

Whose responsibility is it?

- ◆ It is the responsibility of the government, Local Authorities, schools and the community to work together to ensure that all young people can achieve their potential, whatever their ethnic or cultural background and whichever school they attend.

For more information about raising the achievement of ethnic minority pupils, visit our website at <http://www.standards.dfes.gov.uk/ethnicminorities/>

Or contact us using any of the following methods

Post: Ethnic Minority Achievement Unit
Department for Education and Skills
Area 2N Sanctuary Buildings
Great Smith Street
London SW1P 3BT

Phone: 020 7925 5468

Fax: 020 7925 6329

Email: funmi.osazuwa@dfes.gsi.gov.uk

Ethnic Minority Achievement



Why Focus on Raising the Achievement of Ethnic Minority Pupils?

- ◆ Many pupils from minority ethnic backgrounds do very well in our schools. However, there continues to be a significant gap between the lowest achieving groups and the national average, with varying rates of improvement across groups;
- ◆ Every child should be supported and challenged to reach their full potential. Too many young people from minority ethnic groups leave school having achieved far less than they are capable of - this is unacceptable;
- ◆ Underlying causes are complex and include institutional, cultural, relative deprivation, language and gender. We need to continue to look seriously at the impact of policies, practice, and procedures within schools;
- ◆ The cost of failure to address these causes is disproportionately high in both social and economic terms.

What works?

- ◆ Strong leadership: The headteacher and senior managers must lead an effective and coherent strategy that is applied across the whole school.
- ◆ High expectations: Every pupil is expected and encouraged to achieve their full potential by teachers and parents.
- ◆ Effective teaching and learning: Lessons are planned and delivered as effectively as possible, with support provided for bilingual pupils. Teachers are able to reflect the cultures and identities of the communities represented in the school in their lessons.
- ◆ An ethos of respect, with a clear approach to racism and bad behaviour: There is a strong ethos and culture of mutual respect where all pupils are able to have their voices heard. There are clear and consistent approaches to bad behaviour, bullying and tackling racism across the whole school with a focus on prevention.
- ◆ Parental and community involvement: Parents and the wider community are positively encouraged to play a full part in the life and development of the school.