INDICATORS OF EQUALITY OF OPPORTUNITY AND GOOD RELATIONS IN EDUCATION

Research Summary

March 2012

The

Equality Company

Equality Commission

FOR NORTHERN IRELAND

Contents

This document sets out a summary of a framework of indicators and associated measures which might serve to inform the Equality Commission's consideration of future policy interventions with regards to further embedding Equality of Opportunity and Good Relations into education.

Further details are contained in a full report available from www.equalityni.org/research.

1. Background

In November 2008 the Equality Commission for Northern Ireland (ECNI) published *Every Child an Equal Child*, a statement on key inequalities in education and a strategy for intervention.

Every Child an Equal Child set out three overarching goals:

- **ACCESS -** every child has equality of access to a quality educational experience;
- **ATTAINMENT -** every child is given the opportunity to reach his or her full potential;
- **ETHOS -** the ethos of every school promotes the inclusion and participation of all children.

In order to achieve these goals, *Every Child an Equal Child* set out a strategy for intervention based on four initiatives:

- Reviewing curriculum support materials and developing good practice guidance;
- Setting strategic actions and outcomes to reduce inequalities through equality schemes;
- Developing equality and good relations elements for the training programmes provided for student teachers, existing teachers, heads and governors;

▪ Developing equality and good relations indicators for schools to be used to monitor progress on embedding equality and good relations.

This research project aimed to inform the Commission's programme of future policy interventions by using existing literature and best practice, supported by stakeholder views, to develop a framework of indicators and associated measures of equality of opportunity and good relations in education for each of the three overarching goals. The framework sought to be capable of tracking progress relevant to the three goals in summary and across all relevant Section 75 equality grounds[1] (further disaggregated by gender).

In its document *Every Child an Equal Child,* the Equality Commission identified eight priority groups of children and young people that, at that time, (November 2008) had either displayed consistent educational under-achievement or for which there was insufficient information to make that assessment[2]. This research report therefore contains frequent references to issues which are particularly pertinent to these priority groups.

The priority groups are: Protestant working class boys; Irish Traveller children and young people; Lesbian, gay and bisexual (LGB) young people; Looked after children and young people; Minority ethnic children and young people; Disabled children and young people; Children and young people with caring responsibilities[3]; Children of new residents and migrant workers (newcomer children and young people).

This document is a summary of the full research report; it presents an overview of the findings derived from key literature and the two phases of stakeholder engagement and includes the recommended indicators and associated measures.

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[1] The nine Section 75 grounds are: religious belief; political opinion; racial group; age; marital status; sexual orientation; gender; people with a disability and those without; people with dependents and those without.
[2] See ECNI (2007) Statement on Key Inequalities in Northern Ireland. ECNI: Belfast.
[3] To include school-aged parents

2. Methodology

The recommended indicators have been developed principally as a result of:

- a reflection on comparative indicator frameworks as developed elsewhere;
- a literature review;
- engagement with key stakeholders, both at an early stage of the project and on the basis of draft proposals.

2.1   Comparative International Indicator Frameworks

While internationally there is growing interest in the use of indicator frameworks to track change over time, in the field of equality many of these have been restricted to a small number of grounds of difference (typically gender and/or race), or are so broad in scope that their relevance to any one domain, such as education, can be diluted.   However, some of these indicators and associated measures, where appropriate, have been accommodated within the recommended framework as they sit easily alongside the objectives underpinning *Every Child an Equal Child.* Frameworks considered included:

- UN Development Programme on Gender Equality[4] (2007);
- EU Indicators on the Quality of School Education[5] (2000);
- Equality and Human Rights Commission (GB) Equality Measurement Framework[6] (2007); and
- OFMDFM (NI) 'A Shared Future' indicators[7] (2007).

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[4] See Moser, A. (2007) Gender and Indicators: Overview Report. BRIDGE Pubs., United Nations Development Programme
[5] See EU Working Committee on the Quality of School Education (2000) Quality of School Education: Sixteen Quality Indicators. EU, Brussels
[6] See Equality and Human Rights Commission (2007) Developing the Equality Measurement Framework: Selecting the Indicators. EHRC, London

2.2 Literature Review

Having established and confirmed the broad parameters for the Indicator Framework, a more focused review of literature was then undertaken.

The literature review included an appraisal of published material relating to policy, strategy and performance in the education sector, with a particular focus on Northern Ireland. Research reports that address specific aspects of equality of opportunity and good relations in schools are also included. These helped to identify particular challenges faced by children and young people in various Section 75 equality categories and among the eight priority groups. Relevant literature is presented across the body of the full research report and a bibliography of all sources duly referenced is included at Appendix A in the full research report.

2.3 Stakeholder Engagement – Phase 1

To ensure that consultation with local subject experts helped inform the emerging framework from an early stage, a wide range of key stakeholders with a direct interest in the promotion of equality of opportunity and good relations in education, and/or in relation to particular Section 75 grounds or vulnerable groups, were identified, contacted and invited to attend an initial series of facilitated workshops during March 2010. A total of 34 people attended one of five workshops. A self report survey was made available to those who were unable to attend a workshop and to school principals. A total of 25 individuals subsequently submitted self-report forms.

This initial phase of stakeholder engagement, in combination with the review of literature, was used to help produce a Proposed Indicator Framework (PIF).

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[7] See OFMDFM (2007) A Shared Future: Policy and Strategic Framework for Good Relations in Northern Ireland. OFMDFM Belfast

2.4 Stakeholder Engagement – Phase 2

In November 2010, a further phase of engagement was undertaken to gather comments on the Proposed Indicator Framework (PIF). A summary version of the PIF was circulated (October 2010) to those who had been contacted in the first round of consultation, as well as additional identified stakeholders. A total of 41 people attended a related workshop on 17th November 2010. A further workshop for young people was held on 1st December 2010, attended by 10 individuals. One-to-one meetings were also held as required and all stakeholders were again invited to submit written views.

2.5 Recommended Indicator Framework

The key points arising from the reflections on comparative indicator frameworks, the findings of the literature review and both phases of the stakeholder engagement were brought together in order to provide a rationale for the indicators and associated measures included in the Recommended Indicator Framework (RIF).

Where possible, the RIF seeks to maximise the use of existing data, and makes particular reference to those data sources that can provide reliable and valid sources of information for establishing baseline information, and for tracking evidence of change over time. It was agreed by the Commission that, while a practical and useable framework was important, the framework should be data independent, and as such, where a sufficiently strong rationale existed for inclusion of an important indicator/measure, it need not be excluded purely because there was no exact matching data source at present. Hence a number of the indicators and associated measures as included in the RIF are not able to be measured at this time.

It should be noted that the RIF thus includes three categories of indicators and associated measures:

- **Recommended (with Data):** Recommended Indicator/Measure with data currently available (at least for some Section 75 categories);
- **Recommended (No Data):** Recommended Indicator/Measure but with NO data currently available;
- **Potential Future Indicator/Measure:** Potential Future Indicator / Measure as further research is required to determine appropriateness, viability and relevant data sources.

2.6 Key Data Sources

At the present time, government, and in particular the Department of Education (DE) collects a wide range of good quality data on a regular basis at both individual learner and school level. Normally this information can be cross-tabulated by a range of key variables including school type and management type, location and various Section 75 grounds. In addition, the Department of Enterprise Trade and Investment (DETI) carries out a quarterly Labour Force Survey based on a random sample of around 2,600 households, while the Central Survey Unit (CSU) carries out a young person's behaviour and attitudes survey (YPB&A) on a three-yearly basis. In combination these sources represent the main mechanisms for collection of data for the RIF as it is anticipated with a degree of confidence that they will yield data that can be compared longitudinally in the future:

In addition, useful and relevant information can also be obtained from periodic research projects such as:

- ARK / Economic and Social Research Council (ESRC) - Young Life & Times Survey (annually since 2003);
- DE- Bullying in Schools (2002; 2007)
- Department of Health, Social Services and Public Safety (DHSSPS) - OC2 (annual collection of outcome indicators for Looked After Children);

The data to populate the associated measures set out in the RIF relates to information about either Learners or Schools. In Northern Ireland there is a wide range of school types and management types[8]. There are several indicators/associated measures which are more relevant to children and young people at post-primary level than at primary level. It also became apparent during the stakeholder engagement and internal discussions that there was a need to take account of children educated outside the school system in Alternative Education Provision (AEP).

