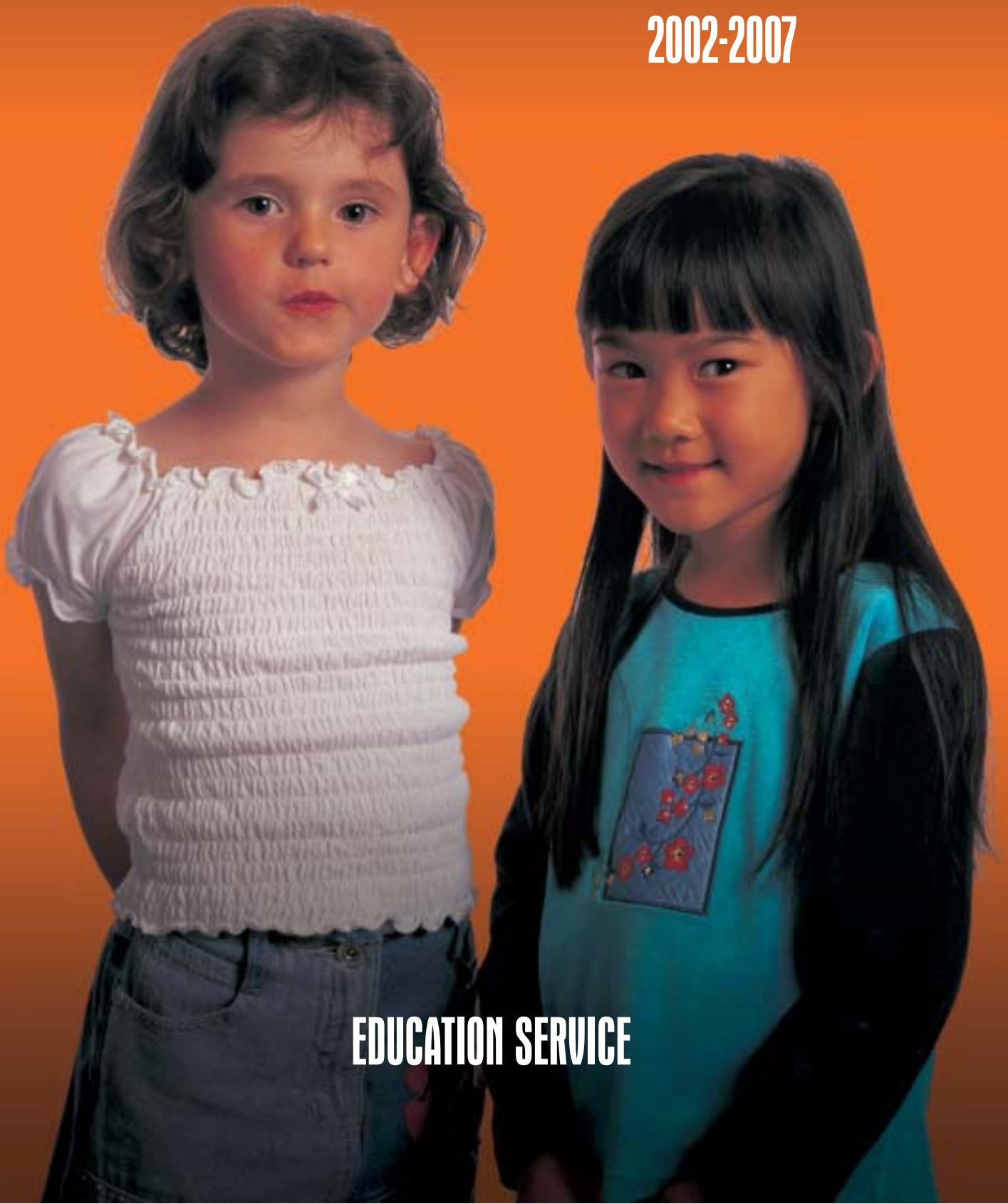


# MINORITY ETHNIC AND TRAVELLER ACHIEVEMENT PLAN

2002-2007



**EDUCATION SERVICE**



# MINORITY ETHNIC AND TRAVELLER ACHIEVEMENT PLAN

## 2002-2007

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## EDUCATION SERVICE

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2 To ensure that all schools and the LEA are able to meet their general and specific duties to promote race equality, promote good practice and establish a clear understanding of shared principles.	
3 To raise awareness across the LEA of the Commission for Racial Equality School Standards and translate the key principles of the Minority Ethnic and Traveller Achievement Plan into positive action at both school and LEA level.	
4 To inform and support the development and delivery of an inclusive curriculum and raise standards of teaching and learning across the LEA.	
5 To provide effective support for schools helping them to establish positive links with parents and carers from minority ethnic backgrounds and with community groups.	
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# INTRODUCTION

