

Race Equality in Education Conference 29th June 2022

What does our data tell us?

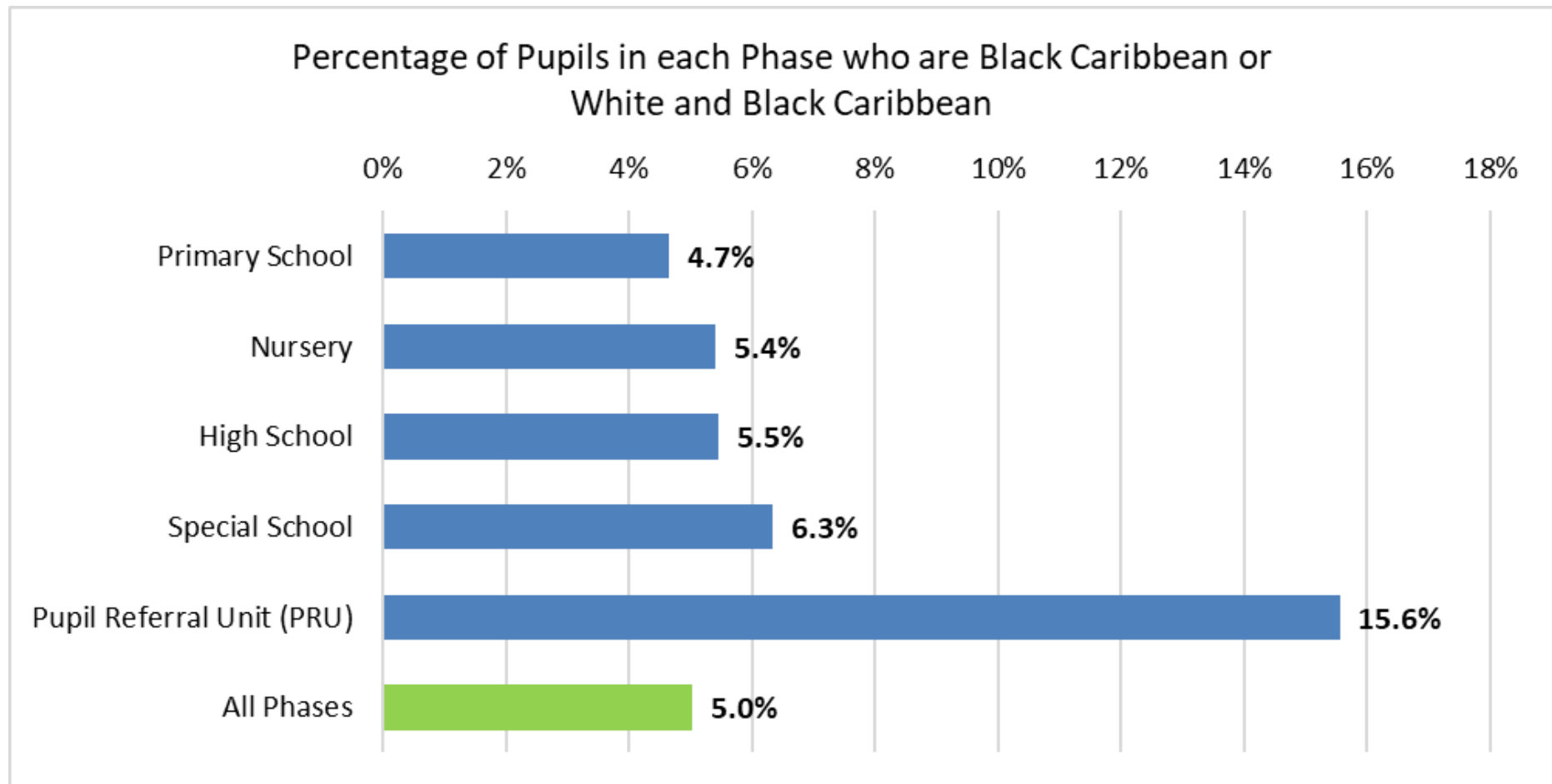


EALING COUNCIL

Educational outcomes - all pupils

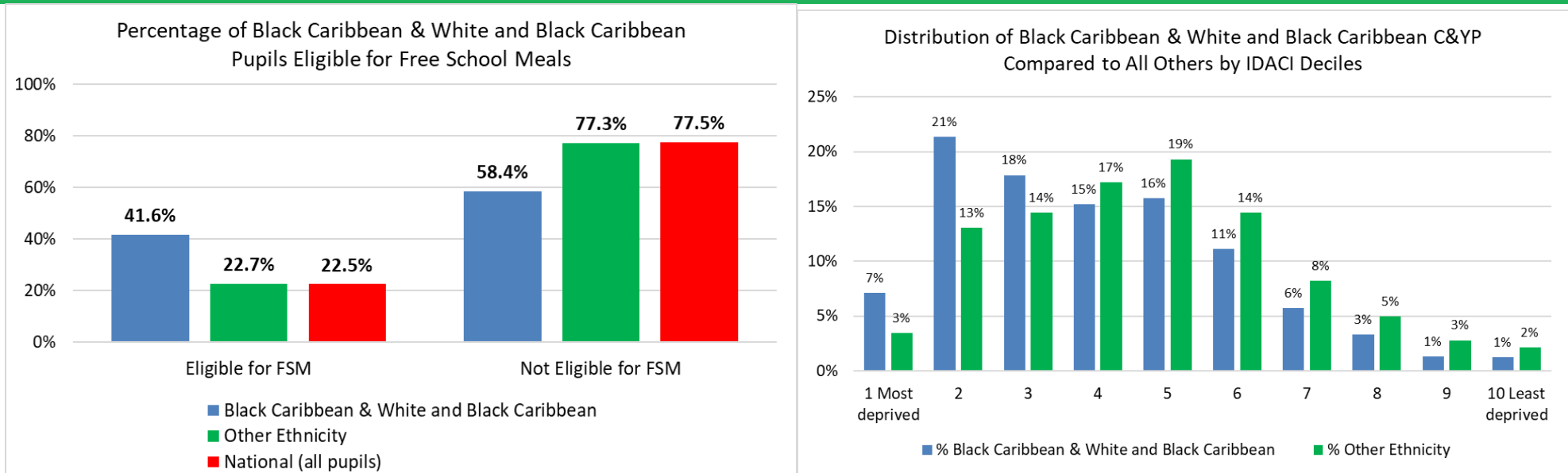
- **Key Stage 2 outcomes** - well above the national and London average for reading, writing and maths - best ever outcomes (2019)
- **Key Stage 4 Attainment measures** – top 20% in country (2019)
- **Progress 8 measure** - Ealing schools ranked first place in whole country (2019)
- **Disadvantaged pupils** do better in Ealing than nationally on all progress measures (2019)
- **Pupils with SEND** perform above national on all key measures (2019)
- **Exclusions and suspensions** - well below national (2020)
- **94% schools are good or outstanding** - upward trend

Distribution of Black Caribbean and White & Black Caribbean pupils by educational phase



Why is there a disproportionate number of BC and WBC pupils in PRUs?

Pupils by indices of deprivation

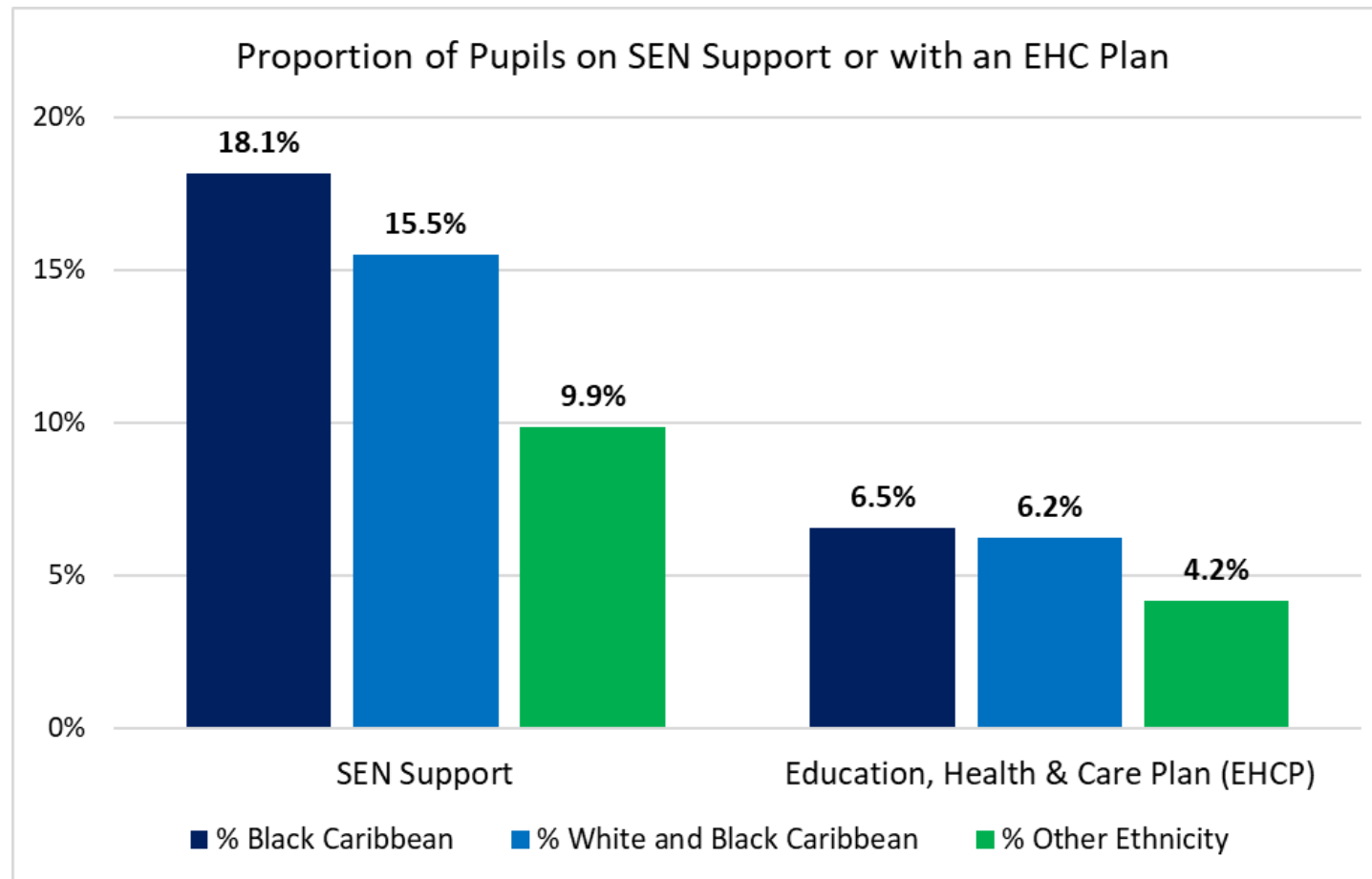


- Black Caribbean & White and Black Caribbean pupils are almost twice as likely as All Other pupils to be eligible for FSM in Ealing & compared to national
- These pupils are skewed towards the 3 most deprived IDACI deciles

