

**RECONCEPTUALISING INCLUSION:  
AN INTERSECTIONAL APPROACH TO UNDERSTANDING THE NEEDS OF  
BLACK AND MINORITY ETHNIC CHILDREN WITH SPECIAL EDUCATION  
NEEDS**

By

**JUSTINA CHINWE ILOCHI**

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## **ABSTRACT**

Inclusion is an international buzz word which has attracted a lot of attention because of its strong emphasis on the rights of every child to education appropriate to their needs. However, educational inclusion with its links to category based special education needs has typically ignored the social inclusion/exclusion agenda which leaned more towards New Labour government's (1997-2010) "race" equality and community cohesion policy agendas in schools. Researchers and education practitioners have emerged from these seemingly disparate notions of inclusion and this might be affecting the achievement of children from black and minority ethnic (BME) backgrounds who have special education needs (SEN) - children who are on the intersection of two inequalities – "race" and disability.

This study uses a documentary research approach to explore the effect of the intersection of "race" and special education needs on BME students with SEN in a secondary school judged to be outstanding by Ofsted. Results show that intersections of "race" and disability had an impact on the achievement of these students. The study concludes that there is a need for policy direction to extend the boundaries of inclusion to embrace BME children on the intersections of two or more inequality strands.

## **DEDICATION**

This work is dedicated to my Blessed Mother in heaven whose life on earth is my best example.

It is also dedicated to my family, Chris, Chuka, Ify and Nnedinso. Their support has been invaluable and un-repayable.

Finally I wish to dedicate this study to children whose voices are never heard because they cannot fight for themselves – the voices of children with special education needs.

## **ACKNOWLEDGEMENTS**

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## CHAPTER ONE: INTRODUCTION

### 1.0 Background

This thesis offers a conceptual and historical analysis of the notion of 'inclusion'. It focuses on tensions and overlaps in the ways that inclusion has been conceptualised and practiced in relation to 'race'/ ethnicity and special educational needs (SEN). Education researchers and policymakers working within the fields of "race"/ethnicity and Special Education Needs (SEN) have worked independently of each other with little communication and this might be affecting the provision and educational outcomes for children from black and minority ethnic (BME) backgrounds with SEN (Diniz,1999). These are children who might be found on the margins, at the intersection of "race"/ethnicity and SEN. Is it possible to have barriers to the inclusion of BME children with SEN that could influence outcomes of schooling for them? Could these barriers to their inclusion be caused by their "race"/ethnicity category or is it because they have been diagnosed with SEN as well and are at the intersection? El Sharif (2010) had argued that barriers to inclusion of BME children with SEN could be as a result of the limited contribution of their parents to the professional discussions around assessment and provision for them. Several other researchers (Coard, 1971; Diniz, 1999; Tomlinson, 2007; Hick, 2007) have suggested that BME children labelled as having SEN are not getting the best out of schooling in the UK so their opportunities later in life are limited. However, there is a paucity of research into the provision or outcomes for BME children with SEN educated in mainstream schools.

In a book *Tell it like it is* edited by Richardson (2007), Coard's seminal work on *How the West Indian Child is Made Educationally Subnormal in the British Education System* (Coard, 1971) was reprinted. Coard complained about the "very large numbers of [our] West Indian children in schools for the educationally subnormal (stating that) these children ha(d) been wrongly

placed there (and) once placed in these schools the vast majority never get out and return to normal schools; they suffer academically and in their job prospects for life because of being put in these schools [and] the authorities are doing very little to stop this scandal” (Coard, 1971 in *Tell it like it is* 2007:29). Contributors to this book drew attention to the predicament of children from BME backgrounds in schools in the UK especially their over representation within labels associated with SEN For example, Hick (2007) claimed that institutional racism led to the disproportionate representation of children from BME backgrounds among those with SEN labels. He believed “that minority communities were missing out on important educational opportunities by being labelled as SEN or (by) having their needs overlooked” Hick (2007:131). In the same book Tomlinson reflected on the social and political significance of being labelled as having SEN for members of the black community. She lauded the mobilising and continued galvanising effect of Coard’s seminal work on local and central government. Her contribution linked inequality of outcomes to a lack of opportunities to arrive at desired outcomes noting as evidence how “the (then) Department for Education and Skills, and the Warnock Committee, taking evidence for its influential report published in 1978 (had) managed to ignore the issue” (Tomlinson 2007: 86) of BME children with SEN. Research into the plight of BME children in schools in the United Kingdom by Rampton (1981), Eggleston et al (1984), Gillborn and Gipps (1996) and Gillborn and Mirza (2000) also had not explicitly mentioned this category of BME children who could also have SEN.

Diniz (1999) reviewing the literature on BME children with SEN in special education (by researchers such as Male 1996, Ahmed et al 1998, Cooper et al, 1991) in the 1990s had noted how different SEN labels had been applied to different categories of BME children for example overrepresentation of South East Asian children for moderate learning difficulties, Pakistani and Bangladeshi children for hearing loss and deafness, and Black Caribbean children for

emotional and behavioural difficulties. In Scotland, Diniz (1999) had noted how reported concerns regarding assessment procedures that took little account of their bilingual or cultural context in segregated special education, had sparked off debates in Scotland on BME students with SEN in special schools. He had concluded that

the issue of race in SEN was in limbo...has remained invisible or is left implicit in research and practice (Diniz 1999: 214).

Diniz's continued work on this subject (Diniz and Khushi, 2003) led him to believe that the relationship between race, ethnicity and SEN was complex and under-researched and there was a need for an in-depth study of the effectiveness of SEN provision for minority ethnic disabled children. Diniz's ideas seem to have been confirmed by Hick's (2005) comments on SEN assessment systems for BME children particularly those believed to have some form of behavioural difficulties. He claimed that SEN assessment systems were ambiguous and varied from one local authority to another.

According to Diniz (1999) one way of improving the inclusion of BME children in schools was applying a form of social inclusion which could be achieved through "racially inclusive education" that offered to stamp out institutional racism defined by the MacPherson Report as:

the collective failure of an organisation to provide an appropriate and professional service to people because of their colour, culture or ethnic origin. It can be seen or detected in processes, attitudes and behaviour which amount to discrimination through unwitting prejudice, ignorance, thoughtlessness and racial stereotyping which disadvantages minority ethnic people (MacPherson Report 1999: 6.34).

This could mean that education inclusion would have to move beyond its confined boundaries of category based special education needs to embrace the social inclusion agenda that had already begun to link more with the "race" equality agenda through the Race Relations

(Amendment) Act 2000 in schools. The Race Relations (Amendment) Act 2000 following the Macpherson Report (1999) had ensured that “race equality policies” (REPs) and action plans were introduced into schools by May 2002 to guarantee the social inclusion of BME children. Thus it seems that the definition of inclusion is continuing to expand so that traditional educational inclusion and its category based SEN is one aspect of inclusion while social inclusion/racially inclusive education and its race equality agenda is another.

Research traditions have clearly grown from these two seemingly dichotomous positions on inclusion. Following this argument earlier research by Coard (1971), Diniz (1999) and Hick (2005) could be positioned within the “race”/ethnicity equality agenda with a strong focus on BME children wrongly labelled with SEN but with limited information on BME children who could be on the intersection of “race”/ethnicity and SEN. Since Coard’s (1971) study, debates about the educational performance of BME pupils have been conducted predominantly within discourses about multiculturalism and anti-racism with limited references made to SEN. The review of attainment of BME children in research reports produced by Gillborn and Gipps (1996), Gillborn and Mirza (2000) confirm this.

In much the same way, proponents of an expanded role for educational inclusion in schools such as Dyson (1999), Thomas (2001) and Ainscow et al (2006) who understand inclusion as increased participation for all children have not explicitly mentioned BME children on the intersection of “race”/ethnicity and SEN. Therefore it seems that children on the intersection of “race”/ethnicity and SEN occupy a very complex area “marked by competing discourses which are often conducted in separate ‘fora’ by groups whose professional identities are seen as distinct” (Diniz, 1999: 213). It is necessary therefore to draw these debates together if only theoretically and to look at what the inclusion of BME children that have SEN would look like in schools. This is the major aim of this research. This could have important implications for

education policy at all levels especially at local/school level. Teachers would need to know how to ensure that all children, especially the most vulnerable such as BME children with SEN, are given equal opportunities to achieve positive outcomes and do as well as they can. The academic/educational achievement of BME children with SEN is essential because it is cost effective for society as a whole because of the way education is linked to poverty and the possibility of living successful independent adult lives.

The UK regulatory body for education – the Office for Standards in Education (Ofsted) has been given the mandate to assess how schools are ensuring positive outcomes for all children. Through its important document ‘The Framework for the Inspection of maintained schools in England from September 2009 under Section 5 of the Education Act 2005’ (henceforth to be called The Framework) Ofsted has defined “different groups” of children to mean:

- girls and boys;
- minority ethnic and faith groups, Travellers, asylum seekers and refugees;
- pupils who need support to learn English as an additional language (EAL);
- pupils with special educational needs;
- gifted and talented pupils;
- children “looked after” by the local authority;
- other children, such as sick children; young carers; those children from families under stress; pregnant school girls and teenage mothers; and
- any pupils who are at risk of disaffection and exclusion (The Framework p 6)

This definition arguably excludes children in schools with “multiple inequalities” (Verloo, 2006) such as children from BME backgrounds labelled as having SEN. Population statistics (2001) seem to suggest that this category of children from BME backgrounds labelled as having SEN exist in schools in the UK especially in the inner-cities. Inner-city borough councils have recorded growing numbers of children in schools from BME backgrounds while

researchers following on from Coard such as Hick (2007) have drawn attention to the over representation of BME children in special schools. Since the mandatory introduction of inclusive policies and practices into schools in the late 1990s (see DfEE 1997/8), increasing numbers of children with SEN are placed in mainstream schools rather than special schools. So it can be inferred from this that there could be an over representation of BME children with SEN in mainstream schools just like in special schools. Therefore this research is important because it attempts to investigate provision for these children to reach their potential in schools and avoid issues of inequality.

One of the ways of evaluating equality and inclusion in schools in the UK could be by finding out how that Ofsted evaluates these issues and links them to important concepts of achievement and underachievement. According to Black Hawkins (2007) and Ofsted (2000) high levels of inclusion resonate well with high levels of achievement as would be found in schools judged to be outstanding by Ofsted (see a fuller description in Chapter Three). This conforms with the argument of Phillips (2004) that when outcomes are equal it means opportunities are also equal and confirms Gillborn's (2005) idea that "tests of equity and policy...(need to) go beyond the expressed intent of policy makers and practitioners to examine how policy works in the real world" Gillborn (2005: 490).

## **1.1 Research Aim and Questions**

The major aim of this research is to find out how well BME children with SEN were included in outstanding mainstream schools in the UK during the 13 years of the last Labour government and what impact their inclusion had on the outcomes of schooling for them. This broad aim has led to several questions and hypotheses. These are:

- Which children could be identified as BME children with SEN?

- What is the experience of BME children with SEN in mainstream Ofsted judged outstanding schools in the UK?
- Is it possible that some children from BME backgrounds with SEN are suffering a double jeopardy as feminists like Crenshaw (1989), Baca (1996) and Brah and Phoenix (2004) claim on the issue of intersections of gender and ‘‘race’’?
- What is the impact of multiple inequalities of ‘‘race’’ and disabilities (particularly SEN) on the educational outcomes of BME children with SEN in schools?
- Have notions of inclusion really expanded in practice so outstanding schools are offering similar chances for all children including BME children with SEN to reach their potential?

In order to engage with some of the fundamental issues for this research as expressed above this study will attempt to answer the following four questions:

- Can Ofsted’s principal documents measure the outcomes for BME children with SEN?
- Are BME children with SEN identified and provided for in outstanding schools?
- What are the educational outcomes for BME children with SEN in outstanding schools?
- How do the outcomes for BME children with SEN compare with outcomes for other groups of children?

In the next section I provide a context for this research. I offer a brief biographical account which explains my involvement and experiences in the area of inclusion especially the inclusion of BME children.

## **1.2 A Brief Professional Biography**

My introduction to the field of ‘disability’, ‘race equality’ and ‘inclusion’ began simultaneously when in order to qualify for the inclusion and equality module of my Masters degree in education, I wrote a dissertation entitled “*How the development and implementation*

*of the “race equality policy” in my secondary school affected the inclusion of ethnic minority pupils’*. My personal experiences arose from the responses I received through interviewing parents, teachers, senior management and students of my secondary school and their perspectives on the then newly introduced school race equality policy.

Investigating this policy gave me firsthand experience of possible concerns associated with the introduction and implementation of an equality concept within a school that had identified itself as being educationally inclusive. My research subject, Joe, who was then in my mathematics class, presented a significant challenge for two reasons: Joe was categorised as a student with a Statement of SEN for Behaviour, Emotional and Social Difficulties’ (BESD) and was given special SEN support. His ethnicity code categorised him also as a ‘Traveller of Irish decent’ and the Ethnic Minority Achievement (EMA) department worked with him to include him in school. How really was Joe supposed to be included with two labels? The School had completely separate and large SEN and EMA departments that worked at various times with Joe regarding his perceived needs and he was continually withdrawn from a majority of my mathematics lessons for a range of SEN or EMA interventions designed to meet these perceived needs. Consequently, his “inclusion” as defined by the school had led him to underachieve in mathematics.

Another reason for my concern regarding Joe emerged during my interviews with him, his family and his SEN and EMA support assistants as one story remained consistent throughout these interviews. Joe was labelled BESD and with statement of SEN as a result of violent outbursts with fellow students and occasionally adults because he felt bullied for his Traveller status. Even though these outbursts had reduced at the time of the interviews because as his mother confessed “Joe had stuck up for himself and his mates knew not to mess with him” and even though his peers had learnt to include him, Joe still had not lost the label of BESD or

Statement of SEN. To what extent could the “double jeopardy”, (a term used by Verloo (2006) to describe multiple inequalities of gender and race) of “race”/ethnicity and SEN have affected the inclusion of Joe at the school? Joe’s SEN and “race”/ethnicity status remained with him throughout his stay at this school. These concerns lingered with me and enabled me to connect with the views of Diniz and Khushi (2003: 87) that we should “examine and question our assumptions, attitudes, practices and policies regarding “race” and SEN (because already)...disabled children experience high levels of social control in schooling and (the possibility that race could be) a compounding factor”.

I found it troubling that schools changed staff designations as they tried to catch up with conflicting government policies on inclusion. My designation at various times between 2003-2008 included Special Education Needs Coordinator (SENCO), English as an Additional Language (EAL) Coordinator and Curriculum Access Coordinator. Just as children acquired labels for purposes of resourcing so too did teachers, along with the negative connotation these labels brought. There was a blurring of boundaries between EAL and SEN, inclusion and equality, made even worse through very dubious assessment procedures (Coard, 2007; Diniz, 1999; Hick, 2007; Harry and Klingner, 2006) that categorised students as EAL or SEN or both. I read the book “*Why so many ethnic minority students in special education: understanding race and disability in schools*” by Harry and Klingner (2006) which indicated that similar issues around special education – assessment and labelling processes – in the US could be responsible for reproducing inequalities in society. What was and still is really important for me was how Harry and Klingner (2006: 22) explained their findings as essentially rooted in

the belief that school-based disabilities reflect real impairments (which) further fuels beliefs of the inferiority about any groups who seem to have these impairments in greater proportions than do other groups (also) on the symbolic level there is no

escaping that the label of disability carries a stigma; to add to this already historical prejudices against certain groups is to add insult to injury (Harry and Klingner 2006: 22).

Harry and Klingner (2006) helped me to understand Joe's plight; Crenshaw (1989) provided the most appropriate terminology – she called the experience a “double jeopardy” caused by the intersection of, in her case, gender and “race”.

From 2008, I had started inspecting schools (primary, secondary and special) for Ofsted and currently I am a lead inspector. I discovered that Ofsted's published reports ranked schools in almost the same way as published league tables of schools. Ofsted reports are accessible to parents and often played a role in parental choice of schools. It became clearer to me that I could draw on Ofsted framework and methodologies to advance my study on inclusion because Ofsted utilizes a mixed methodological approach that combined qualitative and quantitative approaches. As a lead inspector I developed experience of this mixed methodological approach and the normative judgements such as outstanding, good, satisfactory or inadequate given to schools. This made me into a more reflexive practitioner that was able to self criticise my analytical regularly. Then I read Mercer (2007) *The challenges of insider research in educational institutions* which described the advantages and disadvantages of researching as an “insider” or “outsider” and this helped to hone these skills further. I have used this opportunity as a lead inspector to uniquely position myself in order to increase the validity and reliability of this research. These reflections and considerations led to a shift from my extremely inflexible positivist approach to learning and knowledge to devoting time to understanding poststructuralist theories and ideology.

Wodak and Chilton (2005) had highlighted major integrative principles which I have spent some time reflecting on especially with regard to

the set of questions that defines a comprehensive investigation...(which) requires a diverse set of methodologies, based in a diversity of disciplines...the need to link empirical work (method and measurements) to social theory in the interest of self-reflexivity that is vital for researchers into social action, because theory plays a role in the interpretation of empirical data, whether implicitly or explicitly (Wodak and Chilton, 2005: 13).

However, more recently, I have become further involved with feminist literature across the range of post-positivist, post-modernist and post-structuralist frameworks and methodologies. Especially with the work of feminist thinkers like Nancy Fraser (1990) who had published material focused on social justice and democracy relating to the allocation and distribution of social goods, acknowledgment of different groups, and representations through language. I was further struck by the reported negative impact of intersections of gender, race and class on women (Crenshaw, 1989; Brah and Phoenix, 2004) which had gone unreported for many years. This has added a further dimension to my development towards a critical analytical researcher. Investigating the effects of intersectionality of “race” and disability particularly SEN in schools is the broad aim of this research and in the next section the key terms used in this research are clarified.

### **1.3 Definition of Terms**

“Race” and SEN have been described as extremely complex categories by several commentators (Fields, 2001, Bhopal, 2004, Caulfield et al, 2003; Ainscow et al, 2006, Lindsay, 2003) and in this section I will explain how they will be used in this research.

#### **1.3.1 Race**

The term “race” though used freely to classify peoples of the world is a complex and contestable word. Caulfield et al (2003) have attempted to answer questions like

what is “race”... how can it be defined...(with even more questions): is it (race) how we view ourselves or how we are categorised by others...does it relate to skin colour or ethnic background (Caulfield et al, 2003: 1475)

Bhopal (2004) has described “race (and ethnicity as)...complex, multidimensional concepts changing with time and (therefore) subject to varying interpretations” Bhopal (2004: 442). Miles (1989), Fields (2001) and Casey (2011) all describe “race” as a social construct but in slightly different ways. Fields (2001) echoed Miles (1989) and makes us understand that “race” ..... seeks to understand the world through classification and labelling”, Fields (2001: 49). She argues that “race is neither natural nor transhistorical...(but) predicated upon the recognition of difference and signifying the simultaneous distinguishing and positioning of groups vis-a-vis one another...(because) racial categories are strategically necessary for the functioning of power in countless institutional and ideological forms” (Fields, 2001: 50). Casey (2011) presents a more practical viewpoint which suggests that “race” is

not something we are born with (in that it is not a genetic or biological fact) but something that is mapped onto us from the first moments of life (with the first listings on a birth certificate)... (however) racial identities do not automatically follow from these early external racial assignments. They take shape over time, through multiple interactions with those who are the same and with those who are different Casey (2011: 4).

However, there are some researchers leaning more towards a critical study of history who believe strongly that race does not exist. Todorov and Mack in their review article over 25 years ago succinctly suggest that “racism is a well-attested social phenomenon, (but) "race" itself does not exist” (Todorov and Mack, 1986: 171), a view which Grosvenor (1997) also shares. I have written the word “race” in scare quotes like Todorov and Mack, (1986) and Grosvenor (1997) to show that I share this viewpoint. Fields (2001) believes that the continued scientific use of existing classifications of “race” by researchers seem to point to an

endorsement of its validity. This is probably why Miles (1989) preferred to use the term “racialisation” to avoid reifying “race” arguing that the concept of ‘race’ as “an idea (that) should be explicitly and consistently confined to the dustbin of analytically useless terms” (Miles 1989: 72). Miles took the view that it was the ideology of racism and its effects in society that was essential and not ‘race’.

This research looks closely at the real life experiences of children socially categorised by “race”/ethnicity. I will use the terms “race” and ethnicity interchangeably and together because both terms are linked somewhat to varying degrees with ideas of biological difference in scientific and popular thought. I am aware as Angier (2000) suggests that ethnicity could be seen as being about phenotype and genotype which allows us to view differences between groups in a “valid way” and that such a definition to some precludes connotations of “race”. However, I agree more with social constructivists approaches and Gunaratnam’s (2003) suggestion that “there is something of a perverse relationship between the theoretical recognition of “race” and ethnicity as social categories that contain and overflow with multiple meanings and “the real present-day political...and lived experiences of radicalized identities and identification”(Gunaratnam, 2003: 33). Leonardo’s (2009) confirms the view that “confronting inequality means coming to terms with social arrangements that create structural disparities and understanding their sources”, Leonardo (2009: 13). He aptly describes the dilemma of racial identities that resonates and underpins this research when he says that racial formation is “a reliable source of information at the same time that it is contradictory, a sense of belonging and alienation, a process of understanding as well as estrangement. It therefore seems possible to argue that “race” contains unreal dimensions while still insisting that it is necessary to use ‘race conscious’ analytic concepts/ terms to embrace all groups that have racial descriptions such as BME children with SEN”(Leonardo (2009: 13).

Historically the term “race” came into common parlance as a descriptor before ethnicity. However in schools data collected on ethnicity is used to operate “race” equality policies and this means that both terms are often used interchangeably. This is the way both terms are used in this research.

Black and Minority Ethnic (BME) groups are very diverse in terms of migration history, culture, language, religion and disease profiles. In a MORI research survey on BME groups in the UK conducted by the Electoral Commission in May/ June 2005 the term ‘Black’ and ‘Minority Ethnic’ (BME) referred to people who do not define themselves as being ‘White’ using the 2001 Census definitions. However, the Audit Commission’s definition of BME groups as people who belong to the following census categories of ethnicity:

White Irish, white other (including white asylum seekers and refugees and Gypsies and Travellers), mixed (white & black Caribbean, white & black African, white & Asian, any other mixed background), Asian or Asian British (Indian, Pakistani, Bangladeshi, any other Asian background), black or black British (Caribbean, African or any other black background), Chinese, and any other ethnic group.

will be adopted in this research.

### **1.3.2 Special Education Needs**

There are several ways special education needs (SEN) has been perceived in the UK both in research and practice but no system has been used extensively to categorise children with SEN as much as the *Special Education Needs: Code of Practice* (2001). This Code of Practice is statutory and all providers for children had to have due regard for it. During the last Labour government all schools in the UK were enjoined to be mindful of the Code of Practice which

set out how children with SEN could be assessed, identified and provided for in schools.

Consequently, for this research, I have adopted the *Special Education Needs: Code of Practice* (2001) definition for SEN which states that: “children have special education needs if they have a learning difficulty which calls for special education provision to be made for them” *Code of Practice* (2001: 13). I have also accepted to use the Code’s explanation that a child with a learning difficulty would:

- have a significantly greater difficulty in learning than the majority of children of the same age;
- have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority;
- (be) under compulsory school age and fall within the definition above or would do so if special education provision was not made for them;

and that special education provision should be in place:

- for children of two or over, educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the LEA, other than special schools, in the area.
- for children under two, educational provision of any kind.

#### **1.4 Outline of this Research**

This research project has been organised into five chapters. The current chapter has introduced the research and presents the rationale for the investigation into the provision and outcomes of schooling for BME children with SEN. Chapter Two offers a review of the research literature around “race”/ethnicity and SEN focusing on how notions of inclusion seem to have expanded beyond category based educational inclusion to embrace other areas of inequality notably

“race”. Chapter Three presents the research methodology and discusses how documentary research is used to illuminate the aims of this research emphasising the phases of the study (steps and stages) as well as limitations and ethical issues. Chapter Four presents the findings, analysis and discussion following the 3-stage process of Ofsted inspections. Finally, Chapter Five outlines the conclusions and implications of the study, makes recommendations for the research and offers suggestions on ways forward for future researchers in this field.

## CHAPTER TWO: LITERATURE REVIEW

### 2.0 Introduction

The research focus for this thesis is the achievement of Black and Minority Ethnic (BME) children with Special Education Needs (SEN) in schools in the United Kingdom (UK). The rationale for the need to research this topic has been presented in Chapter One. This chapter is concerned with “race”/ethnicity in the UK education system and its history. It draws attention to the uneven relationship “race”/ethnicity has shared with inclusion in a more general sense during the 13 years of the last New Labour government. This is a period which arguably stands out as the most important to the development of inclusive policies and practices – both social inclusion and educational inclusion – in the UK. Its relevance is emphasised as this chapter progresses. It is against this backdrop of a bumpy relationship with inclusion that this literature review seeks to explore what we know so far about the inclusion of BME children with SEN in schools in the UK. This chapter therefore has been presented in three major sections.

The first section deals with contemporary issues of “race”/ethnicity and multiculturalism in UK schools dwelling on how the lexicon of “race” equality was introduced into schools. It will tackle the ways “race”/ethnicity extended to include notions of Community Cohesion in the wake of the 7/7 London bombing in 2003 and seemed to be linked more with New Labour’s notions of social inclusion/exclusion and its standards agenda.

The second section is concerned with expanded notions of inclusion and explores theories of disability and SEN in UK schools. Links with notions of equality/inequality and expanded

concepts of inclusion around “race”/ethnicity in schools are explored. Drawing on these two seemingly distinct areas of research, this literature review will attempt to reveal how certain ways of viewing inclusion (such as through the “social relational model” of disability presented by Reindal, (2008) seem to be leading to new understandings about “difference”. These new ideas suggest that “race” and SEN in schools are simply ways of describing the concept of “inclusive diversity” which is what schools do through a broad set of inclusive policies and practices to meet the range of needs of different children” (Norwich,2002: ).

In the final section, the possibility of using the theory of Intersectionality (Crenshaw, 1989) as it is more currently used by BME feminists primarily in the United States of America, to interpret findings of this research is proposed. This theory was used to explore the relationship between class and ‘race’ by several researchers, (Sivanandan, 1976, 2006; Miles 1984; Anthias, 1990, 1993; Carter, 2003).

