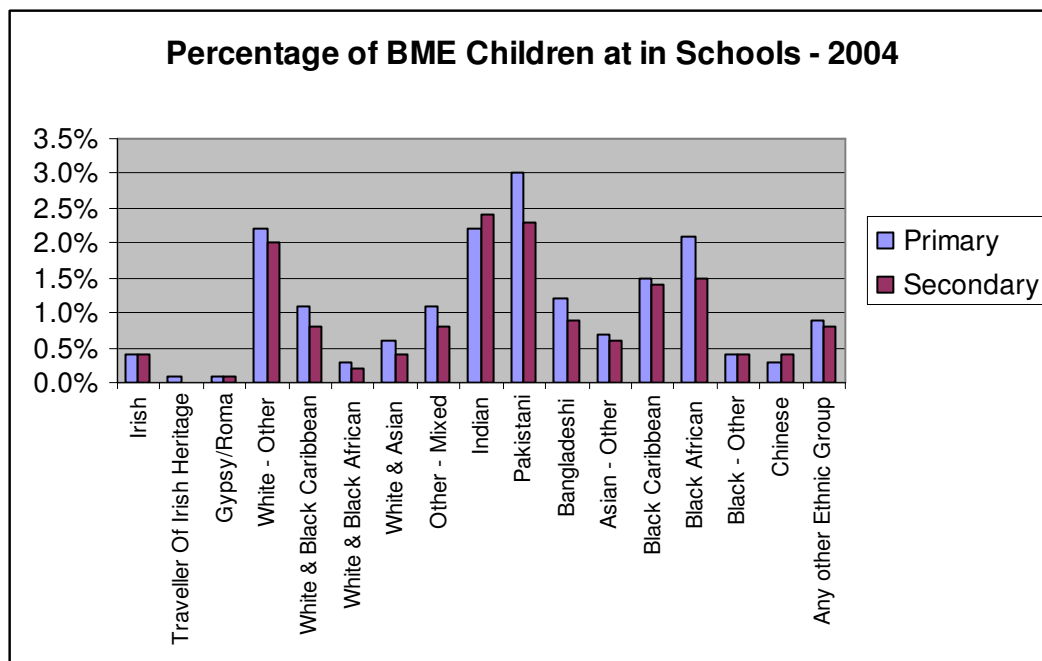


Factsheet



General Education Statistics

School Population:



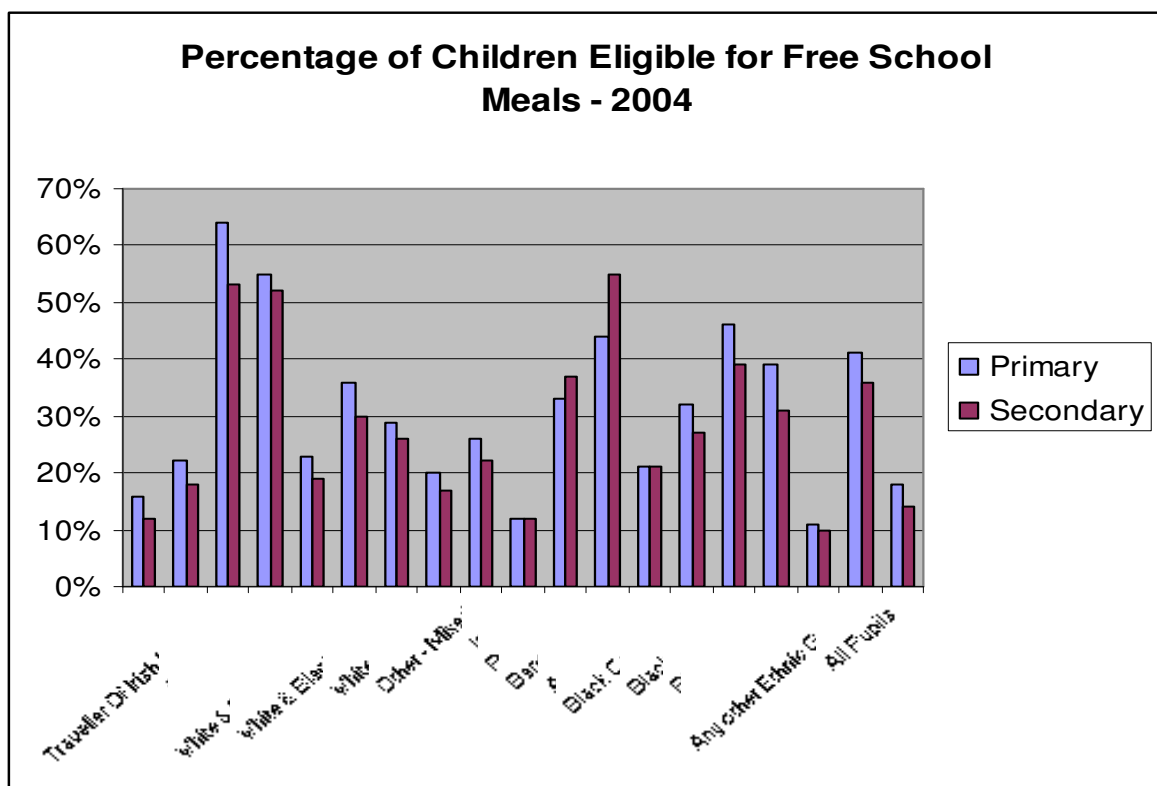
- In 2004, 17 percent of the maintained school population in England was classified as belonging to a minority ethnic group.
- The minority ethnic school population (maintained schools) has grown by an estimated fifth to a third in number since 1997; in comparison, there has been a much smaller increase of 2.3 percent in the total number of pupils in maintained schools during the same period.
- There are more BME pupils at primary schools than at secondary schools, indicating the growing population in the BME community and also the younger profile of the community.