Key questions

- **What systems are in place to tackle the intersectionality of deprivation and race?**
- **Are these pupils likely to have been more disadvantaged due to the Covid-19 pandemic?**

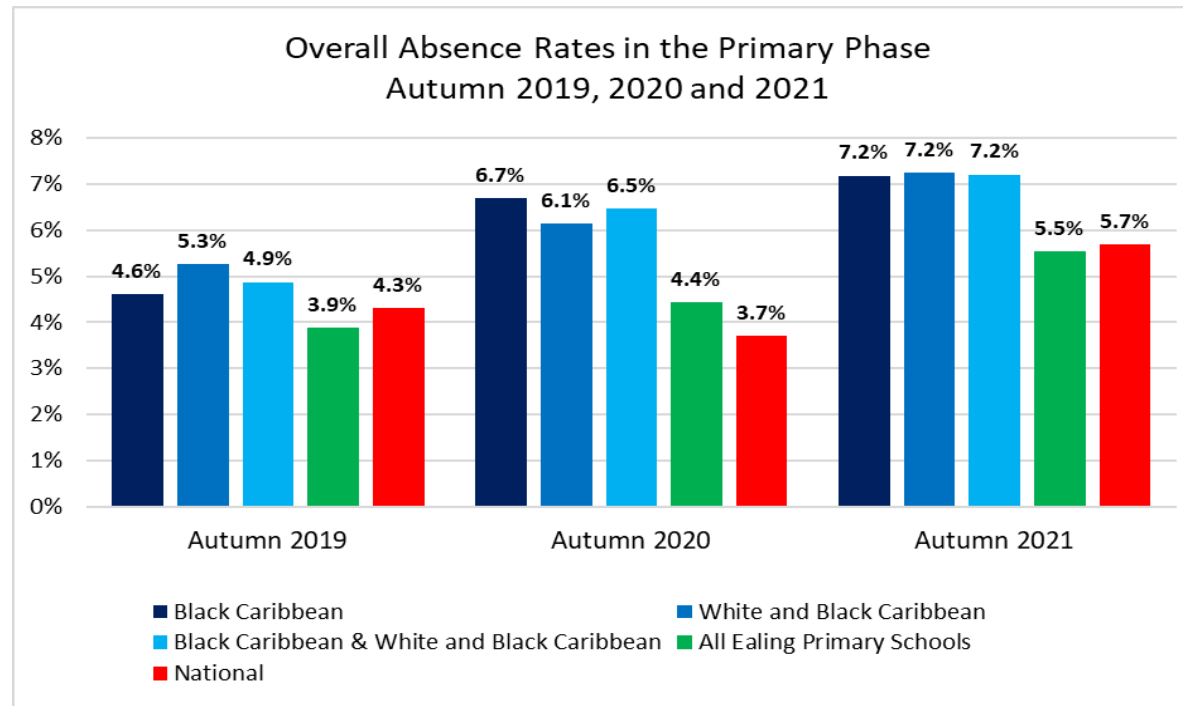
Pupils by SEND Status (SEN Support and EHC Plans)



- Pupils from Black Caribbean & White and Black Caribbean backgrounds are more likely to have SEN Support or an EHC Plan than All Other pupils and Black Caribbean pupils are almost twice as likely to have SEN Support as All Other pupils
- In terms of proportionality, Black Caribbean and White & Black Caribbean pupils are **overrepresented** in the Primary SEND Need Type Social, Emotional & Mental Health (SEMH) and are **underrepresented** in Speech, Language & Communication Needs (SLCN)

Why are C&YP from these backgrounds overrepresented in the category Social, Emotional & Mental Health (SEMH)?

Attendance in Primary Schools – pre, during and post Covid 19 pandemic



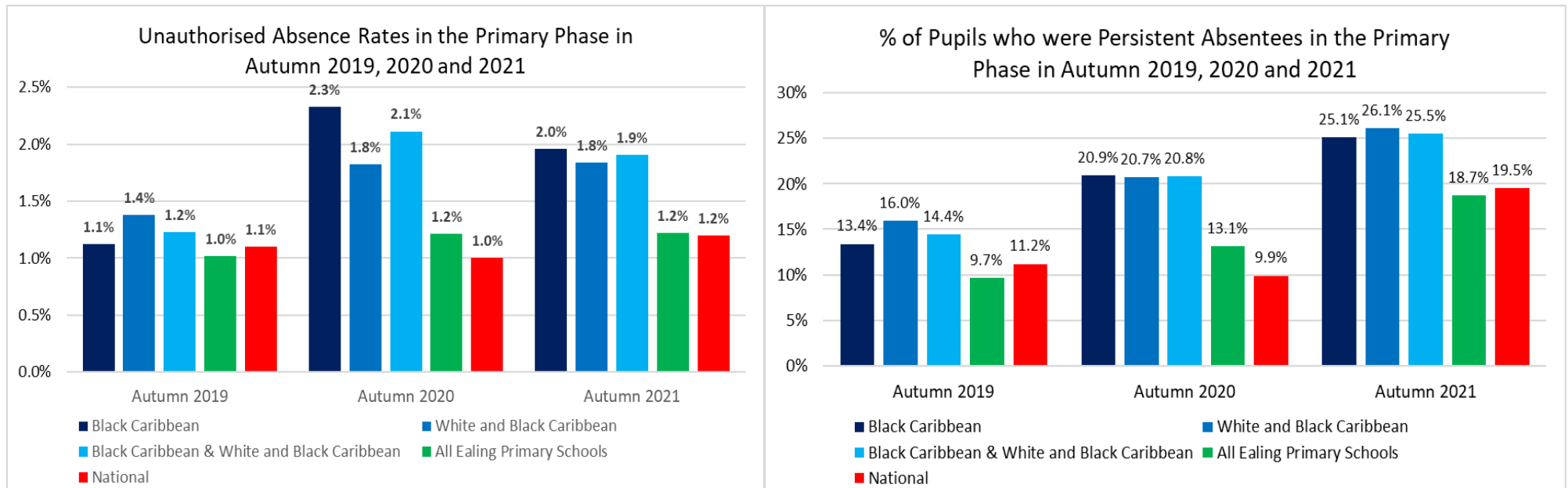
- Pre-pandemic absence rates were higher among Black Caribbean & White and Black Caribbean pupils in Ealing primary schools and while absence rates in Ealing were lower than national, they were still higher for these two ethnic groups
- During the pandemic in Autumn 2020, absence rates rose slightly in Ealing but rose much more for Black Caribbean & White and Black Caribbean pupils
- In Autumn 2021, towards the end of the pandemic, absence rates rose in Ealing and nationally and also rose to a high of 7.2% for Black Caribbean & White and Black Caribbean pupils

Key questions

How do we improve attendance for Black Caribbean & White and Black Caribbean pupils?

How do we combat the potentially adverse impact of low attendance during the pandemic for these pupils moving forward?