## **2.1 “Race”/Ethnicity and Multiculturalism in UK Schools**

This section elucidates the policy and social context that has driven “*race*” *equality policies* and *the Duty to promote community cohesion* into schools in the UK. An attempt is made to reveal how the relationship between notions of “race” equality, multiculturalism and community cohesion in policy and practice in schools promoted certain aspects of the New Labour government’s social inclusion agenda. The longstanding history of the concept of “race” which dates back to the Enlightenment and links into the emergence of “race” science (called eugenics) in the 19<sup>th</sup> century is summarised. This summary covers the ways in which “race” and “race-thinking” has apparently changed overtime from the period when “race” was conceived as a science (Fairchild, 1991; Jensen, 1969) to more recently when commentators see “race” as a social construct (Figueroa, 2012). This study is situated arguably in the more

contemporary era of debates on “race” as a social construction and this focus is reflected in this section.

### **2.1.1 Theories of “Race”**

“Race” developed through the categorising, labelling and application of a hierarchical system developed with reference to body - biological, hygienic, cultural, environmental hierarchies and allowed concepts of superiority or inferiority of groups of peoples to take centre position in human thought and relations”(Goldberg,1993: 54). Barot and Bird (2001) quoting Banton (1983) traced the onset of ‘race’ to the contact of Europeans with people whose physical appearances were very different. He posited that “the(se) contacts were important to the development by Europeans of racial categories...[and] racial discourses... [emerging through].. (and) processes of radicalisation( a process that ascribes physical and cultural differences to individuals and groups) which enabled peoples of the world to be seen through the lens of “race” (Barot and Bird, 2001: 607). These processes of radicalisation according to Wikler (1999) led to the emergence of eugenics in the 19<sup>th</sup> century.

Wikler (1999) highlights Francis Galton’s definition of the term "eugenics" as the "science of improving stock-not only by judicious mating, but whatever tends to give the more suitable “races” or strains of blood a better chance of prevailing over the less suitable than they otherwise would have had" Wikler (1999: 185). The “eugenics movement” developed from this thinking was a complex international movement that drew people of different ideologies from the right, left and centre and its overt usage lasted over a period of about sixty-five years—between 1880 to 1945 (Wikler,1999). However, Lowe (1998) and Chitty (2009) believed that eugenic ideas have not been eliminated altogether but have bubbled under the

surface for sociologists, historians and scientists over the years emerging from time to time in policies and practices in health and education in the 20<sup>th</sup> and 21<sup>st</sup> centuries.

In 1994, Herrnstein and Murray proposed “the Bell Curve” - as an important biological category that applied to distinct classifications of human beings with a suggestion of a strong relationship between intelligence and “race” (or ethnicity) that was in line with similar suggestions by Jensen (1969: ) that there are "racial IQ gaps". These assertions led to a lot of criticisms especially from those who saw “race” as a social construct with an “unstable” and 'decentered' complex of social meanings constantly being transformed by political struggle (Omi and Winant, 1993:71) - struggles which according to Gillborn (2005) have sometimes been bloody. Graves (2003) described the Bell Curve as “scientific racism...with its unsupported claims, limited reference to theory and very possible links to the eugenics movement” (Graves, 2003: 9).

The contribution of “race” activists of the late 50s to the 90s who worked hard individually and in known groups such as the Indian Workers Association (IWA), West Indian Standing Committee (WISC) and Campaign Against Racial Discrimination (CARD) to fight racism and discrimination in the UK also influenced “race” relations profoundly. Unconsciously their activities seemed to embed the concept of “race” in the public consciousness for obviously very different reasons. Kimber (2010) in *Equalities in Britain since 1945* has presented an impressive timeline which shows the conflicts of successive governments in the UK that gave almost equal attention to “Race” Relations Acts as to Immigration Acts. Tensions created often led to continuous amendments to the “Race” Relations Acts and were fuelled almost exclusively by violence and murder, the most high profile being the murder of the black youth Stephen Lawrence in 1993 (Lea, 2000; Neal, 2003). The report of the inquiry into his death (The MacPherson Report, 1999) focused attention officially on “race” issues in all institutions

including schools (see a fuller discussion of “race” equality policies in schools later in this chapter). As anti-racists were working strenuously to improve “race” relations legislation, multiculturalists were in schools trying to change the culture and attitudes of children and working towards more inclusivity. “Race” activists have ensured in several ways that the definitions and the social construction of “race” and racism in schools is continually examined even though their impact is not often recorded or studied in detail and is beyond the scope of this research.

### 2.1.2 The Social Construction of “Race” and Racism

Sociologists have explored the social construction of “race” and how “race” relations are shaped and experienced in schools. They have suggested possible theories for studying how people (including children) from different “races” live together and perceive each other in schools. Blumer and Duster (1980) in their work attempted to throw some light on the complexity of trying to understand how people relate to one another on the basis of “race”. They grouped the processes of “race” relations under six major headings [biological determinism, racial prejudice, structural-functionalism, assimilation, colonial exploitation, and collective definition] and some of their “race” relations terminology such as institutional racism (Cole, 2004; Gillborn, 2006) and racial assimilation (Worley, 2005) are still in use. They believed that the ultimate aim of “race” relations in the UK was assimilation. Their view conforms to the ideas and concepts suggested by historians like Grosvenor (1997), socio-political scientists like Tomlinson (2008) and some researchers on special needs such as Wearmouth (2011).

Bartlett, McKinley and Brayboy (2005) have also outlined five possible organising frameworks which emerged since the 1970s and contributed to the development of socio-cultural theories

of “race” and schooling (they) studied in particular the problems of systemic racism and discrimination in schools”, (Bartlett, McKinley and Brayboy 2005: 370). Their views were drawn from several sources notably the cultural ecological theory of Ogbu (1999); the racial formation theory of Omi and Winant (2001); the practice theory cum cultural production theory of Levinson & Holland, (1996) and Willis (1981); the critical race theory of Calmore (1992), Ladson-Billings & Tate (1995), Delgado (2002), Delgado and Stefancic (2000) and Gillborn (2005, 2008); and the theorizing of work on ‘race talk’ and silence. The Critical Race Theory (CRT) developed by Gillborn is most relevant to this research because it is concerned with “the overt and covert racism facing people of colour within educational institutions” (Calmore, 1992: 2161) in the UK and using its framework might be helpful with exploring issues of racism for BME children.

The CRT framework is built around an understanding of racism as “the liberal pursuit of meritocracy, colour-blindness, and incremental change...in society and education” (and)... is linked to differences in power and privilege” (Delgado & Stefancic 2006: 366). According to Solorzano (1998) “CRT also views “race” and racism at their intersection with other forms of subordination such as gender and class discrimination”, (Solorzano (1998: 122) – an area of focus for this research.

Gillborn’s extensive research into intersections of “race”/ethnicity and class and its impact on the educational attainment of categories of pupils in UK schools led to a proposal for a “focus on outcomes (rather than intent) as a basic tenet of any serious attempt to understand “race” inequality” (Gillborn 2008: 11). His view is shared by Phillip (2004) in her compelling argument that outcomes and opportunities are positively linked so that when outcomes are unequal it means that opportunities are also unequal. The critical analysis of published schools

statistics reported by Gillborn and Mirza (2000) is discussed later and is the foundation of this research.

### 2.1.3 Theorising “Race” in **British Multicultural Education**

Following the Second World War, increased numbers of BME children since the 60s were found in schools in the UK particularly in the London boroughs and larger cities like Liverpool, Birmingham, Leicester and Manchester (Chitty, 2011). These soaring numbers were the foreground for the introduction of issues of “race”, racism and “race” relations into schools. Chitty (2011) captures this historical context and affirms that the 60s was the beginning of multicultural education and the recognition in education policy and practice mostly at the local level of the arrival of minority communities from Commonwealth countries of Africa, West Indies and South Asia to the UK. Against the backdrop of scientific “racism” underpinned by the eugenic movement the experiences of increasing numbers of BME children in schools in the UK following the 1870 Elementary Education Act became important to sociologists. A number of sociologists (Bourne, 2001, 2002; Lynch, 1986; Mullard, 1982; Tomlinson, 1977; Gillborn, 2005) have reported a phased approach to the development of multicultural education. Bourne (2001) traces the journey of “race” theorizing which seems to have come through a *laissez-faire*, assimilation and then integration period confirming Lynch’s (1986) five chronological and conceptual phases of British multicultural education namely:

- The ‘Laissez-faire’ phase
- The immigrant and ESL phase
- The deficit phase
- The multicultural phase
- The anti-racist phase

From Bourne's (2001) socio-political and historical stance, "racial disadvantage... (came to) connote(d) some sort of handicap, related to one's "race" and/or culture, that could be assuaged with handouts, that is 'positive action' to meet 'the special problems and needs of ethnic minorities' (Bourne, 2001:11). Bourne's (2001, 2002) way of thinking regarding "race" seems to agree with New Labour government's approaches to socially include BME children in schools especially through projects and schemes such as the Ethnic Minority Achievement Grant and the Aim Higher Projects (see also Dehal, 2006 - *Still Aiming High*). It also mirrors the medicalisation of needs (discussed by Furedi, 2002) drawn from the deficit model of disabilities that has been criticised by proponents of inclusion like Harry and Klingner (2006).

More recently, conceding the phased approach presented by Lynch (1986), Mullard 1982 and Tomlinson (1977), Gillborn (2005) acknowledged that "although the particular measures meant to address ethnic diversity have changed from time to time, one constant feature has been a place on the margins of education policy", (Gillborn, 2005: 486)". Gillborn (2005) suggested that apart from superficially, successive UK governments exemplified by Margaret Thatcher and John Major with their colour blindness stance and Tony Blair's by calculated omission, had done very little to change the status quo on "race" (Gillborn, 2005: 489).

Historians who explore and often report on continuities remind us frequently of the dangers of a phased approach. Very recently Grosvenor (2012) in Declerq and Kusters (eds) *Migration, Intercultural Identities and Border Regions* has argued that a phased approach to "immigrant education" is problematic for three reasons. Firstly, a phased approach focuses on change and ignores continuity represented by the continued adherence of the UK to assimilation and secondly it "adhere(s) more to understanding at the macro-level with little attention at the local

level and its articulated social relationships within itself and outside of itself’ Grosvenor (2012:36). A situation which according to Grosvenor (2012) had led to more consideration for policy statements and rhetoric that sometimes was not evidenced enough in practice. Finally, Grosvenor (2012) had also complained about how social perspectives on “race” relations underpinned the organising framework used by sociologists and policy analysts and placed non-white migrants at the centre and other migrant groups on the fringes. This has caused fragmentation of the BME population and created further labelling in schools with its detrimental effects on identified groups. These concerns are considered in the design of this thesis which proposes to study BME children at the local level—in a school within a local authority with its own traditions and structures.

It is within this historical context that it is easy to fit the set back to multicultural education caused by the 7/7 London bombings in 2003 when Tony Blair the then Prime Minister declared that multiculturalism was dead and in its place *Britishness* (Blair, 2005; Brown, 2006) was proposed as the glue that could promote good “race” relations in schools. It was within this confusing climate that the Duty to promote Community Cohesion was pushed into schools in England and Wales by September, 2007 even though according to Robinson, (2005: 1411) “the community cohesion policy agenda in England (had) emerged from the melee of explanation and advice that abounded in the aftermath of the street disturbances in Bradford, Burnley and Oldham in the summer of 2001” and had a longer history. Some critics of the Community Cohesion model (Worley, 2005; Pilkington, 2008) perceived it as in direct opposition to the more inclusive multicultural models because of its tendency towards an assimilation standpoint. It is therefore possible to suggest that the study of the historical development of multicultural education in UK schools which identifies continuities is a good basis for an understanding of

the uneven relationship that exists between issues of “race” equality in schools and inclusion of children from BME backgrounds even when they have SEN.

#### **2.1.4 Understanding Racism and its Existence in Schools in the UK**

There are a number of reports that have suggested that BME children are marginalized and disadvantaged in schools in the UK due in part to racism (Rampton 1981, Gillborn, 2005, 2008; Tomlinson, 2005; McKenley et al, 2002; Bourne, 1994, 2001). Whether racism exists in schools or not has drawn intense arguments. In this section I attempt to provide some examples from research starting with Pilkington (1999), on differing voices.

Pilkington (1999) commenting from an avowedly anti-racist stance had argued that “schools are responsible for the differential treatment of African-Caribbean pupils and that it is incumbent on them (schools) to reflect on their existing practices” (Pilkington, 1999: 413). However he added words of caution as well. He suggested that “while accepting that the evidence for racial discrimination in schools is stronger than the critics maintain...we should be cautious in seeing such discrimination as the major factor accounting for the complex pattern of ethnic differences in educational achievement” (Pilkington, 1999: 415). His critics on the other hand pointed out that such re-examination by schools would result in badly behaved children being rewarded for their behavior. Pilkington’s (1999) view therefore suggests a need to look beyond racism and discrimination and to consider other factors.

Gillborn (2005) thinks that the major problem with racism is that it is a “multifaceted, deeply embedded, often taken-for-granted aspect of power relations (that) lies at the heart of institutional racism in the UK” Gillborn (2005: 486). From his CRT viewpoint he presented evidence of “recent changes in the English education system (that) reveal the central role accorded the defense (and sometimes extension) of race inequity” (Gillborn, 2005: 486). He

posited that the most recent example of this is the far-reaching changes made to race equity legislation (affecting all public institutions and every state maintained school) in the wake of The Stephen Lawrence inquiry (Macpherson, 1999). However, some researchers (e.g. Sewell, 2000) feel that racism might not be the only factor involved in the underachievement of BME children in UK schools. Could racism combined with other factors such as SEN play a role in underachievement?

Sewell (2000) has suggested other key factors such as “the extent to which social class conditions, peer group influence, parenting....(play a role) in causing black student underachievement in Great Britain” (Sewell, 2000: 67). He noted how these factors were typically overlooked by researchers - a view that supports the paucity of research on intersection of factors such as maybe “race”/ethnicity with SEN. Also in the US, Schwartz (2003) attempting to explain black underachievement suggests that “researchers should focus on community factors, such as how minorities interpret and respond to schooling, asserting that the most effective way to improve black performance lies in the black community changing its own approach to education” Schwartz (2003: 76). This view conforms to the idea of “community forces” in Ogbu’s (1999) “race” relations cultural-ecological theory. However, Hall (2000) has reminded us of the negative effects of what he calls “biological racism” which he says “privileges markers like skin colour, (and) by discursive extension...social and cultural differences” (Hall, 2000: 223).

Gillborn (1997) views “teacher racism and student adaptations” as responsible for the differences in attainment for specific UK children from certain BME backgrounds. Gillborn and Mirza (2000) remarked on the influence of “ethnicity” and class on students’ achievement of good GCSEs (test results expected at the end of 11 years of schooling in the UK) and suggested that further work needed to be done on how other factors such as disabilities and

SEN could affect BME children's achievement. Gillborn and Mirza (2000) noted that White British students who do not receive free meals are more likely to attain five higher grade passes than their counterparts of the same gender in BME groups especially those of Bangladeshi, Black African, Pakistani, Mixed (White/Black Caribbean) and Black Caribbean ethnic heritage. Gillborn (2008) reminds us that:

despite the frequency with which Gap Talk (refers to the statement that the gap 'for black and minority ethnic pupils' has 'narrowed' - DfES 2007: 7) appears in official pronouncements, the reality is that deep-level race inequalities are a fundamental and relatively stable feature of the English education system....raising fundamental questions about the nature of race inequality in education and the culpability of policymakers (Gillborn 2008:119).

Gillborn (2008: 139) notes that "Black African FSM boys were 9.7 percentage points more likely to attain five higher grades, i.e. three times the size of the gap between 'White British' and 'Black Caribbean' FSM boys (3.1 percentage points)". His figures suggest that when the crude measure for social class calculated as pupils eligible for free school meals (FSM) intersects with "race"/ethnicity the reasons for Black/White perceived gaps in attainment may be affected. His study provides confirmation for a further research into issues of intersection in schools and how they affect attainment of pupils and is the starting point of this study into the intersection of "race"/ethnicity and SEN in schools.

Contributing to the debate on racism or not in schools Haynes et al (2006) have looked at children at intersection of "races" i.e. children of White and Black Caribbean descent since "they make up the largest category of mixed heritage pupils in the UK". They found that as a group (these children) are at risk of underachieving and are proportionally over-represented in

school exclusions. Researchers argued that barriers to achievement for children of White and Black Caribbean descent were not similar in all respects to barriers to achievement of Black Caribbean pupils. They saw distinct differences which among other reasons derived from “low teacher expectation linked to misunderstandings of mixed heritage identities and backgrounds” Haynesa et al (2006: 17) which seemed to support the ideas of Blumer and Duster (1980: 211-238) that an understanding of “race” relations through a collective definition process might enable teachers to work better with children of mixed heritage identities allowing children to choose their own identity.

The effect of low tolerance to racism has been reported as positive and supports high achievement for BME children. Demiea (2005) investigated evidence of good practice from thirteen case study schools in a local education authority (LEA) where pupils from Black Caribbean backgrounds achieved high standards in UK schools. Identified features of good practices in successful schools in this LEA included:

strong leadership with emphasis on raising expectations for all pupils and teachers; the use of performance data for school self-evaluation and tracking pupils' performance; a commitment to creating a mesmerising curriculum where teachers use their creative intuition to deepen the quality of pupils' learning; a highly inclusive curriculum that meets the needs of Black Caribbean pupils; a strong link with the community and a clear commitment to parents' involvement; good and well coordinated support to Black Caribbean pupils through extensive use of learning mentors and role models; an inclusive curriculum and a strong commitment to equal opportunities with a clear stand on racism (Demiea, 2005:506).

It is important to note that the outcomes of this study appears to show that taking a firm stand towards racism worked together with other forms of inclusion ( as defined in the CSIE

definition discussed elsewhere) to bring about improvement and higher standards for BME children.

Thane (2010) has suggested that a concern with opportunities (to reduce discrimination) should be linked to measurement and tracking of outcomes (education, income) for different groups. This view conforms to Phillips (2004) suggestion that definitions of equality (including “race” equality) must consider both policies and practices that support equal opportunities and those that track equality of outcome by measuring the impact of policy and practice on groups. One way New Labour had attempted to address the perceived issue of “race” inequalities and racism in schools in the UK has been to have policies in place to enforce equal opportunities and to measure impact through comparing educational outcomes for various groups. The job of regulatory bodies such as Ofsted mandated to carry out these duties and report on it is discussed in detail in Chapter Three.

### **2.1.5 “Race” Equality, Social Inclusion and Educational Achievement in Schools in the UK**

Ofsted was given the directive by the New Labour government to police equality (especially “race” equality) in schools (Race Relations Amendment Act 2000). However, there were links between “race” equality and particular ways social inclusion was perceived during the 13 years of the last Labour government. In this section I will provide some context to how “race” equality policies were introduced into schools in 2002 and also consider its extension in 2007 through the development of Community Cohesion policies and practices. This section concludes with how “race” equality in schools had been part of the then government’s wider social inclusion agenda. This agenda which did not resonate well with the exclusion focus in

schools and the labelling of some children of particular minority groups as having behaviour, emotional and social difficulties.

The status of “race” relations in schools before the Race Relations Amendment Act, 2000 (RRAA) has been captured exceptionally well by Reva Klein’s article *Where prejudice still flares into violence* published in TES of the 6<sup>th</sup> of January 1995. A typical example cited in the article is the Burnage High School murder where Reva Klein lets us know: how schools and local authorities with high proportions of BME children had evolved localised “race” equality policies to ensure the safety of children in their schools – central government had no policies on “race” equality. It is against this backdrop that in April 2001, the Race Relations Amendment Act, 2000 (RRAA) came into force. The RRAA gave the public sector the legal duty to promote ‘racial equality’ and a statutory general duty ( specific duties) to promote race equality through its obligatory prerequisites of eliminating unlawful racial discrimination, promoting equal opportunity and promoting good “race” relations between people from different racial groups. A duty was also placed on Ofsted as an education regulatory body to ensure that schools complied with the law. The RRAA defined Racism in general terms as consisting of:

‘Conduct or words or practices which disadvantage or advantage people because of their colour, culture or ethnic origin.....’

Consequently, all schools by law were enjoined by May 31st 2002 to maintain good Race Equality policies (REPs) which is a written statement of responsibilities and commitments linked to an action plan which should:

- Be part of the school’s development plan;
- Give details of how the school will put the policy into practice and assess how effective it is;

- Clearly define roles and responsibilities, so people know what is expected of them; and
- Explain clearly what the school will do if the policy is not followed (paragraph 6. 10, Code of Practice on the Duty to Promote Race Equality-2001)

However, Ahmed (2007) has revealed that “writing documents that express a commitment to promoting “race” equality...[with a] focus on how documents are taken up as signs of good performance might also work to conceal (some) forms of racism” (Ahmed, 2007: 601).

Creegan et al (2003) have also noted how despite the keenness of successive governments, REPs have not brought about “race” equality in institutions due largely to concerns around the rigour and robustness of REP action plans.

In addition, Tomlinson (2005) had analysed the impact of policies that apparently focused on “race” equality on the achievement of minority groups and agreed that some success was achieved “but the higher achievements of Indian and Chinese groups have led to facile comparisons which further pathologise young people of African-Caribbean and Pakistani origin... (and the) failure to develop a curriculum for a multiethnic society has contributed to an increase in xenophobia and racism....despite amended race relations legislation” (Tomlinson, 2005:101). Tomlinson (2005) gave the political backdrop which had blamed some form of multiculturalism as the problem for the perceived segregation and not racism. She agreed with Back et al (2002) that:

race riots in (the) English northern towns in the summer of 2001 (Cantle, 2001); the events of 11 September 2001 in the USA; the 2003 war in Iraq; plus increased racism against refugees and asylum seekers, had moved political rhetoric away from support for addressing inequalities in a culturally diverse society towards new kinds of assimilationist policies (Tomlinson, 2005: 105).

For a short while, from September 2007 until the Coalition government came into power in 2010 schools were under a new duty to promote community cohesion. This duty to promote community cohesion extended beyond RRAA's (2000) prescription in schools stating that a school "whatever its intake and wherever it is located – is responsible for educating children and young people who will live and work in a country which is diverse in terms of cultures, religions or beliefs, ethnicities and social backgrounds". This forced schools to acknowledge that children came from diverse backgrounds and to ensure that:

all children and young people can benefit from meaningful interaction....consider how to give their pupils the opportunity to mix with and learn with, from and about those from different backgrounds, for example through links with other schools and community organisations. Through their ethos and curriculum schools can promote discussion of a common sense of identity and support diversity, showing pupils how different communities can be united by shared values and common experiences (Guidance on the duty to promote community cohesion p 1).

This "duty" which was perceived by some (like Tomlinson, 2008 and others mentioned earlier) to have emerged from an assimilationist view of "race" relations had nonetheless extended the mandate of the RRAA to maintain "race" equality during the last three years of the New Labour government and was monitored for effectiveness and impact by Ofsted. There are parallels to be drawn from the way schools developed policies and practices to meet the requirement of "race" equality compared to how schools dealt with issues of social inclusion. Within the wider context of social inclusion "New Labour (saw) education as a policy priority and a means for delivering economic competitiveness and [in doing so] combating social exclusion" (Alexiadou, 2002: 73). This is because as Ozga (1999) argues [that] "government policy is largely driven by the need for global competitiveness; and nowhere is this more so than in education" (Ozga, 1999: 44). Alexiadou, (2002) explains how "the official discourses established a causal relationship between social exclusion/inclusion and educational success...

(which) ... suggested that educational achievement, alongside changing peoples' attitudes, is the key to the social inclusion of individuals, social cohesion and national economic growth"

(Alexiadou, 2002: 72). He further argued that "such a focus suggests a conception of social exclusion ... (and, so, of social inclusion) that ... draws from primarily economic definitions ... (and) the ultimate expression of this selective focus is the ... emphasis by New Labour education policy on 'standards not structures'" (Alexiadou, 2002: 72). This focus has underpinned the "race" equality agenda in schools to the extent that achievement of groups of children including children from BME backgrounds is seen as evidence of social inclusion and evidence that requirements of "race" equality policies have been met.

However, Room (1999) has warned that the flip side of New Labour's social inclusion model does not add up necessarily to eliminating social exclusion because

social exclusion is a normal and integral part of the power dynamics of modern societies (and) ... carries the notion that we are speaking of people who are suffering such a degree of multi-dimensional disadvantage, of such duration, and reinforced by such material and cultural degradation of neighbourhoods in which they live, that their relational links with the wider society are ruptured to a considerable degree which is to some irreversible (Room, 1999: 171)

Donnelly and Coakley, (2002:vii) suggest that in order to assess the well being of children "other sources of exclusion such as racism, disability, rejection of difference and historic oppression need to be considered" (Donnelly and Coakley, 2002:vii). This might mean that socially including children from BME backgrounds requires not just ensuring that they are not underachieving but other issues of exclusion need to be considered which might go beyond racism to look at intersections with other forms of inequality such as disability (especially SEN).

## **2.2. Disability, Special Education Needs and Inclusion**

### **2.2.1 Disability and Special Education Needs**

The notion of Special Education Needs (SEN), as researchers like Terzi (2005) continue to argue, remains conceptually a “within-child model” that developed from the “medical model of disabilities” (Terzi, 2005: 447). Frank Furedi has criticised the “medicalisation model” - sometimes called the deficit model - for leading to categorization and labelling which often have a negative impact but Florian et al. (2004) disagree and have defined the important role of categorization in special education as that of a systematic ordering of information on the needs of SEN children and a way of “rationalising the distribution of resources” (Florian et al. 2004: 37). They suggest that despite its “negative and problematic effects”, labelling is necessary since there could be no public policy without classification. Reindal (2008) confirms this view because despite the arguments of critics (Mittler, 2000; Dyson, 1997, 2001) to the contrary, classification systems were underpinned by an understanding of how to cope with difference and was necessary for provision, special arrangements and differentiation in school settings. Thomas (2007) has protested that forms of inclusion in schools seem to tend more towards “diagnostic medicalised versions” which is more in line with the discipline of psychology and to ignore other forms of inclusion such as social inclusion which are beginning to align more with particular forms of community cohesion (see definition of Community Cohesion elsewhere in this chapter).