English as a Foreign Language:

- For 10% of pupils in English schools, English is not their first language. This will obviously affect their attainment levels at school.

Free School Meals:

- Minority ethnic children are more likely to live in low income households: 38 percent of minority ethnic households are of low income compared to 18 percent of White households. For Black households, it is 27 percent and for Pakistani/ Bangladeshi households, the figure is 65 percent.
- Free school meals are used as an indicator of deprivation, as it is an indicator that the family is living on low income or other benefits.
- Over half of pupils recorded as Traveller or Irish Heritage and Gypsy/Roma are eligible for free school meals compared to 16 percent of all pupils. There are also high rates of eligibility for free school meals in Bangladeshi, Pakistani, Black groups and White/Black Caribbean



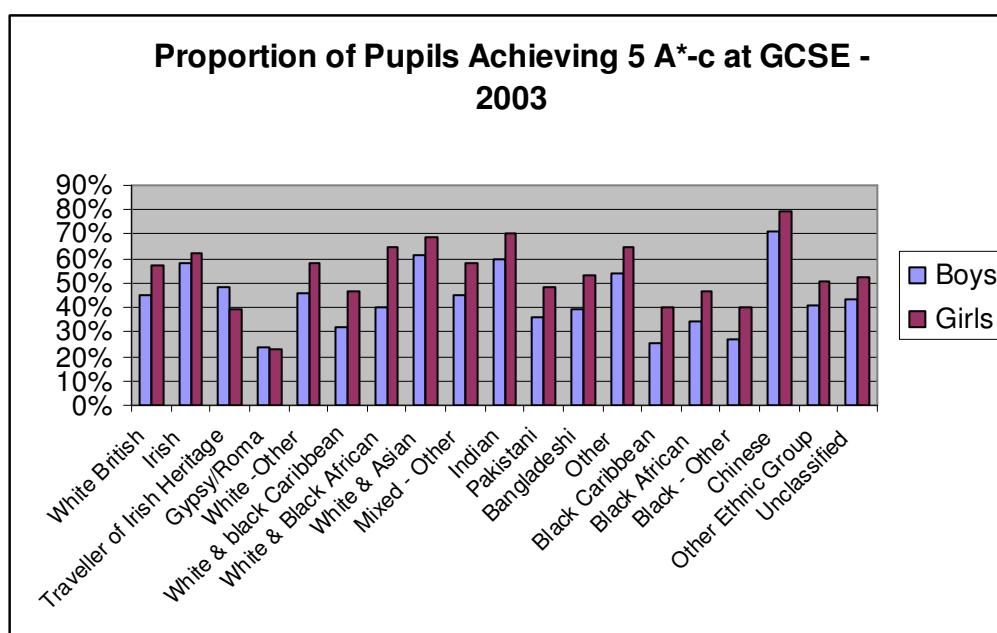
Attainment:

- Indian, Chinese, White/Asian and Irish pupils are more likely to gain five or more A*-C GCSEs compared to other ethnic groups. Gypsy/Roma pupils, Travellers of Irish Heritage, Black Caribbean and White/Black Caribbean pupils are amongst the lower achieving pupils at Key Stage 4.
- Although numbers recorded in these ethnic categories are small, it is clear that Gypsy/Roma pupils and Travellers of Irish Heritage have very low attainment throughout Key Stage assessments and also have much higher identification of special educational needs. Gypsy/Roma

pupils have the lowest attainment at GCSE, with only 23% of them gaining 5 A* to C grades.