The full research report sets out further details of the findings of the literature review and stakeholder engagement, as well as the rationale for the recommended indicators and associated measures. This summary report describes the broad themes, sets out the recommended framework of indicators alongside using annexes to set out a description of each specific indicator / measure, and the associated rationale for inclusion of each.

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[8] The School Census currently records information against 23 variables including: Controlled schools (nursery, primary, special, secondary and grammar schools) – those under the management of the school's Board of Governors where the Employing Authorities are the five Education and Library Boards; Catholic Maintained schools (nursery, primary, special and secondary) – those under the management of the Board of Governors where the Employing Authority is the Council for Catholic Maintained Schools (CCMS); Other Maintained schools (primary, special and secondary) including Irish Medium schools.

3. Recommended Framework

3.1 Access

The first overarching goal identified in *Every Child an Equal Child* relates to Access:

Every child has equality of access to a quality educational experience.

Every Child an Equal Child (ECNI, 2008) recognises that:

> "the education system, on its own, cannot resolve structural,
> social and economic conditions that impede equality of educational
> opportunity."

It is widely acknowledged that the first step towards tackling inequalities within the education system is to ensure that the benefits of the system are widely available to all children and young people. This is a principle that underpins, either implicitly or explicitly, all other education indicators frameworks[9].

At the same time "Access" does not simply mean access to a school. In a local context the availability of schools of differing types, management structures and performance levels across Northern Ireland represents a key factor in determining equality of opportunity for all young people, and forms an integral part of both the Executive's *Ten Year Strategy for Young People* 2006-2016 (OFMDFM, 2006), the Department of Education's *Independent Strategic Review of Education* (Department of Education, 2006) and the more recent *Schools for the Future* policy (Department of Education, 2009).

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[9] See Burchardt et al. (2009) Specialist Consultation on the List of Central and Valuable Capabilities for Children; EHRC Research report 41 and Moser, A (2000) EU Working Committee on the Quality of School Education

If children and young people are to have access to a quality educational experience, the facilities, materials and expertise in each school must be appropriate to their individual needs. In addition the lessons and extracurricular activities available within the school (or within the Area Learning Community[10]) must be provided in such a way as to maximise opportunities for all children and young people to participate fully.

Access to the services provided by the education system becomes the starting point for engagement with schooling. For a child or young person to have equality of access, there are a number of other factors which must be favourable. The child/young person must be encouraged to reap the benefits of what the school has to offer by attending regularly, by engaging in both curricular and extracurricular activities and by being supported at home and in his or her community. Access therefore represents a wide ranging construct which will need to be tracked through the use of a broad range of complementary indicators.

In line with existing good practice in regard to indicator frameworks and informed by current strategic priorities, four indicators are recommended to track progress relevant to this overarching goal. In combination these four indicators will address the multifaceted nature of **access** to, and within, the school:

- Access to schools, including choice of school and attendance;
- Access to subjects, including breadth of curriculum and extracurricular activities;
- Access to facilities, including physical access, access to facilities and materials;
- Access to support, including teacher and specialist support, home and community support and external agency support.

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[10] See Department of Education (2009). Together Towards Entitlement: Delivering the Entitlement Framework through Area Based Planning. Department of Education: Bangor

As a result of the consideration of literature, data and stakeholder views – the following indicator framework is recommended for this theme. A description of each specific indicator / measure, and the associated rationale for inclusion is summarised in Annex 1. Further details are available in the main research report.

Theme 1: Access - Recommended Indicator Framework
Overarching goal: *Every child has equality of access to a quality educational experience*

Indicators	Sub-Indicators	Associated Measures[11]	Data Sources
1. Access to schools	1.1 Choice of school	1.1.1 Number of schools	School Census
		1.1.2 Proportion of learners (enrolments)	School Census
		1.1.3 Proportion of children in pre-school education	School Census
		1.1.4 Proportion of learners from a Catholic community background attending controlled sector schools	School Census
		1.1.5 Proportion of learners from a non-Catholic community background attending maintained sector schools	School Census
		1.1.6 Number and spatial distribution of special schools	School Census
		1.1.7 Number, spatial distribution and travel times of children with special needs attending mainstream schools and special schools	School Census (number and spatial distribution only) No data source currently available for travel times
		1.1.8 Demand for places at schools as indicated by schools which are at capacity or over-subscribed as first choice	No data source currently available
		1.1.9 Proportion of children refused first choice of pre-school placements	No data source currently available

[11] Highlighted cells (shaded grey) are those for which no data source has been identified as currently available or where further research is required to define an appropriate indicator/measure

Indicators	Sub-Indicators	Associated Measures[11]	Data Sources
		1.1.10 Quality of schools – *Potential Future Measure*	*Potential Future Measure*
	1.2 Attendance	1.2.1 Proportion of placement changes in the last academic year	No data source currently available
		1.2.2 Overall authorised absence rate	School Census
		1.2.3 Overall unauthorised absence rate	School Census
		1.2.4 Young people's attitudes to attendance	YPB&A survey
2. Access to subjects	2.1 Breadth of curriculum	2.1.1 Proportion of full (entitlement) curriculum offered within school premises	No data source currently available
		2.1.2 Young people's perceptions of the breadth of subject choice	YPB&A Survey includes questions relating to subject choice
		2.1.3 Young people's perceptions of the effectiveness of Area Learning Communities	No data source currently available
		2.1.4 Quality of the curriculum delivered – *Potential Future Measure*	*Potential Future Measure*
	2.2 Extracurricular activities	2.2.1 Proportion of learners participating in extracurricular activities	No data source currently available[12]
		2.2.2 Range and depth of extracurricular activities – Potential Future Measure	*Potential Future Measure*
3. Access to facilities	3.1 Physical access	3.1.1 Proportion of schools with one or more areas (e.g. common rooms) and classrooms inaccessible to learners with physical disabilities and whether lack of access is temporary or permanent	No data source currently available
		3.1.2 Proportion of schools unable to provide reasonable adjustments for learners with disabilities	No data source currently available
	3.2 Facilities & materials	3.2.1 Extent of access to on-line educational materials within the school (time, duration and activity)	No data source currently available[13]

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[12] YPB&A Survey includes questions relating to participation in sports and physical activities
[13] YPB&A Survey includes questions relating to access to computers at home

Indicators	Sub-Indicators	Associated Measures[11]	Data Sources
		3.2.2 Proportion of teaching materials where examples are culturally diverse	No data source currently available
4. Access to support	4.1 Teachers & specialists	4.1.1 Pupil/teacher ratios	School Census; Annual Return on Teacher Numbers
		4.1.2 Number of SEN assistants (Full time equivalent (FTE))	Data available from Boards
		4.1.3 Quality of SEN support – *Potential Future Measure*	*Potential Future Measure*
		4.1.4 Parental confidence in SEN support – Potential Future Measure	*Potential Future Measure*
		4.1.5 Proportion of learners supported by SEN assistants	Data available from Boards
		4.1.6 Number of English as an Additional Language (EAL) assistants (FTE)	No data source currently available
		4.1.7 Proportion of learners supported by EAL assistants	No data source currently available
		4.1.8 Quality of EAL support – *Potential Future Measure*	*Potential Future Measure*
		4.1.9 Parental confidence in EAL support – *Potential Future Measure*	*Potential Future Measure*
	4.2 Home & community	4.2.1 Proportion of learners who consider that they receive appropriate support from parents/guardians – Potential Future Measure[14]	*Potential Future Measure*
		4.2.2 Types of support offered to learners by parents/guardians – Potential Future Measure	*Potential Future Measure*
		4.2.3 Level of community support – Potential Future Measure	*Potential Future Measure*
	4.3 Outside agency	4.3.1 Level of outside agency support – Potential Future Measure	*Potential Future Measure*

Please see Annex 1 for a description of each specific indicator / measure, and the associated rationale for inclusion in this framework.

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[14] YPB&A Survey includes some relevant questions

3.2   Attainment

The second overarching goal identified in *Every Child an Equal Child* relates to Attainment:

Every child is given the opportunity to reach his or her full potential.

Universally, indicator frameworks linked to education place attainment centre-stage, representing a key output for young people from their engagement with formal schooling. *Every Child an Equal Child* suggests that 'There is clear evidence that children and young people, who are already at risk of being marginalised in society, often have lower levels of educational attainment' (p.10) .