## • Vision and Values

We believe that education is a liberating force that enables people to develop their social, intellectual, physical, spiritual and economic well being. Our overriding purpose is to enhance the educational achievements of all pupils and in working to achieve this objective we will be guided by a number of core values. These are:

- The interests of the pupil will be at the heart of policy development and implementation.
- All pupils will be equally valued.
- Good practice will be celebrated.
- High expectations of pupil achievement is the responsibility of all.
- Educational opportunities will be maximised when strong partnerships are promoted and established.

## • Principles

Cumbria's Minority Ethnic and Traveller Achievement Plan will be underpinned by the following principles.

- Provision will be pursued within the broader goal of inclusion for all pupils.
- The priority of addressing the achievement of minority ethnic/Traveller pupils, regardless of whether or not there are any of these pupils on roll, will be re-focused in every school.
- Inclusive learning, which values and respects differences, whether they are linguistic, cultural or religious, will be paramount within a whole school framework. Self-esteem will be promoted and a sense of identity actively encouraged.
- Intentional and unintentional stereotypical racist attitudes and behaviour will be challenged at all levels in the LEA and the wider community.
- A commitment to professional support and on going training for LEA staff, school staff and for governors will ensure consistent provision in all educational settings.
- Parents and carers of all pupils will be encouraged to value and support inclusive learning.
- Language needs will not be confused with special educational needs and language and cultural diversity will be seen as a bonus not a hindrance.

## • Context

This strategy is set within the National context of the Race Relations (Amendment) Act 2000 which requires public authorities, including educational establishments, to:

- Eliminate unlawful racial discrimination.
- Promote equality of opportunity.
- Promote good race relations between people of different racial, ethnic and religious groups.

The Local Education Authority has a key role to play in encouraging, supporting and helping schools to develop good practice and will take positive action to:

- Identify, set up and promote good practice in multicultural and anti-racist education.
- Help to develop positive links between schools and their local communities.
- Provide information, resources, guidance and support so that schools can develop good practice.

## • **Background**

In the past, it has been possible for LEAs, schools and individual teachers, in areas of low ethnic diversity, to conclude that a focus on the achievement of pupils from different ethnic backgrounds is a priority for someone else and for another time. The limited, formal emphasis given previously to minority ethnic and Traveller pupils in Cumbria may seem to confirm this view but should not be seen as a reflection of their importance or their rights. While there are many examples of individuals and groups being successfully integrated and achieving well, it is recognised that there has been insufficient emphasis on a coherent strategy across the whole of the Service.

The January 2001 survey figures show, 656 pupils from minority ethnic and travelling backgrounds listed on roll in Cumbrian schools, covering over 20 different language groups. This accounts for less than 0.9% of the school population, involving less than 40% of the schools, around 125 in total. Such a small proportion and scattered population, present particular challenges for Cumbria.

In such circumstances, pupils from minority ethnic and travelling groups can experience a sense of isolation and potential neglect, which is different but equally as significant as that encountered in more, established ethnic communities. Some teachers in Cumbria may feel less prepared than colleagues elsewhere to meet the individual needs of learning and development. They may be less aware of whole school inclusive strategies, curriculum content and approaches, which are essential to prepare all pupils to take their place in a multi-cultural society.

## • **REASONS FOR ACTION**

Ambivalent attitudes about racial issues are prevalent in aspects of Cumbrian society and in most cases this a reflection of traditional attitudes and values. Such attitudes exist in and around our school communities despite the best efforts of teachers. Cumbria's relative isolation is a contributory factor. By setting out this strategy, Cumbria LEA recognises its responsibility to the whole community to take positive steps to address these issues.

While this is sufficient reason for action, there is also evidence that children from a wider variety of ethnic backgrounds are moving to less urban areas such as Cumbria. Such moves will be much smoother if there are appropriate support structures and suitably informed educational and other services.

Cumbria can be proud of its record in responding to individual needs through its policies in special needs integration and its acceptance of groups of displaced families in emergency situations. Such a response will continue to be needed in addition to support for the demographic trends already taking place.