Attendance in Primary Schools – Unauthorised Absence and Persistent Absentees

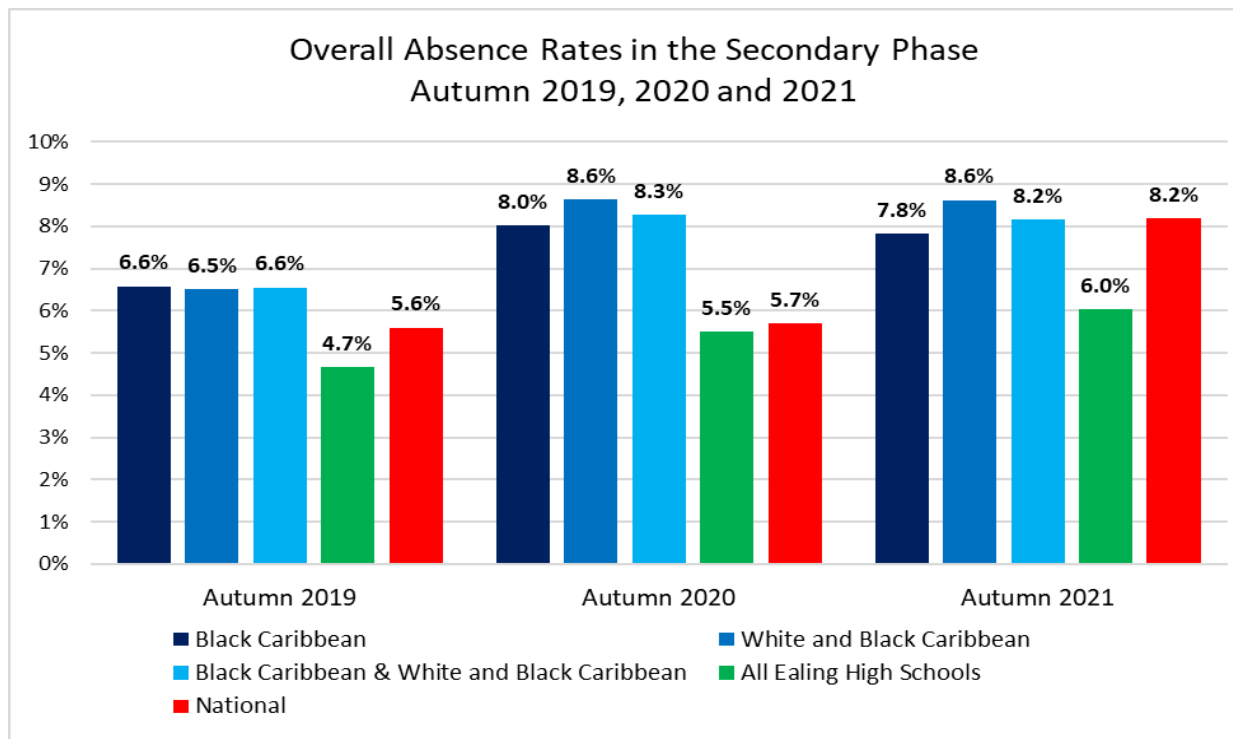


- Pre-pandemic unauthorised absence rates were broadly in line with the Ealing and national primary averages for Black Caribbean pupils and slightly higher for White and Black Caribbean pupils
- Rates of unauthorised absence rose dramatically for pupils in both ethnic groups during the pandemic and for both groups combined, at 2.1%, were twice the national average of 1.0%
- While there was a slight improvement in Autumn 2021 for pupils from these two ethnic groups, their overall unauthorised absence rate was still high at 1.9%
- Persistent absentee rates rose in Ealing from 9.7% pre-pandemic to 13.1% during and to 18.7% in Autumn 2021
- In Autumn 2020, 1 in 5 Black Caribbean & White and Black Caribbean pupils were persistent absentees and this rose to 1 in 4 by Autumn 2021

Key question

How do we reduce rates of unauthorised absence and persistent absenteeism among Black Caribbean & White and Black Caribbean pupils

Attendance in High Schools – pre, during and post Covid 19 pandemic



Explanation:

This graph shows the absence rates for the last 3 Autumn terms, comparing Black Caribbean & White and Black Caribbean absence with the Ealing secondary school and national secondary school absence rates

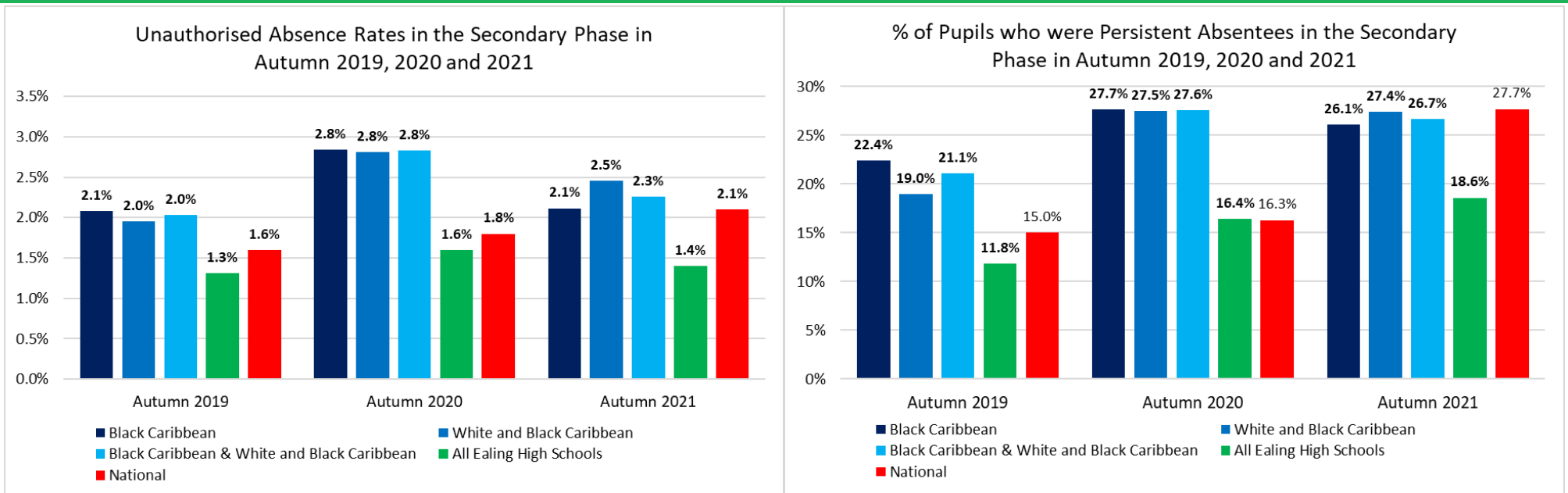
- Pre-pandemic absence rates were higher among Black Caribbean & White and Black Caribbean pupils in Ealing high schools and while absence rates in Ealing were lower than national, they were still higher for these two ethnic groups
- During the pandemic in Autumn 2020, absence rates rose slightly in Ealing but rose much more for Black Caribbean & White and Black Caribbean pupils
- In Autumn 2021, near the end of the pandemic, absence rates rose in Ealing and nationally and also remained high at 8.6% for White and Black Caribbean pupils and 7.8% for Black Caribbean pupils

Key questions

How do we improve attendance for Black Caribbean & White and Black Caribbean pupils?

How do we combat the potentially adverse impact of low attendance during the pandemic for these pupils moving forward?

Attendance in High Schools – Unauthorised Absence and Persistent Absentees

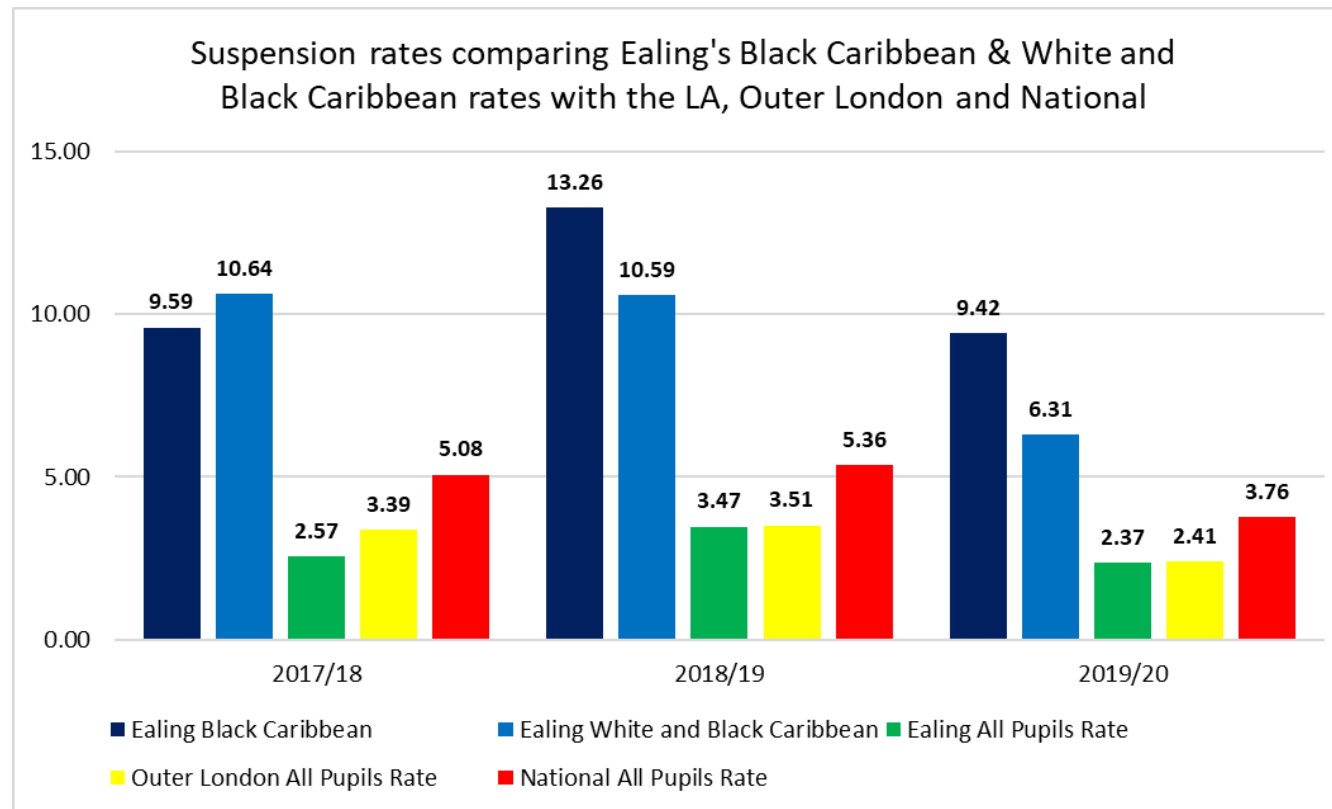


- Pre pandemic unauthorised absence rates were higher for Black Caribbean & White and Black Caribbean pupils compared with the Ealing and national secondary averages
- Rates of unauthorised absence rose dramatically for pupils in both ethnic groups during the pandemic, compared with smaller rises in Ealing and nationally
- While there were improvements in Autumn 2021 for pupils from these two ethnic groups, their overall unauthorised absence rate was still high at 2.3%
- Persistent absentee rates rose in Ealing from 11.8% pre-pandemic to 16.4% during and to 18.6% in Autumn 2021, while rising nationally to an unprecedented 27.7% in Autumn 2021
- In Autumn 2019, around 1 in 5 Black Caribbean & White and Black Caribbean pupils were persistent absentees and this rose to more than 1 in 4 in Autumn 2020 and Autumn 2021

Key question

How do we reduce rates of unauthorised absence and persistent absenteeism among Black Caribbean & White and Black Caribbean pupils?