At the same time, the factors which impact on the educational attainment of children and young people are complex and interactive and consequently there is often a lack of clarity in relation to causes of under-attainment.[15] Nevertheless, many education indicator frameworks place attainment as a core component of the educational experience,[16] with poor educational attainment acting to reinforce the cycle of deprivation that marginalised groups and individuals experience throughout their lives.[17]

Therefore, while attainment is an important component in the educational experience of all children and young people, it becomes particularly important for marginalised individuals and groups. Current government strategy recognises this and focuses our attention on those who leave school without the basic skills necessary to compete in the world of work.[18]

The strategy for raising achievement in literacy and numeracy states that, '[w]hile standards are high in many schools here, there are still far too many

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[15] See ECNI (2008) Every Child an Equal Child. ECNI: Belfast

[16] See Burchardt et al. (2009) Specialist Consultation on the List of Central and Valuable Capabilities for Children; EHRC Research report 41 <u>and</u> Moser, A (2000) EU Working Committee on the Quality of School Education

[17] See ECNI (2008) Every Child an Equal Child. ECNI: Belfast

[18] See Department of Education (NI) (2008) Every School a Good School: A Strategy for Raising Achievement in Literacy and Numeracy. Department of Education, Bangor

children who struggle with reading, writing and using mathematics and too many young people who leave school still lacking in skills and confidence in these areas. Too often, these are young people who are already contending with other barriers to education, including socially disadvantaged backgrounds, those with additional educational needs or those whose first language is not English.' (p.1).

If children and young people are to be given the opportunity to reach their full potential, it is important not to disregard the breadth of factors that determine educational attainment. These factors include opportunities that go beyond formal education. A number of these have already been signalled under the previous theme (Access), including extracurricular activities, but in the former section these refer to barriers and facilitators to achievement; here the focus shifts to attainment itself. The child/young person must be encouraged to develop to his or her full academic and personal potential. Attainment therefore represents a wide-ranging and complex construct which will need to be tracked through the use of a broad range of complementary indicators.

In line with existing good practice with regard to indicator frameworks in education and informed by current strategic priorities, five indicators are recommended to track progress relevant to this overarching goal. In combination these indicators will address the multifaceted nature of attainment:

- Public examinations;
- Personal development and cultural awareness;
- Other achievements;
- Teacher and learner expectations;
- Employability.

As a result of the consideration of literature, data and stakeholder views – the following indicator framework is recommended for this theme. A description of each specific indicator / measure, and the associated rationale for inclusion

is summarised in Annex 2. Further details are available in the main research report.

Theme 2: Access - Recommended Indicator Framework

Overarching goal: *Every child is given the opportunity to reach his or her full potential*

Indicators	Associated Measures[19]	Data Sources
5. Public examinations	5.1 Proportion of school leavers achieving 1 or more A levels or equivalent	School Leavers Survey
	5.2 Proportion of school leavers achieving 1 or more GCSEs or equivalent	School Leavers Survey
	5.3 Proportion of school leavers achieving at least 5 GCSEs at grades A*-C or equivalent including Maths and English	School Leavers Survey
	5.4 Proportion of school leavers achieving at least 5 GCSEs at grades A*-G or equivalent	School Leavers Survey
	5.5 Proportion of learners leaving school with no formal qualifications	School Leavers Survey
	5.6 Proportion of learners achieving levels 1-4 in Key Stage 1 English	School Census
	5.7 Proportion of learners achieving levels 1-4 in Key Stage 1 Maths	School Census
	5.8 Proportion of learners achieving levels 1 -4 in Key Stage 2 English	School Census
	5.9 Proportion of learners achieving levels 1 -4 in Key Stage 2 Maths	School Census
	5.10 Proportion of learners achieving other applied and/or vocational qualifications	School Leavers Survey
6. Personal development and cultural awareness	6.1 Proportion of learners achieving Learning for Life and Work qualifications by grade	CCEA[20]
	6.2 Young people's attitudes to personal development through school	YPB&A Survey
	6.3 Proportion of learners receiving education in school about people from different cultures and traditions	YPB&A Survey

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[19] Highlighted measures are those for which no data source has been identified or where further research is required to define an appropriate indicator/measure
[20] Council for the Curriculum, Examinations and Assessment

Indicators	Associated Measures[19]	Data Sources
	6.4 Range and effectiveness of activities in school about people from different cultures and traditions – *Potential Future Measure*	*Potential Future Measure*
7. Other achievements - *Potential Future Indicator*	Further research required to determine appropriateness and viability of associated measures	*Potential Future Indicator*
8. Teacher & learner expectations	8.1 Proportion of learners with Individual Education Plans in place	No data source currently available
	8.2 Proportion of learners who achieved all the targets in their Individual Education Plan by the specified end date of the Plan – *Potential Future Measure*	*Potential Future Measure*
	8.3 Young people's perceptions of their teachers' expectations	YPB&A Survey
	8.4 Young people's perceptions of their own needs and aspirations	No data source currently available[21]
9. Employability	9.1 Proportion of school leavers continuing to Higher Education	School Leavers Survey
	9.2 Proportion of school leavers continuing to Further Education	School Leavers Survey
	9.3 Proportion of school leavers continuing to training	School Leavers Survey
	9.4 Proportion of school leavers entering employment	School Leavers Survey
	9.5 Proportion of school leavers registering as unemployed	School Leavers Survey
	9.6 Proportion of parents satisfied with employment prospects of children	No data source currently available
	9.7 Proportion of economically active working age people who have a degree or above or 'other higher' as their highest educational attainment	DETI Labour Force Survey
	9.8 Proportion of economically active working age people who have A levels as their highest educational attainment	DETI Labour Force Survey
	9.9 Proportion of economically active working age people who have GCSEs	DETI Labour Force Survey

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[21] The DHSSPS collects information on looked after children and young people's perceptions of their own needs and aspirations through the UNOCINI assessment (Understanding the Needs of Children in NI)

Indicators	Associated Measures[19]	Data Sources
	A*-C as their highest educational attainment	
	9.10 Proportion of economically active working age people who have no formal qualifications as their highest educational attainment	DETI Labour Force Survey
	9.11 Proportion of economically inactive working age people who have a degree or above or 'other higher' as their highest educational attainment	DETI Labour Force Survey
	9.12 Proportion of economically inactive working age people who have A levels as their highest educational attainment	DETI Labour Force Survey
	9.13 Proportion of economically inactive working age people who have GCSEs A*-C as their highest educational attainment	DETI Labour Force Survey
	9.14 Proportion of economically inactive working age people who have no formal qualifications as their highest educational attainment	DETI Labour Force Survey
	9.15 Young people's perceptions of employability	YPB&A Survey

Please see Annex 2 for a description of each specific indicator / measure, and the associated rationale for inclusion in this framework.

3.3   Ethos

The third overarching goal identified in *Every Child an Equal Child* relates to Ethos:

The ethos of every school promotes the inclusion and participation of all children.

As *Every Child an Equal* Child makes clear, this overarching goal is key to mainstreaming equality of opportunity and good relations in education, as it involves making these themes central to the culture and ethos of a school and

the education system as a whole. It acts as a natural complement to the previous overarching goals by offering a consideration of the context within which learning and growth take place.

Once more, this approach mirrors that adopted by other indicator frameworks where reference is made to culture or climate.[22] Almost all these frameworks recognise that 'ethos' is the most difficult area to delimit. Hence, simply because of practicalities regarding measurement, many previous international examples have tended to limit themselves simply to a consideration of 'entry to' and 'exit from', schooling.

The present framework considers the school context itself to be significant to the educational experience of the young person. Hence, despite practical measurement difficulties, it has been decided that indicators relating to this third broad theme should be included with an acknowledgement that actual measurement is likely to present many practical difficulties.

A school's ethos impacts on children and young people's educational experience. Current government policy reflects this understanding, as ethos is an integral part of school improvement as outlined in *Every School a Good School*. In this policy the Department, "recognise[s] the role that school leaders and school governors play in forming and preserving the ethos of individual schools. […] The importance of having a culture of high aspiration and achievement, where every young person is cared for, supported and encouraged to reach his or her full potential and where progress and achievement is acknowledged and celebrated cannot be overstated"[23]

For a child or young person to feel that his or her school's ethos is one which promotes inclusion and participation there are a number of features which

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[22] See Burchardt et al. (2009) Specialist Consultation on the List of Central and Valuable Capabilities for Children; EHRC Research report 41 and Moser, A (2000) EU Working Committee on the Quality of School Education

[23] See Department of Education (NI) (2009) Every School a Good School: Policy for School Improvement. Department of Education, Bangor

must be present. For example the child/young person must feel supported by the school's pastoral care system and the child/young person's parents must feel that they are part of the area learning community. In order to assess these and other features, it is important to consider the context, culture and climate that together define the environment of the school.