Disabilities, Special Education Needs (SEN) and inclusive education have often been juxtaposed in research, policy and practice by several commentators (Campbell et al 2002; Norwich, 2008). This seems to have followed the various ways disabilities are conceptualised

in the last two centuries. Millar (2010) presents a disability legislation timeline that covers the late nineteenth century (1893) with the introduction of the Elementary Education (Blind and Deaf Children) Act to the early twenty first century (2008) when the Disability Rights Commission merged into the Equalities and Human Rights Commission. Millar's timeline points to ways the lexicon of disabilities in schools changed overtime, from a focus on the learning of children with physical disabilities such as the "blind and deaf children or "handicapped children" to a recognition of learning disabilities and the introduction of Special Educational Needs" (Millar, 2010:163-5). This change in the language of SEN has also been captured by Dyson (1999). Hodkinson (2010) notes how the concept of Special Education Needs (SEN) in schools has continued to expand since Warnock's seminal Report in 1978 stressed the plight of children with SEN. Warnock's Report signalled the entrance of inclusive education and inclusive policies into schools. Currently all maintained (government aided) schools in the UK retain what can be generally called "inclusive policies" which state how schools assess, categorise and support children identified as having SEN and other vulnerable children including children from BME backgrounds.

Reindal (2008) has proposed good reasons why the debates on models of disability and categories of SEN seem to have persisted over time, saying that it is due to "perceptions of the phenomenon of disability". Reindal (2008) proposed that:

if disability is a social construct then SEN is part of the problem and needs to be deconstructed. On the other hand if the issue is that "the special needs enterprise (is) a necessary evil because of general education's inability to accommodate and include the full diversity of learners" then the abolition of SEN and the adoption of "full non-separatist inclusion" (Norwich 2002: 488) as radical proponents of inclusion such as Ainscow et al (2006) recommend is the answer (Reindal, 2008: 137).

Finally, Reindal (2008) hints at a third possibility which suggests a new understanding of disability that posits that SEN can legitimately exist beside other forms of inclusion in schools. The proposition here is that the answer to the question of whether it is possible for “the existence of a common ground that can serve as a platform both for the radical proponents of inclusive education and SEN” Reindal (2008: 137) lies in the notions of disability.

### **2.2.2 Disability and Notions of Inclusive Diversity**

Reindal (2008), drawing on Norwich (2002), has highlighted two broad notions of disability relating to SEN: additionality for the individual child (identified as an individual approach to disability) and inclusivity of the system (identified as a social approach to disability). Tensions between these two approaches according to Reindal (2008) has given rise to various models of inclusive education, and what Norwich (2002: 493) had termed “inclusive diversity”. Inclusive diversity suggests a broader notion of inclusion that embraces other vulnerable, disadvantaged or oppressed groups and might include children from BME backgrounds. However, Norwich (2002) has expressed a fear that “inclusive diversity” might lead to issues of disability being dissolved within tenuous notions of inclusive education and just like SEN become a separatist term relative to mainstream education. However, as Lindsay (2007) argues, there is an opportunity to implement and evaluate a variegated system of inclusive education appropriate to the complex societies and patterns of schooling in the twenty-first century where inclusion, in its widest sense, is impartial, addressing religion, ethnicity, social class and other social dimensions as well as SEN and disability (Lindsay 2007, 19). That seems to be the view of Reindal (2008: 138) on her proposed new understanding of disability using a “relational social model” which attempts not to recognise a split between “additionality” and “inclusivity” on the basis of SEN but rather to ensure that the issue of oppression is not obliterated from an understanding of disability. Reindal (2008) argues that by not eliminating the role of

discrimination and oppression, the “social relational model” is better aligned to the morality of inclusion.

### **2.2.3 Notions of Inclusion and Special Education Needs**

Inclusion of pupils perceived to have SEN currently attracts a great deal of attention in schools in the UK and education policies in the last three decades seem to promote the human rights perspective on inclusion (DfEE, 1997/98). These rights have been expressed in the “fundamental principles” of the SEN Code of Practice

- child(ren) with SEN should have their needs met
- the SEN of children will normally be met in mainstream schools or settings
- the views of children should be sought and taken into account
- parents have a vital role to play in supporting their children’s education (SEN Code of Practice, 2001:1.5 )

However, notions of special education needs are affected by historical interpretations that arise from differing views on special education provision. Corbett (1996) sees special provision from a humanitarian perspective which exemplifies cherishing and care for learners, a view supported by the detailed historical account presented by Cole (1990) as she argues against the social and vested interest perspective of critical sociologists like Tomlinson (1982). Since the 1980s critical perspectives relating to power and control had been articulated and elaborated in relation to society and by extension special education provision. Tomlinson (1985) had noted the clash of interests of professionals who had a vested interest in increasing the numbers of children needing special provision. Tomlinson (1985, 1995, 2008) had also criticised the medical-psychological perspectives on provision (medical model of special needs and disability model) for ignoring the influence of social factors in the construction of learning difficulties, allowing the over-representation of children from working class families categorised as having

emotional and behavioural difficulties and for using special education provision as a safety valve for maintaining social control. Criticism also by Wexler (1992) along similar lines seem to confirm this view suggesting that “educational institutions maintain social stratification by reinforcing class identities among young people (and) in this way they contribute to the production and reproduction of social and cultural inequality. Despite the weaknesses of critical views of special education provision which suggest that influences outside the education system (Copeland, 1993) and a preoccupation with critique (Clarke et al, 1999) is unhelpful for the support of learning of all students, sociological perspectives of special education needs still persisted and were demonstrated during the thirteen years of New Labour government through its social inclusion/exclusion agenda. Researchers like Dyson 1997 and Mittler 2000 also showed concern for the way socio-economic factors and social exclusion worked to reduce educational achievement of particular groups of children in schools. Their concerns seem to draw attention to possible links between several intersecting social factors and schooling.

By far the strongest link to educational inclusion derives from the three major models of disability (Hodkinson, 2010) which define the “problem” and signpost the “treatment”. The first of these is the medical/deficit model which sees the “problem” as the child. In contrast, the contextual/curriculum model sees the “problem” as the context/curriculum that needs adapting in order to support a child’s disability. Finally, the equal opportunities model which considers the “problem” to be that of discrimination in society against disabled children and looks to planning for inclusion in order to provide equal opportunities for all children. Educational inclusion developed from the deficit model has been criticised by several researchers. Allan, (1999: 8) discusses how educational inclusion was constructed principally by medical practitioners and psychiatrists working outside education that ‘define(d) individuals by their deficits, rather than by external factors’ These developments have prompted several debates

around the “deficit model” and “the medicalisation model” (see Furedi, 2002 for a review of the medicalisation model) of special education needs by proponents of expanded notions of inclusion such as Thomas (1997, 2006, 2007); Dyson, (1997, 1999, 2001); Campbell, (2002); Tomlinson, (1982, 1985, 2008) who have sought to break away from the deficit model and to look at the environment of schools. Developments in inclusive education seemed therefore to have followed more current disability perspectives such as suggested by Reindal (2008).

By 2000, the Centre for Studies on Inclusive Education-CSIE (2000) an independent body set up in 1982 to promote inclusion had suggested the 4 areas that needed change (or modification) if inclusive education was to be achieved was the curriculum, teaching support, funding mechanisms, and the built environment. This signalled a shift from “within child” factors to ensuring that schools were themselves supporting inclusion and the rights of all children to mainstream education—a rights perspective.

The introduction of the rights perspective signalled the expanding, albeit controversial role that inclusion played during the thirteen years of New Labour. Thomas (1997:104) points out that the term ‘inclusive education’ came into common parlance following the 1981 Education Act which encouraged education in mainstream schools rather than special schools. He draws attention to how attempts to distinguish between inclusion and integration often highlighted that integration tends to concern ‘bolt-on’ provision to mainstream rather than an approach that takes into account the needs of all pupils as a prerequisite of curriculum planning for all (Hodkinson, 2010; Thomas, 1997; Ainscow, 1995). In contrast an inclusive approach shifts the focus onto the school rather than the pupil when thinking about excluded pupils. The position paper published on-line by the British Psychology Society in August (2002: 2) had noted that the

drive towards inclusive education... (was) ...about more than ‘special educational needs’ and reflected changes in the social and political climate... (and) ...a new approach which characterized thinking about difference” British Psychology Society (2002:3).

The reason for this change in thinking, according to this position paper was “...espoused in... (much) ...recent discourse about education....(which) emphasise(d) learners’ rights as well as their needs, and stress(ed) the importance of an education free from discrimination and segregation as “inclusion (was) enshrined (as) segregation and discrimination (were) rejected and outlawed” (British Psychology Society, 2002:3).

The notion of inclusion appeared to be concerned with the question of human rights a philosophy of acceptance within a framework which promoted value and respect for individuals in order to enable learning. This view of inclusion and human rights is in line with anti-racist perspectives that suggest the tackling of racial discrimination in institutions and schools as a way of overcoming barriers to learning for BME children (Bourne, 1994).

The very suggestion of inclusive policies and its official introduction into schools in the UK followed as Hodkinson, 2010 reports, the election of New Labour in 1997. The Government upon taking office acted swiftly and through the Green Paper, Excellence for all Children: Meeting Special Educational Needs DfEE (1997) setting the tone for the central thrust of education reform through the last decade of the twentieth century. Thomas (2007) seem to agree that in spite of its very unclear origins in the 1990 Salamanca Statement (Rix et al, 2005) and its very strong links to category based SEN, that its (inclusion) mandatory entry into schools has had a beneficial effect on the education of children. However, Rogers (2007: 56) argues that: “inclusive” education policy... denies difficulty rather than embraces it...due

largely to the conflict between “inclusive” education, the league tabling of schools and the testing and examination culture.

#### **2.2.4 Expanding Notions of Inclusion**

Inclusion continues to be a highly contested concept which according to Ainscow et al (2006) influences the development of inclusive practice in schools. Rix et al (2003: 5) had described “inclusion as the first real assault on the classic model of schooling” which (hitherto had) ...entrenched systems of separation and segregation of children’. O’Hanlon (2003) noted how inclusion had developed into an international buzz-word and ideas underpinning it had expanded beyond its original links to category based SEN. She reminded us that “inclusion is more than just... (about)... integration and mainstreaming (see also Thomas and Glennie 2002) (since), ...inclusion is embedded in a range of contexts-political, social, psychological, educational... (and the) ...varied ways by which inclusive schools strive for tolerance, diversity and equity” (O’Hanlon, 2003:13).

Thomas (1997:25) refers to the human rights perspective of “inclusion in school(s) (as) consonant with inclusivity in society as a whole” as opposed to the language of integration and assimilation promoted by the New Labour government with regards to BME groups. The promotion of integration and assimilation in society has been exemplified by the “Britishness” speech of Tony Blair the then Prime Minister in 2006 following the 7<sup>th</sup> of July terrorist attack in London (mentioned earlier). This speech seems important because as Grosvenor (1997) argues “a clear, coherent, consistent and uniform policy (understanding) can be discerned by (the) reading ..... of speeches of government ministers and officials over a period of time”. Trying to explain the perceived role multiculturalism should play in post 7/7 Britain, Tony Blair had attempted to redefine multiculturalism by stating that:

Christians, Jews, Muslims, Hindus, Sikhs and other faiths have a perfect right to their own identity and religion, to practice their faith and to conform to their culture. This is what multicultural, multi-faith Britain is about. That is what is legitimately distinctive..... the failure of one part of one community to do so, is not a function of a flawed theory of a multicultural society...the whole point is that multicultural Britain was never supposed to be a celebration of division; but of diversity. The purpose was to allow people to live harmoniously together, despite their difference; not to make their difference an encouragement to discord... so it is not that we need to dispense with multicultural Britain.

In this way wider society had taken a backward step from Thomas' (1997) proposal for an inclusive society to a society that embraced integrationist models. It is within this wider policy context that schools have functioned especially in relation to the inclusion of BME children. Booth's, (1996, 2003) views of inclusion conformed to Thomas's (1997) and referred to the process of inclusion, suggesting that inclusion engages schools in expanding the scope of diversity to include all children in communities and oppose all forms of selection and exclusion. This construction of inclusion seems to support Thomas and Glenny (2002:351) who proposed a view of the inclusion of the 21st century which should be less about achievement and standards—'and more of ideas about social justice and human rights'. Building on similar lines of thinking regarding SEN and disability Ainscow, et al (2006: 13) developed a typology of six ways of thinking about inclusion:

1. Inclusion as a concern with disabled students and others categorized as 'having special educational needs'.
2. Inclusion as a response to disciplinary exclusion.
3. Inclusion in relation to all groups seen as being vulnerable to exclusion.
4. Inclusion as developing the school for all.
5. Inclusion as 'Education for All'.
6. Inclusion as a principled approach to education and society.

Ainscow et al (2006) had sought to broaden definitions of inclusion albeit still around notions of disability, by questioning the reasons behind an approach to inclusion that placed a higher premium on increased participation of children primarily because of their disability or SEN ignoring any other ways participation could be hindered or indeed improved. These newer and expanded notions of inclusion had started engaging with what Susan Hart had earlier called 'innovative thinking' (Hart , 1996), and 'learning without limits' (Hart, 2004) and had begun to show concerns regarding the effect of categorization (Hart et al., 2004) on children and the idea of children as 'having special educational needs'.

This need to distance themselves from the traditional concepts of category based SEN prompted the "Index for Inclusion" (Booth and Ainscow, 2002) to substitute concepts of 'special educational need' and 'special educational provision' with 'barriers to learning and participation' and 'resources to support learning and participation'. For them support for children was for reasons of diversity and difference. Benjamin (2005: 176) had explained how Ballard (1995) and Munro (1997) have argued that "the term 'diversity' allows for the reconceptualisation of pathologised 'difference' and the production of non-hierarchical plural identities". This means that the school that 'values diversity' is delighted with the plurality of its community to the advantage and inclusion of all. Visser (2003) on the other hand talks about "forms of difference" and questions how they slot into the framework of the standards agenda confirming what Sedgwick 1994 sees as the flaws of the concept of diversity which shows similarities with the politics of "equal but different" that underpins SEN discourses. The concept of "equal but different" according to Sedgwick 1994 is only useful to a group who have traditionally been marginalized and oppressed where it plays the role of policing the borders of separation. This is in line with Fulcher's argument that " notions of difference

divide[s] the school population into those with and those without handicaps....construct(ing) the notion of normal and abnormal, of belonging here or elsewhere ... (Fulcher, 1999:8). Norwich (2008: 15) looks at the highly contested notions of 'sameness' and 'difference' exemplified by frictions and inconsistencies inherent within a system which is beleaguered with irreconcilable dilemmas that suggest that 'to recognise and respond or not to recognise and respond to difference' all pose negative risks.

Ainscow et al (2006) and Thomas (2007) blame the Labour government's contradictory stance on inclusion. Thomas (2007) sees the SEN Code of Practice, 2001 as damaging for development of inclusive practice in schools because diversity is promoted as a way of creating socially inclusive schools when only children identified within an SEN category qualify for "support". Schools' support does not reach out to all forms of diversity. Ainscow et al 2006 share a similar view of the categorisation processes, and the practices and language associated with them which act as barriers to the development of a broader view of inclusion. They note for example, that there remains a massive over-representation of working-class boys in those categorised as having special educational needs, and a particular over-preponderance of African-Caribbean boys in those categorised as 'having emotional and behavioural difficulties'—a hint of possible intersecting factors. Coard (2007) and Hick (2007) had come to similar conclusions in relation to children from particular race/ethnic groups and their over-representation in special education (as discussed earlier). A further supporting view by Benjamin (2005:177) proposes that "when difference, or specific descriptions of difference, are only legitimate for a few, then that difference needs to be understood in the language of social relations of domination and subordination". What these researchers seem to be implying from different perspectives of difference—race/ethnicity on the one hand and disability and SEN on the other—is that such categorisation and the manner by which 'special educational needs'

masks such over-representation, limits the understanding of how perceptions and constructions of gender, class and ethnicity (and their intersections and overlaps perhaps) contribute to the difficulties children and young people experience in schools. Epstein et al., (1998) believe that it is much better to identify barriers to learning and participation than to categorise children and explore their special education needs.

Mittler's (2000) viewpoint of inclusion as a process not a state progresses the definition and concept of inclusion further. Mittler (2000) implies that it is valid to stop at various moments to investigate definitions of inclusion and measure possible impact on groups of children. Dyson (2001) suggests a process of "re-calibration" and updating to maintain key focus on children. Marshall's (2008) through his observation of the uses of terminology over time suggests that "some... (terminology are) ...no longer acceptable or relevant in today's context; thus the children labelled 'handicapped' in the 1970s became children with special educational needs in the 1980s and 1990s, and now may be described as children with learning difficulties and/or disabilities (LDD), or with additional needs" (Marshall, 2008:333).

Social discourse around inclusion often based on a notion of human rights and participation frequently ignores any reference to the model of students' learning or how this form of inclusive education might be measured by regulatory bodies such as Ofsted. Black-Hawkin et al (2007) has implied an increase in the scope of inclusion and the drawing together of three contestable concerns: "the meanings of inclusion, the concept of achievement and the use of evidence to inform educational policies and practice" (Black-Hawkin et al, 2007: 13). They have suggested that "high levels of inclusion can be entirely compatible with high levels of achievement (and) combining the two is essential if all children are to have the opportunity to participate fully in education". However, according to Ainscow et al (2006:560) "the Labour government had separated its inclusion agenda with its focus on identification, location and

participation from its standards agenda and its concentration on achievement and league tables". They seemed to be proposing a view that "inclusion and the standards agenda are in conflict". Inclusive education is seen not so much as a way of promoting more effective learning as enabling social participation and linking more into the social inclusion agenda of the labour government. From this perspective a belief in the right of every individual to be valued, respected and accepted as a member of society may be seen as an essential part of education, but is not sufficient to guarantee the quality of teaching and learning for children. It seems to me that there should be a clear link between inclusive provision and school outcomes such as achievement.

Cole (2005: 341) urges us to think about the "meanings of inclusion" suggesting that within these meanings.... special schools still have an important part to play.... (even in) a competitive education market (because) 'caring' for children matters; feeling welcome within the school counts; sharing and giving responsibility to young people demonstrates respect and offers them dignity; having friends matters". Dyson (1999) had suggested the possibility of more than one form of inclusion with possible links between traditional category-based educational inclusion (SEN) and social inclusion. He wants us to have more regard for the influence of social factors on children with SEN especially the influence of social class. His notion of inclusion concerns some form of understanding of the impact of intersection –such as SEN and social class—on children.

Howe (1999) had examined the concept of educational equality pointing out that the features of democratic interpretation which incorporates others on their own terms by giving equal respect so "all persons... (are) ...afforded recognition and have their self-respect secured' Howe (1999: 884) best promoted inclusion. This might mean that in the overall structure of the education system as a whole, the needs of learners needed to be considered and a diversity of provision

made available to take account of diversity of requirements, strengths and interests. This supports the notion of “inclusive diversity” discussed earlier. Thus according to the views of Corbett, (1995) practices seen to marginalise groups on the basis of race, gender or sexual orientation in schools could be termed to be non-inclusive. Ainscow et al (2006) have noted the principles of non-inclusion and oppression for disabled children in segregated education. They had defined inclusion very broadly as “an approach to education embodying particular values....(and) concerned with all learners and with overcoming barriers to all forms of marginalisation, exclusion and underachievement...(and not just) with children with impairments, or otherwise categorised as ‘having special educational needs’ (Ainscow et al 2006:26). This seems a strong argument for the promotion of “race” equality in schools supporting the various steps taken by schools to ensure that children from BME backgrounds achieve as well as their peers. However, addressing this form of inclusive practice has led to a further categorizing of children by their ethnic origins.

Burton, Nandi and Platt 2008 have drawn attention in their study to problematic issues to do with defining and measuring ethnicity and ethnic identity and have agreed in their conclusion with Aspinall, 2007, that “ethnic identity is multi-dimensional and fluid” as opposed to a “uni-dimensional, fixed and stable concept” and its ideal measure would have to be consistent, reliable as well as capture people’s perception of their own ethnic identity”. To describe ethnic identity through survey measurement, involves the various dimensions bound up in the concept of ethnic groups (such as ethnicity and ethnic identity), including “differentiation from others as well as positive association with commonalities (Burton, Nandi and Platt 2008:6). It is noteworthy that not all commonalities need to be present for ethnic identification and categorization to take place. Consequently, there is a lack of consensus among researchers about what is to be measured and why. One of the issues could be the recognition that ethnicity

like race is not just a variable because it represents social relationships as well. Therefore as Apple (2001:103) has tried to explain “the decentred unity does not succumb to an official centralised bureaucratic party line because it is inclusive of multiple voices and subject positions”.

Two groups have emerged with particular concerns from current ideas on expanding the role of inclusion. One is a group of concerned social psychologists and their interest in understanding individuals’ identity including their social identity and social relationships. The other group is made up of researchers and policy makers who pay more attention to “social stratification where group membership is seen as shaping group members’ outcomes and resulting in different life courses” (Burton, Nandi and Platt 2008: 8). In the UK the later concern is involved with legal attempts to reduce discrimination and disadvantage requiring that monitoring takes place to measure the effects of anti-discriminatory policies. It is in the light of this monitoring that “race equality” entered into schools following the amendments to the 1976 Act which made discrimination illegal but also gave public authorities the duty to monitor policy and service delivery for different ethnic groups.

Much of this information is collected through administrative data which also collects ethnic identity data as part of its process. However, the subtle connections to sometimes unrelated concepts such as specific connotations of ‘race’, national identity, parentage, nationality, religion and language have prompted Burton, Nandi and Platt (2008) to suggest that “the primary aim of (the) data collection is rather blunt and is less concerned with ‘ethnicity’ itself than with other criteria that may or may not be a component of ethnic identity – specifically ‘colour’ ....(but) which are offered as alternative ways of understanding social reality and social difference” Burton, Nandi and Platt (2008:13). Consequently, there seems to exist links between identifying and publishing BME data through government monitoring systems in

schools; supposed “racial” composition and relative achievement (see an example of analysis of relative achievement of minority ethnic groups at GCSE by Gillborn and Mirza 2000; Gillborn, 2008) and the need to promote good racial relations in order to avoid discrimination. A conflation in the use of statistics for these purposes was developed during the New Labour Government to promote social inclusion in schools and attempt to reduce the education inequality gap. This is one way issues of “race” equality seem to have located themselves firmly on the inclusion agenda of schools and are seeking to join forces with traditional education inclusion in particular SEN. This might mean that educational inclusion would be unable to continue to ignore issues of social inclusion and are confirming Reindal’s (2008) model of disabilities. Several local authorities have published electronic “Education Inclusion Policies” that suggest this in practice. For example, *A Policy for Educational Inclusion* published by Haringey Council (2003:3) states that:

Inclusion is a human rights issue. It seeks to counteract social exclusion and improve social cohesion. Educational inclusion is one aspect of inclusion in society. For Haringey pupils it is concerned with the process whereby the Education Community in Haringey develops and challenges its knowledge, culture, policies, practices, and beliefs so as to include and enable all learners regardless of age, gender, ethnicity, sexual orientation, background, disability and attainment, to benefit fully from what schools can offer them....inclusion is above all about removing barriers to learning and participation.

### **2.3 Intersection of “Race” and SEN in Schools**

On the policy landscape especially in the last twenty five years, the issue of “race” and disability, specifically Special Education Needs (SEN) in schools in the UK have been driven at different moments as two separate strands of inequality. However, such pure strands of inequality according to feminists like Brah and Phoenix, (2004) do not exist in real life and

intersections often occur with sometimes negative impact. This present research is expected to illuminate socially constructed identities in schools such as children classified within specific “race”/ethnicity bands and labelled as BME and who are also categorised as having SEN. These children could be considered as within a category of hybrids that could be found in key areas of intersection in schools. Shields, (2008) has provided some understanding of such hybrid identities explaining how “intersecting identities emphasis the unique form of identity created out of intersections... a unique hybrid...[which is] stable in this newly formed intersectional category” (Shields, 2008:305). Shields (2008) has accepted Ashmore et al’s (2004) definition of identity as:

social categories in which an individual claims membership as well as the personal meaning associated with those categories... it relates to awareness of self, self-image, self-reflection, and self-esteem (Shields, 2008:304).

In the context of schooling in the twenty first century UK and on-going debates and emphasis on inequalities in schools especially with respect to performance of groups of children (Borman and Dowling, 2010; Feinstein et al, 2007; Gillborn and Mirza, 2000) a question for this research (see also chapter one) would be the possible impact of policies and practice on children within the intersectional category of “race”/ethnicity and SEN.

This research therefore seeks to illuminate some or all of the following questions. Have children within this intersectional category been identified? What is their experience of schooling in UK schools? Is it possible to seek and find evidence of their experiences? How are schools coping with this “hybrid” of children? Whose job is it to include these children? How well are these children performing within the education system? In order to answer these questions there is a need to understand how the theory of intersectionality can help us to gather

the evidence and interpret findings regarding intersecting identities. In the next few paragraphs I will attempt to discuss the origins and definitions of intersectionality and how it has been used by feminists and others to define specific socially constructed groups. I will put forward my argument in the concluding paragraph of this section to suggest that this theory is suitable for this research.

The concept of intersectionality originated for the first time in the US (Crenshaw, 1989) and derived its meaning from an intention to capture the unique experiences and struggles of women of colour who according to Crenshaw (1989) fell through the cracks of both anti-racist and feminist discourse. Notions of intersectionality grew out of an analysis of models of inequality which constructed social forces as functioning in layered or tallied -up ways. Feminist scholars like Lykke (2005) had described intersectionality as “the interaction between gender, race, and other categories of difference in individual lives, social practices, institutional arrangements, and cultural ideologies and the outcomes of these interactions in terms of power” (Lykke, 2005:245). Suggesting connotations of power and subordination, Phoenix (2006) defines the term intersectionality as “the complex political struggles and arguments that seek to make visible the multiple positioning that constitutes everyday life and the power relations that are central to it” (Phoenix, 2006:187).