## • **PROVISION FOR CHILDREN OF MINORITY ETHNIC HERITAGE**

Cumbrian schools are welcoming increasing numbers of children and their families from a rich diversity of cultures, languages and backgrounds.

Families may come to Cumbria for several reasons, such as:

- Health Service Recruitment.
- Hotel and Catering staff.
- University students.
- Refugees and Asylum seekers.
- Company employees or managers.
- Family links.

The Specialist Teaching Service employs a small team of teachers and teaching assistants who offer advice and support, as appropriate, to schools who have bilingual learners. The team has recently been strengthened with the appointment of a Specialist Education Welfare Officer. In some cases children come from families where there are varying levels of knowledge of spoken and written English. It is recognised that this situation may, in some cases, present a new challenge for teachers.

The LEA is committed to improving the expertise within the LEA to enable schools to support the needs of pupils with English as an Additional Language (EAL) and meeting the challenge of a dispersed population.

It is therefore the aim of the Specialist Teaching Service to work in partnership with children, their families and schools to ensure full curricular access for all pupils. Underachievement due to differences of a linguistic or cultural nature must be prevented. It must be acknowledged that proficiency in more than one-language leads to educational advantage and enhanced cognitive development in the emergent bilingual child.

#### • PROVISION FOR TRAVELLER CHILDREN

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As with pupils from minority ethnic backgrounds we are both positive about, and committed to raising the achievement of Traveller children. In seeking to facilitate and support the education of Travellers we will strive to remove any barriers that may prevent educational progress being made and actively promote social inclusion.

Travellers do not always readily participate in state education. Even when housed and relatively settled on permanent sites they may find it difficult to go into schools and/or make use of Further Education facilities. Whilst Travellers clearly value the skills of literacy and numeracy, they are sometimes fearful of the experiences their children meet in school. In particular, they face the possibility that integration into regular schooling could lead to their children adopting the values of the peer group with a consequent lessening in the value placed on their Traveller culture.

Another challenge is children's attendance patterns that are exacerbated when there is a less than positive first experience of schooling. In such circumstances children tend to stay away and a pattern of non-attendance may become embedded.

The pattern of movement and settlement of Travellers in Cumbria is largely concentrated on two private permanent sites (Houghton and Penrith) with some illegal parking on other sites. The movement of Travellers tends to be long distance, to other parts of the UK, Europe and beyond, with many families away for several months at a time. Travellers who come to Cumbria in the summer term rarely stay long enough to enroll their children in school. However there is an encouraging pattern of children attending nursery sessions, even if only for short periods.

Cumbria has an established service to Travellers. The LEA's Specialist Teaching Service employs a small team of part-time teachers and a Specialist Education Welfare Officer to offer support and advice to all schools across the County regarding Traveller issues. Teaching Assistants support the teachers' work in schools. Extra support has been targeted on the two schools nearest to the permanent Traveller sites in the East of the County. The Pre-School bus has been a key component of the LEAs support strategy. As the first point of contact for many Traveller families the mobile nursery aims to provide access to quality pre-school education and also to promote the value of education generally. Many Travellers have had a negative experience of school and teachers so the nursery staff endeavour to provide a positive educational experience and to establish the role of the teacher as a partner in the child's development. From December 2002, a SureStart initiative will enable a combination of Health and Education services to be

offered on a new, purpose built bus. Teaching and distance learning support is undertaken with visiting fairground families, circuses and some New Travellers.

For eight months of the year Traveller children represent up to 40% of the school population within the two primary schools nearest to the permanent sites. The high level of additional support provided enables the schools to successfully include traveller children in all aspects of the curriculum and ensures that the children are a welcome dynamic in the school community.

Despite the positive experiences gained through the mobile nursery and the two designated primary schools very few Travellers children make the transfer to secondary school and this remains a high priority.

Through inclusion in this strategic plan it is intended that the service for Traveller children will be part of a coherent, overall strategy to raise the achievements of children from minority ethnic backgrounds.

The combined approach of ensuring that individual needs are met and that all pupils are empowered to achieve their best, coupled with a review of whole school strategies is a response to perceived needs. It recognises that pupils from minority ethnic and Travelling backgrounds face a range of additional pressures, which may require additional support. This approach seeks to target specific and appropriate support within a whole school framework of awareness raising. Furthermore, it offers an opportunity to tackle some wider and compelling reasons for action.