- A large proportion of Gypsy/Roma pupils and Travellers of Irish Heritage appear to drop out of secondary school. Only a third of the number of pupils are registered on the Annual School Census as Gypsy/Roma at Key Stage 4 compared to Key Stage 1; and less than a half of pupils are registered as Travellers of Irish Heritage at Key Stage 4 compared to Key Stage 1.
- Travellers of Irish Heritage are the lowest achieving group at Key Stages 1 and 2. Of those Gypsy/Roma pupils attending secondary schools, they are the lowest achieving group at Key Stages 3 and 4. Only 23 percent of Gypsy/ Roma pupils achieved 5+ A*-C GCSEs in 2003 (compared to the 51 percent national average).
- Attainment data on Mixed Heritage pupils shows that White/Asian pupils are amongst the highest achieving ethnic groups (with 65 percent attaining 5+ A*-C GCSEs compared to the 51 percent national figure) and that White/Black Caribbean pupils have lower achievement than the average (40 percent attaining 5+ A*-C GCSEs).
- Children of Chinese background far outstrip the rest of the pupils with 75% gaining 5 A*-C, followed by the Indian children receiving 65%, equal to the mixed Asian and White children.
- Attainment at Key Stage 1 is a good indicator of the GCSE attainment, with a direct correlation between what each ethnic group attains at Key Stage 1 through to GCSE.
- In general girls attain better GCSE results than boys, in all ethnic groups this is the same apart from children from Gypsy/Roma backgrounds and Travellers of Irish Heritage where boys achieve higher results than the girls

Percentage of Pupils achieving the expected level at each Key Stage (2003)										
	Key Stage 1 - Expected %			Key Stage 2 - Expected %			Key Stage 3 - Expected %			Expected %
	Reading	Writing	Maths	English	Maths	Science	English	Maths	Science	5 A* - C
White	85	82	91	76	73	87	70	72	70	51
White British	85	82	91	76	73	88	70	72	70	51
Irish	84	81	91	82	78	90	75	75	73	60
Traveller of Irish Heritage	28	28	52	23	19	36	49	49	45	42
Gypsy/Roma	42	38	60	30	27	48	33	35	35	23
Other	80	78	89	74	72	84	66	70	65	52
Mixed	85	82	91	77	72	87	69	69	67	49
White & black Caribbean	83	79	90	73	67	85	62	62	60	40
White & Black African	86	83	90	77	72	85	69	68	68	48
White & Asian	88	85	93	81	78	89	78	78	76	65
Other	85	82	91	79	75	88	71	71	68	52
Asian	80	78	86	69	67	79	66	66	59	53
Indian	88	86	92	79	77	87	77	79	72	65
Pakistani	76	73	83	61	58	72	57	55	47	42
Bangladeshi	75	73	83	68	63	77	58	57	48	46
Other	82	80	89	73	74	82	70	75	69	59
Black	78	74	84	68	60	77	56	54	51	36
Black Caribbean	79	74	84	68	59	78	56	53	51	33
Black African	77	73	83	67	62	75	56	55	50	41
Other	79	75	86	71	62	79	58	55	54	34
Chinese	90	88	96	82	88	90	80	90	82	75
Other Ethnic Group	74	71	85	63	67	75	59	64	58	46
Unclassified	76	73	85	69	66	83	63	67	65	47
All Pupils	84	81	90	75	72	86	69	71	68	51