Crenshaw (1994:139) had developed two concepts of intersectionality in relation to race and gender; “Structural intersectionality – which occurs when inequalities and their intersections are directly relevant to the experiences of people in society” and “political intersectionality – that indicates how inequalities and their intersections are relevant to political strategies.

Hancock (2007) has argued against a “unitary approach to identity politics” suggesting that “multiple marginalization’s of gender, race and class at individual and institutional levels create social and political stratification requiring policy solutions that are attuned to the interactions of

these categories (and) intersection theory claims these policy problems are more than the sum total of their mutually exclusive parts” (Hancock, 2007:64). McCall, (2005) contends that domination and oppression in society, such as racism, sexism, homophobia, and religion-based bigotry, do not act parallel to one another since forms of oppression are interrelated giving rise to systems of oppression that mirror the "intersection" of multiple forms of discrimination.

However critics of intersectionality such as Grillo (1995) are concerned about complexities around its study. McCall, (2005) has drawn attention to the issue of complexities “that arise(s) when the subject of analysis expands to include multiple dimensions of social life and categories of analysis” (McCall, 2005:1775) such that there is a fear of endless numbers of categories emerging in studies of intersectionality. She has proposed an approach (McCall, 2005) – the inter-categorical complexity approach which requires researchers to use pre-existing analytical categories to document relationships of inequality among social groups and changing configurations of inequality along multiple and conflicting dimensions” (McCall, 2005:1777). She believes that this will enable research to seek “to explore how disparate socially and culturally constructed categories such as gender, race, class, disability and other axes of identity interact on various and often simultaneous levels, contributing to systematic social inequality (McCall, 2005:1778).

In the last two decades the concept of intersectionality has been studied chiefly through a gender lens but its use and relevance in other areas of inequality such as “race” and class has been mentioned earlier in this research. Examples of recent research into intersectionality of race and class in a classroom in the US (Casey, 2011), and in the UK (Gillborn and Mirza, 2000) has taken the study of intersectionality more firmly into education. Gillborn and Mirza (2000) in their study of 118 Local Authorities had remarked on the significant difference to educational attainment made by social class, race and gender and had acknowledged the

possibility that intertwining (or intersections) of gender, race and class could be significant to the achievement or not of specific BME groups. On the socio-political scene, Tomlinson (2008) had noted how political tensions had been created in a variety of forms in education possibly to do with intersectionality such as “interconnections between race, social class, gender and disability” because of the incorporation of groups perceived by the white majority to be racially, ethnically or culturally different. She said the situation in education had led to sharp questions about shared national identity, cultural heritage, multiculturalism and racism. This seems to support Diniz (1999) view that “the British education system has moved from recognition of social class difference to the realisation of the effect of other ‘differences’ based on the identification of some children as having special education needs and or having non-white British backgrounds”(Diniz, 1999: 90). This move according to Diniz (1999) is responsible for the plethora of views and theories of schooling.

This research will attempt to extend the work of Gillborn and Mirza (2000) on the achievement of BME groups to cover outcomes for BME groups at the intersections of “race” and SEN. One of the ways this study can be carried out could be by looking more closely at the Ofsted reports of schools to check the outcomes for BME children with SEN in mainstream schools. Osler and Morrison (2002) have suggested that Ofsted reports influence policy and practice in schools and education policy in general much more than research publications especially through published ranking for schools. Schools judged by Ofsted to be outstanding according to Ofsted (2000) are described as effective schools that are “educationally inclusive”. Details of how documentary research is used in this study to scrutinise Ofsted reports of schools and how they are generated is discussed in Chapter Three.

## CHAPTER THREE: METHODOLOGY AND METHODS

### 3.0 Introduction

The main aim of this research as stated earlier is to find out how schools, particularly successful schools as judged by Ofsted to provide *outstanding* education for pupils, cope with the intersection of “race”/ethnicity and SEN for BME pupils. Essentially how do these schools ensure that BME pupils with SEN are not underachieving or underperforming in UK schools? Such schools would be defined by Ofsted to be schools where the (see The Evaluation Schedule in Appendix 4):

Outcomes for individuals and groups of pupils (see p 82 of The Evaluation Schedule ) and the school’s capacity for sustained improvement (see p 83/84 of The Evaluation Schedule-Appendix 4) are at least good with either or both judged to be outstanding. The majority of judgements in the quality of provision (see p 30-36 The Evaluation Schedule) are outstanding. The judgement for The effectiveness with which the school promotes equal opportunity and tackles discrimination (see p 48-49 of The Evaluation Schedule ) is at least good (The Evaluation Schedule p. 85).

In Chapter Two, the literature had proposed some evidence that notions of inclusion had expanded beyond category based SEN to include “race”/ethnicity in practice. This position seems to represent an unintended shift in practice in schools in spite of government policies on education. During the 13 years of the New Labour government, education policies had appeared to keep issues of equality and social inclusion distinctly apart from educational inclusion by encouraging parallel school policies and practice in schools. They had separated the inclusion agenda with its focus on identification, location and participation from its standards agenda and its concentration on achievement and league tables. However, the regulatory body that evaluates government’s policies on education - Office for Standards in

Education (Ofsted) - uses methodologies that appear to have tied these two government agendas together.

Ofsted considers inclusion as a measure of educational equality and as one of the stated goals of education that could lead to high achievement and standards (Matthews and Sammons, 2004). This is also the view of Black-Hawkin et al (2007). These views on the notion of inclusion imply an increase in the scope of inclusion and the drawing together of three contestable concerns: “the meanings of inclusion, the concept of achievement and the use of evidence to inform educational policies and practice” (Black-Hawkin et al, 2007:13). Thus it might be possible to look within Ofsted documentation (see detailed explanation of Ofsted documents in section 2 of this chapter) for meanings of inclusion especially in relation to children on the intersection of “race”/ethnicity and SEN.

This research adopts the theoretical framework of intersectionality as described above and has sought to use McCall’s, (2005) category approach to the interpretation of data obtained from Ofsted documents. In order to engage fully with documentary research (see explanation of documentary research later in this chapter) and the possible impact of the intersection of “race”/ethnicity and SEN on BME children it is necessary to remember that issues of intersectionality are complex. Grillo (1995) suggested over fifteen years ago that “in every set of categories there is not only subordination but also its counterpart privilege—a double headed hydra (so we) cannot get rid of the subordination without eliminating the privilege as well” (Grillo, 1995:17). His caution regarding “studying exclusively how the oppressed are defined by others... (and) ... neglecting how people resist these definitions and create their own concepts of justice, morality and legality.... (and also) ignoring how imposed definitions and self definitions shape each other” (Grillo, 1995: 22) is pertinent to this research. What

intersectionalist critiques seem to be suggesting is that research into intersectionality should take account of all groups no matter how complex their position within the study area.

McCall (2005) has identified three distinct ways researchers have addressed the issue of complexities in studies of intersectionality. This research will consider all three. Firstly, the anti-categorical complexity approach which deconstructs analytical categorisation and would prefer to work on the premise that categories such as “race”/ethnicity and SEN or their intersections do not exist. This would probably be in line with colour blind policies and practice in schools as well as policies that do not recognise SEN. Secondly, the intra-categorical complexity approach which maintains a critical stance towards categories and concentrates particularly on social groups at neglected points of intersection such as “people who according to Dill (2002) cross the boundary of traditionally constructed groups” (McCall, 2005:1773). This approach presents a possible way of looking at the data generated from this research since BME pupils with SEN seem to fit the description of neglected groups at points of intersection. Thirdly, and McCall’s (2005) preferred methodology, is the inter-categorical complexity approach which, “explore(s) how disparate socially and culturally constructed categories such as gender, race, class, disability (such as SEN) and other axes of inequality interact on various and often simultaneous levels, contributing to systematic social inequality” (McCall, 2005:1777). This approach to complexity makes use of already existing categories and offers an opportunity for this study to look closely at pre-existing categories of “race”/ethnicity and SEN in schools (see definitions of BME and SEN in Chapter One) and how school systems have led to underachievement or not of pupils occupying the intersection.

This chapter considers how documentary research is used to illuminate and answer the questions for this study. The chapter is concerned with why, when and how documentary

research is used and is organised into four broad sections. In the first section documentary research is explained and its use as well as the use of a case study in this research is justified. The second section summarises the scrutiny of key Ofsted documents and instruments and presents the structure and process of inspections. This section describes Ofsted procedure for gathering and analysing an evidence base to produce a published report. The third section discusses the methods used to choose a case study school (called School X) and how its *Full Ofsted paper trail* was obtained from Ofsted. Particular attention is given to the scope, limitations and ethical considerations inherent in this research. The final section concludes with the contribution of this chapter to the aims of this research.

### **3.1 Documentary Research**

#### **3.1.1 Why use Documentary Research?**

Gary McCulloch's (2004) view of documentary research is representative of why I have chosen to use this methodology for this study. McCulloch's (2004) has described how documentary research has been given limited attention in research methods texts since the last half of the twentieth century because social scientists have preferred other methods. He observed that "interviews, questionnaires and direct observation (had) become the basic tools of social research, while documents (were) seen as of only marginal utility" McCulloch (2004: 14)... (and) restricted to providing context and background to "actual" participant research" McCulloch (2004: 23). He also outlined some of the reasons for this decline as:

firstly, they appeared better suited to the study of the past rather than of the present, because they had survived from previous periods of time whether recent or ancient... they represented evidence that researchers did not produce for themselves, but which was already in existence, they were often not concerned directly with the issues that interested the researcher. It was possible to spend many hours, days or weeks studying

them with little result....whether they were located in a library, a records office or an attic, spending time with them meant being locked away from the world outside. Such a lonely, solitary and ultimately unsociable activity could easily seem a peculiar means of understanding more about society (McCulloch, 2004: 33)

However, McCulloch (2004) has stressed the power of documents in “especially shed(ing) light on both historical and contemporary dimensions of education and society...(and) provid(ing) potent evidence of continuity and change in ideals and in practices, in private and in the public arena” (McCulloch, 2004:22) which according to him far outweigh any disadvantages. His advice on how “to develop a study that is based on documents ...(by) “reading between the lines...(in order) to follow the plot, the basic storyline... (and) to analyse (their) meaning and (their) deeper purpose” (McCulloch, 2004:23) is very pertinent to this study. Webbs (2004) have described social institutions such as Ofsted as: “rich deposits of records about past and contemporary events which would be unobtainable by the methods of personal observation and statistical measurement (Webbs, 1932, quoted in McCulloch, 2004: 30) and their view reinforces the use of documentary research for this study.

McCulloch (2004:13) has described two types of documents, “documents that have been produced without any direct involvement on the part of the researcher, produced for other purposes and often with different priorities from those of the researcher....(and) ... documents that (are) deliberately produced by researchers as data for their research.... documents prepared or facilitated by the researcher”. Scott (1990) believes that “administrative papers produced by governmental and private agencies (are) the single most important category of documentary sources used in social research” (Scott, 1990: 59). This is because this research is more concerned with written documents represented as texts even though it acknowledges

Fairclough's (2003) definition of documentary sources which includes "visual sources" and his assertion that text in contemporary society are increasingly "multi-semiotic".

McCulloch (2004: 16) has also reminded us not to view documents as if they are just texts but to see them also as "social and historical constructs". This means that documentary researchers need to consider carefully "how and why it (a document) was produced and how it was received" (McCulloch, 2004:16). This reinforces the view held by critical discourse analysts such as Fairclough (2003, 2005) that "the analysis of the dialectic relationships between discourse (including language, but also other forms of semiosis e.g. body language or visual images) and other elements of social practices" is as important as the content.

Marwick (2001) has made a clear distinction between primary and secondary sources. He described primary documentary sources as documents which "were created within the period studied (while) secondary sources are produced later, by historians studying that earlier period and making use of the primary sources created within it" (Marwick, 2001: 156). Marwick (2001) also thought about categories of primary sources and proposed that handwritten documents were superior to printed documents. The status of documents will be considered closely during this research in order to improve the validity of findings.

### **3.1.2 Why Ofsted Documentation for this Research?**

Reference has been made to Ofsted documentation in the above section as well as in Chapter Two of this thesis. This section attempts to answer the question "why Ofsted documentation" presenting reasons for the use of Ofsted documentation for this study and explaining Ofsted methodologies.

There are two reasons why Ofsted documentation was chosen for this research. One is to extend the work some critical "race" theorists like Gillborn (2005, 2008) had done when he

studied underperforming BME groups in mainstream schools using available government performance statistics of 5 good A\*-C GCSE grades. Gillborn's methods had prioritised the same source of statistical data used to generate league tables of schools. Since the regulatory body Ofsted was set up in 1992, Ofsted reports have increasingly provided another way of evaluating the performance of schools. It is therefore necessary to find out how Ofsted reports and processes, an accepted way of categorising schools in the UK as outstanding, good, satisfactory or inadequate represent BME children with SEN.

The second reason is linked to Ofsted's methodologies which underpin its major documents. The Framework (see full name in Chapter One and the sub-section below) instructs inspectors to carry out a combination of activities that include analysis of school documents, analysis of statistical information, interviews, focused discussions, and observations using field notes to record these activities. This way of gathering and analysing data to produce a final report appears to fit a mixed method approach which Johnson and Onwuegbuzie (2007) have described as "where the researcher mixes or combines quantitative and qualitative research techniques, methods, approaches, concepts or language into a single study" (Johnson and Onwuegbuzie, 2007:120). Since mixed methods allow "viewpoints, data collection, analysis, and inference techniques" that are "cognizant, appreciative, and inclusive of local and broader socio-political realities, resources, and needs" (Johnson and Onwuegbuzie, 2007:129). Mixed methods also have the advantage of "add(ing) rigour, breadth, complexity, richness and depth to any inquiry" (Flick, 1998:231) and ensuring that research methods follow research questions as the most essential aspect of the study in an approach that gives the greatest prospect of getting valuable answers. It follows therefore that Ofsted documentation from a case study school needs to conform to what Johnson and Onwuegbuzie (2007) call the fundamental principle of mixed research which states that:

researchers should collect multiple data using different strategies, approaches, and methods in such a way that the resulting mixture or combination is likely to result in complementary strengths and non overlapping weaknesses, (Johnson and Onwuegbuzie, 2007:127).

The goal of mixing as Onwuegbuzie & Leech (2004) is that of “expanding understanding and not a search for corroboration” (Johnson and Onwuegbuzie, 2007:122). However, in this research the multiple data obtained by different methods by inspectors is used essentially both for triangulation (corroboration) and for contributing to a deeper understanding of how the school as an institution and its peculiar characteristics can affect the outcomes for pupils such that the final published Ofsted report is expected to be more reliable and valid and based on a stronger evidence base. An explanation of Ofsted processes follows later on in this chapter.

I am conscious of the weaknesses of a mixed method research such as have been highlighted by Johnson and Onwuegbuzie (2007) but I think the benefits of ensuring that methodologies and methods match my research questions far outweigh these disadvantages. This study hopes to benefit from data collection and analysis that have been carried out by inspectors in School X through approaches as well as methods which are qualitative and quantitative. This might help to reduce bias and enhance “complementary strengths” which together serve the purpose of any or all of the following “triangulation, expansion, complementarity, development, and initiation (Johnson and Onwuegbuzie, 2007:127). All these advantages can accrue to this documentary study of a Full Ofsted paper trail of School X because it consists of data obtained through a variety of methods.

### 3.1.3 Why use Case Study?

Case study is a common research methodology used by researchers when the central focus of the research is exploratory and there is limited attention to whether data collection procedures support qualitative or quantitative methods. A case study engages well with the complexity of a single case or group of cases with the main purpose of telling a complete story (Thomas, 2009). Even though Yin (2009) had suggested that major data collection tools for case studies could be interviews, participant-observation, documentation, archival records, direct observation and physical artefacts, Bryman (2008) had placed no limits on types of tools that could be used. This makes it possible to use School X as my case study school to pursue my research aims in spite of some well known disadvantages of this methodology (see Yin, 2009).

The interpretivist paradigm has been discussed extensively by Stake (2005) and Thomas (2009). Stake (2005) suggests that undertaking a case study is an umbrella term for a theoretical perspective that can incorporate qualitative, quantitative or mixed methods while Thomas (2010) focuses more on phronesis and leads away from an over attachment to development of theory.. For Stake (2006) the critical point in case study research is to decide what to study which he called “quintain” (which simply means) “an object or phenomenon or condition to be studied – a target” (Stake, 2006: 6). In that sense, BME children with SEN can be seen as such a target in this study. In this type of case study the central focus is the activities that are carried out during the study such as discussions, observations, interviews etc and the researcher’s involvement in these activities. On the other hand Yin (2009) sees case study as a method, to be used in the circumstances of certain research questions which pose a “how or why” question about a “contemporary set of events, over which the investigator has little or no control” (Yin, 2009: 13).

Swan (2011) describes Yin (1984, 2009) as taking a broadly positivist approach and Stake (2006) an interpretivist approach. Thomas (2009) conforms with Stakes (2006) view of a case study. The issue of triangulation and the distancing of the researcher from the case which happens with documentary research seem to suggest that this study fits better into Yin's perceptions of a case study particularly when other relevant variables such as schools judged to be good, satisfactory or inadequate which are outside the scope of this research are considered. The choice of the case study school is given careful attention not because of issues of generalisability as Flyvbjerg (2008) had discussed but more towards what Thomas (2011) calls "exemplary knowledge" which draws more on phronesis (seeking to answer questions and offer solutions) as distinct from theory. Due in part to constraints of time and cost, Thomas (2011) had described a typology and structure which I have adopted for this documentary research. This structure enables a "snapshot case study" (i.e. a case examined in a defined period of time) of School X that will include categories such as: BME and non-BME groups; SEN and non-SEN groups, BME with SEN group; BME with other categories such as BME with free school meals and BME that are looked after by the Local Authority.

In the UK, the end of secondary school education is a critical point for students because "the choice for continued schooling that qualifies pupils for university or other academic education is generally taken at the age of 16" (Dustmann, 2004:210). This is partly why several researchers including Gillborn (1995, 2008) have studied the outcome of secondary education for BME students. This reasoning also applies to this study. It is therefore important to find out how well BME students with SEN are prepared in outstanding schools at this very vital stage in their lives. The next section is concerned with identifying and discussing Key Ofsted documents and processes in order to engage well with the context for this documentary study.

## **3.2 What Documents are Needed?**

Thomas (2009) has noted that all documentary research is different and depends on scrutinizing and reflecting on the right documents. Relevant documents for this study have been framed through the structure and procedure of inspections of maintained schools (called Section 5 inspections) and will be discussed in three stages. In addition, the key published documents and instruments used for inspections are explained and the specific role each document plays is highlighted.

### **3.2.1 The Key Published Ofsted Documents**

The first and most important Ofsted document is the *The Framework for the inspection of maintained schools in England from September (2009)* referred to as “The Framework” in this thesis (see Appendix 4). The Framework establishes how “the general principles and processes” are applied to inspections of maintained schools in England. It sets out the statutory basis for inspection and summarises the main features of the school inspections that (took) place in England from September 2009” (The Framework p 3). The Framework (called from information on p.13 and 14) describes the three major areas used by inspectors to evaluate the work of schools and this is summarised as follows:

1. The seven judgements for pupils’ outcomes (which are): pupils’ achievement and the extent to which they enjoy their learning; the extent to which pupils feel safe; pupils’ behaviour ; the extent to which pupils adopt healthy lifestyles; the extent to which pupils contribute to the school and wider community; the extent to which pupils develop workplace and other skills that will contribute to their future economic well-

being taking into account pupils' attendance; the extent of pupils' spiritual, moral, social and cultural development

2. The three main judgements about the effectiveness of the provision (which) relate to the quality of teaching, including the effective use of assessment, the curriculum, and the care, guidance and support (provided to pupils).
3. The effectiveness of the leadership and management of the school. This includes the following eight areas:
  - The effectiveness of leadership and management in embedding ambition and driving improvement taking into account the effectiveness of the leadership and management of teaching and learning.
  - The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met.
  - The effectiveness of the school's engagement with parents.
  - The effectiveness of partnerships in promoting learning and well-being
  - The effectiveness with which the school promotes equal opportunity and tackles discrimination.
  - The effectiveness of safeguarding procedures.
  - The effectiveness with which the school promotes community cohesion.
  - The effectiveness with which the school deploys resources to achieve value for money.

The seven outcomes for pupils had acknowledged the Every Child Matters agenda. Some commentators have linked this agenda to some form of inclusion suggesting as Maynard (2007)

says a greater “focus on the whole child, and enable(ing) a more holistic approach to a number of outcomes for children (by) improving their overall well-being” (Maynard, 2007:25).

The Framework gave limiting power to three judgements. First is “if the outcomes for “pupils’ achievement and the extent to which they enjoy their learning” (Framework p 35) is inadequate then the school receives an inadequate judgement. For the second and third point which fall under the effectiveness of the school’s leadership and management the Framework states that:

Where a school is judged to be inadequate in relation to the quality of the school’s procedures for safeguarding and/or the extent to which the school promotes equality and tackles discrimination, inspectors treat these as ‘limiting’ judgements and the school’s overall effectiveness is also likely to be judged inadequate. (Framework p 39)

It is in the schools’ promotion of equality and tackling of discrimination through its “race” equality policies and action plans as well as the tracking of the standards reached and the progress made by BME students (Guidance on Equalities) on the one hand and the monitoring of the learning and progress of students with learning difficulties on the other hand (Framework p 9) that the experience of BME students with SEN can be identified, monitored and tracked. There are limiting judgements in the Framework on any aspects of provision so there seemed to be a missing link between actions of leaders and managers and outcomes for students. That missing link could be the curriculum, teaching or support for students.

The second key document is the *The evaluation schedule for schools* referred to as the guidance and grade descriptors for inspecting schools in England under section 5 of the Education Act 2005, from September 2009 (see Appendix 4) and links into The Framework. This document is

the full evaluation schedule of judgements cover(ing) the broad range of a school's work...(including) judgements about outcomes for pupils, the quality of the school's provision, its leadership and management and capacity to improve, and also its overall effectiveness (The Framework p 14).

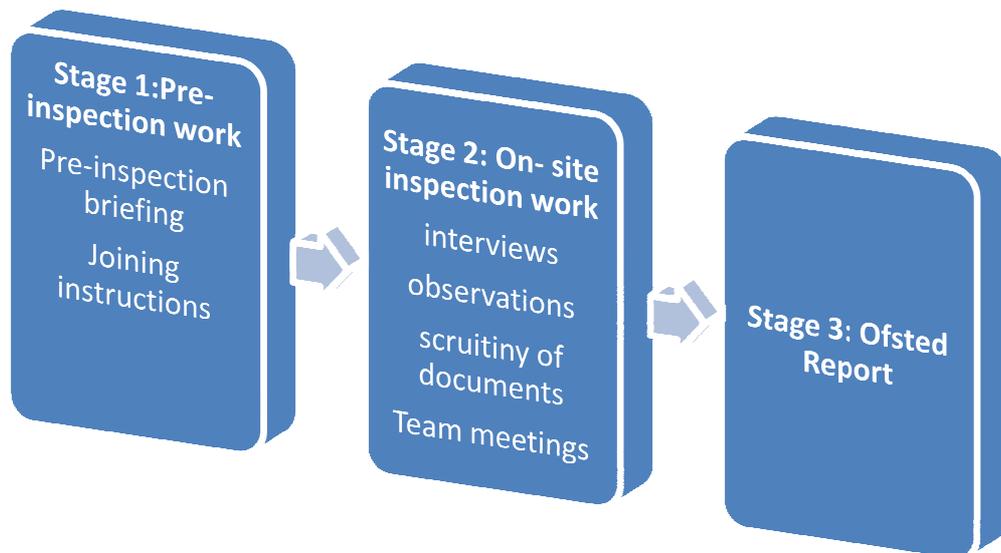
The third document is an important Ofsted tool called the *Evidence Form* (EF). The EF is used throughout the inspection by “inspectors (to) gather, analyse and record evidence and their judgements” (The Framework p 21). The most important features of the EF (shown as entries on the form) are:

the date which tells about when the on-site inspection happened; the timing of a particular activity and how long an inspector spent; identification for school inspection and inspector; type of activity whether discussion, lesson, or other ; details of lesson and whether or not support assistants or support teachers were present. Finally eight spaces are provided for judgements on the activity which follows a detailed evaluation and summary of key points of activity.

Below the space for judgements often as an option, inspectors are provided with some space for evaluation of the five *Every Child Matters* outcomes of safety, health, contribution to community, economic well being, and spiritual, moral, social and cultural. It is pertinent to note that at the bottom of the EF are two points that are asterisked one of them most relevant to this research is the call to inspectors to —“(you should) take account of the learning and progress of different groups of pupils in coming to overall judgements”. The positioning on the EF of these aspects as less important suggests to the inspector that they are optional. It is possible to see this as a blow to equal opportunities for groups of children.

### 3.2.2 Structure and Process of Inspections

In the diagram below the structure of an inspection is presented in three major stages following the order in The Framework (p 18-22).



#### Stage 1 (pre-inspection work)

The Framework explains the importance of the Stage 1 process (pre-inspection) in the section on “What happens before an inspection?” as follows:

inspectors gain an understanding of the school and the issues for the inspection before they begin their work on-site... lead inspectors begin by reading and analysing the school’s SEF (Self Evaluation Form), taking full account of the school’s analysis of its own performance. This features strongly when the issues for inspection and plans for the deployment of the team are discussed with the school,...(The Framework-Ofsted, 2009: 18)

After a school has been notified of an impending inspection the Lead Inspector prepares a concise pre-inspection briefing (PIB) for the school and the inspection team from a wide range of documentation that includes both qualitative and quantitative data such as:

the SEF (school self evaluation form) and additional pre-inspection evidence form: data from the most recent RAISEonline report; where relevant, the sixth form PANDA and any Framework for Excellence performance indicators; the report from the previous inspection; the reports from any subject or aspect surveys carried out by Ofsted in the school; the reports from any monitoring inspections carried out by Ofsted; the reports from any section 48 inspection (see paragraph 13 of The Framework); information from any upheld complaints about the school from parents to Ofsted; the results of any surveys showing the views of both the pupils and their parents; any additional information the school wishes to bring to the inspectors' attention. (The Framework p 18-19)

The PIB is therefore a very important document that sets the tone and focus of an inspection highlighting important links between how the school views itself in the SEF and what quantitative data (such as the RAISEonline, PANDA reports and responses to surveys) and other qualitative sources (such as school documents) say about the school. Based on the PIB the lead inspector then creates the “joining instructions” (JI) for the deployment of the team. The JI sets out the roles and responsibilities of team members, reminding team members of professional conduct during inspections and discusses domestic arrangements. The focus of the PIB is an indication of which particular groups an inspection team is interested in from the evidence gathered at the pre-inspection stage and in the JI the methods used by the inspection team to procure evidence can be identified.