In line with current policies and priorities, five indicators are recommended to track progress relevant to this overarching goal. In combination these indicators will address the multifaceted nature of **ethos**:

- <u>Policies and procedures</u>, including school aims, charters, anti-bullying policies and diversity policies;
- <u>Pastoral care</u>;
- <u>Communication</u>, with other schools and with parents/guardians;
- <u>Governance</u>, including the Board of Governors and School Council;
- <u>Teacher development</u>.

As a result of the consideration of literature, data and stakeholder views – the following indicator framework is recommended for this theme. A description of each specific indicator / measure, and the associated rationale for inclusion is summarised in Annex 3. Further details are available in the main research report.

Theme 3: ETHOS - Recommended Indicator Framework
Overarching goal: The ethos of every school promotes the inclusion and participation of all children

Indicators	Sub-Indicators	Associated Measures[24]	Data Sources
10. Policies and procedures	10.1 School aims	10.1.1 Proportion of schools with a mission statement, vision, ethos or charter which has a statement reflecting diversity within the school	No data source currently available
		10.1.2 Proportion of schools revising/updating/ reviewing their mission statement, vision, ethos, charter etc. on a regular basis (e.g. annually)	No data source currently available
		10.1.3 Evidence that the mission statement etc. is reflected in good practice procedures	No data source currently available
		10.1.4 Availability of policies and procedures in alternative formats	No data source currently available
	10.2 Anti-bullying policies and procedures	10.2.1 Proportion of schools with an effective anti-bullying policy and associated procedures in place	No data source currently available
		10.2.2 Proportion of learners who state they have been bullied in last 12 months	DE survey on nature and extent of bullying in schools
		10.2.3 Effectiveness of support systems in curtailing bullying incidents	DE survey on nature and extent of bullying in schools
	10.3 Diversity policies	10.3.1 Proportion of schools with diversity policies in place – *Potential Future Measure*	Potential Future Measure
		10.3.2 Proportion of schools delivering Citizenship studies or similar initiatives on a joint basis with another school	ELBs[25] annual return to DE

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[24] Highlighted measures are those for which no data source has been identified or where further research is required to define an appropriate indicator/measure

		with a good relations element	
		10.3.3 Young people's attitudes towards learning about diversity	YPB&A Survey
		10.3.4 Proportion of people who believe schools in NI are effective at preparing pupils for life in a diverse society	Life & Times Survey 2005
11. Pastoral care		11.1 Integration of pastoral care into school policies and processes	No data source currently available
		11.2 Children and young people's attitudes towards accessing pastoral care	No data source currently available
		11.3 Quality of Pastoral care - *Potential Future Measure*	Potential Future Measure
12. Communication	12.1 Communication and collaboration with other schools	12.1.1 Scope and effectiveness of activities with partner schools per year – *Potential Future Measure*	Potential Future Measure
	12.2 Communication with parents/ guardians	12.2.1 Range of types of communication with parents/guardians – *Potential Future Measure*	Potential Future Measure
		12.2.2 Number of activities per year which schools initiate with parents/guardians - *Potential Future Measure*	Potential Future Measure
		12.2.3 Level of involvement of parents/guardians in school activities - *Potential Future Measure*	Potential Future Measure
		12.2.4 Parents/ guardians' access to parents' associations and events - *Potential Future Measure*	Potential Future Measure
		12.2.5 Level of parents/guardians' knowledge of schools' complaints procedures and how to use them effectively - *Potential Future Measure*	Potential Future Measure
13. Governance	13.1 Board of Governors	13.1.1 Proportion of schools with Board of Governors where composition reflects diversity within the school	No data source currently

[25] Education and Library Boards

		catchment/local area	available
		13.1.2 Proportion of School Governors attending training including a diversity element	No data source currently available
	13.2 School Council	13.2.1 Proportion of schools with a School Council	YPB&A Survey
		13.2.2 Young people's perceptions of School Councils	YPB&A Survey
		13.2.3 Impact of School Councils on policies and procedures	No data source currently available
		13.2.4 Young people's perceptions of their impact on decision-making	YPB&A Survey
14. Teacher development Potential Future Indicator		14.1 Teacher development in relation to equality of opportunity and good relations – *Potential Future Measure*	Potential Future Measure

Please see Annex 3 for a description of each specific indicator / measure, and the associated rationale for inclusion in this framework.

4. Conclusion

The 14 Recommended Indicators represent key issues identified in achieving the three overarching goals in *Every Child an Equal Child*. However, in order to address all the key issues identified it has been necessary to include indicators and associated measures for which no data sources are currently available.

The Recommended Indicator Framework is thus a mix of measures which can be measured now, those which could be measured if data were collected, and those which should be given further consideration as part of ongoing research / policy development with regards to how best to measure equality of opportunity and good relations.

In order to take this research further and to develop a more robust system for tracking progress, it will be necessary to obtain additional qualitative and quantitative data which adequately represent the indicators.

Stakeholders emphasised several issues attaching to current information gathering arrangements, including in particular the need for additional qualitative measures and the need to ensure that individual learners and schools should not be identifiable in any breakdown of data. Reflecting on the views of stakeholders, in order to further develop the Indicator Framework, consideration should be given to:

1. Examining the feasibility of extending existing quantitative surveys (most notably the triennial Young Persons' Behaviour and Attitude Survey and the 5 yearly Survey on the Nature and Extent of Bullying in Schools).
2. Enhancing the accessibility of qualitative information already collected during school inspections by the ETI.

3. Examining the feasibility of undertaking qualitative research with parents/guardians in relation to issues such as the support they offer their children, their satisfaction regarding employment prospects and their involvement with schools.

4. Consolidating the central collation of certain key information currently held at individual school level.

5. Conducting further research to define standards for measurable achievements outside the scope of public examinations (e.g. life skills, sport and music).

6. Conducting further research to define the scope and extent of community and outside agency support for learners.

7. Working with the General Teaching Council (GTCNI) to devise a methodology for monitoring the equality of opportunity and good relations elements of the Teachers' Competency Framework.

8. Facilitating partnership engagements between bodies including the Department of Education (DE), Central Survey Unit (CSU), the Northern Ireland Statistics and Research Agency (NISRA), the Department for Employment and Learning (DEL) and the Education and Training Inspectorate (ETI) to ensure that future large scale surveys relating to education issues yield data that are directly comparable by common variables and values.

9. Providing clarity as to protocols attached to the disaggregation of future data, to ensure appropriate confidentiality and coverage.

10. Developing a common framework for the classification of type of disability for the purposes of measuring impacts on children and young people with disabilities.

Readers should refer to the full research report for further details regarding these recommendations

5. Appendices

Annex 1: Access (Description of Specific Indicators / Measures and Rationale for inclusion)

This annex sets out a description of each specific indicator / measure for **Theme 1 (Access)**, alongside a summary of the associated rationale for the inclusion of each in the recommended framework. Further details are available in the main research report.

Indicator 1: Access to schools

Sub-Indicator 1.1 Choice of school

(a)   Rationale

It is recommended that *"Choice of School"* should be a key indicator with particular attention being paid to spatial distribution, integrated education, placement of children with special educational needs, travel times and pre-school provision. This recommendation is based on consideration of key findings from the analysis of the literature review and stakeholder engagement. Key findings identified included:

- parental choice of schooling is likely to remain a priority in terms of education policy in Northern Ireland for the foreseeable future;
- access to a quality education experience may be influenced by the quality of individual schools;
- the availability of different school types and management types in particular geographical areas, and the extent to which places are available to all, are key issues;
- in recent years there has been a significant growth in the provision of integrated education and it is important to track this trend;
- the issue of parental choice with regard to inclusive or exclusive education of children with special educational needs continues to have a high priority;

- choices for disabled children and young people may also be limited by the availability of accessible transport and the distribution of special schools;

- those children who attend pre-school education not only begin their school careers at an advantage but continue to benefit throughout their school careers and into employment;

- the reasons for refusal of a pre-school placement to a child can be varied and need to be taken into account.