Pupil Exclusions – Suspension Rates from 2017/18 to 2019/20 (DfE Published data)

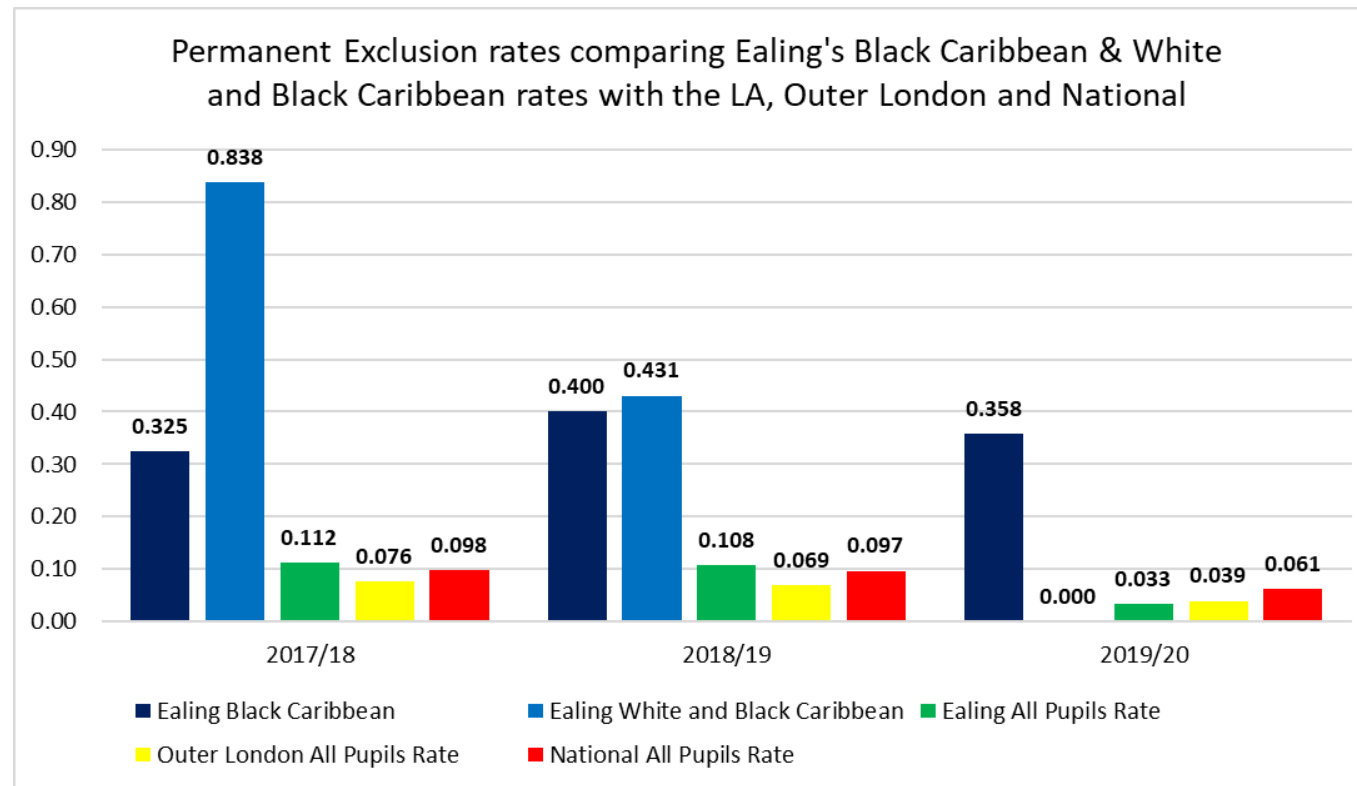


- Black Caribbean & White and Black Caribbean pupils had higher suspension rates than the Ealing, Outer London and national benchmarks for all pupils across all 3 years
- Black Caribbean & White and Black Caribbean pupils were disproportionately suspended at a higher rate than other pupils in Ealing, Outer London and nationally

Key question

How do we reduce disproportionality in suspensions for Black Caribbean & White and Black Caribbean pupils?

Pupil Exclusions – Permanent Exclusion Rates from 2017/18 to 2019/20 (DfE Published data)

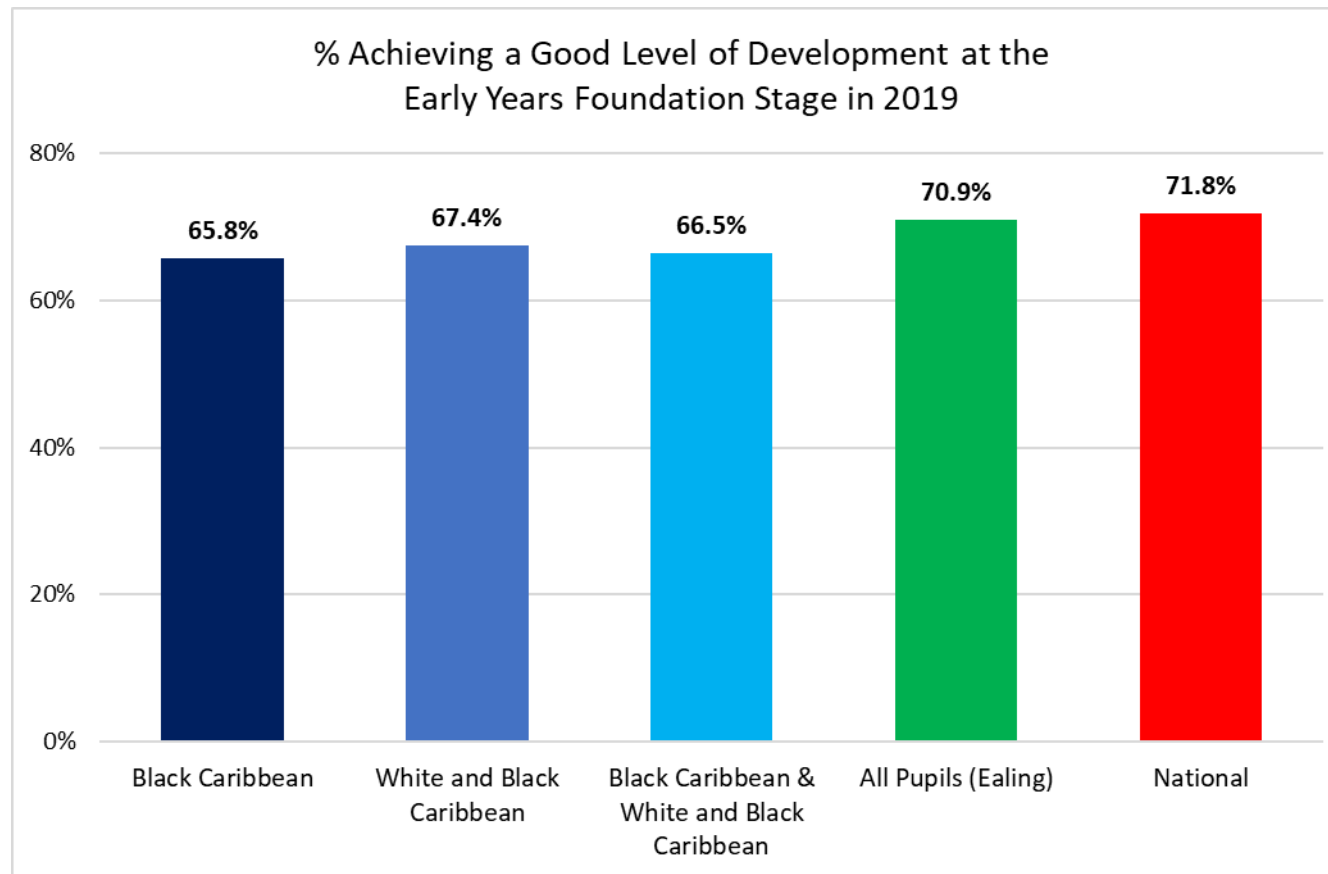


- Black Caribbean pupils had higher permanent exclusion rates than the Ealing, Outer London and national benchmarks for all pupils across all 3 years
- White and Black Caribbean pupils had higher permanent exclusion rates than the Ealing, Outer London and national benchmarks for two years but had none in 2019/20
- Black Caribbean were disproportionately permanently excluded at a higher rate than other pupils in Ealing, Outer London and nationally in 3 years, while White and Black Caribbean pupils were in 2 years

Key question

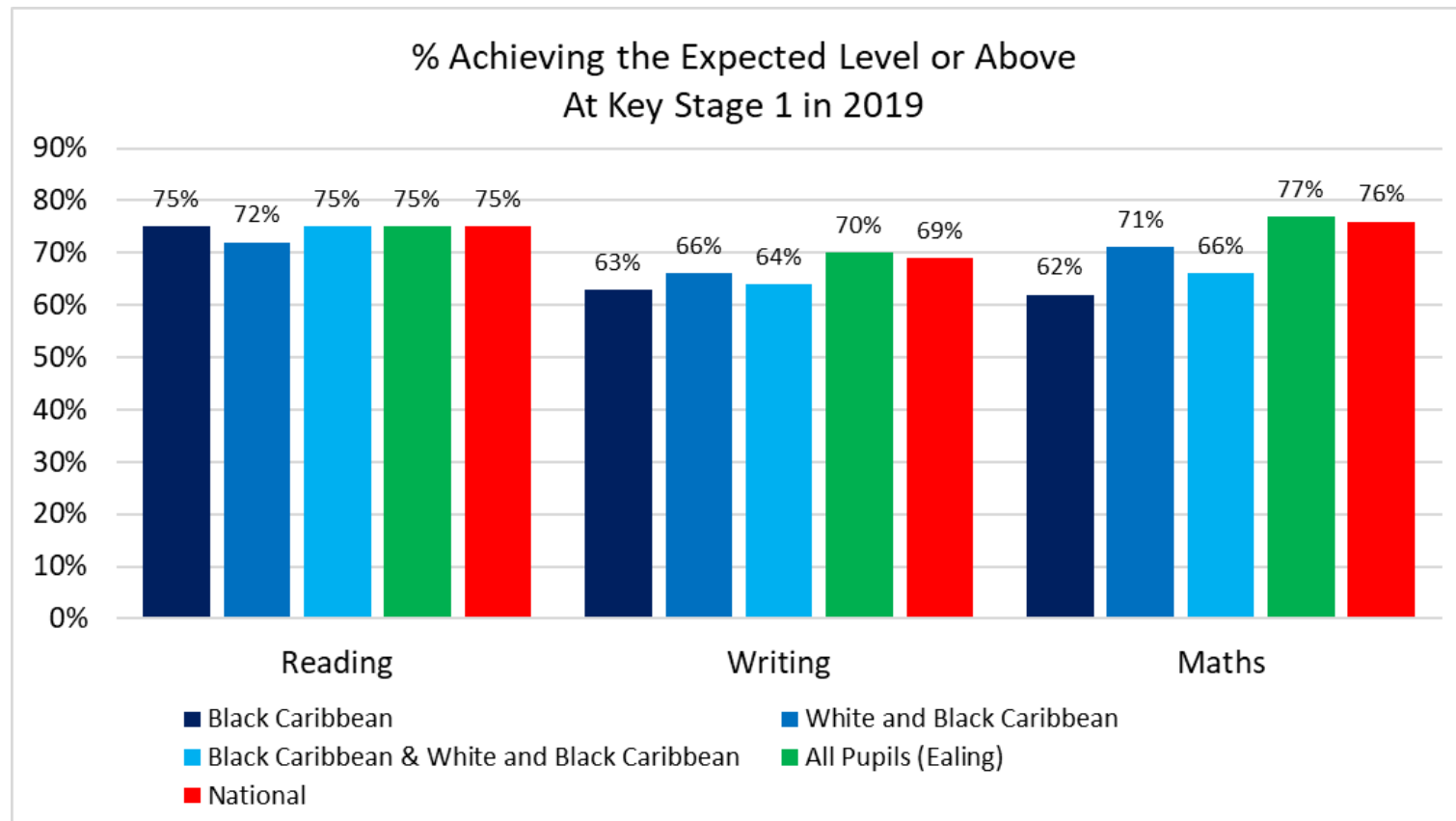
How do we reduce disproportionality in permanent exclusions for Black Caribbean & White and Black Caribbean pupils?