## **Stage 2 (on-site inspection work)**

This is a major part of the inspection because it describes fieldwork processes for gathering data through the interviewing of key leaders and managers, analysis of responses from parent questionnaires, group focus discussions with pupils, observation of lessons and other scrutiny of key school activities such as pupils work. Evidence from all these sources is triangulated during team meetings. “The Framework” recommends two days for typical on-site inspection activities and under the section “*How do inspectors use their time during the inspection*”? the role of the lead inspector in these two days is to ensure that :

sufficient evidence is gathered so that judgements about the school are secure and reliable; the main judgements about the school are agreed by the inspection team; teachers receive well-informed and helpful feedback on lessons observed; the head teacher and other senior leaders receive well-informed and helpful feedback about the overall effectiveness of the school and the main findings of the inspection.

Pertinent to inspection judgements is the direct observation of teaching and learning in the classroom and The Framework is clear about its expectation that “much of inspectors time on site is spent observing lessons, the quality of teaching and pupils’ learning ... (this is because) judgements (are) about the outcomes for pupils, the effectiveness of provision, leadership and management and the school’s capacity for improvement” (The Framework- Ofsted 2009: 21).

An added on-site activity for inspectors which The Framework presents as an option is that:

inspectors may also ‘track’ potentially vulnerable pupils, such as those with learning difficulties and/or disabilities...(and)...give specific attention to the quality of learning for different groups of pupils....within mainstream lessons.

In schools:

inspectors gather, analyse and record evidence and their judgements on evidence forms. The overall judgements made about the school are recorded by the lead

inspector on a template included in the inspection report. (The Framework- Ofsted 2009: 21).

The lead inspector ensures the quality of the evidence base (EB) which is made up of the PIB, JI, questionnaires (pupils, staff and parents) and all EFs completed by the inspection team during the inspection. The Framework spells out the final activity of the inspection team at the end of Day 2 of the inspection. The Framework states that:

the overall judgements (need to) reflect all the evidence considered by the inspection team. Final judgements are made only when all first-hand evidence has been collected and considered...(and it should)..represent(s) the corporate view of the inspection team.

The inspection team can judge the school to be outstanding, good, satisfactory or causing concern (and requiring a notice to improve or special measures). The scope of this study however only includes schools that have been judged to be outstanding by Ofsted.

### **Stage 3 (final published report)**

Based on the rich evidence base gathered the lead inspector then writes the report which is rigorously internally moderated before final publication on the Ofsted website. The Framework states that “the lead inspector is responsible for compiling and assuring the quality of the evidence base” (The Framework- Ofsted 2009: 21). This evidence base is posted to Ofsted through the Inspection Provider Service after the report has been written. The final report covers all the major areas for evaluation of schools identified in “The Evaluation Schedule” providing and justifying numerical judgements. The lead inspector writes the report following a

set of prescribed guidelines provided by Ofsted and using the evidence base contributed to jointly by the inspection team.

In the next section I discuss the methods used to choose a representative school (School X) and the steps I went through to obtain the required documentation from Ofsted. Also included in this section are some limitations and considerations for the research especially around ethical issues and accessibility of documents. Finally this section concludes with a suggestion of the process of analysis and presentation of findings for Chapter Four.

### **3.3 Methods**

#### **3.3.1 Criteria for choice of School X and obtaining a *Full Ofsted paper trail of School X***

In 2011, Ofsted published an outstanding providers list (2010/2011) that indicated that 3,494 schools had been judged to be outstanding at least once since the keeping of records. Of this number 199 were London secondary schools (approximately 5.7% of London Schools). Eleven had been judged to be outstanding four times, 35 three times and 97 twice. Just around a third of these schools (66 schools) were inner city London schools with the ratio remaining approximately the same for schools that have been judged to be outstanding. Since 2005, the central focus of inspections had been the quality of teaching along with the progress of identified groups of children including children with SEN and children from BME backgrounds. This has been reflected in the review of major Ofsted documentation since 2005. The last review before the Labour government left power was in 2009 so it made sense to look at Ofsted documentation for outstanding schools after that period but before more current reviews of Ofsted framework led by new Chief Inspector of Ofsted – Sir Michael Wilshaw since the Coalition government came to power. The process for choosing School X and

obtaining a *Full Ofsted paper trail* (see Appendix 3 – e-mails) followed the steps highlighted below:

### **Step 1 - General Enquiry (Appendix 2)**

I inquired on the Ofsted website (21/12/2011) about accessibility of a *Full Ofsted paper trail* and I received a response from Ofsted (23/12/2011) stating that my request would be considered under the “Freedom of Information (FOI) Act 2000 and any other legislation that may apply” (23/12/2011mail Ref: CAS-209654-6YB9TZ). Details requested included the choice of an outstanding school to meet criteria set out below:

1. Was an outstanding secondary school in 2006/7 and is either still outstanding, was outstanding before 2006/7 or has not been inspected since;
2. Is an inner-city London secondary school with over 60% students registered as from minority ethnic backgrounds and at least 30% on Special Education Needs and Disabilities (SEN/D) register.

I also requested that the *Full Ofsted paper trail* should include relevant information as proposed below (full details in Appendix 1):

- evidence of initial contact with school by lead inspector
- pre-inspection briefing and joining instructions
- evidence of full contribution by team inspectors (EFs)
- evidence of team meetings
- final 2006/7 report

## **Step 2 - Formal response to request and receipt of documents from Ofsted(Appendix 2)**

After a series of e-mails back and forth between myself and Ofsted to clarify my request, Ofsted sent a formal response (04/01/2012) with details of one possible case study school that closely met criteria above stating that; “documentation would be sent to address specified within 20 days” (04/01/2012 mail Ref : CAS-209902-GPKVH3). I received the response mail (31/01/2012) with Ofsted documentation before the 20 days were up. Documents received included (details in Appendix 2):

- Cover letter dated 31/01/2012 Ref: CAS-209902-GPKVH3
- Analysis of data on parent and pupil questionnaires
- Other documentary evidence such as joining instructions, meeting schedules, site map etc
- School self-evaluation Form (SEF)
- Pre-inspection briefing (PIB)
- RAISEonline 2010 full report on School X
- Completed evidence forms (EFs)

### **3.3.2 Early Considerations and Limitations for this Study**

In this section I consider how this research meets the strict rules set by the University of Birmingham Ethics Board, I address the impact of Ofsted restrictions as a major limitation for this study, I consider the process of gathering and analysing data from documents through the tedious task of reading and re-reading documents as mentioned earlier and its possible effect on the research. Finally, I address the issue of bias and the potential limitations of using the Ofsted

Framework as a tool for gathering data and how I intend to reduce the effect of bias on the outcomes of study.

One of the initial considerations for this research had to be addressed early in the research cycle when I requested through Ofsted open enquires for a *Full Ofsted paper trail*. In an email (23/12/2011) Ofsted said that documentation on inspections are discarded after six months of publication of an inspection report. This meant that I had to obtain the *Full Ofsted paper trail* of School X within a restricted timescale to ensure that source materials remained within the scope of this research. The scope of this research as mentioned in Chapter One covered the 13 years of New Labour government so Ofsted documentation that reflected *The Framework 2009* and the Ofsted processes mentioned above had to happen in a specific period. School X met these criteria.

A major limitation of this research is directly related to the Freedom of Information (FOI) Act 2000 under which Ofsted agreed to share its documentation on School X with the researcher. Although through the Freedom of Information (FOI) Act 2000, I was free to request any information regarding inspections yet Ofsted was restricted by same Act from disclosure of “some information such (as) personal data about pupils/staff”( 31/01/2012 mail Ref: CAS-209902-GPKVH3). The cover letter (in Appendix 3) in response to the request for Ofsted documentation was clear about what had been excluded from the evidence base of School X. The letter stated that “some information within the evidence base is exempt from disclosure under the Freedom of Information (FOI) Act 2000 as it consists of personal information about third party individuals which is not fair or lawful to disclose to the public”. Such excluded information as stated in the cover letter includes:

1. Evidence that relates to the security of the school site and the procedures for ensuring the safety of pupils and staff of the school (section 38 of FOI Act 2000)
2. Personal information about third party individuals such as returned parent and pupil questionnaires; observations of teaching during lessons and assemblies; copies of lesson plans; notes of discussions held with groups of pupils; references to the specific circumstances of individual pupils, families or staff members; notes made by headteacher, staff or external partners where personal opinions are expressed; notes from pre-inspection telephone calls, contact information for school staff and inspectors (section 40(2) FOI Act 2000)
3. Information within Part A of the school self evaluation form (SEF) provided to Ofsted in confidence by the school management.(section 41 FOI Act 2000)

The cover letter stressed that the FOI Act 2000 “does not take account of who the requestor is or the purpose for which the information has been requested” but it ensures that disclosures contain non-exempt information. As a result, documents for this research meet the strict requirements of the University of Birmingham ethics board. Furthermore, I anonymised the name and location of the school and the names of persons mentioned in any of the documents especially the names of inspectors.

I considered the tedious task mentioned by McCulloch (2004) of reading and re-reading of documents in order to make meaning and contextualise paragraphs, sentences, phrases and words. This task was made all the more tedious and time consuming because a major proportion of evidence from Stage 2 (2-day on-site inspection) is hand written by inspectors on Evidence Forms. This is why according to McCulloch (2004) documentary research lost out to more popular less tedious methods in social research. This tedious task was ameliorated because the researcher is a lead Ofsted inspector and can apply the same sequence as the stages

of the inspection process described earlier to the reading of documents. Consequently, the making of meaning as reading proceeded reduced drudgery as unwanted material was discarded quickly and time was focused on the aims of the research. In this way this research benefited from the “insider” practitioner status of the researcher while maintaining the benefits of distance as an “outsider” (Mercer, (2007). It seemed as the researcher that I occupied a new position – a semi-insider practitioner stance.

I identified two major potential sources of concern related to using a tightly structured framework such as the Ofsted Framework (2009) for this study. Firstly, there was the possibility that data collected using this framework might not be answering the questions this study was interested in as expressed in chapter one. I sought to ameliorate the influence this would have on this research by closely scrutinising the Framework (2009) and how well it was suited to the major issues for this research. The result of this scrutiny is part of the conclusion to this chapter. Secondly, I recognised through my experience as a lead inspector, that the information gathered by inspectors through a number of qualitative routes such as document analyses, interviews and observation, particularly during the on-site activities of Stage 2 (described above) were not entirely value free. This could introduce bias especially as inspectors could be using their personal views and values to arrive at judgements rather than what the evidence suggests about how well School X was carrying out its duty towards BME students with SEN. To reduce this effect, I resolved to use my semi-insider practitioner position to ensure that evidence was triangulated especially across the quantitative-qualitative divide in such a way that quantitative, less subjective measures could be checked against more qualitative deeper meanings and understanding. This happened continuously throughout the study. This informed the decision to use an overall fifty-fifty mixed (qualitative/quantitative mix) methods design for this study.

As a BME researcher engaged from a semi-insider practitioner position in research into the educational achievement of BME children with SEN, I recognised the possibility of bias based on my “race”/ethnic background. To further reduce bias I used the advice in the Masters Programme in Education, Research Methods in Education Handbook published by the Open University (p 151) making sure that notes on the contents of documents are separated from comments and interpretations of the researcher by the use of a simple format that consists of three columns: question asked, content of document itself and comments and interpretation of researcher. This semi-structured scrutiny schedule guided the process of gathering data through the three stages of the inspection process allowing the researcher enough room to respond to evidence as it emerged during the study so that it is easy to triangulate evidence or to explore meaning within and across stages. The semi-structured schedule was produced based on questions for this research already discussed in chapter one of this thesis. A proposed sequence of analysis of data is presented below in the conclusion to this chapter.

### **3.4 Conclusion**

This chapter has provided information about documentary research and how it can be used to find out how well BME pupils with SEN are doing in a secondary school (School X) judged to be outstanding by Ofsted situated in an inner London Borough. Ofsted’s structures, systems and processes towards the end of the 13 years of New Labour government are presented. Particular attention is given to obtaining the necessary documentation from Ofsted and the limitations of the study so far. The system for gathering data will keep strictly to the 3-stage Ofsted structure discussed in this chapter. The data generated will be analysed based on the questions for this research earlier discussed in Chapter One and the theory of intersectionality will be applied to the results of the analysis. Analysis of data will follow a [data reduction] process described by Thomas (2009:197) that involves both quantification...(and) qualitative

data ...selection, through summary or paraphrase, through being subsumed in a larger pattern”. Thomas (2009) described two analytic processes – analysing words and analysing numbers – that embrace the full range of analyses suitable for the mixed methods employed in this research. This aspect is further discussed in Chapter Four.

The most important contribution of this chapter to this study is its response to the research question “Can Ofsted’s principal documents measure the outcomes for BME children with SEN” (see Chapter One p 6)? The answer at this point is no. The key Ofsted documents—The Framework and Evaluation Schedule—have not identified or acknowledged the existence of any groups of pupils (see defined groups in Chapter One p 4) on the intersection of inequalities including BME pupils with SEN. Categories of BME pupils and SEN pupils are presented as separate groups and their outcomes, provision and support are seen as distinct. This does not conform to the view of (Shields, 2008) that intersections are actually the norm and pure breeds of people hardly exist. However it is pertinent at this point to note that there are no restrictions on the use of Evidence Forms by inspectors to record as field notes their data analysis, firsthand observations, interviews and group discussions in order to reach inspection judgements. This process to reach decisions through the less restrictive use of evidence forms gives a chance for inspectors to use their professional judgement. There is a probability that the use of professional judgement could change macro-level central policy as represented by the Framework, at the local and school level. This is a view also shared by Grosvenor (2012) discussed in Chapter Two (p.9). Further analysis of data obtained through the close scrutiny of the evidence base provided by Ofsted on School X is presented and discussed in Chapter Four.

## CHAPTER FOUR – FINDINGS, ANALYSIS and DISCUSSION

### 4.0 Introduction

The major focus of this research was to find out how well BME children (especially BME students in secondary schools) with SEN were provided for and supported to reach desired outcomes in successful schools judged by Ofsted to provide outstanding education for their students. The major question for the research was the impact if any of the intersection of “race”/ethnicity and SEN on these students. Essentially how are outstanding schools ensuring that BME students with SEN are not underachieving or underperforming in UK schools? This chapter presents the findings, analysis and discussion of the *full Ofsted trail* documentation on School X received from Ofsted discussed in Chapter Three. The organisation of this chapter will follow the three stages of an Ofsted inspection described in Chapter Three.

The method of analyses used in this chapter will take into account the mixed methods – both quantitative and qualitative – used to generate data for the *full Ofsted trail* documentation such as nationally published statistical data and school data; records of observations and interviews; and field notes from scrutiny of school and other relevant documents. Quantitative data was culled from nationally published statistical data as well as school data was put together and presented in tables and charts using, where necessary, simple percentages to enable comparisons to be made. For Qualitative analysis I applied what Thomas (2009) calls the “constant comparative method” where it is possible to “map [your] themes to show the interconnections between them” Thomas (2009: 198) and use “thick description” Thomas (2009: 202) to make some sense of the social situation in schools.

Documents have been scrutinised carefully for the content (i.e. use of words/phrases/sentences containing BME or SEN) and context of BME students with SEN in School X. Other related terms such as English as an additional language (EAL), learning disability, school action, school action plus and statement as well as any specific types of SEN identified in School X also formed part of this scrutiny. Data were extracted from inspectors' field notes captured on evidence forms (described in Chapter Three). These summarised notes were full of abbreviations that are specific to education professionals and inspectors but I was able to make sense of most abbreviations because of my 'insiderness' in this research. Full meaning of abbreviations is provided for the reader. Qualitative data was organised in such a way that it provided deeper understanding and richness through triangulation and complementarity for quantitative data.

#### **4.1 Stage One— Pre-inspection Activities**

Stage One is a very important phase in an inspection because it shapes the whole inspection process. The pre-inspection phase (Stage One) documentation which provides two important documents (the pre-inspection briefing called the PIB and the joining instructions) has been itemised in Chapter Three.

The most important pre-inspection documents from the point of view of the lead inspector for School X are the Raiseonline (RoL), the school's self evaluation (SEF) and the school's previous inspection report (PIR). These documents were analysed in detail in the sub-sections that follow primarily because there is clear evidence of their importance in the lead inspector's pre-inspection briefing (PIB) and join instructions. Table 1 presents the Stage One documents sent by Ofsted and their status. Missing documents or parts of documents are explained using

the information in Ofsted's cover letter (Appendix 3) or according to their relevance to this study.

**Table 1:** List of Pre-inspection documents (see Appendix 1 for details of documents) with comments on status and relevance to study

Name of document and where it can be found	Whether or not in Ofsted pack	Comments on status and relevance of document
Self Evaluation Form (SEF)	Yes	The SEF—a partially complete self evaluation document that consists of Section B. Section A had been removed because it contained personal data that is exempt from disclosure to the public under section 41 of the FOI Act (see Appendix p. 3 for further details). Section B is a 31-page statistical record provided by School X. It is a primary source that provides factual information about School X in the month and year of the inspection (May, 2011).
Sixth form PANDA	No	Not relevant to study
Framework for Excellence performance indicators	No	No mention of its use by lead inspector for preparing the PIB therefore not analysed for this study
Previous inspection report (PIR)	Not in pack but obtained from Ofsted website	This is a nine-page inspection report written by the lead inspector describing the school and the quality of education and achievement of its students. This report a primary source for this research was published in December 2007.
Subject/aspect surveys	Yes	Ofsted survey inspection programme: the extent and quality of provision for pupils from day 6 of exclusion—printed letter (dated 06 November 2008) written by inspector reporting on outcomes of meeting with School X headteacher.
Section 48 report	No	
Monitoring inspections reports	No	
Views of parents and pupils	No	Barred from disclosure by FOI Act
Complaints	No	
Pre-inspection briefing (PIB)	Yes	Approximately a third of this document had been obliterated with Black ink to ensure that personal data according to the FOI Act was not disclosed. This document is a primary source and was word processed by the lead inspector (dated April 2011).

Event details	Yes	A 5-page <i>Event Details</i> document is provided on the portal of the ISP (Tribal inspections portal). This document includes details of the inspection such as a short CV of inspection team members.
Joining instructions (JI)	Yes	The lead inspector calls his Joining Instructions the <i>Team briefing</i> . It is an original word processed document produced by the lead inspector and dated 11-12 May 2011. It is a primary source. It contains a 4-page of instruction deploying the team of 6 inspectors for the inspection of School X.

#### 4.1.1 Previous Inspection Report (PIR) 2007

The PIR is one of the key documents of Stage One. It provided a full description of School X in 2007 as:

one of the largest secondary schools in the country (which) serves a culturally and socially diverse community in southwest London. Around half of the students are from minority ethnic groups. The proportion of students with English as an additional language is above the national average. The proportion of students with learning difficulties or disabilities is in line with the national average (PIR p 3).

The inspection was carried out by two inspectors, one leading, the other a team member, with a very simple three point focus referring to the “achievement in mathematics and science (and the sixth form), the match of the curriculum to learners' needs and the quality of care guidance and support” (PIR p 3). The focus did not include any particular mention of student-groups especially large groups such as BME students or SEN students. However, inspectors gathered evidence from representatives of almost all stakeholders of School X. They scrutinized data from an analysis of (data about) students' achievements provided by the school, observation of parts of lessons, parents' questionnaires, and discussions with senior staff, subject leaders, the

chair of governors, the clerk to the governors, and students (PIR p 3). The report described School X as “a good school with outstanding features” (PIR p 4) and a school which could become outstanding if it could “ensure that improvements to progress in mathematics and science are sustained [and] ....that students make the best possible progress at AS” (PIR p 5). That is why in the pre-inspection briefing under “points for improvement in last inspection” (PIB p 1) these issues were raised again by the lead inspector as part of the inspection trail. With respect to areas of interest for this research the report mentioned “minority ethnic” or “English as an additional language” just once in the “Description of the school” (PIR p 3) at the beginning of the report and no more. Learning difficulties (LD) was mentioned three times in the report (see Appendix 1). It was mentioned in the “description of the school (PIR p 3)... overall effectiveness of the school (PIR p4)...(and) in the tabulated “inspection judgements” section under “achievement and standards, where it was judged as good”.

Student-groups have not been overtly highlighted in this report however, through the skilful positioning and use of the word “ability” which appeared in the second line of the paragraph on attainment in the “overall effectiveness” section, there is a possibility that students had been deftly grouped into highest and other abilities. This is confirmed by the persistent thread of this segregation throughout this section as the statements (culled from PIR pages 4 and 5) below suggest:

One quarter of students are selected from the higher level of the ability range although there is a considerable range of abilities across the school.

Although teachers receive information on learners' needs and abilities, they do not always consider these sufficiently when planning lessons.

The curriculum is broad and responsive to learners' needs and capabilities. There are opportunities to take a second modern foreign language, statistics, separate science

subjects at GCSE and additional GCSE qualifications in drama, dance, and Latin for the more academically able students.

Students who would benefit from additional teaching receive extra lesson time for literacy and numeracy, which has contributed to the improved standards at GCSE.

Specialised local college courses and apprenticeship schemes provide excellent opportunities for students to explore their talents as an alternative to GCSE courses. The teaching assistants who accompany them monitor their progress carefully.

What else seems apparent from these quotes above is that the curriculum and the quality of teaching were variable at School X. The more academically able could be offered additional courses that led to additional GCSE qualifications while the less able would more likely “benefit” from extra literacy and numeracy, go to a local College and receive alternative to GCSE courses which the lead inspector did not deem important enough to include in the report. What is interesting though is that School X judged by Ofsted to be a good school in 2007 “prides itself on its inclusiveness and supports the majority of students exceptionally well” (PIR p4). Inclusiveness defined in this way seems to confirm Black Hawkins, (2007) theory and that of Ofsted (2000) that the highest levels of inclusiveness should mean high levels of achievement. How has School X achieved this level of inclusiveness for the majority? Who are the undefined minority who are not included or supported exceptionally well?

#### **4.1.2 RAISEonline 2010 Full Report (Appendix 1)**

RAISEonline 2010 Full Report (RoL) is a statistical document based on the raw data provided by the school and the results of national testing provided by the Department for Education (DfE) at specific intervals during the compulsory schooling of children. With respect to School

X the two important national tests are Standard Assessment Tests (SAT) and General Certificate of Secondary Education (GCSE). The RoL is primarily focused on the achievement of children in their final year in the school. It provides key information about how the report should be read. The aims of the RAISEonline Full Report (RoL) on School X is firstly, to help School X to evaluate its effectiveness (SEF) and develop plans to raise the standards of achievement of its students (RoL p4). Secondly, it is also aimed at helping inspectors especially the lead inspector to think about initial questions and hypothesis in order to produce the pre-inspection briefing document and the joining instructions at the beginning of the inspection. The major feature of the RoL document is its ability to compare achievement data (attainment and progress) on schools with data on similar secondary schools nationally. To carry out this task the RoL provides contextual information referred to as “key indicators for your school...against the national picture for maintained mainstream schools” (p 5). Table 2 below is culled from “*basic characteristics of [your school]*” (RoL p5) School X.

**Table 2:** Key indicators for School X (RoL p5) based on January School Census return

	<b>Percentage of students in 2010</b>	<b>Comments</b>
Total number of students on school roll	1,940 (100%)	Has been in the 80 <sup>th</sup> percentile for the last 3 years. Average size for all schools was 984 in 2010. This figure includes the sixth form.
Free School Meals (FSM)	266 (13.7%)	Lower than national average (15.4)
Black and Minority Ethnic (BME)	1133 (58.4%)	Has been on 80 <sup>th</sup> percentile for last 3 years. More than double national average (21.7)
English as an Additional Language (EAL)	535 (27.6%)	Has been on 80 <sup>th</sup> percentile for last 3 years. More than double national average (11.7). This suggests that

		more than half BME students could also be speaking EAL
Special Education Needs (SEN)	406 (20.9%)	This is almost equal to national average (21.7) with percentage of stated category of students slightly above average (2.6 compared to 2.0).

This key contextual information of School X is used to calculate some very useful data that gives a numerical value to how well School X has added “value” to its students and how well standards have been met in various subjects described as the school’s subject value added (VA), contextual value added (CVA) and average point scores (APS). Downes and Vindurampulle (2007) have explained how Ofsted picked up the use of VA after its introduction in England in 2002 and using its adjusted scores standardised onto a scale of 100 as mean in the RoL.

Debates about the appropriateness of VA (Fitz-Gibbon, 1997b; Rowley, 2006; Griffin et al., 2005; Gorard, 2006) given that the context of pupils and schools were so varied led to the introduction of the multilevel CVA model. The CVA takes account not only of achievement but other background factors. RoL in computing CVA has allowed a further conversation regarding barriers to obtaining the highest scores in tests and is contributing to this ongoing debate. However, the debate has not as yet considered the possibility of intersections and multiple inequalities and its impact on VA or CVA.

Data on Table 2 suggests that School X is a very large school more than twice the size of normal secondary schools in the UK. School X also has more than half of its students registered as BME (and almost half of them speaking EAL) and about a fifth as SEN. This suggests that the student group of interest to this research - students with BME and SEN - could be in this school. The PIR indicates that the demographics of the school as stated in the PIR remains broadly unchanged since 2007.

Of particular interest is the data on *Basic Characteristics by National Curriculum year group* (RoL p 9) which suggests that of the 253 students in Year 11 (2010), BME students were 51.4% (21.3% EAL) while SEN students were 50.2%. The BME groups were Indian (5.7%), Pakistani (5.2%), Black Caribbean (8%) and Black African (7.7%) and several other smaller student groups including student groups identified as mixed “race” (see table 3 for details). White British students made up 41.6%. This data strengthens the possibility of the presence of the group of students of interest to this research. The achievement data (attainment/standards data and progress data) for this Year 11 group presented later in this section is very pertinent to this research which seeks to illuminate how well students classified as BME with SEN progress in an outstanding school as judged by Ofsted.