(b)   Associated measures

On the basis of existing literature and comments received from current stakeholders, in order to effectively track this indicator at this time it is recommended that associated measures could include:

1.1.1   Number of schools by school type and management type, Board area and catchment areas;

1.1.2   Proportion of learners (enrolments) by school type and management type, by Board area, Section 75 grounds and priority groups;

1.1.3   Proportion of children in pre-school education, by Section 75 grounds and priority groups;

1.1.4   Proportion of learners from a Catholic community background attending controlled sector schools, by Board area, Section 75 grounds and priority groups;

1.1.5   Proportion of learners from a non-Catholic community background attending maintained sector schools, by Board area, Section 75 grounds and priority groups;

1.1.6   Number and spatial distribution of special schools, by Board area;

1.1.7   Number, spatial distribution and travel times of children with special needs attending mainstream schools and special schools by Stage and SEN Category[26] including multiple disabilities;

1.1.8   Demand for places at schools as indicated by schools which are at capacity or over-subscribed as first choice, by school type and management type and by Board area;

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[26] See http://www.deni.gov.uk/sen_categories.pdf

1.1.9 Proportion of children refused first choice of pre-school placements, by Section 75 grounds and priority groups;

1.1.10 Quality of schools[27] (Potential Future Measure).

Sub-Indicator 1.2   Attendance

(a)   Rationale

It is recommended that *"Attendance"* should be a key indicator with particular attention being paid to attendance records at different types of school, and placement changes during the academic year. This recommendation is based on consideration of key findings from the analysis of the literature review and stakeholder engagement. Key findings identified included:

- certain marginalised Section 75 groups are at greater risk of missing schooling for a number of reasons, both authorised and unauthorised; attendance at school on a regular basis is therefore not only important for increasing the prospects of educational achievement but it may also be a useful barometer for measuring the extent of marginalisation of individuals and groups;

- attendance statistics can be reflective of a wide range of social and economic factors that can impact on a child or young person's ability either to be physically present or to be in a receptive frame of mind when in class and so attitudes to attendance are a key factor . Obvious examples include responsibilities in the home (e.g. caring for a parent or elderly relative) and changes or disturbances in the home environment (e.g. moving to a new place of residence on a frequent basis);

- access is also affected by pupils changing school mid-year and this can have particular impacts for children and young people in some of the priority groups.

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[27] It is acknowledged that further research will be required to determine how quality can be defined and measured across a range of schools. For this reason quality measures are recommended as Potential Future Measures.

(b)   Associated measures

On the basis of existing literature and comments received from current stakeholders, in order to effectively track this indicator at this time it is recommended that associated measures could include:

1.2.1   Proportion of placement changes in the last academic year, by school type and management types and by Section 75 grounds and priority groups;

1.2.2   Overall authorised absence rate, by school type and management type and by Section 75 grounds and priority groups;

1.2.3   Overall unauthorised absence rate, by school type and management type and by Section 75 grounds and priority groups;

1.2.4   Young people's attitudes to attendance, by Section 75 grounds and priority groups.

Indicator 2: Access to subjects

Sub-indicator 2.1 Breadth of curriculum

(a)   Rationale

It is recommended that *"Breadth of curriculum"* should be a key indicator with particular attention being paid to what is offered within school premises and young people's perceptions of the breadth of the curriculum in the light of the commitment in the *Entitlement Framework*[28]. This recommendation is based on consideration of key findings from the analysis of the literature review and stakeholder engagement. Key findings identified included:

- in order to promote equality of opportunity, it is important that all schools should offer the same basic opportunities to learners, particularly in terms of the core curriculum subjects on offer;
- the *Entitlement Framework for 14-19 Year Olds (DE, 2010)* makes a commitment to provide all learners with access to the full curriculum, either within their own school or within their Area Learning Community;
- not all schools are able to provide the widest possible subject choice to all pupils. Special schools and Irish medium schools, where the pupil numbers are sometimes too low to enable certain subjects to be offered, were particularly identified in this context;
- the link between religion and education in schools in Northern Ireland may result in some schools limiting the breadth of religious education available to all learners;
- there may be a need to look at the quality of the curriculum that is delivered, along with the number and range of courses on offer.

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[28] See Department of Education (NI) (2010) Delivering the Entitlement framework by 2013: Guidance for Schools on the Next Phase of Implementation. Department of Education, Bangor

(b)   Associated measures

On the basis of existing literature and comments received from current stakeholders, in order to effectively track this indicator at this time it is recommended that associated measures could include:

2.1.1   Proportion of full (entitlement) curriculum offered within school premises, by school type and management type;

2.1.2   Young people's perceptions of the breadth of subject choice, by Section 75 grounds and priority groups;

2.1.3   Young people's perceptions of the effectiveness of Area Learning Communities, by Section 75 grounds and priority groups;

2.1.4   Quality of the curriculum delivered (Potential Future Measure)

It is acknowledged that the quality of the curriculum that is delivered may be a significant factor but it may be difficult to define appropriate measures which can be measured across a range of schools. It is therefore recommended that quality of the curriculum delivered should be a **Potential Future Measure** subject to further research to determine the appropriateness and viability of the measure.

Sub-indicator 2.2 Extracurricular activities

(a)   Rationale

It is recommended that *"Extracurricular activities"* should be a key indicator with particular attention being paid to participation by learners and range and depth of the activities offered. (In this context "range" relates to the different types of activity offered and "depth" to the level at which each activity is pursued - for example, basic, intermediate, advanced.) This recommendation is based on consideration of key findings from the analysis of the literature review and stakeholder engagement. Key findings identified included:

- extracurricular activities are particularly important in terms of encouraging children and young people to develop a wide range of interests and interpersonal skills which will be valuable in later life;

- high levels of participation in extracurricular activities are likely to make a difference to achievement;

- there are specific factors which restrict access to extracurricular activities for some children and young people; for example, those who have either work commitments or caring responsibilities, or who are dependent on public transport which leaves at a set time;

- the range and depth of extracurricular activities offered will vary from school to school.

(b)   Associated measures

On the basis of existing literature and comments received from current stakeholders, in order to effectively track this indicator at this time the following associated measures are recommended:

2.2.1   Proportion of learners participating in extracurricular activities, by school type and management type and by Section 75 grounds and priority groups;

2.2.2   Range and depth of extracurricular activities by school type and management type (Potential Future Measure).

It is considered that range and depth of activities could be measured across each school type and management type and would not, therefore, reflect on the performance of an individual school, but further research would be necessary to compile a comprehensive list of the types of activity offered and to agree definitions of the level at which activities are pursued. It is recommended that range and depth of extracurricular activities should therefore be a **Potential Future Measure** subject to further research to determine the appropriateness and viability of the measure.

Indicator 3: Access to facilities

Sub-indicator 3.1 Physical access

(a)   Rationale

It is recommended that **"Physical Access"** should be a key indicator with particular attention being paid to access to buildings and the provision of reasonable adjustments. This recommendation is based on consideration of key findings from the analysis of the literature review and stakeholder engagement. Key findings identified included:

- the physical infrastructure of a school may have a particular impact on some disabled children and young people;
- schools are required to produce a written strategy to explain how, over time, they intend to improve physical accessibility to school premises.

(b)   Associated measures

On the basis of existing literature and comments received from current stakeholders, in order to effectively track this indicator at this time it is recommended that associated measures could include:

3.1.1   Proportion of schools with one or more areas (e.g. common rooms) and classrooms inaccessible to learners with physical disabilities and whether lack of access is temporary or permanent by school type and management type;

3.1.2   Proportion of schools unable to provide reasonable adjustments for learners with disabilities by school type and management type;

These measures are specific to children and young people with disabilities.

Sub-indicator 3.2 Access to facilities and materials

(a) Rationale

It is recommended that "***Access to facilities and materials***" should be a key
indicator with particular attention given to access to on-line materials and the
diverse nature of materials. This recommendation is based on consideration
of key findings from the analysis of the literature review and stakeholder
engagement. Key findings identified included:

- the extent of access to ICT within schools can vary considerably,
  reflecting local circumstances and so measures should be sub-
  divided by school type;
- there are different types of on-line support and there is a need for
  greater definition;
- there are concerns regarding the relevance and accessibility of
  other (non ICT) materials used in schools. For example, there are
  concerns that there are very few materials in Northern Ireland that
  have lesbian, gay and bisexual (LGB) role models.

(b) Associated measures

On the basis of existing literature and comments received from current
stakeholders, in order to effectively track this indicator at this time it is
recommended that associated measures should include:

3.2.1 Extent of access to on-line educational materials within the school
       (time, duration and activity), by school type and management type and
       by Section 75 grounds and priority groups;

3.2.2 Proportion of teaching materials where examples are culturally diverse,
       by school type and management type.

Indicator 4: Access to support

Sub-indicator 4.1 Teachers and specialist support

(a) Rationale

It is recommended that "*Access to Teachers and Specialists*" should be a key indicator with particular attention being paid to both numbers and quality of such support. This recommendation is based on consideration of key findings from the analysis of the literature review and stakeholder engagement. Key findings identified included:

- the number of learners for whom teachers are responsible may limit their ability to provide a quality educational experience appropriate to each child or young person, although this may be less of a factor as young people grow older;
- some children and young people require additional support within the school environment in order to benefit to the same degree as others, particularly children and young people with a SEN statement and those who have English as an Additional Language (EAL);
- the level and quality of specialist support can have a significant effect on the level of achievement of children and young people in the priority groups;
- measures relating to specialist support need to be well defined and address quality as well as quantity, including parents/guardians' perceptions of quality.