Educational Attainment at the Early Years Foundation Stage in 2019



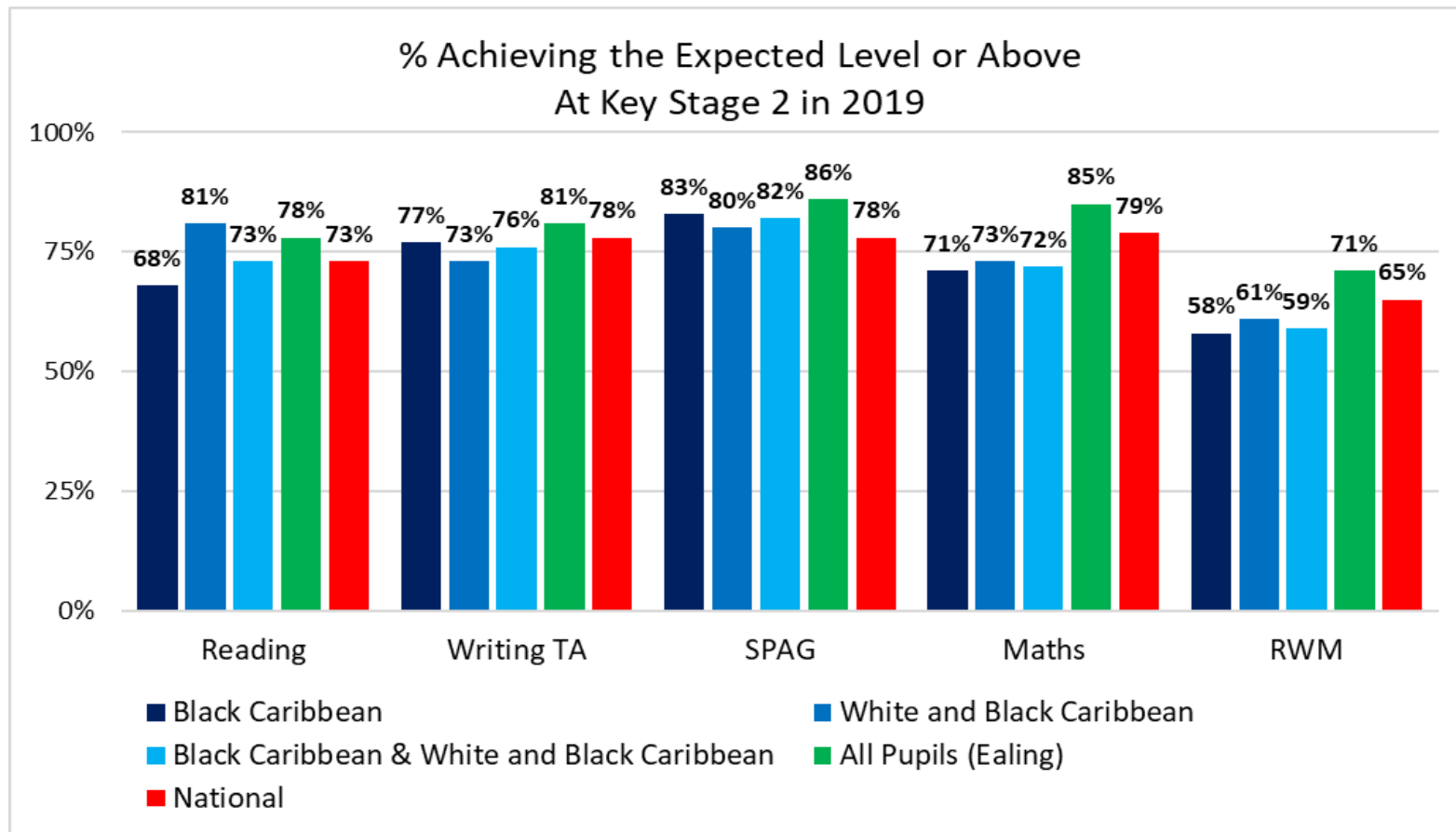
- The performance of Black Caribbean pupils was 5.1% points below the Ealing average and 6.0% points below the national average for GLD
- The performance of White and Black Caribbean pupils was 3.5% points below the Ealing average and 4.4% points below the national average for GLD

Educational Attainment at Key Stage 1 in 2019



- The performance of Black Caribbean pupils was in line with the Ealing and national averages in KS 1 Reading, but was 7% points lower than the Ealing average in Writing and 15% lower in Maths
- The performance of White and Black Caribbean pupils was 3% points below the Ealing and national averages in Reading, 4% points below the Ealing average in Writing and 6% points below the Ealing average in Maths
- Overall at KS 1, the performance gap is greater in Writing than Reading but is greatest in Maths

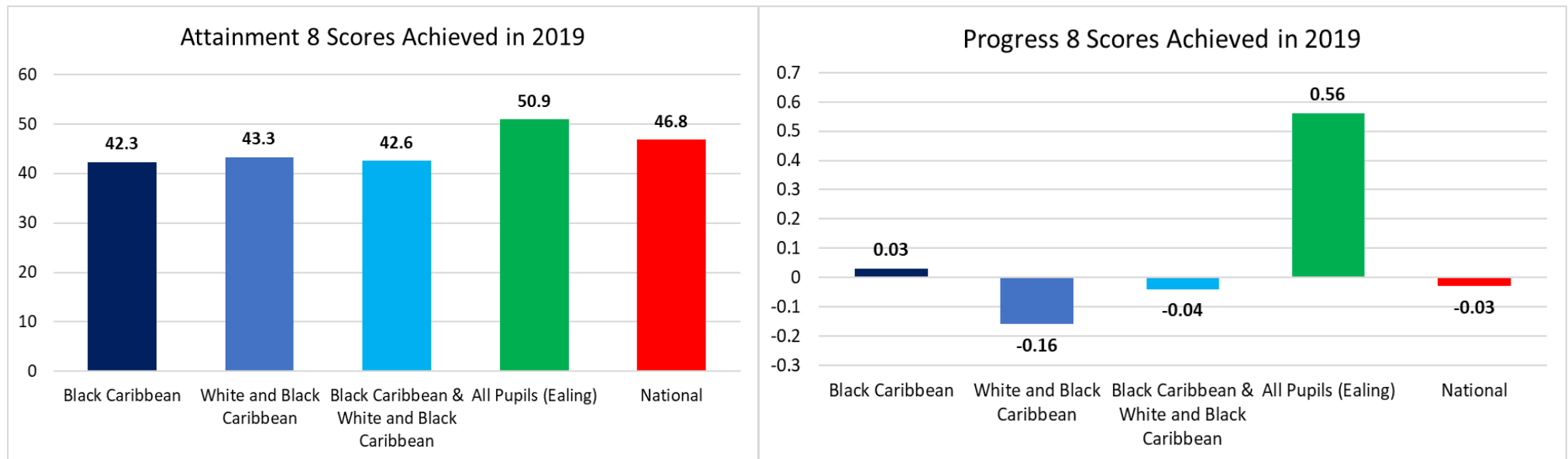
Educational Attainment at Key Stage 2 in 2019



- Across all subjects at KS 2, Ealing performed better than the national averages
- Black Caribbean & White and Black Caribbean pupils performed well in the SPAG test
- Black Caribbean pupils performed less well in Reading and Maths, while White and Black Caribbean pupils performed less well in Writing and Maths
- The performance gap was greatest for both ethnic groups in the combined Reading, Writing & Maths (RWM) measure, with Black Caribbean pupils 13% points below the Ealing average and White and Black Caribbean pupils 10% points below the Ealing average