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### • **Summary of priorities**

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The plan identifies seven development priority areas, these are:

- 1 To provide a coherent and co-ordinated service for pupils, teachers and parents and promote a positive culture of inclusion.
- 2 To ensure that all schools and the LEA are able to meet their general and specific duties to promote race equality, promote good practice and establish a clear understanding of shared principles.
- 3 To raise awareness across the LEA of the Commission for Racial Equality School Standards and translate the key principles of the Minority Ethnic and Traveller Achievement Plan into positive action at both school and LEA level.
- 4 To inform and support the development and delivery of an inclusive curriculum and raise standards of teaching and learning across the LEA.
- 5 To provide effective support for schools helping them to establish positive links with parents and carers from minority ethnic backgrounds and with community groups.
- 6 To identify performance indicators, set performance targets, specify data requirements, establish data recording systems and secure access to data.
- 7 To make available to schools and LEA personnel a focussed professional development programme and promote the development of school based support networks.

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### • **Supporting Plans**

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Education Development Plan 2002-2007

Post LEA Ofsted Action Plan

Specialist Teaching Service Development Plan 2002-2005

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- **Linked Documents**

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Inclusive Cumbria  
Supporting Diversity  
Celebrating Cultural Diversity in Cumbria  
Code of Practice on the Duty to Promote Racial Equality  
Duty to Promote Racial Equality - A Guide for Schools

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- **Monitoring the effectiveness of the achievement plan**

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The LEA will monitor and evaluate the effectiveness of the plan through:

- Annual review and analysis of quantitative and qualitative data relating to multicultural and anti-racist education, including for example, pupil progress, attainment and attendance and racial incidents.
- Random sampling of school Ofsted and Annual Reports.
- Dialogue with, and information from, a cross-section of pupils, parents, schools and community groups. Strategy to include structured interviews.
- Assessing levels of school satisfaction with the strategy (through the Annual School Survey).

Results of auditing mechanisms will be reported and made available as appropriate.

# PRIORITY ACTIVITY PLANS

## • Priority 1

To provide a coherent and co-ordinated service for pupils, teachers and parents and promote a positive culture of inclusion.

### • WHAT WE WILL ACHIEVE

- Secure the availability of effective support for schools enabling them to meet the learning needs of pupils from diverse cultural backgrounds.
- Improved standards of teaching and learning and effective inclusion.

### • HOW WE WILL DO IT

- 1.1 Review funding arrangements and secure the availability of appropriate resources.  
*Lead Person(s): Senior Education Officer: Specialist Teaching Service*  
*Status: Completed April 2002*
- 1.2 Develop a service structure and service delivery model and secure availability of appropriately qualified and experienced staff to provide the agreed level of service.  
*Lead Person(s): Ethnic Minority and Traveller Support Service Co-ordinator*  
*Status: In progress*
- 1.3 Develop Ethnic Minority and Traveller Support Service [EMTSS] guide for schools.  
*Lead Person(s): Ethnic Minority and Traveller Support Service Co-ordinator*  
*Status: In progress*
- 1.4 Establish links with other direct services and/or agencies.  
*Lead Person(s): Ethnic Minority and Traveller Support Service Co-ordinator*  
*Status: In progress*
- 1.5 Review and revise as appropriate existing SEN/AEN policies and guidelines relating to provision for ethnic minority and traveller pupils.  
*Lead Person(s): Senior Education Officer: Specialist Teaching Service*  
*Status: Completed April 02*
- 1.6 Support the on-going work of the multi-disciplinary steering group to co-ordinate the development and delivery of the Minority Ethnic and Traveller Achievement Plan.  
*Lead Person(s): Senior Education Officer: Specialist Teaching Service*  
*Status: In progress*
- 1.7 Distribute copies of the Ethnic Minority and Traveller Achievement Plan and raise awareness of the content across the LEA through established patterns of consultative meetings.  
*Lead Person(s): Multi-Cultural and Anti-Racist Education [MARE] Steering Group*  
*Status: In progress*

### • HOW WE WILL MEASURE OUR SUCCESS

- Service structures in place and EMTSS guide circulated.
- Revised SEN/AEN policies circulated and informing practice.
- Assess the impact of policies and practice through consultation.
- Analysis of attainment data, broken down by ethnicity, routinely collected by the LEA.

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## • **Priority 2**

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To ensure that all schools and the LEA are able to meet their general and specific duties to promote race equality, promote good practice and establish a clear understanding of shared principles.