(b) Associated measures

On the basis of existing literature and comments received from current stakeholders, in order to effectively track this indicator at this time it is recommended that associated measures could include:

4.1.1   Pupil / teacher ratios, by school type and management type

4.1.2   Number of SEN assistants (FTE[29]), by school type and management type;

4.1.3   Quality of SEN support, by school type and management type (Potential Future Measure);

4.1.4   Parental confidence in SEN support, by school type and management type (Potential Future Measure);

4.1.5   Proportion of learners supported by SEN assistants, by school type and management type;

4.1.6   Number of EAL assistants (FTE), by school type and management type;

4.1.7   Proportion of learners supported by EAL assistants, by school type and management type;

4.1.8   Quality of EAL support, by school type and management type (Potential Future Measure);

4.1.9   Parental confidence in EAL support, by school type and management type (Potential Future Measure).

It is acknowledged that further research will be required to determine how quality of support can be defined and measured across a range of schools. For this reason the quality measures 4.1.3, 4.1.4, 4.1.8 and 4.1.9 are recommended as **Potential Future Measures.**

Sub-indicator 4.2 Home and community support

(a)   Rationale

It is recommended that *"Home and Community Support"* should be a key indicator. This recommendation is based on consideration of key findings from the analysis of the literature review and stakeholder engagement. Key findings identified included:

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[29] Full time equivalent

- DE policy emphasises the need for a school to be connected to its local community, and for the school and its teachers to be held in regard by parents/guardians and the local community;
- there is a need for further research to identify the specific role that family and community influences may play in determining educational attainment.

(b)   Associated measures

On the basis of existing literature and comments received from current stakeholders, in order to effectively track this indicator at this time it is recommended that **Potential Future Measures** could include:

4.2.1   Proportion of learners who consider that they receive appropriate support from parents/guardians, by Section 75 grounds and priority groups (Potential Future Measure);

4.2.2   Types of support offered to learners by parents/guardians (Potential Future Measure);

4.2.3   Level of community support (Potential Future Measure).

It is suggested that further work needs to be done to determine the appropriateness and viability of these measures and they are therefore regarded as **Potential Future Measures**.

Sub-indicator 4.3 Outside agency support

(a)   Rationale

It is recommended that *"Outside Agency Support"* should be a key indicator. This recommendation is based on consideration of key findings from the analysis of the literature review and stakeholder engagement. Key findings identified included:

- marginalised children and young people are more likely to have complex needs that will require an engagement from various agencies;

- the support of outside agencies, particularly youth work, make an important contribution to the education of children and young people;

- there is a need for further research to identify the specific role that outside agencies may play in determining educational attainment.

(b)   Associated measures

It would be useful to monitor the level of support from outside agencies that schools of different types and management types enjoy. However, further research would be necessary to define the range of agencies, and to set guidelines for the levels of relevant support for each type of school, and for children and young people with different needs. The following measure is suggested as a starting point:

4.3.1   Level of outside agency support, by school type and management type and by Section 75 grounds and priority groups (Potential Future Measure).

It is suggested that further work needs to be done to determine the appropriateness and viability of the associated measure and this is therefore regarded as a **Potential Future Measure**.

Annex 2: ATTAINMENT (Description of Specific Indicators / Measures and Rationale for inclusion)

This annex sets out a description of each specific indicator / measure for **Theme 2 (Attainment)**, alongside a summary of the associated rationale for the inclusion of each in the recommended framework. Further details are available in the main research report.

Indicator 5: Public examinations

(a)   Rationale

 It is recommended that *"Public Examinations"* should be a key indicator. This indicator was included in the Proposed Indicator Framework (PIF) but the terminology has been revised on the basis of stakeholder feedback during the second phase of engagement. There may be a need for a further revision of terminology when the revised curriculum is embedded (2012). This recommendation is based on consideration of key findings from the analysis of the literature review and stakeholder engagement. Key findings identified included:

- although public examinations are not the only measure of attainment by children and young people, they tend to be the most standard and popular means of assessing attainment;
- research indicates consistent underachievement by marginalised groups in relation to public examinations;
- there is a widely held view that children and young people need a reasonable level of literacy and numeracy to allow them to function in society;
- the level of attainment achieved by children and young people can depend on a variety of factors and measures of the widest possible range of attainment in public examinations should be included.

(b)   Associated measures

On the basis of existing literature, and confirmed by comments received from current stakeholders, in order to effectively track this indicator at this time it is recommended that associated measures should include:

5.1   Proportion of school leavers achieving 1 or more A levels or equivalent, by Section 75 grounds and priority groups;

5.2   Proportion of school leavers achieving 1 or more GCSEs or equivalent, by Section 75 grounds and priority groups;

5.3   Proportion of school leavers achieving at least 5 GCSEs at grades A*-C or equivalent including Maths and English, by Section 75 grounds and priority groups;

5.4   Proportion of school leavers achieving at least 5 GCSEs at grades A*-G or equivalent, by Section 75 grounds and priority groups;

5.5   Proportion of learners leaving school with no formal qualifications, by Section 75 grounds and priority groups;

5.6   Proportion of learners achieving levels 1-4 in Key Stage 1 English, by Section 75 grounds and priority groups;

5.7   Proportion of learners achieving levels 1-4 in Key Stage 1 Maths, by Section 75 grounds and priority groups;

5.8   Proportion of learners achieving Levels 1-4 in Key Stage 2 English, by Section 75 grounds and priority groups;

5.9   Proportion of learners achieving levels 1-4 in Key Stage 2 Maths, by Section 75 grounds and priority groups;

5.10   Proportion of learners achieving other applied and/or vocational qualifications, by Section 75 grounds and priority groups.

Indicator 6: Personal development and cultural awareness

(a)   Rationale

It is recommended that *"Personal Development and Cultural Diversity"* should be a key indicator. This recommendation is based on consideration of key findings from the analysis of the literature review and stakeholder engagement. Key findings identified included:

- there is a significant role for education in developing the child/young person's personality;
- there is a need to develop learning environments that will foster mutual respect across all communities and cultural diversity education is a key factor;
- there is a view that personal development opportunities are particularly significant for children and young people in some of the priority groups, including looked after children and young people and LGB young people;
- the role of education in promoting learning about cultural diversity and inclusion should be measured, if possible, in terms of the effectiveness of such initiatives.

(b)   Associated measures

On the basis of existing literature and comments received from current stakeholders, in order to effectively track this indicator at this time it is recommended that associated measures could include:

6.1   Proportion of learners achieving recognised Learning for Life and Work qualifications by grade, Section 75 grounds and priority groups;

6.2   Young people's attitudes to personal development through school, by Section 75 grounds and priority groups;

6.3   Proportion of learners receiving education in school about people from different cultures and traditions, by Section 75 grounds and priority groups;

6.4   Range and effectiveness of activities in school about people from different cultures and traditions, by school type and management type (Potential Future Measure).

Measure 6.4 was derived from the need to delineate the extent to which young people have been directly exposed to those from different cultures during their school years. This measure should endeavour to track the impact that these activities may have had on young people's attitudes and behaviours, i.e. their effectiveness. It is recommended that this should be included as a **Potential Future Measure** subject to further research to determine the appropriateness and viability of the measure.

Indicator 7: Other achievements

(a)   Rationale

It is recommended that "other Achievements" should be a **Potential Future Indicator**, subject to further research to determine appropriateness and viability. This recommendation is based on consideration of key findings from the analysis of the literature review and stakeholder engagement. Key findings identified included:

- there is a range of achievements outside the scope of public examinations which are capable of being measured to some degree;
- these achievements are relevant to a range of life skills and help to address the full potential of a child or young person;
- minority ethnic groups and lower socio-economic groups and communities are often less involved in 'other achievement' initiatives than mainstream groups;
- however, further research will be needed to define the range of bodies facilitating programmes aimed at developing these types of skill and the standards which they apply when making awards.