Educational Attainment at Key Stage 4 in 2019

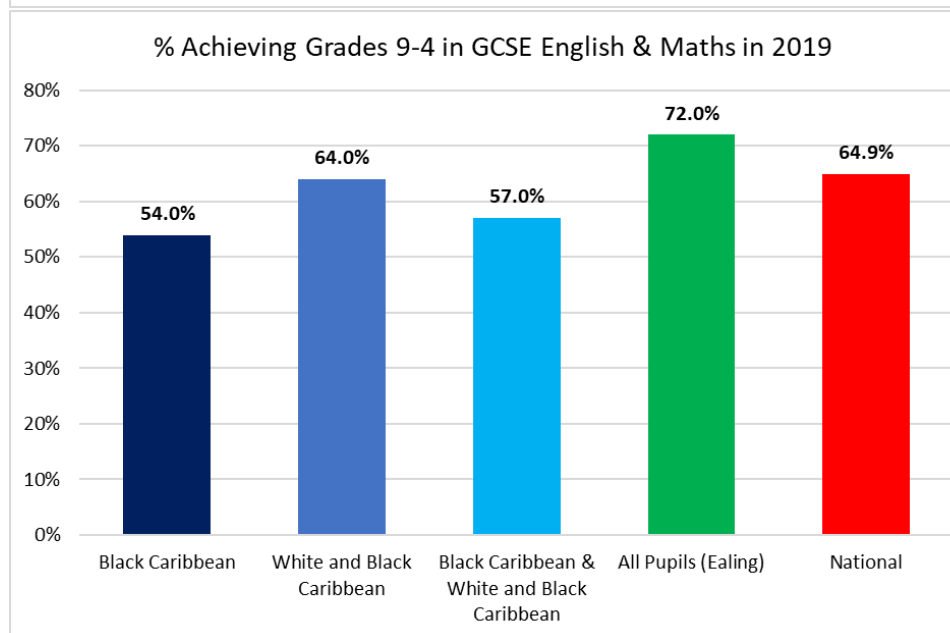
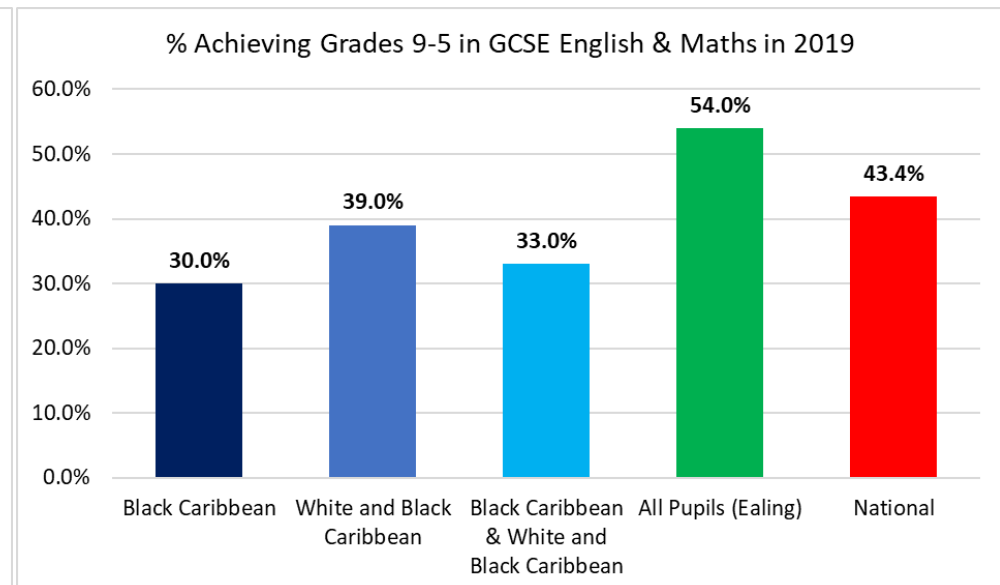
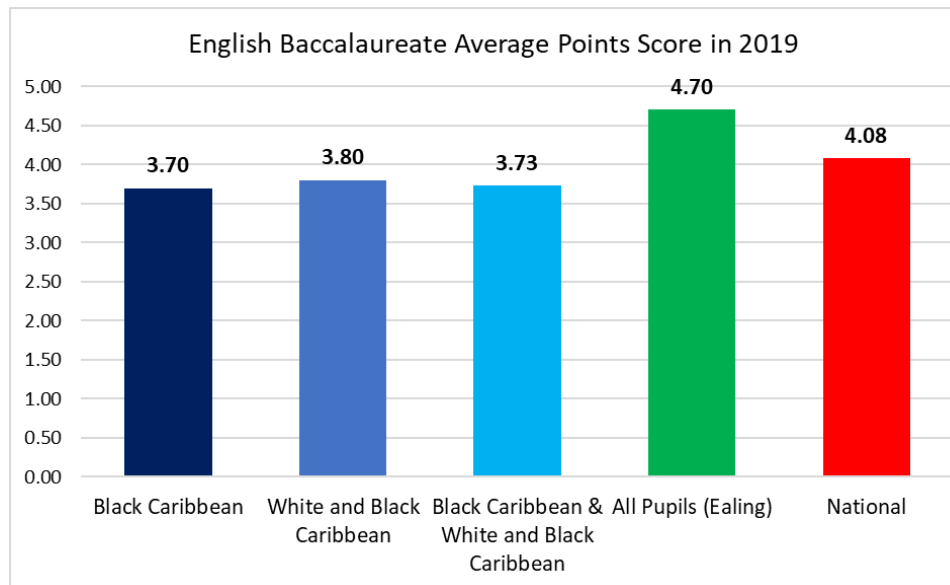
Attainment 8 and Progress 8



- Black Caribbean & White and Black Caribbean pupils both had lower Attainment 8 scores than the Ealing and national averages
- The two ethnic groups combined Attainment 8 score was 8.3 points below the Ealing average, the equivalent of one grade lower across 8 GCSE subjects or one GCSE grade 8 fewer than the average for all pupils in Ealing
- Black Caribbean pupils had a Progress 8 score of **0.03**, just above the national average but well below the overall Ealing score of 0.56. (It should be noted that the Ealing score of **0.56** was the best LA Progress 8 score in England in 2019)
- White and Black Caribbean pupils had a Progress 8 score of **-0.16**, below the national average and well below the overall Ealing score of **0.56**
- The two ethnic groups combined Progress 8 score was **-0.04**, broadly in line with national at **-0.03**, meaning these pupils have made progress in line with national expectations but they are not benefiting from the higher levels of progress achieved by many other pupils in Ealing

Educational Attainment at Key Stage 4 in 2019

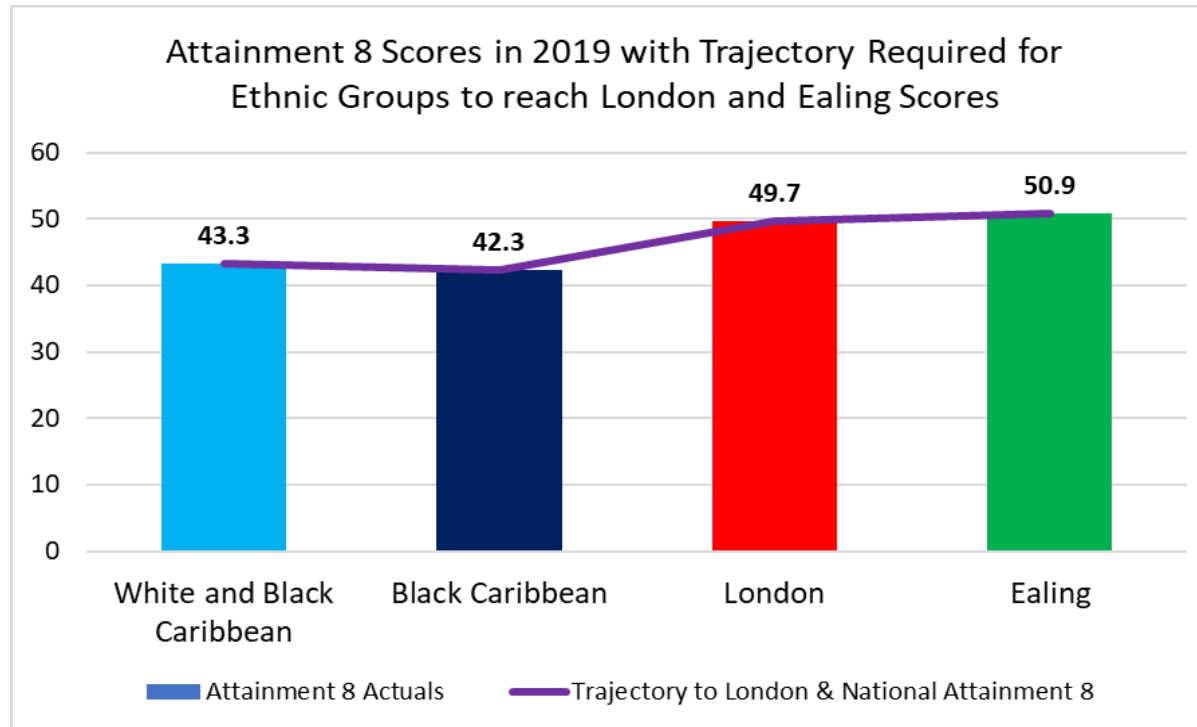
Baccalaureate and English & Maths GCSEs



- Black Caribbean & White and Black Caribbean pupils both had lower Average Points scores in the English Baccalaureate than the Ealing and national averages
- Fewer Black Caribbean & White and Black Caribbean pupils achieved Grades 9 to 5 or Grades 9 to 4 in the combined English and Maths GCSE measure compared to the Ealing and national averages
- The performance gaps were greatest on the more challenging Grades 9 to 5 measure