### • **WHAT WE WILL ACHIEVE**

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- All schools will have received information, guidance and support enabling them to:
  - Develop an appropriate racial equality policy.
  - Identify and deal effectively with racially motivated incidents.
  - Meet racial incident recording and reporting requirements.
  - Develop good practice with regard to promoting multicultural and anti-racist education.
- LEA will have in place appropriate systems for recording, monitoring and reporting racial incidents.

### • **HOW WE WILL DO IT**

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- 2.1 Provide information for schools regarding their duty to record and report racially motivated incidents and provide guidance to support the development of appropriate strategies to combat racism at school level.  
*Lead Person(s): Senior Education Officer: Specialist Teaching Service*  
*Status: Completed September 2001*
- 2.2 Establish appropriate systems to record, monitor and report the level of racially motivated incidents across the LEA.  
*Lead Person(s): Senior Education Officer: Specialist Teaching Service*  
*Status: Completed September 2001*
- 2.3 Provide information for schools regarding their duty to promote race equality and cultural diversity and provide guidance to inform the development of policy and practice at school level.  
*Lead Person(s): Advisory Teacher(s) Multicultural and Anti-Racist Education*  
*Status: In progress*
- 2.4 Assist schools in turning policy into practice by, for example, maximizing opportunities to attend courses/conferences; using the internet; establishing contact with other LEAs, community and regional groups.  
*Lead Person(s): Advisory Teacher Multicultural and Anti-racist Education*  
*Status: In progress*

### • **HOW WE WILL MEASURE OUR SUCCESS**

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- Random sampling of school Ofsted reports with regard to general and specific duties.
- Analysis of racial incident data routinely collected by the LEA to identify areas for improvement and development.
- Results of auditing reported and made available to other interested parties.
- Training events will be evaluated through feedback from participants.

### • **Priority 3**

**To raise awareness across the LEA of the Commission for Racial Equality School Standards and translate the key principles of the Minority Ethnic and Traveller Achievement Plan into positive action at both school and LEA level.**

#### • **WHAT WE WILL ACHIEVE**

- Schools will have the opportunity to evaluate their performance against the Commission for Racial Equality School Standards and to identify school development needs.
- Schools will identify appropriate targets and develop school-based strategies enabling them to tackle with confidence issues of cultural harmony and race relations within the curriculum.

#### • **HOW WE WILL DO IT**

- 3.1 All schools will be provided with a copy of the Commission for Racial Equality [CRE] publication 'Learning for All' and invited to complete a self-assessment against the Commission for Racial Equality - School Standards.

*Lead Person(s): Senior Education Officer: Specialist Teaching Service*

*Status: Completed September 2001*

- 3.2 Encourage school management teams to identify specific school development needs to ensure that there are references to race equality and cultural diversity issues in the school development plan.

*Lead Person(s): Link Inspector/Advisors*

*Status: In progress*

School strategies may incorporate:

- Working to secure a whole school environment in which positive anti-racist strategies are upheld and diversity is valued.
- Ensuring that the curriculum positively promotes and reflects cultural/linguistic diversity and respect
- Devising individual programmes to support learning and evaluate individual progress, achievement, attendance and involvement of pupils from ethnic minority heritage.
- Identifying innovative approaches to enhance understanding and promote achievement, including for example, developing links with other schools and use of appropriate role models.
- Seeking external advice and support as appropriate
- Working collaboratively with external specialists to improve the quality of teaching and learning and raise levels of achievement
- Maintaining close links with services/agencies to enhance educational opportunities

- 3.3 Secure access to external specialist advice and/or support as appropriate.

*Lead Person(s): Ethnic Minority and Traveller Support Service Co-ordinator  
Advisory Teacher - Multicultural & Anti-Racist Education*

*Status: In progress*

#### • **HOW WE WILL MEASURE OUR SUCCESS**

- Analyse results of school audit and publish results.
- Assess the level of school satisfaction with the advice and support provided by the LEA (as indicated in the Annual School Survey).
- Random sampling of school Ofsted Reports
- All schools will implement their Race Equality policy.
- Feedback from Inspector/Advisors

## • **Priority 4**

To inform and support the development and delivery of an inclusive curriculum and raise standards of teaching and learning across the LEA.

### • **WHAT WE WILL ACHIEVE**

- Curriculum planning and development that takes account of the need to ensure that racial equality is promoted and racism and discrimination are challenged in all areas of the curriculum.
- Awareness of teaching methods and resources which take account of the needs and potential of pupils from different ethnic groups and encourage positive attitudes to ethnic difference, cultural diversity and racial equality and promote multicultural and anti-racist education.