**Table 3:** Prior Attainment Key Stage 2 (Year 6) Average Point Scores (APS) for students in Year 11 (culled from *The Prior Attainment of Pupils at Key Stage 4* RoL p10). Coverage 99%

Key Stage 2 APS (attainment/standards)	National Curriculum level (attainment/standards)	***% of Students	
		School X	National average
15	2b	<1	2
17-18	2a	2	2
19	3c	2	2
21	3b	3	4
23-24	3a	4	5
25	4c	4	8
27	4b	8	20
29-30	4a	8	15
31	5c	20	15
33+	5b+	38	15
29.8 (school)	4a		
27.8 (national)	4b		

\*\*\*These “values” are approximations read off a bar chart (RoL p10).

Table 3 presents a scrutiny of the attainment (standards) on entry into School X of students in Year 11(2010). Approximately three quarters of students (78%) attained the expected level 4+

from primary school with slightly more than half ( 58%) attaining the higher level 5+. This suggests that the prior performance of students on entry to School X for Year 11(2010) was similar to performance of students nationally with reference to level 4+ but was above for Level 5+ at 58% compared to 30% nationally. Slightly more than a fifth of students in Year 11 (2010) had been working below expectations before they entered School X. Table 3 shows approximately 12% for School X compared to 15% nationally. This means that for School X to add value to student performance, no less than 78% of students should reach expectations and at least 58% should exceed expectations in spite of their context. Therefore School X needs to add value to the remaining 12% so that some of them reach and exceed expectations. Data in Table 4 and 5 suggests that this did not happen for all groups of students when some student characteristics were evaluated.

**Table 4:** 2010 Attainment (Students Average Point Score Total at GCSE and equivalent) culled from RoL p 42-43.

<b>Student Groups</b>	<b>Cohort size</b>	<b>APS school</b>	<b>APS national</b>	<b>APS difference</b>	<b>***Significance</b>
All	253	488.6	441.4	47.2	positive
FSM	22	393.3	366.7	26.7	Not significant
Non-FSM	231	497.7	452.9	44.8	positive
First language English	199	490	444.4	45.6	positive
First language other	54 (21.3%)	482.6	445.6	37	Not significant
Non-SEN	126	575.0	481.1	93.9	positive
SEN-School Action	*115	416.2	373.5	42.7	positive
SEN-School Action Plus	5(2%)	255.8	295.3	-39.5	Not significant
SEN-Statement	7 (2.8%)	289.3	185.7	103.6	positive
White British	123 (48.6%)	503.1	444.2	58.9	positive
African	12 (4.7%)	369.1	438.1	-69	Not significant
Caribbean	20 (7.9%)	386.4	410.6	-24.2	Not significant
Any other Asian background	12 (4.7%)	434.0	455.7	-21.7	Not significant
Bangladeshi	5 (2%)	445.8	445.4	0.4	Not significant
Pakistani	10 (4%)	468.3	440.1	28.2	Not significant
Indian	16 6.3%)	502.9	505.3	-2.4	Not significant

Any other mixed background	5 (2%)	627.8	451.8	176	positive
White and Asian	8 (3.2%)	523.4	473.1	50.3	Not significant
White and Black African	10 (4%)	488.3	437.5	50.8	Not significant
White and Black Caribbean	14 (5.5%)	454.0	413.8	40.2	Not significant
Any other White background	5 (2%)	561.3	439.0	122.3	Not significant
Irish	2	No information	447.4	-	Too low
Any other black background	1	No information	422.1	-	Too low
Chinese	3	No information	546.6	-	Too low

\*\*\* Significance tests were performed on data on RoL

In 2010, all students in Year 11 had attained significantly above expected standards overall compared to their peers as shown in Table 4 above. However, several groups of students taken separately had performed at much lower standards compared to their peers nationally. Considering APS difference the groups that had performed much worse than their peers nationally were BME groups especially Black African, Black Caribbean, any other Asian background and Indian students. However, Indian students had outperformed White British students in School X. This seems to confirm the BME/non-BME attainment gap still exists even in outstanding schools and conforms to the views of Gillborn and Mirza (2000) which described Black African children and African Caribbean children as among the most underperforming groups in the UK based on GCSE A\*-C grades. Discussions of the successful ways of reducing this gap such as the Aim Higher projects have been reported for the Department of Education and Skills by researchers such as Dehal (2006) and Tikly, Hill and Gillborn (2006). However, Gillborn (2008:9) reiterates “that deep-level race inequalities are a fundamental and relatively stable feature of the English education system”. He warns against superficial official statements that suggest improvements that are not based on clear evidence.

Could “race” inequality be responsible for this BME/non-BME gap or could multiple inequalities such as SEN be a compounding factor?

Table 5 suggests that overall SEN students had attained well (except the 5 students on School Action Plus) compared to their peers nationally but the gaps compared to their peers in the school is not narrowing. Based on prior attainment figures, only 7-8 percent of students (17 or 18 students) arrived from primary school having not reached the expected Level 4. This calls to question how students with SEN had been identified, assessed and provided for by School X and seems to confirm the conclusions of Hick (2005) and Diniz (1999) that assessment procedures for labelling a child with SEN are unclear. Therefore a BME student labelled with SEN might be seen as underachieving for his BME status or achieving well compared to his peers nationally if labelled as SEN.

**Table 5:** —2010 Contextual Value Added Key Stage 2 to 4 Progress Measures—by student groups (culled from RoL p 20/21).

Student groups	Cohort size	CVA	CVA point difference	Significance
All students	250 (200 because of 99% coverage)	1018.8	18.8	Positive
Below L4 (KS2)	30	992.9	-7.1	Not significant
At L4 (KS2)	75	1011.8	11.8	Not significant
Above L4 (KS2)	145	1026.9	26.9	positive
Free School Meals (FSM)	22	1001.6	1.6	Not significant
Non-FSM	228	1020.3	20.3	positive
Non-SEN	124	1027.8	27.8	positive
SEN (School Action)	114	1007.7	7.7	Not significant
SEN (School Action Plus)	5	988.1	-11.9	Not significant
SEN (Statement)	7	1022.7	22.7	Not significant
First language English	197	1022.6	22.6	positive
First language other	53	1003.4	3.4	Not significant
White British	122	1025	25	positive
African	12	992.0	-8	Not significant
Caribbean	20	1000.8	0.8	Not significant
Any other Asian background	12	988.4	-11.6	Not significant
Bangladeshi	5	999.4	-0.6	Not significant

Pakistani	10	1004.8	4.8	Not significant
Indian	16	1020.7	20.7	Not significant
Any other mixed background	5	1012.9	12.9	Not significant
White and Asian	8	1013.9	13.9	Not significant
White and Black African	10	1010.6	10.6	Not significant
White and Black Caribbean	14	1011.4	11.4	Not significant
Any other White background	5	1006.8	6.8	Not significant
Irish	2	No information	-	Too low
Any other black background	1	No information	-	Too low
Chinese	3	No information	-	Too low

Progress measures on Table 5 throw more light on how well School X has enabled BME and SEN students to progress from their starting point. Table 5 presents the relative five year progress from starting points (when students left primary school) for all students and student groups in Year 11 (2010). Overall GCSE performance showed that students made significant progress (18.8 point difference) relative to the national mean of 1000. This is above average progress which is at least good. This is likely to have contributed to the judgement of outstanding by Ofsted supported well by the statement which judges “pupils’ achievement and the extent to which they enjoy their learning ... (to be outstanding if) ... attainment is high (shown on Table 4) and learning and progress are good” (see Appendix 2 - The Evaluation Schedule p 15).

However, this progress was variable for different student groups. The data shows gaps between the progress made from starting points by BME and non-BME, SEN and non-SEN student groups. Better progress (statistically significant) after considering contextual factors (see table 2) was made by more able students (students who left primary school with above level 4) who had identified themselves as White British and not on the special education needs register. The data seems to confirm that the converse could also be true that the less able students (students working on below Level 4 and on level 4 when they left primary school i.e.

30.3%) from non-White British heritage (BME students) that spoke English as an additional language and were on the special education register would make the least progress. The proportion of lower and middle ability students making statistically non-significant progress (30.3%) was more than expected considering the less than 12% that left primary with less than expected levels. This seems to beg the question, what value was added by School X? The RoL information therefore is a signpost for the formulation of a hypothesis that will enable a qualitative search into other forms of evidence of value added. Considering only the RoL information in the judgement of schools mirrors the use of league tables which some researchers (Rouse and Florian, 2006; Goldstein and Leckie, 2008) have criticised for its quantitative, positivist approach that neither gives advice nor supports schools to be more effective by showing areas for improvements. This research recognises that “*free school meals*” (*FSM*) which is one of the measures of social status and class could be a confounding factor and might contribute to slower progress of students but that is beyond the scope of this study.

#### **4.1.3 Section B Self-Evaluation Form (The SEF) – Appendix 1**

The Framework (2009) explains how schools should complete and up-date their self-evaluation by emphasising that:

Schools are strongly encouraged to record the outcomes of their self-evaluation in the online self-evaluation form (SEF), whose structure matches that of the evaluation schedule of judgements for school inspections, and also to update the SEF in line with the school’s own review process. Additionally, schools are encouraged to submit the SEF each time it is updated. (The Framework p 25)

The SEF document and its key role in inspections are also clearly stated:

The SEF is used by the lead inspector to plan the inspection. It is the basis for discussion with the school's senior team and, where possible, members of its governing body. Inspectors evaluate the school's self-evaluation and, by doing so, contribute to its further improvement. The quality of self-evaluation is a good indicator of the calibre of the school's leaders and managers and of the school's capacity to improve. (The Framework p 26)

However on the basis of the FOI Act as stated in Table 1 large portions (the whole of Section A) of the SEF were not included so it is not possible to provide complete information on School X's judgement of itself using the Ofsted evaluation criteria. Thankfully the pre-inspection briefing (PIB) provides a SEF judgement for all aspects of provision. On the PIB (6) question "*How effective is provision*" the PIB records SEF judgements as "teaching 1, assessment 1, curriculum 1, care guidance and support 1" suggesting a grade of outstanding for provision. The SEF provided further information regarding the specific context of the school in the year of the inspection. For example the SEF stated that School X

is a Foundation co-educational school catering for children between 11-19 year olds, has been a Specialist Technology College since 1995, has a religious character and receives a section 48 inspection, [is situated on]... one site and at the time of inspection was subject to reorganisation proposals...(SEF p 39-42).

The SEF confirmed RoL statistics for the total number of students on roll (1940) and in Year 11 (253) but went on further to explain the whereabouts of two of the children missing on the RoL data as the coverage of 99% suggested. The SEF stated that these children were getting "alternative provision" SEF p 46. The RoL does not recognise the progress made by students getting "alternative provision" but this might be linked to the "specialised local college courses

and apprenticeship schemes” [that are]... an alternative to GCSE courses” described in the PIR (2007).

The SEF gave details of specific categories of School X’s BME population as consisting of thirty students who speak English as an additional language (EAL) out of a total BME population of 471 students. Eleven out of these thirty students were described as being at early stages of English language acquisition (SEF p 47/48) and had been identified as students that joined the school other than at the usual time of admission (SEF 50). These students also qualified for special support from 1.5 full time equivalent support teachers funded by the local authority through the Ethnic Minority Achievement Grant.

The SEN population in Key Stage 3 and 4 are described in Table 6 and Table 7 below

**Table 6:** Levels of Provision (culled from SEF p 48)

<b>Level of Provision</b>	<b>Key Stage 3</b>	<b>Kay Stage 4</b>	<b>Total</b>
Undergoing assessment	1	0	1
School Action (SA)	98	71	169
School Action Plus (SA+)	26	16	42
Statement of SEN	28	22	50
<b>Total</b>	<b>153</b>	<b>109</b>	<b>262</b>

**Table 7:** Types of Special Education Needs and or Disabilities (culled from SEF p 49)

<b>Disability/difficulty</b>	<b>Key Stage 3</b>	<b>Kay Stage 4</b>	<b>Total</b>
Specific learning difficulty	5	8	13
Moderate learning difficulty	12	8	20
Behaviour emotional and social difficulty	11	13	24

Speech language and communication needs	5	4	9
Hearing impairment	3	3	6
Visual impairment	1	1	2
Multisensory impairment	3	2	5
Physical disability	4	1	5
Autistic spectrum disorder	11	5	16
<b>Total</b>	<b>44</b>	<b>45</b>	<b>89</b>

Table 6 and 7 present the different ways students with Special Education Needs and or Disabilities are labelled in School X. School X provides for 262 students at various levels even though only slightly over a third (89) had been diagnosed with a disability or difficulty. This process of diagnosis follows what researchers in SEN call the deficit model with labels waiting to acquire students (McDermott, 1996; Norwich, 1999; Keil, Miller, and Cobb, 2006). This deficit model also suggests treatment which the SEF has pointed out in the form of the 7.9 Full Time Equivalent (FTE) numbers of teaching assistants trained to support students with special education needs and/or disabilities. Hick (2007) and Coard (2007) have argued that these processes of identification, assessment and provision have acquired a disproportionate number of BME students and caused a negative impact on their education. Could this offer a reason for the less than significant progress and lower attainment of some BME groups as the RoL reports for School X?

The curriculum is organised (SEF p 57) to reflect a range of abilities (hinted at in the PIR) and what is on offer in each Key Stage. It is clear therefore that the lowest ability pupils are offered less while the higher ability pupils are offered more. The extracts below explain this point well.

In Key Stage 3:

Classes in each year group are divided into 4 bands—extension (3), upper (3), middle (2) and support (1). Pupils taught in class groups for all subjects except Technology (..) and maths is set by ability from Year 8. All classes follow the national curriculum. Extension classes start a second foreign language in Year 8. Support classes are smaller, have a support teacher or teaching assistant in a high percentage of lessons and in Year 7 are taught by fewer teachers, often in their base room....Year 7 and 8 support classes have 1 hour of numeracy, and Year 7 have 1 hour of literacy.

#### In Key Stage 4:

All pupils in Year 10/11 follow a core English, Maths, Science, Technology, RE, PE, PSHE for which year groups are divided into two main cohorts to facilitate settings....Other GCSE subjects are available within the timetable as options (all pupils choose 2). These are taught across the year group so some classes are mixed ability...In addition to a College (name omitted) Link course more extensive work related learning (e.g. two days a week modern apprenticeship) is offered to individuals with a particular need.

#### In Support

In class support by both teachers and teaching assistants focuses largely on Key Stage 3, covering most support class lessons and some middle band lessons. Individual support is a mixture of in class and withdrawal according to need. Intervention support at Key Stage 3 includes short term group withdrawal for targeted support e.g. spelling, Writing Challenge. The school has provided one to one tuition in English/Maths to 39 pupils in Key Stage 3.

The arrangement of the Key Stage 3 curriculum of School X suggests that BME students with SEN would at best be placed in the middle band or else be dumped in the support band. If these BME students also have EAL they might also qualify for support from support teachers funded by EMAG as well as teaching assistants who will be addressing their SEN. They will get in class support and be withdrawn for several interventions targeted to their perceived SEN, BME and EAL needs.. So School X could either promote the SEN interventions or the BME interventions or both but ideally what might be necessary is to work together as a team to remove obstacles to learning. Finally, as the Key Stage 3 curriculum suggests they will be taught in a primary style classroom with less exposure to the depth and breadth of the national curriculum because their “fewer teachers” will spend most of their lessons teaching them literacy and mathematics. BME students with SEN by Key Stage 4 will have lost so much ground with limited support at Key Stage 4 and too many new subjects to learn it is little wonder that the RoL shows that they do not make as much progress as they could when compared to their peers.

#### **4.1.4 Pre-inspection Briefing Document (PIB) and Joining Instructions (Appendix 1)**

The PIB highlights the three major foci (*Pre-inspection issues*) for the inspection (the fourth concerns the sixth form and is not relevant to this study) following the lead inspector’s scrutiny of Stage One documents. The pre-inspection issues are:

Are current progress and attainment across year groups, in lessons and of lower attainers, FSM, SA+, Caribbean and African Heritage groups strong enough for achievement to be outstanding?... How effective are personalisation of the curriculum,

support and teaching, which are informed by tracking, meeting everyone's needs, closing gaps leading to improved outcomes? How effectively have leaders at all levels evaluated and improved provision, including teaching and outcomes? (PIB p6)

The PIB draws attention to the above average attainment on entry of the Year 11 (2010) students. It discusses the attainment and progress based on analysis of RoL as shown on Table 3 and 4 ..... letting us know that “KS4 attainment has been sig+ for the last three years in all main measures...but not for Caribbean or African groups whose attainment is below the overall national average for all students or for SA+ students”. Also that “the lowest progress was made by lower prior attainers...those whose first language was not English (EAL) and those of African, Caribbean, Bangladeshi and other Asian Heritage”. It is not surprising therefore that the achievement of these groups of students becomes a key issue for the inspection upon which the achievement judgement is hinged.

The lead inspector's hypothesis on the *Outcomes (how well are pupils doing, taking account of any variation?)* for students therefore is that:

Students' KS2-4 progress rose in 2010. If it has continued at least at this level overall across year groups and in lessons, and if attainment and progress have improved for low prior attainers, students known to be eligible for free school meals, and for Caribbean, African and SA+ groups, then achievement may be outstanding (PIB p 3).

The PIB (p. 2/3) clearly states the types of evidence the inspection team will use to arrive at a judgement such as

learning and progress in lessons; school data showing aggregated attainment and progress of current students in each year overall and for FSM, low prior attaining boys and girls, Caribbean, African and SA+ groups, in a way that allows direct comparison of attainment and progress with last year; targets for 2010, 2011 and actual/predicted

attainment; comparison of exclusions from September to date last year and this year by year group, particularly, Caribbean, African and mixed White and Black African repeat exclusions; extent of involvement of all students, especially those who are vulnerable; attendance and persistent absence from September to date for each year group and by groups PIB (p. 2/3).

The PIB (p 3) also gives an insight into how the school evaluates itself as discussed earlier. According to the PIB the SEF judges its quality of provision to be outstanding even though identified groups are not attaining or progressing well and “updated figures on exclusion by ethnic and SEND group for 09/10 (show that) the highest exclusion rates are for Caribbean, African and mixed White and Black African groups” (PIB p 3). Even with high attendance figures overall for School X, the PIB (p 3) drawing on the school’s own self evaluation acknowledges some variation exists among groups. The lead inspector’s hypothesis regarding effectiveness of provision for Caribbean, African and mixed White and Black African groups as well as the lowest performing SEN groups is vague. It simply states that:

evidence available for curriculum and CGS (care, guidance and support) is consistent with the SEF evaluation and will be checked (also) the impact of teaching and assessment, as well as intervention, on students’ learning will be evaluated (PIB p 4).

Further evidence demanded regarding groups include “case studies of six vulnerable students and their timetables; discussion of the school’s work to reduce exclusions/internal exclusions and gaps between groups and its impact” (PIB p 4). Nothing is mentioned in this section *How effective is provision* about checking the teaching, curriculum, care, guidance and support in lower sets, bands and support classes in Key Stage 3 since this, according to SEF Section B as discussed earlier, is how the school’s curriculum is organised.

On *How effective is leadership and management?* the PIB is once more very vague. The hypothesis “points to a continued drive to improve [and]... the rigour and impact across the school [are]... to be evaluated”. No particular mention is made about how leadership and management link into the achievement and provision of groups of students. Evidence sought around “equalities, SEN policies, record of racist incidents (PIB p 5)” seems to suggest that evidence around race, racism and SEN are collected together giving an impression of inclusivity as a whole with features that fit the expanded notions of inclusion discussed in Chapter two. The lead inspector’s deployment plan perhaps for practical reasons seems to support this view of inclusion.

The lead inspector deployed a six-person team of inspectors to cover all the major aspects of The Framework (*Team briefing* p 1). However, the same inspector was assigned to look at the learning and progress of pupils with SEN; behaviour; attendance; assessment to support learning; leadership and management of teaching and learning; equal opportunity; and community cohesion (*Team briefing* p 1). In addition, the same inspector was also given responsibility for the vulnerable students’ case study including any involvement of their parents, SEN and equalities policies and their statutory requirements as well as English as an additional language (*Team briefing* p 1). The inspection *Event details* (which includes team details and a short resume of the six inspectors) suggests this team inspector

is qualified to inspect ... secondary schools, BSED (behaviour, social and emotional provision including PRUs (pupil referral units)... (and has) particular expertise [is] within the area of ethnic minority achievement, equalities and provision for vulnerable groups such as LAC (looked after children) and learners with SEND” (*Events Details* p 2).

Though attainment and progress data on BME and SEN categories were kept separate in the RoL at least for inspection purposes the gathering of qualitative data was done by the same inspector with an overview of both areas. The lead inspector following New Labour education policy guidelines had separated proposed data gathering on equalities (including the community cohesion) policies from SEN policies. However, in practice the way the curriculum is organised (see SEF details above) and how lessons are delivered for students that need support seem to suggest teachers, support teachers and teaching assistants work together to support students within a more expanded role for inclusion. Inspection practices in Stage Two pick up on this as the planning of the PIB and deployment of team inspectors in the joining instructions (see Team briefing) signify through the responsibilities given to specific team inspectors. This holistic approach to planning and preparation (Stage One) of this inspection seems to be drawing together different forms of inclusion (Dyson, 1999) in School X into what Norwich (2002) had called inclusive diversity.

The scrutiny of the PIB concludes scrutiny of Stage One documents. The focus of the investigation into Stage Two documentation was to provide further insight into how well inspectors had examined and considered students at the intersection of “race” and SEN and to check for features of inclusive diversity. What did inspectors find out about BME students with SEN?

## **4.2 Stage Two—On-site Inspection Documentation**

### **4.2.0 Understanding the Focus of Stage Two Documents and its Major Tools**

Stage –Two documentation describes the on-site activities carried out following the Stage One process and focuses more directly on the evidence gathered by inspectors to follow trails based

on the PIB main issues and the major areas of The Framework described in Chapter Three. The evidence base for the information gathered by inspectors for the two on-site days was obtained through:

Interviews: with pupils, school staff and governors, parents and carers.

Firsthand observation of the school's work with students which includes lesson observations and scrutinising student's work in their books.

Analysis of the school's documents and data.

Almost all information leading to final judgements in an inspection is recorded on specialised Ofsted instruments labelled Evidence Forms fondly called EFs by inspectors (see description in Chapter Three). EFs have features which enabled the researcher to follow the contribution of each inspector to the major judgements of the Framework and the tracking of inspection trails as identified on PIB.

#### **4.2.1 Identifying Stage Two Documents in Ofsted Pack**

Based on the FOI Act as discussed in Chapter Three all evidence forms (EFs) regarding firsthand lesson observations were withdrawn from the pack provided by Ofsted. Also, using indelible ink, all areas on EFs that identified specific people or groups of people were removed. Table 7 describes the Stage Two documents which I received in the Ofsted pack. These documents were scrutinised following the order provided in Table 7. Handwritten EFs were typed up, anonymised and coded based on major contribution of each inspector to Framework area assigned (see further details in Appendix 3). Table 7 rated documents as very relevant/relevant/not relevant based on their content of the keywords/phrases/sentences

following a similar structure as Table 1 in Stage One. This provided consistency of approach to the scrutiny of documents, reduced bias and ensured that the study kept within the scope of this research.

**Table 8:** Documents provided to inspectors or by inspectors during the two on-site inspection days.

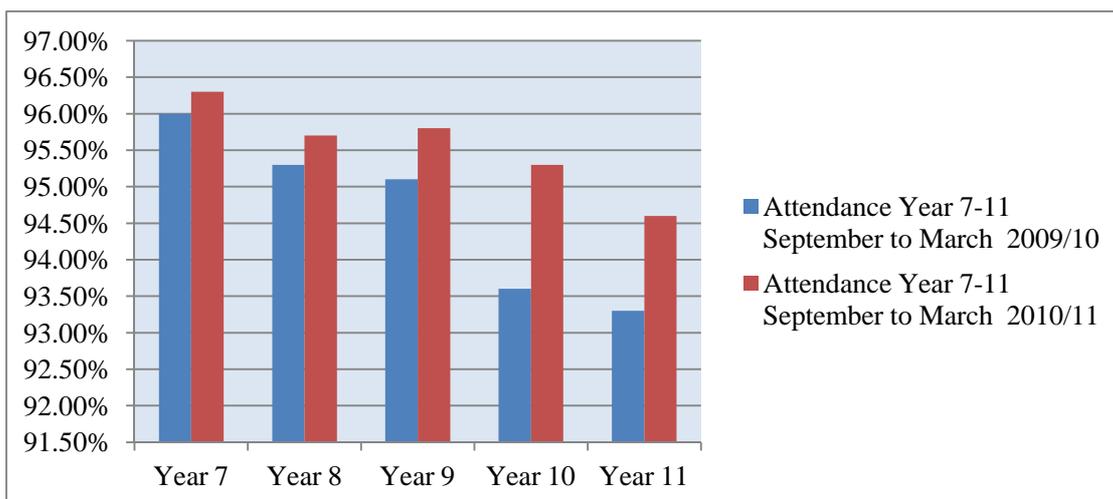
Name of document	Details of documents (e.g. number of documents or pages etc)	Very Relevant/Relevant/Not Relevant	Comments on status
Letter informing School X of inspection	A 4-page document	<p><b>Relevant</b></p> <p>process of inspection esp validation of inspection findings</p> <p>access to questionnaires in different languages for parents</p>	<p>This is a standard official typed letter addressed to the headteacher of School X and copied to representative of LEA by a representative officer of the Inspection Services Provider (ISP) informing them about its forthcoming inspection in two days time. This document's claim to originality is its information regarding the identity of the lead inspector for School X, the dates of the inspection and the ISP Officer that mailed the letter.</p>
Meetings	<p>Notes on lead inspector's initial meetings with team, senior management and staff.</p> <p>4-page schedule of activities for the six inspectors</p> <p>Information on registration groups, year groups, lesson observation grid, school organisational structure and school premises plan</p>	<p>Relevant</p>	<p>Mainly qualitative data. This consisted of documents that provided detail of meetings led by the lead inspector. These documents are a mixture of original primary source documents such as schedule of activities and semi- primary sources because they are specific to School X printed such as the school premises plan.</p>
Attendance data	<p>2-page Attendance Summary document (09/09-02/10)</p> <p>1 page Persistent</p>	<p>Very Relevant</p>	<p>Quantitative data Mainly statistical in nature these documents provided numerical figures on attendance. They can be</p>

	Absence Data Comparison Analysis(09/10-10/11)		classified as semi-primary data because they were generated through school X systems for data entry
Exclusion data	8- page Exclusion Analysis Document - September 2009-July 2010  2- page handwritten analysis documents	Very Relevant	These documents provided both qualitative and quantitative details on exclusion in School X.
Achievement data	Y School achievement data report	Very Relevant	Quantitative data Local authority progress data and special education needs (SEND) data
Questionnaire data	Y	Not Relevant The qualitative responses to these questionnaires were withdrawn under ROI Act	Quantitative data Statistical tables on responses to pupil and parent questionnaires
Curriculum	Y	Not Relevant	Enrichment opportunities and PE timetable
Evidence Forms (EFs) Appendix 3	Y Total number of EFs/inspector Insp 1 – 9EFs Insp 2 – 13EFs Insp 3 – 8EFs Insp 4 – 15EFs Insp 5 – 11EFs LI—17EFs <b>Total number of EFs 73</b>	Very Relevant	All lesson observation EFs had been removed and a small proportion of other EFs had sections removed in line with section 41 of the FOI Act EFs were handwritten by inspectors and provided primary source evidence for this research. Lead inspector’s notes at end of Day 1 and 2 were typed up later

In the following sub-sections the major quantitative outcomes—attendance, exclusion and achievement—are presented in tables and charts and discussed in detail using evidence recorded by the six inspectors on this inspection (full details in Appendix 5).