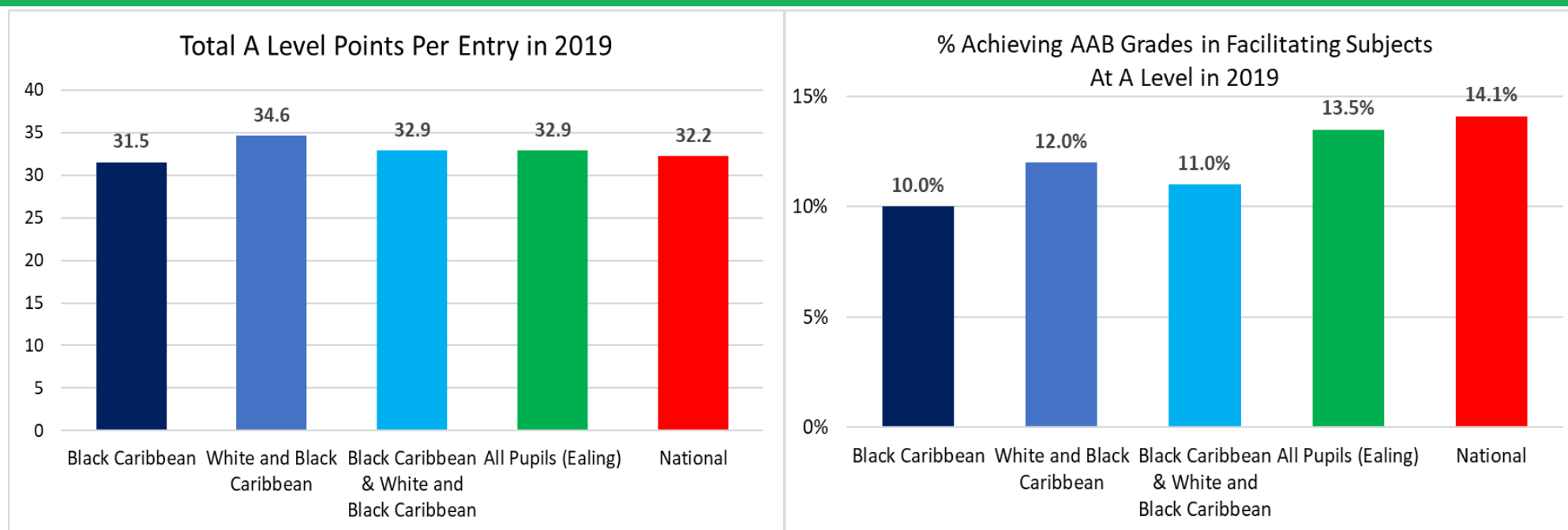
Trajectories towards Equalities Plan Outcomes – Key Stage 4 (Attainment 8)

- **Attainment 8 for Black Caribbean pupils is at least in line with Ealing and London**



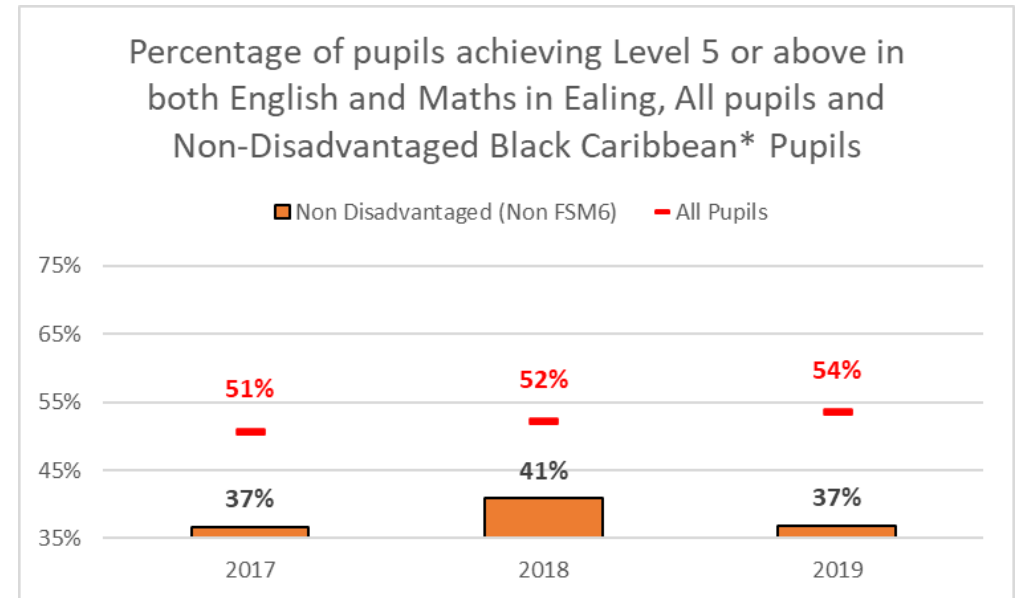
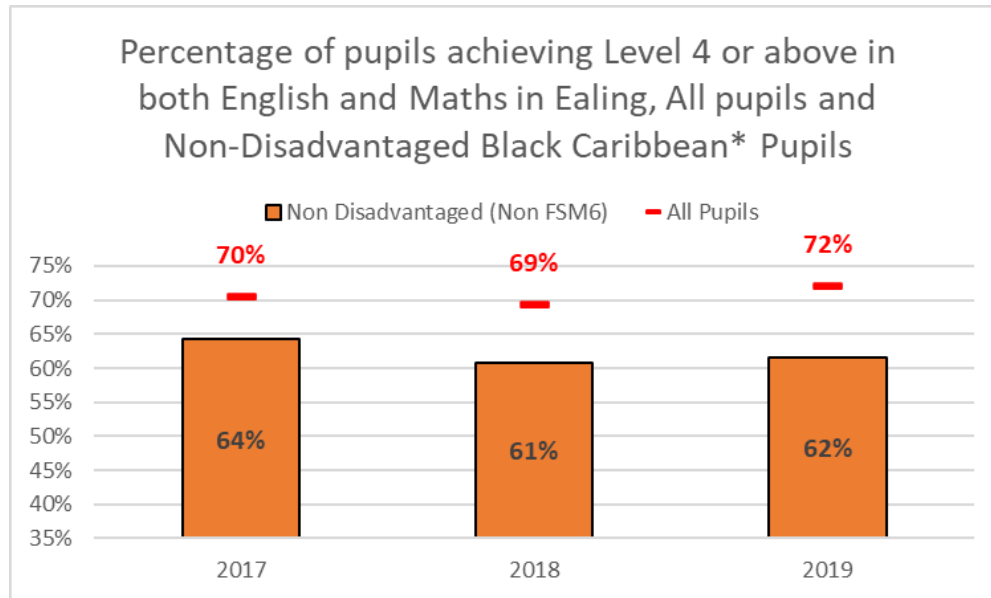
- The chart shows the trajectory Black Caribbean & White and Black Caribbean pupils would need to be on to achieve the same Attainment 8 Scores as Ealing and London
- On average, Black Caribbean pupils would need to achieve one grade higher across 8 GCSE subjects to reach the Ealing average and across 6 to reach the London average
- On average, White and Black Caribbean pupils would need to achieve one grade higher across 7 to 8 GCSE subjects to reach the Ealing average and across 7 to reach the London average

Educational Attainment at Key Stage 5 in 2019



- White and Black Caribbean pupils outperformed the Ealing and national averages for the Total A Level Points Per Entry measure
- Black Caribbean pupils had a lower Total A Level Points Per Entry than the Ealing and national averages
- On the more challenging A Level measure for the % Achieving AAB Grades in facilitating subjects, both Black Caribbean & White and Black Caribbean pupils performed less well than the Ealing and national averages

KS4 Attainment Gap – controlling for Disadvantaged (FSM6)

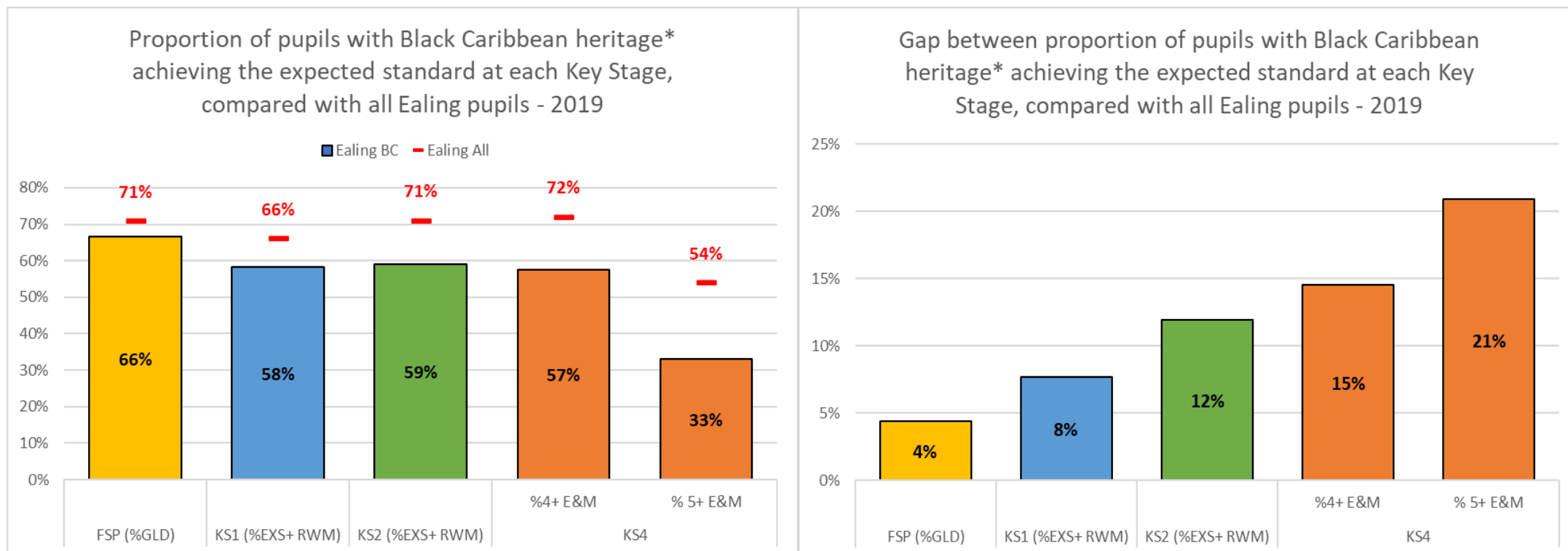


There is a significant gap between all pupils and BC WBC pupils who are **not eligible** for FSM.