### • **HOW WE WILL DO IT**

- 4.1 Establish curriculum development links to provide information and/or guidance for schools, to include: curriculum development and planning; teaching approaches and strategies and good practice guidelines.  
*Lead Person(s):* Advisory Teacher(s) Multicultural & Anti-Racist Education  
 Ethnic Minority and Traveller Support Service Co-ordinator  
*Status:* In progress
- 4.2 Contact providers and users of educational resources and identify those that offer a global, anti-racist perspective and promote a positive attitude to cultural diversity. Collate information and provide advice for schools regarding availability and suitability.  
*Lead Person(s):* Advisory Teacher(s) Multicultural & Anti-Racist Education  
 Ethnic Minority and Traveller Support Service Co-ordinator  
*Status:* In progress
- 4.3 Work with other educational providers to secure the development of a resources bank of educational materials and good practice that can be made available to schools on request.  
*Lead Person(s):* Advisory Teacher Multicultural & Anti-Racist Education  
 Ethnic Minority and Traveller Support Service Co-ordinator  
*Status:* In progress
- 4.4 Contribute to LEA on-line support facility to provide rapid access to information, guidance and resources.  
*Lead Person(s):* Senior Education Officer: Specialist Teaching Service  
*Status:* In progress
- 4.5 Provide awareness raising sessions for all members of school teams at critical stages, for example, before the admission to school of a pupil from a minority ethnic/Traveller background or as soon as possible after admission if advance notice is not provided and/or at phase transfer.  
*Lead Person(s):* Ethnic Minority and Traveller Support Service Co-ordinator  
*Status:* In progress

### • **HOW WE WILL MEASURE OUR SUCCESS**

- Assess the level of school satisfaction with the advice and support provided by the LEA (as indicated by the Annual School Survey).
- Analysis of attainment data, broken down by ethnicity, routinely collected by the LEA.
- Analysis of racial incident data routinely collected by the LEA.
- Audit will show that key principles are embedded in all school policies.

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## • Priority 5

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**To provide effective support for schools helping them to establish positive links with parents/carers from minority ethnic backgrounds and with community groups.**

### • WHAT WE WILL ACHIEVE

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- Identification and removal of barriers preventing the active involvement and participation of parents from minority ethnic groups in their child's education.

### • HOW WE WILL DO IT

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- 5.1 Encourage schools to work with the LEA in establishing links with existing parent partnership and community groups.

*Lead Person(s): Multicultural Anti-Racist Education Steering Group*

*Status: Future action*

- 5.2 Provide information, guidance and support to help schools develop good practice.

*Lead Person(s): Advisory Teacher Multicultural & Anti-Racist Education*

*Ethnic Minority and Traveller Support Service Co-ordinator*

*Status: Future action*

School based strategies may usefully include:

- Ensuring early, accessible contact and consultation.
- Encouraging the use of appropriate strategies for continuing consultation, for example using one named person.
- Ensuring school expectations on curriculum and wider issues are communicated appropriately and with clarity.
- Making available the use of language support in any consultation, either from family, the local community or an interpreter service.
- Offering communication in the first language, if appropriate.
- Encouraging sensitivity and flexibility over cultural needs in relation to such issues as festivals, traditions, dress, religion, diet, timing of events.
- Encouraging participation by parents, as volunteers in the learning and wider school process.
- Seeking personal and family commitment to establishing high expectations.

- 5.3 Work with others to establish database of interpreters and volunteer helpers and make available to schools, services and agencies.

*Lead Person(s): Ethnic Minority and Traveller Support Service Co-ordinator*

*Status: In progress*

- 5.4 Establish information points in each Area Education Office and identify named contacts.

*Lead Person(s): Advisory Teacher(s) Multicultural & Anti-Racist Education*

*Ethnic Minority and Traveller Support Service Co-ordinator*

*Status: Future action*

### • HOW WE WILL MEASURE OUR SUCCESS

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- Sampling school Ofsted/Annual Reports (with children from minority ethnic groups on roll).
- Structured interviews with a cross section of parents, schools and community groups.

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- **Priority 6**

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To identify performance indicators, set performance targets, specify data requirements, establish data recording systems and secure access to data.

- **WHAT WE WILL ACHIEVE**

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- Activity will be focussed on current priorities and identified future needs and will be used to assess progress and inform planning.

- **HOW WE WILL DO IT**

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- 6.1 Review statutory requirements and relevant guidance to inform the development of appropriate performance indicators.

