident in asking for help. | | |
| • To what extent does your school help staff, pupils and visitors to feel valued, safe and secure? | • The school provides positive support for those who have encountered discrimination or harassment.<br><br>• Pupils, staff and parents feel that they are treated fairly and with respect. | | |

## QI 5.4 Partnership with parents, the School Board and the community

This quality indicator is concerned with the following themes:

- *encouragement to parents to be involved in their child's learning and the life of the school*
- *procedures for communicating with parents*
- *information given to parents about the life of the school*
- *links between the school and the School Board*
- *the school's role in the community*

| Questions to ask | Best practice | Evidence | |
|---|---|---|---|
| | | Strengths | Areas for improvement |
| • What positive steps has your school taken to encourage parents from all ethnic and cultural groups to be partners in their children's learning and to engage in the life of the school? | • Staff recognise the various barriers which may affect the abilities of parents from minority ethnic backgrounds to participate as partners in their children's education. The school has a range of approaches to minimise these barriers. | | |
| | • The school invites parents from minority ethnic backgrounds to participate in activities to provide positive role models and to promote understanding and appreciation of diversity. | | |
| • To what extent are parents informed about, and involved in, your school's approaches to promoting race equality? | • Parents, pupils and staff know what the school's race equality policy says and understand what it means for them. | | |
| • How well does your school address the needs of minority language groups when providing information? | • School signs and notices are in community languages as well as English. | | |
| | • The school knows how to access and makes use of translation and interpreting services. | | |
| | • Written information to parents is clear and concise with key documents available in community languages. | | |
| • What steps has your school taken to ensure that the views of parents from ethnic minority groups are taken into account? | • The school uses a variety of ways to gather the views of all parents and community groups when reviewing the impact of its policies. It involves them in planning for improvements. | | |
| • To what extent does your school involve the community in celebrating ethnic, cultural and religious diversity? | • The school hosts a variety of events to promote awareness and understanding of diverse traditions and cultures. | | |
| | • All members of the school community are invited to come along. The events are well attended. | | |

## QI 6.6 Staff review and development

This quality indicator is concerned with the following themes:
- *links between staff review and development and school self-evaluation and planning*
- *staff review procedures*
- *staff development*

| Questions to ask | Best practice | Evidence | |
| --- | --- | --- | --- |
| | | **Strengths** | **Areas for improvement** |
| • To what extent are staff fully aware of the aims and priorities for staff development in race equality? <br><br> • To what extent has your school used information from staff review to inform its self-evaluation and planning processes, to enable the promotion of race equality and to combat racial discrimination? <br><br> • How effective is the staff development programme in helping your school to take forward race equality? Does your induction programme for probationers and new members of staff take account of race equality issues? <br><br> • Are there suitable opportunities within the Continuous Professional Development (CPD) programme to develop further expertise in race equality issues? What use is made of staff, local and national expertise? | • All staff are clear about the race equality policy and the school's aims, values and actions to promote race equality. <br><br> • All staff are aware of their responsibilities and are committed to promoting race equality and tackling racism. <br><br> • The review process asks staff about their knowledge, skills and confidence in: <br> – awareness of race equality issues, including the requirements of RR(A)A; <br> – meeting the needs of bilingual learners; <br> – anti-racist education; and <br> – preventing and dealing with racism. <br><br> • Senior staff use the information to identify priorities for action and arrangements for supporting team and individual development needs on race issues. <br><br> • All staff feel well supported in implementing the school's priorities for race equality. <br><br> • Regular monitoring shows that very good progress is being made towards meeting current priorities for race equality. <br><br> • The CPD programme provides contexts for achieving a wide range of professional skills in race equality, anti-racist education and supporting bilingual learners. <br><br> • Senior staff are aware of staff, local and national expertise and how to access it. Financial resources are available for supporting a wide range of staff development activities relating to race equality. | | |

## QI 7.4 Leadership

This quality indicator is concerned with the following themes:

- *leadership qualities*
- *professional competence and commitment*
- *relationships with people and development of teamwork*

| Questions to ask | Best practice | Evidence | |
|---|---|---|---|
| | | Strengths | Areas for improvement |
| • To what extent are leaders within your school committed to promoting race equality and tackling discrimination? | • School leaders recognise the value of diversity and ensure that race equality issues are addressed in all aspects of the school's work.<br>• School leaders have a knowledge of race equality issues. They are sensitive to the needs of particular groups and ensure that they feel included.<br>• School leaders operate an open and participative management approach which involves all staff and stakeholders in identifying, planning and implementing actions to promote race equality. | | |
| • To what extent do school leaders provide a clear strategic direction for the promotion of race equality?<br>• How effectively do leaders evaluate the school's approaches to race equality? | • School leaders are knowledgeable about relevant legislation relating to race issues, including RR(A)A and use this knowledge to inform policy and practice.<br>• School leaders regularly monitor the implementation of the race equality policy to ensure consistency and measure the impact on pupils' learning.<br>• School leaders monitor pupils' attainment by racial group and take action to improve any policies and procedures which are having an adverse impact on the attainment of specific groups of pupils. | | |
| • To what extent do school leaders seek and develop productive relationships with all community groups? | • School leaders consider what other relevant individuals and groups can contribute to the promotion of race equality and communicate this effectively to them. | | |

## Sources of Support

Additional information and sources of support can be obtained through the following links:

- *Educating for Race Equality – A Toolkit for Scottish Teachers*
  http://www.antiracisttoolkit.org.uk

- Centre for Education for Racial Equality in Scotland (CERES)
  http://www.education.ed.ac.uk/ceres

- *A Guide for Education Authorities and Schools in Scotland* (Commission for Racial Equality in Scotland, May 2002)
  http://www.cre.gov.uk

- *One Scotland: Many Cultures Anti Racism Campaign*
  http://www.onescotland.com

- *Scottish Refugee Council*
  http://www.scottishrefugeecouncil.org.uk

- *Runnymede Trust*
  http://www.runnymedetrust.org

- *Complementing Teachers – A Practical Guide to Promoting Race Equality in Schools* (Runnymede Trust, 2003) The Runnymede Trust, Suite 106, The London Fruit and Wool Exchange, Brushfield Street, London

- *Removing the Barriers: Raising Achievement Levels for Minority Ethnic Pupils – Key points for Schools* (DfEE, 1999)

- *Action for Racial Equality in the Early Years : understanding the present, planning for the future* (National Early Years Network, 1999)

- *Young, Gifted and Equal – Race Equality Standards for Schools* (Second Edition, Leicester City Council 2003)

## Acknowledgements

Thanks are due to centrally deployed and school staff from the following authorities who offered valuable insights and comments during the development of the guide.

Aberdeen City Council

City of Edinburgh Council

Dumfries and Galloway Council

Glasgow City Council

Perth and Kinross Council

Thanks are also due to Rowena Arshad and Alan Bell, Centre for Education for Racial Equality in Scotland.

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