In 2019, there was a **17 point gap** in Level 5 - 9 English and mathematics between all pupils achieving Levels 5-9 E&M and all pupils

**Includes pupils recorded by schools in school census with an ethnicity of Black Caribbean or White and Black Caribbean.*

Progression of BC and WBC pupils



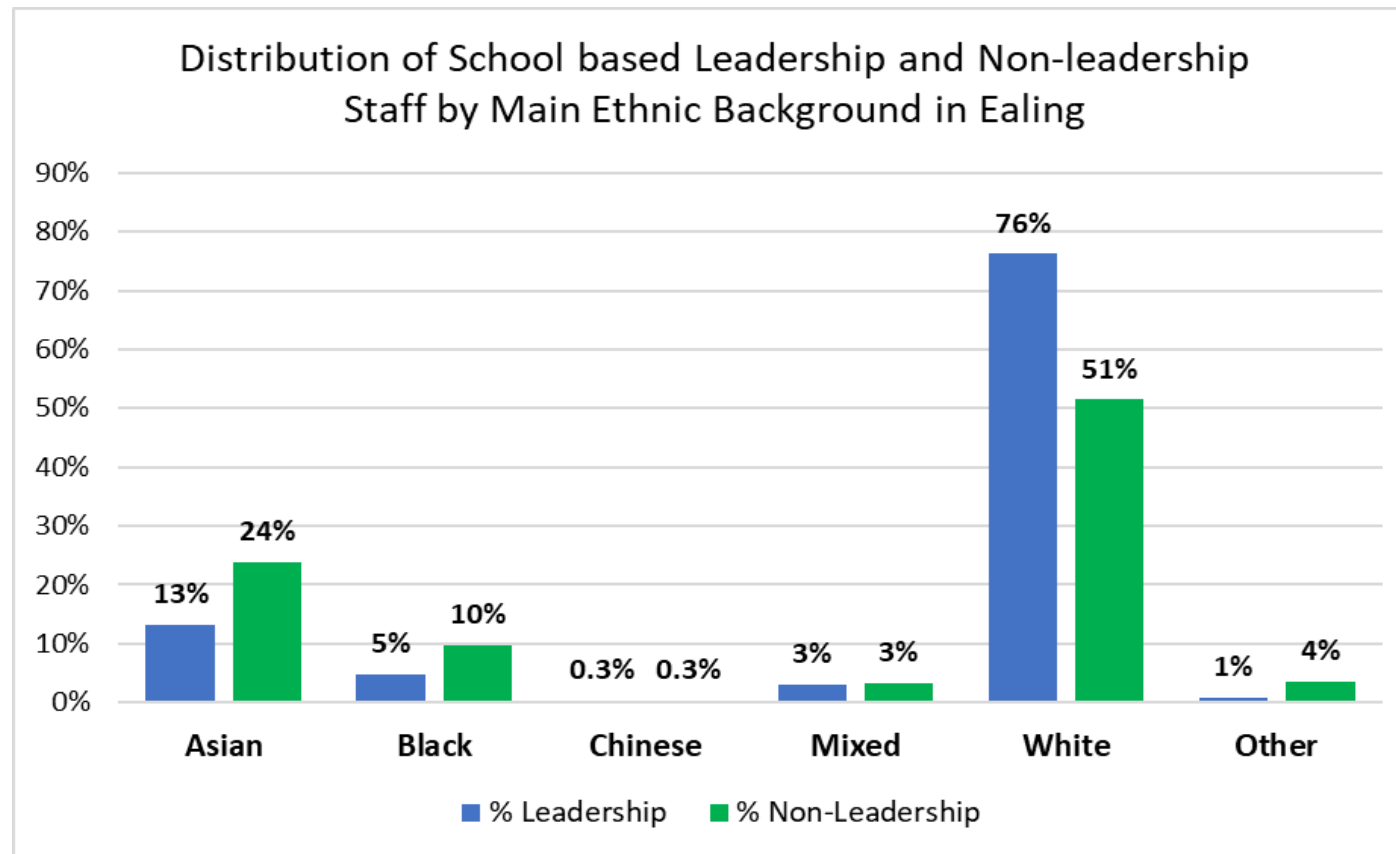
**Includes pupils recorded by schools in school census with an ethnicity of Black Caribbean or White and Black Caribbean.*

The longer BC & WBC pupils stay in school – the bigger the gap becomes between their outcomes and all other pupils

Key Question

What are the reasons behind this persistent trend?

Ethnic profile* of school leadership and non-leadership staff in Ealing**



- A greater proportion of staff in leadership roles are white (76%) compared to those in non-leadership roles (51%)
- Around 70% of the school pupil population is from an ethnic background in Ealing, which is much higher than the school leadership workforce (c24%) and higher than the non-leadership workforce (c49%)

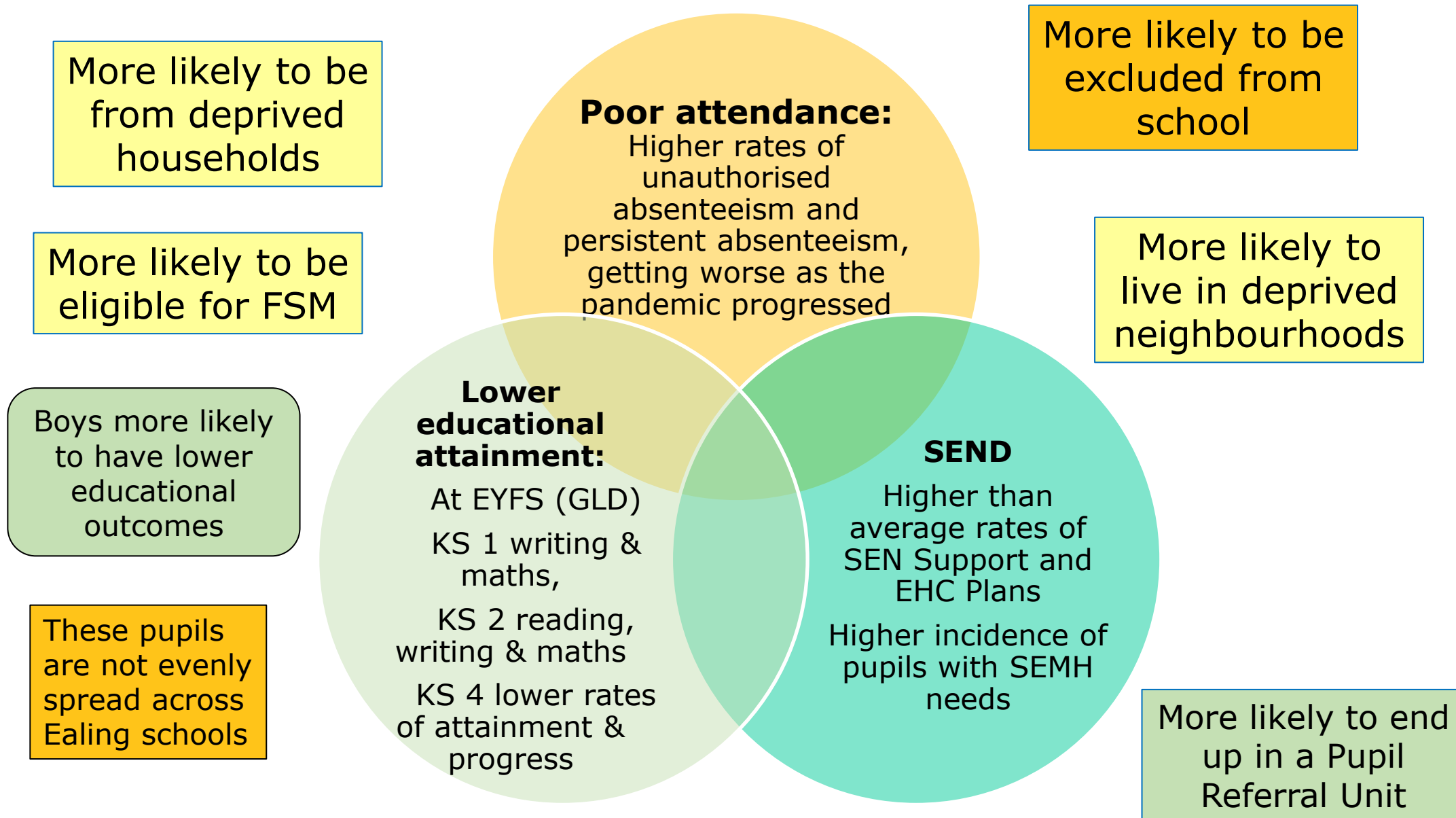
* NB There are 426 staff (7%) who had no recorded ethnicity and they are not included in the graph.

** The graph only includes data on local authority maintained schools and not academies.

Key questions

- What systems are in place to tackle the intersectionality of deprivation and race and are BC & WBC pupils likely to have been more disadvantaged due to the Covid-19 pandemic?
- Why are BC & WBC pupils overrepresented in the category Social, Emotional & Mental Health (SEMH) and do high rates of SEMH explain why there is a disproportionate number of these pupils in PRUs?
- If some BC & WBC pupils are not benefitting from an Early Years' education, is this having an adverse impact on their future educational outcomes?
- How do we improve attendance for BC & WBC pupils and combat the potentially adverse impact of low attendance during the pandemic?
- How do we reduce the volume and disproportionality of suspensions and permanent exclusions for BC & WBC pupils?
- How do we close the attainment gaps for these pupils at all points of assessment so that they reach KS 4 performing in line with their peers?

Summary of risks and challenges faced by pupils from Black Caribbean & White and Black Caribbean Backgrounds



5 Leadership Ambitions

1. **Leadership** - we accept that there are additional barriers to achievement and life chances based on ethnicity which must be tackled: our commitment to change is reflected in equalities policies and practices that are high profile, widely understood and shaped with the communities we serve
2. **Engaging parents and communities as assets** - we will invest in valuing and ethically utilising parents and communities as our assets so that they have the confidence to talk to us about barriers to inclusion and the space to shape solutions
3. **Curriculum, progress and inclusion** - our activities will ensure that every learner is served well – with an explicit attention to the curriculum, academic outcomes, and pathways to adulthood for our Black Caribbean children and young people
4. **Developing cultures and behaviours** - we will prioritise training and development to embed and sustain our understanding of diversity and disproportionality: we will model the behaviours and ambitions we want to see in our workforce
5. **Inclusive recruitment and retention** - we will actively create a workforce that better reflects the diversity of the children/young people we serve and in our society: we will place high value on recruitment, development, and retention to increase the number of Black and Asian leaders in education.