#### 4.2.2 Attendance

**Figure 1: Attendance Chart Year 7-11**



**Table 9: Comparative Persistent Absence Data 2009/10 and 2010/11**

Year 7-11					
	Year 7	Year 8	Year 9	Year 10	Year 11
Number of pupils in term 1	2	5	3	6	15
	4	2	3	3	9
Number of pupils in term 2	3	4	4	10	10
	4	2	6	4	12
Number of pupils in term 3	4	2	3	11	12
	1	2	4	3	7
Number of pupils in term 4	3	2	3	9	13
	1	2	3	3	9
Number of pupils in term 5	3	3	3	8	12
	0	2	2	2	9
Number of pupils in term 6	1	3	3	7	37
	*0	*1	*1	*2	*5

\* These are only predicted figures for term 6

Figure 1 presents attendance data for School X to support the judgement of outstanding given by the team of inspectors. Inspector 1 states this very simply “.... attendance 1 (outstanding) agreed as best fit”. Inspector 4 assigned by the lead inspector to look closely at attendance provides further details as shown on Table 9 below.

**Table 10: Attendance by vulnerable groups (extracted from Inspector 4’s EFs)**

	2009/10	2010/11

FSM	93.56%	94.2%
LAC	96.56%	96.09%
Statement	94.36%	95.24%
SA+	91.99%	95.51%
Average % attendance	95%	95.5%

Further evidence provided by Inspector 4 such as:

attendance overall (high + improved since 2008)... 2009-2011 – attendance of key groups is high compared to NA (national average) in 2009/10, attendance by year groups all high (year 11 slightly lower), attendance summary judgement = high (1)

suggests agreement with the outstanding judgement given by Inspector 1. But Figure 1 suggests that as students progress through the school their attendance drops. I do not agree with Inspector 4 that attendance of all key groups for the school had improved in 2009/10 against a national average of 95% because Table 9 suggests otherwise. Table 9 suggests that students receiving free school meals, on school action plus and with statements of SEN did not meet national averages. However overall attendance in the school had improved from 95% to 95.5% and more of the school's identified groups had exceeded the national average in 2010/11.

Table 8 presents the number of students in each year group that were persistently absent (according to DfE a student is persistently absent if they miss school more than 20% of the opening days of the school for a specified length of time) in 2009/10 and 2010/11. This type of data is presented as a report by School X to the local authority every half term. This report is used by the EWO (Education Welfare Officer) to track students and their families and “to begin

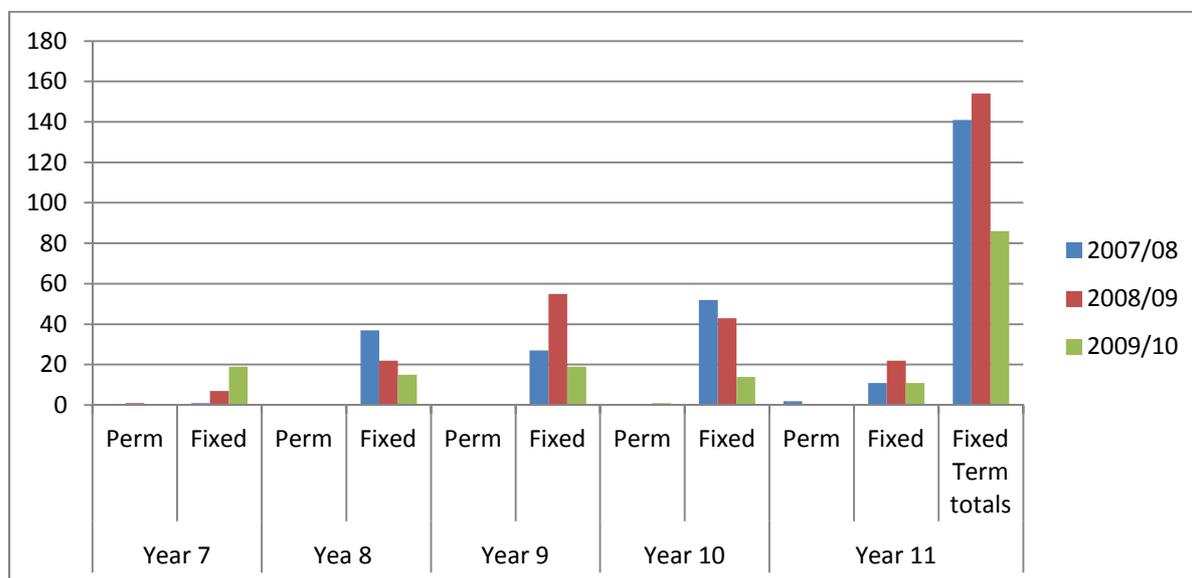
to find solutions to any presenting barriers or outside factors that contribute to their child not attending school regularly” (Culled from 1 page report presented to inspectors). Table 8 similar to Table 7 indicates that students in Year 11 followed by Year 10 were more likely to be persistently absent. Even though the figures for persistent absence are only predicted for 2010/11 it seems obvious that persistent absence (PA) was lower in 2010/11. Inspector 4 provided a value of 2.2% for overall PA in 2009/10 and insists that this figure is lower than national averages and better than the 2008/09 figures, thus suggesting that the school’s provision is promoting outstanding attendance.

There are two reasons why it is problematic to reach the same conclusion regarding attendance as the inspectors. Firstly, the PIB (p 6) had highlighted the groups that were underachieving as “lower attainers, FSM, SA+, Caribbean and African Heritage groups” but the school’s attendance analysis based on recorded evidence of inspectors had not included lower attainers or Caribbean and African Heritage groups. Table 9 presents identified groups defined by the school as vulnerable. These groups included students that are of a lower social status (FSM), students that have a learning difficulty (SA+ and statements) and students looked after by the local authority (LAC). Therefore in School X the term vulnerable will not include students from Black and minority ethnic backgrounds (BME) such as students from Caribbean or African Heritage. This could mean therefore that common sense links made between attendance (i.e. how many times a student is in school) and achievement and or underperformance for students from Caribbean or African Heritage had been missed and it remains unknown how their underachievement is related to their attendance. Pertinent to this research is the high probability that students from Caribbean or African Heritage could also have SEN (i.e. be identified as SA+ or have a statement) for as Shields (2008) suggest in real life there are no pure breeds. This leads to my second concern.

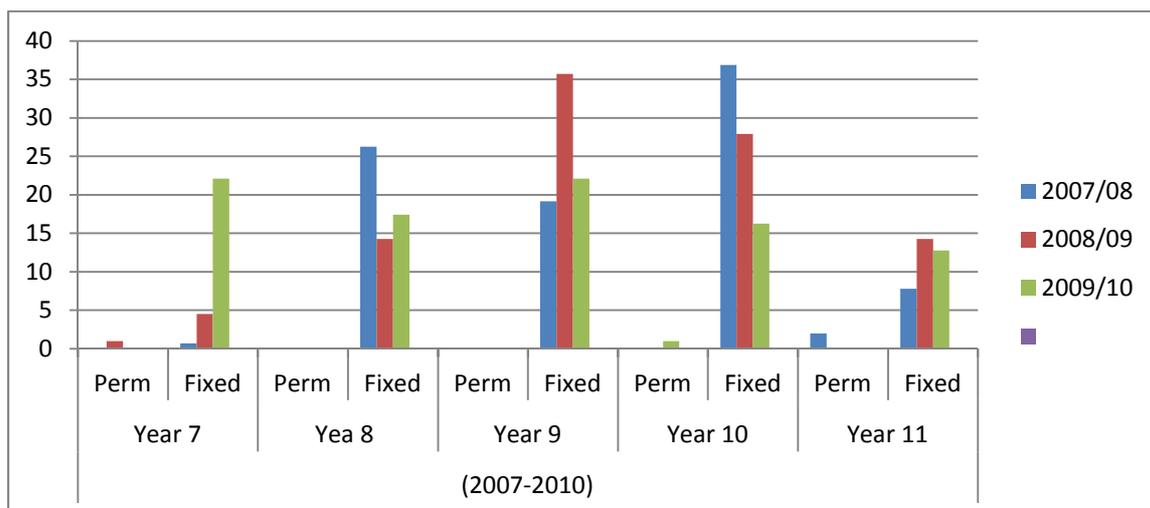
School X’s provision to improve attendance using the Education Welfare Officer to work with students and their families in order to reduce persistent absence reflects the “deficit model of disabilities” explained in some detail in Chapter Two. This model identifies students and their families as the “problem” that needs an intervention without recognising the part the school can play in causing students to stay away from school. This might mean that inclusion for students who are persistently absent needs to consider the links between all the labels the student has been identified with (e.g. BME, SEN etc), teaching and learning in the classroom and achievement in order to identify the most effective interventions. Several researchers have suggested that liaising with parents and carers on the provision and expected outcomes for their children ensures better outcomes of inclusion (El-Sharif 2010, unpublished thesis).

### 4.2.3 Exclusions

**Figure 2:** 3-Year Permanent/fixed term exclusion data (2007-2010)



**Figure 3:** 3-Year %Permanent/fixed term exclusion data (2007-2010)



School X was most disappointed with its work on behaviour. The lead inspector noted the reaction of the headteacher during the final team meeting “(behaviour) agreed 1, HT nodded that useful for school”. In this section I will explore School X’s issues with exclusion to throw more light on why the headteacher was worried and relieved by the judgement. Figure 2 presents a chart on the 3-year trend for exclusion for School X. This chart shows a negligible number of permanent exclusions in the last three years to this inspection. However the number of fixed term exclusions is still high. Whereas Figure 2 shows an improving picture overall with the number of fixed term exclusions reducing significantly in 2009/10 compared to 2008/09 based on raw data, Figure 2A using percentages shows that in Year 7 and Year 8 fixed term exclusions rose, remained almost steady in Year 11, reduced steadily in Year 10 and was up and down in Year 9. School X used its raw data for analysis and might have missed concerns with Key Stage 3. Nonetheless, School X indicated that its fixed term exclusions were a problem when compared with other schools within its local authority as the extract from its unpublished report—*Exclusion Analysis Document - September 2009-July 2010*) suggests:

The (local authority name withheld) figures we received weren’t validated but we would appear to have dropped from the school with the most fixed term exclusions to

3<sup>rd</sup> position... (unpublished *Exclusion Analysis Document - September 2009-July 2010* p. 1)

*Exclusion Analysis Document (September 2009-July 2010)* provides some insight into which groups School X identifies for analysis within its exclusion data and how the school provided for excluded students. The four most common reasons for fixed term exclusions in *Exclusion Analysis Document* are:

Physical assault against a pupil	29.06%
Persistent disruptive behaviour	19.76%
Verbal abuse, threatening behaviour against adult	15.11%
H&S (leaving school site, throwing things in lessons, bringing intruders on site, spraying hand gel in pupils face)	10.46%

The document identifies four major groups – year groups, ethnic groups, SEN groups and the group of students looked after by the local authority. Two of these groups are pertinent to this study. I will discuss the document’s views of the ethnic and SEN groups alongside evidence recorded by inspectors with a particular focus on the curriculum, teaching and learning and achievement.

In the school’s *Exclusion Analysis Document p. 1* it is stated that “as in previous years there is a concentration (of students) in support and middle band forms”. Analysis of SEF earlier (Stage One) in this chapter describes the students in the support and middle bands as students identified with barriers to their learning caused by their BME (EAL) status or because they have special education needs. These students benefited from a specialised curriculum that

focused on interventions and groups taught by less qualified teaching assistants especially at Key Stage 3. Could this be related to increased exclusion rates in Key Stage 3?

The document also claims that “the number of male exclusions dropped from 140 to 71, virtually a 50% drop” and attributed this to the possible effect of the BSU (Behaviour Support Unit). This suggests that in addition to the specialised curriculum in the support and middle bands, students that had fixed term exclusions also benefited from a BSU curriculum. Field notes from Inspector 4 supports this view and gives a background history and some insight into how the BSU works:

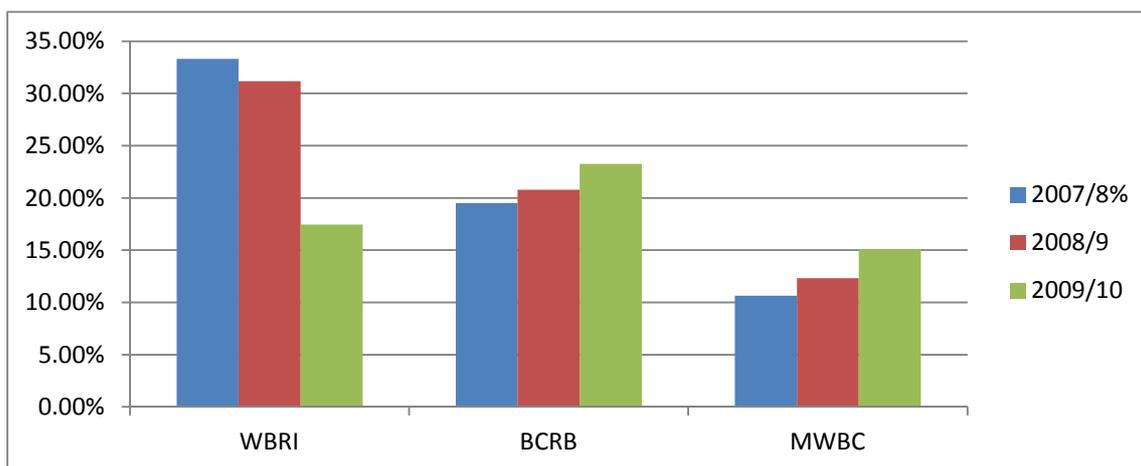
BSU (started) since 2007 (and) have school purpose built classroom, internal exclusive unit for up to 3 days, letter (sent) home signed by parents who respond, small group who came frequently, if meeting 6 internal exclusions a term a further e.g....school is working in partnership with PRU (Pupil Referral Unit)....BSU is having impact for e.g... PSP (Pupil Support Programme) in place – ed psyche, CAMHs in school ... targets Vs effective strategies to support students ... after 6 weeks students self assess and targets shared with teaching staff and child’s key worker ... engagement with parents of vulnerable students, range of staff involved in the process, well developed students relationship even with difficult and hard to reach parents e.g. of.....very good outside agencies, YOTs, CAMHS, Catch 22, TYST, social services, very good impact (Inspector 4 in discussion with 5 staff SENCO, EWO, LAC, PSPs, counsellor) maximum capacity 18 students, one or two staff teach in the unit, very effective and clear systems of referral and re-integration, continuity of learning for students through close liaison of unit staff with students subject teachers, teachers e-mail lesson materials to unit staff, Impact of teachers on learning and also opportunities for students to reflect on their behaviour, very good progress....2010

data: largest number of referrals Y9, pupil referrals more referrals of boys = 68% than girls 42%, ethnicity: black Caribbean 131, white British 129, MWBC 68, no race equality issue, significantly higher proportion of FSM referrals = 86% FSM cf 14%...Summary: very effective provision, having positive impact on behaviour [confirmed through student interviews] and keeping students in school (Inspector 4— visit to BSU).

The judgement reached by Inspector 4 for the BSU is that it is a “very effective provision” because of its impact on behaviour and attendance “by keeping students in school” and because there are “no “race” equality issues. In this way “race” equality issues seem to have been reduced to ethnic monitoring and numbers and less to do with the impact of the curriculum or teaching and learning on achievement such as the Inspecting Equalities Briefing and The Framework had instructed. It is also interesting that Inspector 4 describes the BSU as an “internal exclusive unit” that keeps pupils excluded from their classroom for between 3 days to 6 weeks and employs the help of several external agencies to ensure that students at risk of fixed exclusions are included in school. This describes a medicalised model which has been discussed in more detail in Chapter Two. Inspector 4 referred to “good progress” as “continuity of learning for students through close liaison of unit staff with students subject teachers (because) teachers e-mail lesson materials to unit staff”. The BSU has two teaching staff who may or may not be qualified teachers but who have the task of ensuring that students in the BSU are well taught in the different academic subjects they need to meet their entitlement. Is this really possible when we consider that as mentioned earlier most of these students are in the lowest bands with SEN and other complex issues that could require specialised support? Moreover a major focus of this inspection as identified in the PIB (p.6) was to check the

achievement of lower attainers, students on school action plus and students from Caribbean and African descent and it is not clear if the BSU serves this purpose.

**Figure 4:** 3 Ethnic Groups with highest exclusion rates 2007 - 2010



The *Exclusion Analysis Document p. 2* analysed its data on ethnic groups and has looked closely at the three ethnic groups that have the highest rates of exclusion (see Fig 3 above). The document states that

given the overall number concerned – WBRI (White British), 798 pupils; BCRB (Black Caribbean), 151 pupils; and MWBC (mixed white and Black Caribbean) 100 pupils – exclusions for BCRB and MWBC are proportionately greater [this does follow national trend] ... this is despite the intervention strategies we have in place.

In addition Fig 3 also shows how the exclusion rates for the BCRB group of students have continued to rise. Inspector 4's analysis of more current data during the inspection also leads to a similar conclusion and compares "exclusions of Black Caribbean, Black African and MWBC (stating they) are higher than national rates".

**Table 11:** Mapping SEN Exclusion from 2008/9-2009/10

	2008/9			2009/10		
	Total	Nos excluded	Percent	Total	No excluded	Percent
School Action	287	25	8.71%	244	26	10.60%
School Action Plus	30	11	36.70%	34	24	70.60%
Statemented Students	49	8	16.32%	54	5	9.30%
Percent of total exclusions			52.59%			63.95%

Table 10 presents an analysis of historic data on SEN fixed term exclusions based on figures provided by the *Exclusion Analysis Document p.2*. Table 11 suggests that there is a more than fifty percent chance that any student given a fixed exclusion has SEN and there is an over representation of students with School Action Plus on School X’s exclusion data. This exclusion figures are alarming but according to Inspector 4 they are lower than national from 2009/10 to 2010/11. According to *The Exclusion Analysis Document p. 2* “again, (this is) despite intervention strategies”.

These intervention strategies are somewhat different for BCRB students (who are classified as BME students) and school action plus students (a category of SEN) students even though based on exclusion statistics some students may belong to both categories. These strategies have extended the curriculum in several ways and sometimes mimic the medicalised models of inclusion and at other times promote a social inclusion model. A good example of the medicalised model seems to be in the work of the “internal exclusive unit” called the BSU which works with external agencies such as the “YOTs, CAMHS, Catch 22, TYST and social services” and parents focusing on behaviour to stem the tide of exclusion and promote inclusion. Another example of the medicalised model could also be noted in the work of the

support curriculum which seeks to promote the inclusion of students with SEN working with a different set of interventions and parents focusing this time on achievement as the discussion below between the SENCO and Inspector 4 suggests:

Interventions: range in place, students targeted by reading age for Read Write Inc. 4 x a week, Y7 lit(eracy) lesson lower set run by SENCO,(Y) 7/8 numeracy lower set, Booster Y9, one:one tuition = FSM + one level below are targeted. Monitoring progress: SENCO uses whole school tracking system to monitor progress of SEN students, CPD for whole school 3 years ago, a priority for school (Inspector 4 discussion with SENCO).

School X has also picked up the social inclusion model through the introduction of “race” equality policies and action plans as well as the Duty to promote Community Cohesion which was introduced during the New Labour government of 1997-2010 (see fuller discussion in Chapter Two). Once again the school had to carry out a range of actions focused this time on culture and faith in order to ensure that BME students were included in ways expected to reduce their social exclusion in school. Some extracts from Inspector 1 and Inspector 4’s records provide further information on how School X handled issues of social inclusion.

School has conducted recent audit of CC practice...but appears to be list of actions rather than analysis ... says that diversity of school population poses serious problems esp(ecially) wide socio-economic variation and some tensions in community.... School has a range of data on socio-economic factors and health issues affecting the school community. Outcomes and achievement in particular are monitored by group including ethnicity and FSM. The school has taken a range of planned actions to reduce tensions to bring different groups together e.g. hosting

debates on 9/11 and the Afghanistan war. This has enabled calm consideration of sensitive issues. School works with a range of agencies to promote inter-communal and international understanding...the school has made links with schools in India, France and Germany....students learning ...through video diaries and Art work. The School is a harmonious place. (Inspector 1 Summary on Community Cohesion)

... policy signed and monitored once a year, designated governor for racial equality, monitoring of policy through governors' curriculum committee, parents involved in initial draft of equalities policy, TEIM (line management system)= analysis + progress...current predictions for underachieving group (Caribbean), access to extra-curricular activities e.g. Human rights focus: Black History month, holocaust play, a holocaust survivor real experience, school goes global- music, dance, multicultural evening....school respect code, students involved in this, human rights embedded in RE curriculum (Inspector 4 discussion equal opportunities).

It is therefore disappointing for School X as The *Exclusion Analysis Document p. 2* confirms that “despite intervention strategies” the rates of exclusion for BME (BCRB) students and students that are SEN (on school action plus) continued to rise year on year. Using the principle of inter-categorical complexities of the theory of intersectionality to try to understand the inclusion/exclusion of BME students with SEN could it be possible as Crenshaw (1989) had suggested almost 25 years ago that students in School X were suffering a double jeopardy? Could that be why they had not achieved as well as other students as the RAISEonline data (see analysis earlier in this chapter) suggests?

#### **4.2.4 Achievement**

At the end of the Day 2 on site the lead inspector (LI), Inspector 2 and Inspector 4 recorded notes that confirmed a judgement of outstanding for achievement for School X as the following statements confirm.

...outcomes 1: attainment 1 confirmed, learning and progress 1 overall looking at a range of factors, learning and progress of SEN/LDD 1 in line with other pupils, achievement 1 (inspector 2 final team meeting with 9 members of leadership team present) 2009/10...RoL shows sig+ 3 year average in English, maths students with a statement and those on school action, students at school action plus have lower CVA scores but not sig – ....2010/11: current school data shows all students with SEN in the current Y11 (SA,SA+, St) are predicted to exceed their MTG i.e. the 2 indicators 5A\*-C in E & M and 5A\*-C..... Summary: school tracking data shows that many students at SA+ are making good progress particularly year 8. Were students progress is slow the school has put in place interventions and strategies (Inspector 4 progress of students with SEN).

...achievement agreed 1: overall and for SEND; strong due to support and lessons and attitude encouraged by school, variation in SA+ in Y8...attainment agreed 1: ach positive KS4 for current although not all groups better, AoE (assessment on entry) lower than last year, attainment holding up, awaiting KS3 progress data plus learning judgements from lessons... (LI final team meeting with 9 members of leadership team present)

The judgement of outstanding for achievement had considered carefully the progress made by SEN students and had mentioned school action plus students and the good rather than outstanding progress they made. This is not in line with earlier findings and analysis of published statistical data in Stage 1 that presented school action plus students as the least attaining (-39 points off national averages) and making the least progress ( -11 off national averages) from starting points. This suggests a less than good achievement. However, it is beyond the scope of this study to dispute the judgements of Ofsted which some commentators (like Tymms 2011) have described as subjective. The final team meeting had not addressed the achievement of students from Black Caribbean and African backgrounds whose attainment and progress were a focus for this inspection. It also did not seem as if inspectors had considered

any intersections or multiple inequalities such as intersections of “race” and disabilities. This could mean that opportunities had been missed to find out better ways of ensuring positive outcomes for BME students in School X who could also be on school action plus.

### **4.3 Stage Three—The Ofsted Report**

This is the final stage of the inspection process when the lead inspector uses the “rich” evidence base provided during the inspection to write a report that is heavily moderated and then published on the Ofsted website. This report is accessible to anyone who wishes to read information about the school especially parents and carers. Since December 2007 the date of the last inspection the profile of School X had changed slightly and this report gave a bit more information than the last one on categories of students. Under the “Information about the school” section the report notes that

three out of every five (students) come[ing] from backgrounds other than White British. A quarter of students speak English as an additional language, very few of whom are at an early stage of learning English. An average proportion of students have special educational needs and/or disabilities, the main ones being behavioural, emotional and social needs, moderate learning difficulties, and autistic spectrum disorder. More students than average have a statement of special educational needs. The percentage of students known to be eligible for free school meals is average. A higher proportion of students than average remain at the school throughout Years 7 to 11 (School X Report May 2011 p. 3).

The report also lets the public know what aspects of the school’s work the inspection team had reviewed which is same as PIB issues mentioned earlier (in PIB p 6).