*Lead Person(s): Senior Education Officer: Specialist Teaching Service*

*Status: In progress*

- 6.2 Collate and analyse baseline data to inform the setting of performance targets.

*Lead Person(s): Senior Education Officer: Specialist Teaching Service*

*Status: In progress*

- 6.3 Establish systems and administrative processes to secure a co-ordinated approach to data collection at an LEA level.

*Lead Person(s): Senior Education Officer: Specialist Teaching Service*

*Status: Completed January 03*

- 6.4 Work with individual schools to identify challenging targets based on Commission for Racial Equality [CRE] School Standards.

*Lead Person(s): Link Inspector/Advisors*

*Status: In progress*

- 6.5 Establish audit, monitoring and reporting procedures at LEA level.

*Lead Person(s): Senior Education Officer: Specialist Teaching Service*

*Status: In progress*

- 6.6 Set in place appropriate monitoring arrangements designed to evaluate progress towards achieving the CRE School Standards at an individual school level.

*Lead Person(s): Link Inspector/Advisors*

*Status: Future action*

- **HOW WE WILL MEASURE OUR SUCCESS**

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- Information relating to performance indicators and targets used to improve performance at both school and LEA levels.

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- **Priority 7**

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To make available to schools and LEA personnel a focussed professional development programme and promote the development of school based support networks.

- **WHAT WE WILL ACHIEVE**

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- Members of the school community will be able to promote with confidence multicultural and anti-racist education and tackle issues relating to cultural harmony and race relations.
- LEA personnel will be equipped to provide advice and support to schools on multicultural and anti-racist education and the specific needs of bilingual learners and pupils from Traveller backgrounds.

- **HOW WE WILL DO IT**

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- 7.1 Identify appropriate professional development courses and recruit three specialist teachers willing to undergo training to secure specialist teacher registration (in Cumbria) for bilingual learners.

*Lead Person(s): Senior Education Officer: Specialist Teaching Service*  
*Status: Completed September 01*

- 7.2 Identify professional development needs at both school and LEA level and establish an appropriately focussed training programme.

*Lead Person(s): Advisory Teacher(s) Multicultural & Anti-Racist Education*  
*Ethnic Minority and Traveller Support Service Co-ordinator*  
*Status: In progress*

- 7.3 Liaise with personnel from partner agencies to secure a co-ordinated approach to staff development.










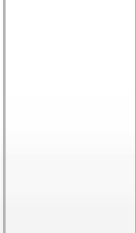

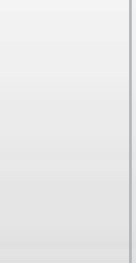

*Lead Person(s): Advisory Teacher Multicultural & Anti-Racist Education*  
*Status: In progress*

- **HOW WE WILL MEASURE OUR SUCCESS**

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- Availability to schools of suitably qualified and experienced teachers and teaching assistants able to provide specialist advice and/or support for bilingual learners and Traveller children.
- Numbers accessing professional development and training programme and analysis of completed standard course evaluation forms.
- Training events will be evaluated through feedback from participants.
- Level of school satisfaction with both the training programme and the quality of the advice and support offered by the LEA (as indicated by the Annual School Survey).

# ANNEX 1 - TIME SCALES

• <b>Priority</b>	2002/3	2003/4	2004/5	2005/6
<p>To provide a coherent and co-ordinated service for pupils, teachers and parents and promote a positive culture of inclusion.</p> <p><b>September 02 (on-going)</b></p>				
<p>To ensure that all schools and the LEA are able to meet their general and specific duties to promote race equality, promote good practice and establish a clear understanding of shared principles.</p> <p><b>January 02 to July 03</b></p>				
<p>To raise awareness across the LEA of the Commission for Racial Equality School Standards and translate the key principles of the Minority Ethnic and Traveller Achievement Plan into positive action at both school and LEA level.</p> <p><b>September 01 to July 04</b></p>				
<p>To inform and support the development and delivery of an inclusive curriculum and raise standards of teaching and learning across the LEA.</p> <p><b>September 02 (on-going)</b></p>				
<p>To provide effective support for schools helping them to establish positive links with parents and carers from minority ethnic backgrounds and with community groups.</p> <p><b>January 04 to July 05</b></p>				
<p>To identify performance indicators, set performance targets, specify data requirements, establish data recording systems and secure access to data.</p> <p><b>September 02 March 03</b></p>				
<p>To make available to schools and LEA personnel a focussed professional development programme and promote the development of school based support networks.</p> <p><b>September 03 to July 05</b></p>				