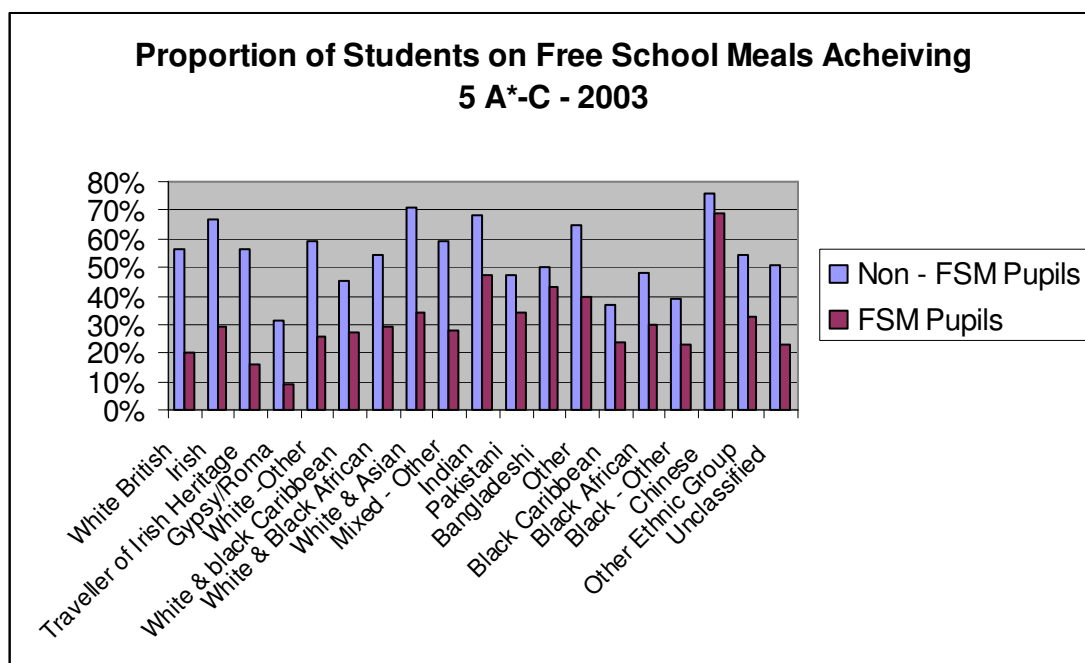


National average for Boys – 46%

National Average for girls – 56%

Deprivation and Education Attainment:

- It is clear that children on Free School Meals attain worse GCSE results to their less deprived counterparts. This clearly shows that deprivation is a serious issue when it comes to education though this can be caused by a lot of different reasons.
- However, children from Chinese families still perform well above the national average, even when from deprived families.
- Gypsy/Roma children still perform the worst, with only 9% of children on free school meals gaining 5 GCSE A* to C, though there is not as much difference between those deprived families and those not, they both perform well under the national average.

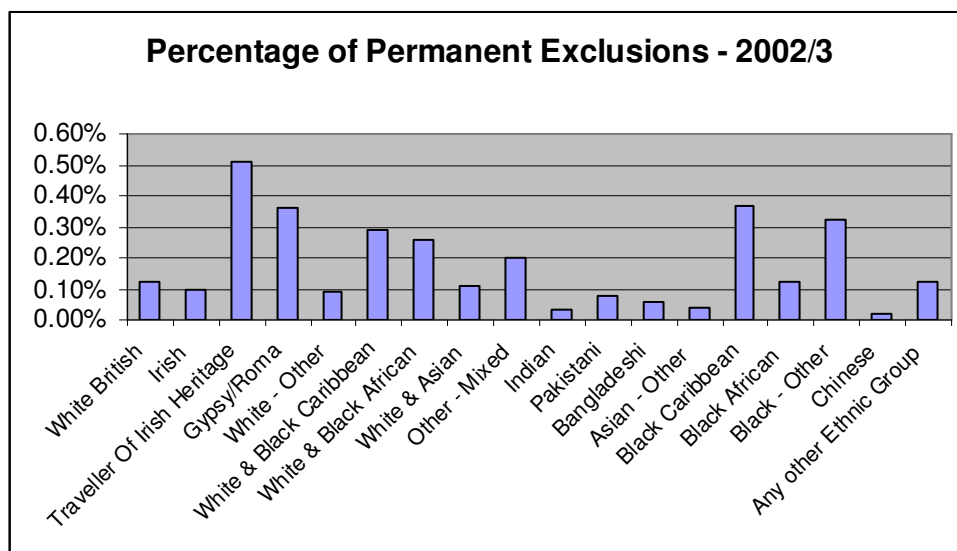


National Average for pupils on Free School Meals – 24%

National Average for pupils not receiving Free School Meals – 55%

Permanent Exclusions:

- Permanent exclusion rates are higher than average for Travellers of Irish Heritage, Gypsy/Roma, Black Caribbean, Black Other and White/Black Caribbean pupils.



National average for excluded pupils – 0.13%

Special Educational Need:

- Black Caribbean and Black Other boys are twice as likely to have been categorised as having behavioural, emotional or social difficulty as White British boys (identified as a special educational need type of School Action Plus or statement).
- Pakistani pupils are two to five times more likely than White British pupils to have an identified visual impairment or hearing impairment (identified as a special educational need of School Action Plus or statement).
- Pupils with English as an additional language are slightly less likely to be identified with a special educational need (7.2 percent compared to 8.3 percent of pupils with English as a first language) and are less likely to be classified as having a specific learning difficulty, behaviour, emotional and social difficulties or an autistic spectrum disorder. However, they are more likely to have an identified speech, language or communication need.

Parent Inclusion:

- Just over half (53 percent) of parents/carers of minority ethnic children reported feeling very involved with their child's education, a much greater proportion than the 38 percent of a representative sample of all parents who reported this.

Teachers:

- Nine percent of teachers teaching in England are from a minority ethnic group. In London, this figure rises to 31 percent.

Sources: Ethnicity and Education: The Evidence on Minority Ethnic Pupils
(Department for Education and Skills – January 2005)