(b)   Associated measures

On the basis of existing literature and comments received from stakeholders, potential associated measures are not currently evident for this indicator. However, it is recognised that children and young people attain measurable standards in the 'other achievements' they undertake. They mostly study for these standards during extracurricular activities or outside the school environment. The standards achieved by children and young people are likely to be recorded by sponsoring organisations and it should be possible to obtain information on the number of children and young people achieving defined standards in fields such as sport and music. Further research will be necessary to define measures and identify data sources.

Indicator 8: Teacher and learner expectations

(a) Rationale

It is recommended that "*Teacher and Learner Expectations*" should be a key indicator with particular attention to the use of Individual Education Plans (IEPs). This recommendation is based on consideration of key findings from the analysis of the literature review and stakeholder engagement. Key findings identified included:

- research has indicated that expectations play an important role in determining achievement;
- this may be of particular relevance to children and young people in several of the priority groups;
- Individual Education Plans (IEPs) are relevant to both teachers' expectations of learners, and learner's expectations of themselves, and may provide a source of information.

(b) Associated measures

On the basis of existing literature and comments received from current stakeholders, in order to effectively track this indicator at this time it is recommended that associated measures could include:

8.1   Proportion of learners with Individual Education Plans in place, by Section 75 grounds and priority groups;

8.2   Proportion of learners who achieved all the targets in their Individual Education Plans by the specified end date of the Plan, by Section 75 grounds and priority groups (Potential Future Measure);

8.3   Young people's perceptions of their teachers' expectations, by Section 75 grounds and priority groups;

8.4   Young people's perceptions of their own needs and aspirations, by Section 75 grounds and priority groups.

It would be useful to be able to monitor learner achievement of expectations more directly, for example through the use of IEPs. However, in many cases IEPs do not contain targets relating to specific areas of the curriculum, but

concentrate on access to curriculum materials, specialist areas such as ICT and keyboard skills, self-help skills, mobility and possibly social interaction. Measure 8.2 is therefore recommended as a **Potential Future Measure** as further research would be required to establish appropriateness and viability.

Indicator 9: Employability

(a) Rationale

It is recommended that "*Employability*" should be a key indicator with particular attention to the destinations of school leavers, public examination results and qualitative factors such as the perceptions of both young people and their parents. This recommendation is based on consideration of key findings from the analysis of the literature review and stakeholder engagement. Key findings identified included:

- young people with fewer qualifications and skills are likely to be disadvantaged when competing for available employment opportunities;
- employability depends on a combination of factors including public examination results and personal development (including life skills, confidence and self esteem);
- this indicator should not simply address public examination results and the destination of school leavers but should also consider other factors – rurality, cognisance of learners skills and attitudes and parental satisfaction were factors particularly identified by stakeholders.

(b) Associated measures

On the basis of existing literature and comments received from current stakeholders, in order to effectively track this indicator at this time it is recommended that associated measures could include:

9.1   Proportion of school leavers continuing to Higher Education, by Section 75 grounds and priority groups;

9.2   Proportion of school leavers continuing to Further Education, by Section 75 grounds and priority groups;

9.3   Proportion of school leavers continuing to training, by Section 75 grounds and priority groups;

9.4   Proportion of school leavers entering employment, by Section 75 grounds and priority groups;

9.5   Proportion of school leavers registering as unemployed, by Section 75 grounds and priority groups;

9.6   Proportion of parents satisfied with employment prospects of children;

9.7   Proportion of economically active working age people who have a degree or above or 'other higher' as their highest educational attainment, by Section 75 grounds;

9.8   Proportion of economically active working age people who have A levels as their highest educational attainment, by Section 75 grounds;

9.9   Proportion of economically active working age people who have GCSEs A*-C as their highest educational attainment, by Section 75 grounds

9.10   Proportion of economically active working age people who have no formal qualifications as their highest educational attainment, by Section 75 grounds;

9.11   Proportion of economically inactive working age people who have a degree or above or 'other higher' as their highest educational attainment, by Section 75 grounds;

9.12   Proportion of economically inactive working age people who have A levels as their highest educational attainment, by Section 75 grounds;

9.13   Proportion of economically inactive working age people who have GCSEs A*-C as their highest educational attainment by Section 75 grounds;

9.14   Proportion of economically inactive working age people who have no formal qualifications as their highest educational attainment, by Section 75 grounds;

9.15   Young people's perceptions of employability, by Section 75 grounds and priority groups.

Annex 3: ETHOS (Description of Specific Indicators / Measures and Rationale for inclusion)

This annex sets out a description of each specific indicator / measure for **Theme 3 (ETHOS)**, alongside a summary of the associated rationale for the inclusion of each in the recommended framework. Further details are available in the main research report.

Indicator 10: Policies and Procedures

Sub-indicator 10.1 School aims

(a)   Rationale

It is recommended that *"School Aims"* should be a key indicator, acknowledging that these may be expressed in various formats, such as mission statements, vision or ethos. This recommendation is based on consideration of key findings from the analysis of the literature review and stakeholder engagement. Key findings identified included:

- there is a clear expectation that a successful school should aspire to have in place a commitment to promoting both equality of opportunity and a respect for diversity, and that this commitment must be mainstreamed into the ethos of schools;
- schools use different mechanisms to define their aims but the most common is the School Charter;
- however, the existence and regular review of a charter or similar statement is not indicative of its effectiveness.

(b)   Associated measures

On the basis of existing literature and comments received from current stakeholders, in order to effectively track this indicator at this time it is recommended that associated measures should include:

10.1.1   Proportion of schools with a mission statement, vision, ethos or charter which has a statement reflecting diversity within the school, by school type and management type;

10.1.2   Proportion of schools revising/updating/reviewing the diversity elements of their mission statement, vision, ethos, charter etc. on a regular basis (e.g. annually), by school type and management type;

10.1.3   Evidence that the mission statement etc. is reflected in good practice procedures in relation to promotion of equality of opportunity and good relations, by school type and management type;

10.1.4   Availability of policies and procedures in alternative formats, by school type and management type.

Sub-indicator 10.2 Anti-bullying policies

(a)   Rationale

It is recommended that *"Anti-bullying policies and procedures"* should be a key indicator with particular attention being paid to the effectiveness of measures taken within schools to combat bullying. This recommendation is based on consideration of key findings from the analysis of the literature review and stakeholder engagement. Key findings identified included:

- all grant aided schools are required to include an anti-bullying policy in their discipline policy;
- research has shown that identity (on the grounds of race, sexual orientation, gender, disability or religion) plays a significant role in school bullying and harassment and the way in which schools deal with bullying issues may therefore have significant consequences for children and young people in some of the priority groups;
- stakeholders considered that some schools deal with bullying issues more effectively than others, and that the outcomes achieved in the school are more important than the existence and content of an anti-bullying policy.

(b) Associated measures

On the basis of existing literature and comments received from current stakeholders, in order to effectively track this indicator at this time it is recommended that associated measures should include:

10.2.1 Proportion of schools with an effective anti-bullying policy and associated procedures in place, by school type and management type;

10.2.2 Proportion of learners who state they have been bullied in last 12 months, by Section 75 grounds and priority groups;

10.2.3 Effectiveness of support systems in curtailing bullying incidents, by school type and management type.

Sub-indicator 10.3 Diversity policies

(a) Rationale

It is recommended that *"Diversity policies"* should be a key indicator and that measures should include those attached to *A Shared Future* and also include young people's perceptions of learning about diversity to ensure that the impact of diversity policies and not just their existence is measured. This recommendation is based on consideration of key findings from the analysis of the literature review and stakeholder engagement. Key findings identified included:

- recent progress, in the form of the *Community Relations, Equality and Diversity in Education (CRED)* strategy, has been made to mainstream diversity policies within the school environment;
- the ETI has given a strong steer that schools' community relations work requires greater co-ordination and strategic direction and has recommended that schools evaluate the extent to which they meet their statutory requirements in relation to equality, diversity and good relations;
- measures of diversity were attached to *A Shared Future* and could be included as associated measures in this framework; however,

the term "citizenship" within one measure might limit the scope and the measure should therefore be expanded;

- several stakeholders indicated that this was a vital topic with regards to mainstreaming equality of opportunity and good relations in education.

(b)   Associated measures

On the basis of existing literature and comments received from current stakeholders, in order to effectively track this indicator at this time it is recommended that associated measures should include:

10.3.1   Proportion of schools with diversity policies in place, by school type and management type (Potential Future Measure);

10.3.2   Proportion of schools delivering Citizenship studies or similar initiatives on a joint basis with another school with a good relations element, by school type and management type and by Board area;

10.3.3   Young people's attitudes towards learning about diversity, by Section 75 grounds and priority groups;

10.3.4   Proportion of people who believe schools in Northern Ireland are effective at preparing pupils for life in a diverse society.