## ANNEX 2 - PERFORMANCE INDICATORS AND TARGETS

### • Attainment

#### • Performance Indicator

Pupils' attainment is monitored by ethnicity and strategies for tackling unjustified disparities in the attainment of particular ethnic groups are developed at LEA and school levels

• Minority Ethnic Targets			2003	2004
KS 2	English	% @ Level 4	86	87
	Mathematics	% @ Level 4	84	87
KS 3	English	% @ Level 5 plus	75	79
	Mathematics	% @ Level 5 plus	76	80
	Science	% @ Level 5 plus	74	75
	ICT	% @ Level 5 plus	76	78
KS 4	GCSE	% with 5 or more GCSE @ grade G or above	92	95
	All qualifications	Average points score per pupil	41.5	43
• Traveller Targets			2003	2004
KS 2	English	% @ Level 4	86	87
	Mathematics	% @ Level 4	84	87
KS 3	English	% @ Level 5 plus	75	79
	Mathematics	% @ Level 5 plus	76	80
	Science	% @ Level 5 plus	74	75
	ICT	% @ Level 5 plus	76	78
KS 4	GCSE	% with 5 or more GCSE @ grade G or above	92	95
	All qualifications	Average points score per pupil	41.5	43

### • Admission

#### • Performance Indicator

Active steps are taken to ensure that the admission process is fair and equitable to pupils from all ethnic groups.

• Admissions Target	2003	2004
% of Traveller pupils offered places in mainstream schools	100%	100%

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- **Traveller Attendance**

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- **Performance Indicator**

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Pupil attendance is monitored and the data used to develop strategies to address poor attendance.

• <b>Attendance Targets</b>	<b>2003</b>	<b>2004</b>
Primary - % sessions attended in maintained primary schools	94	95
Secondary - % sessions attended in maintained secondary schools	92	93

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- **Racism, Racial Discrimination and Racial Harassment**

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Clear procedures are in place to ensure that racist incidents, racial discrimination and racial harassment are dealt with promptly, firmly and consistently.

Racist incidents are monitored and the data used to develop strategies to address racism.

• <b>Monitoring Target</b>	<b>2003</b>	<b>2004</b>
% of completed monitoring forms returned by schools to the LEA	85%	90%

# ANNEX 3 - OUTLINE BUDGET PROFILE 2002/3

- **Allocations**

- **EXPENDITURE**

<b>1</b>	<b>Ethnic Minority Traveller Support Service [EMTSS]</b>		
<b>1.1</b>	<b>Employees</b>	<i>Sub Total</i>	222,798
1.1.1	Salaries	209,283	
1.1.2	Supply Cover	1,802	
1.1.3	Staff Travel/Subsistence	7,208	
1.1.4	Professional Development/Training	4,505	
<b>1.2</b>	<b>Supplies and Services</b>	<i>Sub Total</i>	27,694
1.2.1	Educational Resources	15,140	
1.2.2	Office Supplies and Services	4,054	
1.2.3	Publicity [Information and Guidance]	8,500	
<b>1.3</b>	<b>Premises</b>	<i>Sub Total</i>	7,696
<b>2</b>	<b>School Development Initiative</b>		
<b>2.1</b>	<b>Employees</b>	<i>Sub Total</i>	79,000
	Salaries	79,000	
<b>2.2</b>	<b>School Improvement Programme</b>	<i>Sub Total</i>	20,000
	<b>EXPENDITURE</b>	<b>TOTAL</b>	<b>357,188</b>
	<b>INCOME</b>		
<b>1</b>	<b>Traveller and Displaced Person [SF 304]</b>	<i>Sub Total</i>	79,601
<b>2</b>	<b>Assistance to Pupils [SENS/EAL]</b>	<i>Sub Total</i>	30,000
<b>3</b>	<b>Multicultural Strategy</b>	<i>Sub Total</i>	7,200
<b>4</b>	<b>Bilingual Learners</b>	<i>Sub Total</i>	38,000
<b>5</b>	<b>MET Achievement Plan</b>	<i>Sub Total</i>	199,000
<b>6</b>	<b>MET Achievement Plan [SF 303]</b>	<i>Sub Total</i>	12,900
<b>7</b>	<b>Miscellaneous (LEA)</b>	<i>Sub Total</i>	10,000
	<b>INCOME</b>	<b>TOTAL</b>	<b>376,701</b>
	<b>NET BUDGET</b>		<b>-19,513</b>