It would be useful to be able to monitor the number of schools which have diversity policies in place. However, it would be necessary to define what constitutes a diversity policy and, ideally, be able to relate the effectiveness of such policies to the diversity of the learners within the school. Measure 10.3.1 is therefore considered a **Potential Future Measure** as further research would be required to establish appropriateness and viability.

Indicator 11: Pastoral care

(a) Rationale

It is recommended that "***Pastoral Care***" should be a key indicator but that emphasis should be placed on the integration of pastoral care into school policies and processes rather than the levels of support provided by schools. It is also recommended that children and young people's attitude to pastoral care, in terms of their willingness to access it, should be considered. This recommendation is based on consideration of key findings from the analysis of the literature review and stakeholder engagement. Key findings identified included:

- schools are expected to have in place the highest standards of pastoral care; and further to this, there is a need for pastoral care to reflect at all times the needs and aspirations of pupils within the school;
- pastoral care can play an important role in supporting those with particular needs linked to their identity, and may be particularly important in assisting those groups which cannot be identified through data collection (e.g. lesbian, gay and bisexual young people, and those with caring responsibilities);
- there was a widely held perception among stakeholders that young people do not always seek help from pastoral care providers;
- pastoral care cannot be measured as a discrete function but is intrinsically linked to school policies and processes;
- measures should reflect the quality of pastoral care and the outcomes rather than inputs (in terms of the level of support).

(b) Associated measures

On the basis of existing literature and comments received from current stakeholders, in order to effectively track this indicator at this time it is recommended that associated measures could include:

11.1   Integration of pastoral care into school policies and processes, by school type and management type;

11.2   Children and young people's attitudes towards accessing pastoral care, by Section 75 grounds and priority groups;

11.3   Quality of pastoral care (Potential Future Measure).

It is acknowledged that the quality of pastoral care may be a significant factor but further research would be required to determine the appropriateness and viability of the measure and Measure 11.3 is therefore recommended as a **Potential Future Measure**.

Indicator 12: Communication

Sub-indicator 12.1 Communication and collaboration with other schools

(a)   Rationale

It is recommended that "***Communication and collaboration with other schools***" should be a key indicator with an emphasis on the scope and effectiveness of activities with partner schools. This recommendation is based on consideration of key findings from the analysis of the literature review and stakeholder engagement. Key findings identified included:

- there is a clear expectation that schools should aim to ensure that every child grows into adulthood confident in their ability to relate to those from different cultures;
- collaboration between schools is seen as an intrinsic aspect of achieving this aim, and such collaboration should encompass many types of different communities;
- such collaboration needs to be part of the continuing life of the school, not a series of single events. Therefore, qualitative measures are more meaningful than quantitative.

(b)   Associated measures

On the basis of existing literature and comments received from current stakeholders, in order to effectively track this indicator at this time it is recommended that associated measures should include:

12.1.1   Scope and effectiveness of activities with partner schools per year, by school type and management type (Potential Future Measure).

The Department of Education's draft consultation report*, Community Relations, Equality and Diversity in Education* (2010) emphasises how important it is for children and young people to be able to relate to others from different cultures, and for them to be knowledgeable about their own cultural background and that of others in Northern Ireland. It would be useful to

monitor the scope of cross community activities undertaken by schools with partner schools per year. However, there appears to be no current source for this information and further research would be required to develop suitable measures. It is therefore suggested that this measure should be considered as a **Potential Future Measure**.

It should be noted that Measure 10.3.2 (Proportion of schools delivering Citizenship studies on a joint basis with another school with a good relations element) and Measure 10.3.3 (young people's attitudes towards learning about diversity) may also be relevant to this indicator.

Sub-indicator 12.2 Communication with parents/guardians

(a)   Rationale

It is recommended that "***Communication with parents/guardians***" should be a key indicator with the emphasis on the scope and effectiveness of both engagement activities and the resulting level of involvement of parents/guardians. This recommendation is based on consideration of key findings from the analysis of the literature review and stakeholder engagement. Key findings identified included:

- the extent of contact between schools and parents/guardians is widely accepted as an important dimension of a school's engagement with a pupil's home and community life;

- the Department of Education has emphasised the need for good relationships that facilitate engagement and communication between schools and parents/guardians;

- stakeholders emphasised the importance of communicating effectively with parents/guardians and encouraging their involvement in the school.

(b)   Associated measures

At the present time, no data sources are available to identify the scope and effectiveness of communication with parents/guardians. Future research could

begin to define what is encompassed by the term 'communication' and to identify ways of assessing the effectiveness of the actions taken by schools. This research would further inform the development of appropriate and viable measures, definitions and data sources.   It is therefore suggested that **Potential Future Measures** could include:

12.2.1   Range of types of communication with parents/guardians, by school type and management type (Potential Future Measure);

12.2.2   Number of activities per year which schools initiate with parents/ guardians, by school type and management type (Potential Future Measure);

12.2.3   Level of involvement of parents/guardians in school activities, by school type and management type (Potential Future Measure);

12.2.4   Parents/guardians' access to parents' associations and events, by school type and management type (Potential Future Measure);

12.2.5   Level of parents/guardians' knowledge of schools' complaints procedures and how to use them effectively, by school type and management type (Potential Future Measure).

Indicator 13: Governance

Sub-indicator 13.1 Board of Governors

(a) Rationale

It is recommended that "***Board of Governors***" should be a key indicator. Although there were few specific comments from stakeholders, the literature review suggested that Governors play an important role in giving a school a sense of direction and that there is therefore a clear link to the ethos of the school. and that, as suggested in the first phase of stakeholder engagement, the diversity of the range of people acting as Governors should be a measure.

(c) Associated measures

At present, there is no readily available data source to track this measure. Information on the diversity of Boards of Governors is currently not monitored and whilst information on the training of Boards of governors is recorded by individual school boards it is not centrally collated. However, on the basis of existing literature and comments received from current stakeholders this may be an area worth revisiting. At the present time it is recommended that associated **measures** could include:

13.1.1 Proportion of schools with Board of Governors where composition reflects diversity within the school catchment/local area, by school type and management type;

13.1.2 Proportion of School Governors attending training including a diversity element, by school type and management type and by Board area.

Sub-indicator 13.2 School Council

(a)   Rationale

It is recommended that "*School Council*" should be a key indicator with an emphasis on the impact which such bodies have on school policies and procedures and young people's perceptions of the impact. This recommendation is based on consideration of key findings from the analysis of the literature review and stakeholder engagement. Key findings identified included:

- a school should have a commitment to involving young people in discussions and decisions on school life that directly affect them, and the school should listen to young people's views;
- the composition of a School Council and its effectiveness has an impact on the ethos of a school.

(b)   Associated measures

On the basis of existing literature and comments received from current stakeholders, in order to effectively track this indicator at this time it is recommended that associated measures could include:

13.2.1 Proportion of schools with a School Council, by school type and management type;

13.2.2 Young people's perceptions of School Councils, by Section 75 grounds and priority groups;

13.2.3 Impact of School Councils on policies and procedures, by school type and management type;

13.2.4 Young people's perceptions of their impact on decision-making, by Section 75 grounds and priority groups.

It is acknowledged that the recommended measures may be difficult to obtain in respect of primary schools.

Indicator 14: Teacher development

(a)   Rationale

It is recommended that "***Teacher Development***" should be a key indicator. This recommendation is based on consideration of key findings from the analysis of the literature review and stakeholder engagement. Key findings identified included:

- in the past the somewhat traditional and segregated teacher training system may not always have provided adequate preparation for dealing with diversity in the classroom;
- stakeholders suggested that teachers should have greater awareness of the needs of children and young people in a number of the priority groups – (Irish Travellers, lesbian, gay and bisexual young people, disabled children and young people and those with caring responsibilities).

(b)   Associated measures

On the basis of existing literature and comments received from current stakeholders, in order to effectively track this indicator at this time it is recommended that associated measures could include:

14.1   Teacher development in relation to equality of opportunity and good relations (Potential Future Measure).

It is acknowledged that further research will be needed to develop viable and informative associated measures and that there will be a need to take account of the current review of the Continuing Professional Development (CPD) Framework by the General Teaching Council. Measure 14.1 is therefore recommended as a **Potential Future Measure.**

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