This report is particularly valuable to the school because of the way it summarises the specific areas of the school's work that needs to be the focus of future developments under "What does the school need to do to improve further". It states that School X needs to

Improve teaching and learning in lessons and support sessions so that they are consistently at least good and increase the proportion of outstanding teaching so that teachers always: meet all students' needs through involving them in engaging activities that challenge and support them and develop their independence ; use assessment information to plan lessons that set high expectations for students' understanding as well as development of their knowledge and skills; monitor systematically each student's understanding throughout lessons and adapt teaching accordingly; involve students routinely in identifying evidence of success and assessing their progress towards explicit targets that they understand; provide students with clear guidance on how to improve when marking work, then follow up their responses (School X Report p. 5).

Emphasis on teaching and learning in classrooms as part of the weaknesses of the school confirms the focus of inspections which is first hand observation of lessons to determine the impact of teaching and learning on student progress (The Framework, 2009). The lead inspector's concluding notes on teaching and learning at the end of on-site inspection is a snapshot of what the team agreed. It says

strengths and afd (areas for development) from Day 1 with extra points...(extra afd) precision about different levels...(using) success criteria, (too) teacher led didactic and leading questioning shutting down dialogue, assessment policy comprehensive but not well implemented across some subjects, some good practice in English, target grade not really clear re meaning e.g. in maths ...**L&M of T&L**: T&L observation system in place, lesson observation form not enough weight on group progress, T&L group ensuring staff more aware about need to focus on specific group progress, precision of afd and how used to move teachers on, 72 staff benefitted from coaching, T&L more

exciting and dynamic, and monitoring and training of support staff, still nearer grade 1 than grade 2 (LI final team meeting with 9 members of leadership team present)

This summary seems to affirm that inspectors were aware that teaching and learning for some groups was not meeting expectations because there was a lack of focus on the progress of specific groups, school's lesson observation had not put enough weight on teaching and learning in some groups and support staff needed monitoring and training. However, the areas of development in this report have not taken any groups into account. This fits in well with the anti-categorical perspective of intersectional complexities (McCall, 2005) where categories are ignored to favour approaches that may seem colour blind. However this seems a strange outcome to follow the clear focus of the inspection on finding out the reasons for underachievement of specific groups stated earlier and will be explored further in this section.

The number of times special education needs or its other derivatives such as learning difficulties was used more than doubled in this report compared to School X's last report in 2007. All the statements in relation to SEN from the report are reproduced below.

An average proportion of students have special educational needs and/or disabilities, the main ones being behavioural, emotional and social needs, moderate learning difficulties, and autistic spectrum disorder.

More students than average have a statement of special educational needs.

The support for vulnerable students, including those who have special educational needs and/or disabilities, is excellent in enhancing their access to learning and thereby enabling them to make outstanding progress similar to their peers.

The school's data show continued excellent progress and high attainment for current Year 11 students, as well as across other year groups and for students with special educational needs and/or disabilities.

The quality of learning for pupils with special educational needs and/or disabilities and their progress.

Support for vulnerable students, such as those who are looked after or have special educational needs and/or disabilities, is exemplary. It is achieved through very effective work with families and partner agencies, and carefully targeted support, including mentoring. As a result, achievement, behaviour and attendance have improved.

Very thorough evaluation of relative weaknesses in performance in a few subjects and by students with low attainment at Key Stage 2 or who is receiving support through School Action Plus has led to changes in provision this year which are already producing improved outcomes. For example, students who are not entered for three separate sciences at GCSE are achieving more highly in science than last year as a consequence of following a course better matched to their needs.

Extra details were included this time in the report to explain the types of SEN such as “behavioural, emotional and social needs, moderate learning difficulties, and autistic spectrum disorder, the type of support they receive which has led to improvement in behaviour, attendance and achievement and the outstanding judgement of a grade 1 which School X got for the quality of learning for SEN students. The report acknowledged the problems they had with ensuring the right provision for lower attaining groups and students on school action plus and how they had tackled it by disallowing entry to separate sciences. It is not clear how the lead inspector came to this conclusion since links to high exclusion rates for school action plus students as well as their relatively low attendance compared to the rest of the school had not been explored and could be one of the reasons why they were underachieving. After all, as the Raiseonline2010 report suggests a small number of children entered the school in Year7 below expected levels of attainment from Key Stage 2. So, there could also be another reason for their

relative underachievement compared to their peers. What if these students on school action plus came from Black Caribbean or African backgrounds and the school's policies and practices were unsuitable for them?

There is an improvement in the representation of BME students in this report compared to the last report where they were not mentioned at all. Below is the context of the four times they were mentioned.

The progress and attainment across year groups of lower prior attainers, students known to be eligible for free school meals, students receiving support through School Action Plus, and students with Black Caribbean or Black African heritage.

Gaps in attainment and progress are narrowing between students overall and groups with Black Caribbean or Black African heritage or known to be eligible for free school meals, although this is faster in some cases than others.

Equal opportunity is very actively promoted and discrimination comprehensively tackled, including through a respect code. Effectiveness is evident in the harmonious community and rarity of discriminatory incidents as well as the narrow achievement gaps between students. The school's inclusive approach to evaluation and improvement leads to changes in courses and support that progressively close gaps between groups of students in achievement, attendance, behaviour and exclusion. However, targets for the latter for students with Black Caribbean or Black African heritage are not readily comparable with national figures.

BME students specifically Black Caribbean and Black African heritage students were mentioned primarily for reasons of equality of opportunity. This approach has led to an equality of educational outcomes view of education which Gillborn (2005) has been advocating. From this point of view whatever School X did to educationally include students from Black Caribbean and Black African backgrounds would be providing them with equal

opportunities which could lead to positive educational outcomes. According to the report equality of opportunities is offered to Black Caribbean and Black African heritage students through actively promoting equality of opportunity, tackling discrimination, changes in courses and support but this has not led to improvements in achievement or reduced rates of exclusion and gaps are not narrowing. Therefore as Phillips (2004) would argue unequal outcomes must be because opportunities were never equal in the first place.

#### **4.4 Conclusion**

To conclude this chapter therefore it seems obvious that in School X the support for BME students from Black Caribbean and African backgrounds does not lead always to the outcomes expected. Could it be that some students in addition to being BME and with respect to School X, Black Caribbean and African, also belong to a category of SEN say school action plus? From this analysis of Ofsted documentation for School X through a three staged process it seems apparent that School X does not possess systems that can identify BME students who are on their SEN list even when official statistical data such as School X's *RAISEonline 2010 Full Report RoL* and *Exclusion Analysis Document (September 2009-July 2010)* mention the same two major groups with less than desirable outcomes. There are reasons for this. Staff responsible for achievement and mainstream curricula tended to be different from those who decided interventions even though interventions were seen as the reason School X's curriculum was judged to be outstanding according to Inspector 3:

curriculum meets all requirements and meets the needs of individuals and groups, school is strategic and evaluative on curriculum, Inspector 3 Summary evidence).

Extracts from meetings of Inspector 3 with curriculum heads made no mention of the interventions to develop reading, writing, mathematics or science at Key Stage 3 or their impact on achievement—as the extract below shows:

Curriculum (meeting with SLT members): school has set out to make the curriculum more personalised, the new curriculum at KS4 allows 2 pathways with an increase in provision for BTEC. More non-GCSE courses in the new KS4 curriculum, whole school audit held to identify the extent to which the curriculum met the needs of all students, personalised curriculum leads to change of teaching method and different forms of assessment, school chose the right teachers to teach BTEC, EBAC has influenced choice of HI at KS4, GCSE RS all students do accredited course, CZ & PSHE on a carousel Y7-11, some teaching in tutor time, CZ is mapped across the curriculum, KS3 is complicated, CZ is reported on in KS3, Specialist teacher of CZ, sex and relationship education covered fully (Inspector 3).

This lack of cohesion within the school's work seems to have led to data that were unsuitable for whole school use because heads of departments and senior leaders at School X did not have the complete information they needed on individual students and groups of students such as Black Caribbean students who could also be on school action plus to ensure that teaching and learning met the needs of all students.

This seemed to be the case with inspectors as well. Even though the teaching evidence base was removed from this investigation for reasons discussed earlier it seems clear from the information gathered during the summary of teaching and learning that teaching in intervention groups (especially in the Behaviour Support Unit and interventions for reading) had not been considered as important as the lead inspector's summary below suggests:

Teaching and Learning – monitoring T&L, HODs monitoring work in the classroom, looks planner, school proforma, once a year 7 x for 7 year groups, profoma to line manager, issue for concern, date for review to SLT, HOD talks over resolving issues, school marking policy in place, robust systems in place....formal lesson obs (PM) twice a year, one is done by line manager and one by negotiation. SLT undertake learning visits of dept responsible for, not recorded individually but good practice on concerns logged e.g. whole school focus on learning objectives, SLT will comment on practice, on the proforma, analysis taken to SLT meeting, Leaders accept that observation form needs to be amended and needs better monitoring. e.g. languages dept training re targets set, CPD meeting needs of learners e.g. MP, SEND.... (LI summary)

Against the backdrop of underperformance of specific groups in terms of behaviour, attendance, attainment and progress compared to their peers based on RoL data this this to be the case and seems surprising. This summary evidence for weaknesses and strengths of teaching above suggests that even though teaching was judged to be good, teaching did not meet the needs of BMP (black minority pupils) and SEND students well but yet there was no mention of teaching in intervention groups or individually.

Consequently not unsurprisingly, senior leaders seemed helpless about the lack of improvement for these two significant groups – groups which could very likely have a large proportion of BME (Black Caribbean) students with SEN on school action plus. It seems therefore that School X had not recognised the presence of BME students who had SEN and so these students had failed to perform as well as their peers because of possible intersections between “race” and SEN.

## CHAPTER FIVE: CONCLUSION

### 5.0 Introduction

Our systems are inherited, of course. They have grown on the back of tradition. The changes that take place generally reflect the beliefs about education of those who have been educated within that system. They therefore echo what has come before. Clearly, it is difficult to make us change what we have always known. Yet change is supposedly something that education has had by the bureaucratic bucket-load during the last few years....The basic description of how we educate has, to all intents and purposes, remained the same. (Rix et al, 2003:4)

In this concluding chapter I will address the overarching questions for this research presented in Chapter One of this thesis and I will argue using School X as my example that systems and processes in schools in the UK do not identify one of the most vulnerable groups of children in particular children from BME backgrounds that have SEN – children on the intersection of two inequalities (“race” and disability). I will attempt to link this lack of identification to the eventual negative outcomes for this group of children (such as low attendance, increasing rates of exclusion, low standards and less than expected progress) at the end of their compulsory schooling compared to other groups of children. By making this claim I am not trying to generalise from one case study of a school to all other schools rather I am using this study in the context of what Thomas (2011) refers to as phronesis. Phronesis according to Thomas (2011: 32) “is the essence of understandability (and).... can offer a series of ways of proceeding based in exemplary knowledge...offer[ring] validation for making connections between another’s experience and one’s own, seeing links, having insights”. The insights I bring to this research have emerged from my job as a lead inspector of schools in England and Wales. I am

hoping to generate some interest in this field of study and in the plight of BME children who historically have continued to underachieve in the British education system (Bourne, 1994; Gillborn and Gipps, 1996; Gillborn and Mirza, 2000; Education Commission, 2004; Demiea, 2005). This chapter will focus on the questions for this research stated in Chapter One and will try to throw some light on the major thrust of this research which is:

Whether it is possible that some children from BME backgrounds with SEN are suffering a double jeopardy such as feminists like Crenshaw (1989), Baca (1996), Brah and Phoenix (2004) claim on the issue of intersections of gender and “race”?

This research is situated within the context of the thirteen years of the New Labour government (1997-2010) when there seemed to be an attempt to move beyond category based SEN to embrace notions of inclusion and some of its expanded derivatives such as social inclusion and community cohesion (these terms have been explained in Chapter Two). This period was chosen as a starting point for this research because of the immense influence it had on schools through its education and social inclusion policies (see DfEE, 1997, 1998; Race Relations Amendment Act 2000; Duty to promote Community Cohesion, 2006, also Ofsted guidance on Equalities).

In Chapter One of this study I established that it was necessary to understand how well students labelled within categories of Black and minority ethnic (BME) with special education needs (SEN) were doing in UK schools. In the literature I explored notions of inclusion and inclusion policies and practice including “race” equality policies and their extended derivative—community cohesion in schools. I concluded that the time was right for educational inclusion, which had adopted category SEN based approaches, to stop ignoring social inclusion/exclusion policy and practice. Diniz (1999) had come to a similar conclusion.

In Chapter Three I explained how using a documentary research approach to scrutinize the Ofsted documentation of an outstanding school (School X) in inner city London, could illuminate policy and practice during the 13 years of the New Labour government, around the major issues of this research. It made sense to look at Ofsted documentation for two major reasons. Firstly, Ofsted's published reports judged and ranked schools as outstanding, good, satisfactory or inadequate. Secondly, Ofsted reports are familiar and taken seriously by stakeholders involved with schools such as policymakers, school staff, parents, pupils, governors and even the general public because they provide information that holds schools to account for their provision (teaching, curriculum, care and guidance) and the achievement or underachievement of their students.

I positioned myself during this study as both "insider" and "outsider" and this research benefited significantly because of this. Griffith (1998: 36) has made a clear distinction between "the insider (as) 'someone whose biography (gender, race, class, sexual orientation and so on) gives.... a lived familiarity with the group being researched'" and "the outsider (as) a researcher who does not have any intimate knowledge of the group being researched, prior to entry into the group". This means that in relation to this research I was an insider because of my BME status and my job as a lead inspector and an outsider because of my non-SEN status and my lack of involvement with the generation of documents for the research. However, like Mercer (2007) I would prefer to view insiderness and outsidership as being at the two extremes of a continuum with my position somewhere in between. My "insiderness" significantly reduced the amount of time I spent trying to understand Ofsted's Framework and Evaluation Schedule as well as Ofsted terminology, processes and outcomes. It was most helpful when I had to read the handwritten evidence of inspectors which was a very challenging task that took some time to accomplish.

This study suggests that BME students with SEN were underperforming across three major outcome indicators – achievement, exclusion and attendance. The major category of the BME group of students in School X that attained lower standards and progressed less quick compared to other groups were from Black Caribbean heritage (see Stage One analysis). The same group had the highest exclusion rates (see Stage Two analysis). Also the group of SEN students that had underperformed in similar ways to the students from Black Caribbean heritage were students on school action plus. As the totals and proportions had not shifted to show additionality it seems logical to suggest that most of the students with this negative outcome could be Black Caribbean heritage students on school action plus. This meant that School X’s provision for Black Caribbean heritage students on school action plus was inadequate and not leading to positive outcomes. The reasons for this which have been explored in Chapter Four suggest that there is a possibility that Black Caribbean heritage students on school action plus were suffering a double jeopardy (Crenshaw, 1989) despite the broader view of inclusion that School X practiced. These outcomes have implications for School X and provide an insight into what could be happening to BME children on the intersection of “race” and SEN in schools in the UK.

### **5.1 Originality and contribution to the field of inquiry**

This study makes a number of key inter-connecting contributions to the field of inquiry. First, this study is situated within the context of three contested and sometimes conflicting fields of literature: one focusing upon notions of inclusion in schools and its expanded forms (Dyson,1999; Thomas, 2001; Ainscow et al 2006; Black- Hawkins, 2007; Norwich, 2008; Reindal 2008), another concentrating on issues of “race” and racism (Cole, 2004; Gillborn, 1995, 2000, 2008; Tomlinson, 2008) and a third on theories of intersectionality and multiple

inequalities (Brah and Phoenix, 2004; Crenshaw 1989; McCall, 2005; Verloo, 2006; Shields, 2008). This has enabled this research to draw on and move beyond the earlier educational research into underachievement of specific BME groups carried out by Gillborn and Mirza (2000) by using a wider lens to explore inclusive policies and practices around the intersection “race” and SEN. Findings of the research agreed with Gillborn and Mirza (2000) that the standards reached by students from Caribbean and African heritage in School X were lower and the progress made slower compared to their peers nationally and in the same school. The study confirmed the high exclusion rates of BME students (especially Black Caribbean and African heritage students) in secondary schools as several commentators (Dehal, 2006; Hick, Visser, & MacNab, 2007) had established. Other studies had commented on students with SEN suggesting that students with SEN did not progress as quickly as their peers (Farrell, 2000) and this study confirms this view in relation specifically to students on school action plus. What this study adds is an understanding of what School X did when they were faced with these negative outcomes. School X had acted along the lines of what Dyson (1999) had referred to as “inclusions not one inclusion” which seemed to support Norwich’s (2002) view on a complex notion of “inclusive diversity”. This study explains how School X had used an intervention approach (Gresham, 2002) and turned to a plethora of interventions. There were actions to promote “race” equality and community cohesion on the one hand in order to socially include BME students – expanded notions of inclusion to include “race” equality in schools have been explored in Chapter Two. There were “internal exclusion” interventions such as in the Behaviour Support Unit (BSU) that required withdrawal from lessons for days/ weeks at a time to ensure another form of inclusion. Finally, SEN students with learning difficulties are taught because of their lower literacy levels as well as slower progress within a curriculum (support) that required withdrawal from mainstream lessons and teaching in primary type classrooms at

Key Stage 3 – this is the traditional educational inclusion model. Using an intervention approach such as explained above will therefore mean that BME students with SEN would spend a large proportion of their time within interventions and less of their time learning and socializing with their peers. Thus several interventions aimed at individual student or groups of students though well meaning may be a form of exclusion and may have been the reason for the continued negative outcomes in behavior and underachievement for BME students and students on school action plus. This seems to be a type of double jeopardy which (Crenshaw 1989) had claimed happened for women of colour because of gender and “race” intersections. This new way of thinking has enabled this research to contribute to the reconceptualisation of inclusion. The suggestion that inclusion should expand further beyond “race”/ethnicity to embrace children on the intersections of “race” and SEN is strong. What is needed might be some form of policy redirection that addresses policy problems that arise in schools because as Hancock (2007) suggests “... these policy problems are more than the sum total of their mutually exclusive parts” (Hancock, 2007: 64).

Second, this study has contributed to further understanding of the relationship between equality of opportunity and equality of outcomes for BME students in School X. A strong relationship between equality of opportunity and equality of outcomes had been argued compellingly by Phillips (2004) and Gillborn (2005). BME students specifically Black Caribbean and Black African heritage students were mentioned primarily for reasons of equality of opportunity in the final published report for School X. In the final published report for School X Black Caribbean and Black African heritage students were supported through actively promoting equality of opportunity, tackling discrimination, changing courses at GCSE level as well as other forms of support. This equality of opportunities approach should have led to an equality of educational outcomes according to Gillborn (2005). However in School X this did not

happen and instead achievement was slower and rates of exclusion higher. Therefore as Phillips (2004) has argued unequal outcomes must be because opportunities were never equal in the first place. It seems obvious that in School X the support for BME students from Black Caribbean and African backgrounds did not lead to expected outcomes may be because of compounding factors such as intersections with SEN particularly in this case school action plus.

Third, closely scrutinizing the Ofsted documentation of School X as the case study school has thrown some light on how intersectionality can provide one of the reasons for underachievement of specific groups of students which went beyond teacher “race” and racism which have been reported well in the literature of Black and Caribbean education in the UK for instance in the work of (Gillborn, 1996) Analysing Ofsted documentation required a mixed methods approach that enabled close scrutiny of published and unpublished numerical data and establishing links between the actions of the school and their data. Evidence was triangulated all the time in an attempt to provide validity of claims at each stage. Studies of intersectionality are complex and this study was no less so but applying McCall’s (2005) category of complexity model to the interpretation of the results of analysis at different stages of the research made it possible to effectively interrogate Ofsted documents on the effects of intersectionality even when categories were ignored for example in the School X’s Ofsted report of 2007. Like McCall’s (2005) study, this research suggests that the inter-categorical approach is a preferred methodology for interpreting data about issues of intersection of “race” and SEN in School X because it allowed the use of existing categories and the possibility of comparing group data which helped to understand the links between provision and outcomes.

Fourth, this study makes a contribution methodologically by adopting a somewhat historical approach and was particularly interested in the 13 years of New Labour government using a

documentary research methodology. A historical approach allowed the integrity of majority of the Ofsted documents scrutinized as primary sources to be acknowledged. Woodin, McCulloch and Cowan (2013) posited that “placing developments within historical settings can provide crucial insight into contemporary policy and practice (because) an historical framework helps to locate the parameters within which educational practices are configured and reconfigured (Woodin, McCulloch and Cowan 2013: 265). This view resonates with this research. This research provides an insight into what seems to have changed in the way schools cope with difference, but more importantly, it highlights the continuities. Rix et al (2003) understood and could recognise these continuities as the quote at the beginning of this chapter suggests because they remind us that despite change “by the bureaucratic bucket-load”... the basic description of how we educate has, to all intents and purposes, remained the same” (Rix et al,2003: 4). The close reading of documents and the links made by the researcher within and across stages enabled the identification of tensions and contradictions throughout the document scrutiny. The “deficit model” of disabilities seems to underpin all provision for students that require support whatever the nature of what is required for their inclusion—traditional or progressive. The perceived problem is still the child’s and sometimes the social status of their parents, their communities or “race”/ethnicities. The use of external agencies, quasi-professionals and community leaders to help sort the problem, which has been reported for a longtime by researchers (Ainscow et al, 1999) has not changed,neither has the outcomes. This study showed that the outcomes for BME students in this case Black Caribbean students on school action plus in School X was probably worse because of the intersection of “race” and SEN and this apparently had an impact on their achievement.

## **5.2 Impact of research for policy and practice**

This research is of key importance for providing a springboard and context for further contemporary studies of the intersectionality of “race” and SEN in schools in the UK – Early Years, primary and secondary. It provides some historical evidence on the issue during the years of the conflicting agendas of New Labour on inclusion, standards and “race” equality. Without generalising to other schools the study gives an insight into the impact of conflicting policies and practices on children. Placing this research in the context of earlier research studies it becomes easier to see how seemingly meaningful policies that have not been well thought through can lead to ineffective practice. Looking closely at Ofsted documentation and its methodology for judging schools is significant in revealing how different forms of inclusion arising from seemingly diverse concepts of “difference” and “otherness” can work together in schools to generate exclusion and underachievement for children with multiple inequalities on the intersection of “race” and SEN. This study also reinforces the perception that policy rhetoric and intentions are often different from practice and can sometimes go completely wrong. With this in mind, I would like to propose a number of recommendations which have emerged through reflecting on the research findings in this study. These recommendations are directed towards researchers in education, policymakers (local and national), Ofsted’s Chief Inspector, school leaders and teachers and propose that inclusive practice in schools should adopt a model of inclusive diversity (described earlier in Chapter Two p 37).

## **5.3 Using a model of inclusive diversity**

1. That ethnic monitoring joins up with other school monitoring processes so that all forms of intersection of inequalities in schools such as the intersection of “race” and SEN become part of schools’ understanding of their context.

2. That schools keep a close eye on outcome measures (attendance, exclusion standards and progress) ensuring that promoting equal opportunities by introducing interventions is continually under review and fit for purpose for all groups of children.
3. That schools maintain a numerical central data system that combines outcomes of attendance, behaviour such as exclusions and achievement (standards and progress) for all children so that the impact of interventions can be monitored and tracked and no child slips through the cracks.
4. That BME children with SEN are not continually being taught by less qualified staff who are not teachers but the best qualified teachers are rewarded for improving their practice and ensuring that that these children achieve well. This has implications for training of good teachers and management of teaching and learning in schools.
5. That the Department for Education demands that schools send accurate statistics of their population including where there are intersections.
6. That Ofsted should amend their definition of groups to embrace all possible groups and ensure that schools define themselves accordingly and send accurate data for the generation of RAISEonline reports.

#### **5.4 Areas considered for future research**

This study because of the constraints of time and space focused on intersectionality in a school judged by Ofsted to be outstanding. One area for future research would be to explore policy and practice regarding BME students with SEN in schools (all phases) judged by Ofsted to be less than outstanding such as schools that are inadequate, good or requiring improvement.

Such a study will be significant because Ofsted's Chief Inspector has changed since the arrival of the Coalition government and the focus of inspections have also changed. Some practices in

schools such as the Duty to promote community cohesion have been scrapped and the Ofsted framework for inspections has been reviewed twice since 2009.

Future research should also expand to cover other intersections of inequalities in schools such as children on free school meals and children looked after by the local authority in order to help schools to continue to examine and re-examine their systems and processes. Such research might also explore existing alternative models of inclusive practice that promotes inclusive diversity with a view to developing theory and practice that will enable children at the intersection such as BME children with SEN to thrive and achieve well in mainstream school settings in the UK.

## **5.5 Limitations of the study**

There were two major interlinked limitations of this study. Firstly, there was limited access to completed evidence forms on lesson observations because Ofsted had barred them from disclosure. As a result, a major part of the rich detail gathered by inspectors was not available. However, by reading evidence from team meetings and discussions on teaching and learning in addition to triangulating evidence from inspectors, I was able to gather valuable information on the weaknesses and strengths in the quality of the school's teaching of groups of students especially BME students with SEN.

Secondly, the use of a fifty-fifty mixed methods design led to disagreeing with a some of the judgements reached by inspectors and to introducing alternative normative judgements which were outside the scope of this study because it queried either the application of the Framework and/or the judgements of the inspectors. It was necessary as a researcher to identify the gaps between qualitative and quantitative analysis of the same issues and to use those moments of

friction to illuminate how policy-led inclusive practice in School X could lead to a “double jeopardy” for students on the intersection of “race”/ethnicity and SEN. However, to reduce the effect of this process on undertaking appropriate critical analysis throughout the study, I planned and carried out critical analysis within and across each stage of the process and interrogated my conclusions every step of the way. I built in enough reflection time within the process to take care of this. I also ensured that I used triangulated evidence to back up my normative value judgements. As a result this study took much longer than expected.

### **5.6 A final note**

Throughout this study I attempted to make some progress away from the standpoint of the almost inflexible positions of researchers in the fields of “race” and SEN. The methodology I chose was designed to allow a closer look at both SEN and “race” and it highlighted the effect of a dichotomous approach to inequalities in schools. I am aware that there will be a variety of views on my approach to this study but I believe that a good understanding of the past will prepare schools to cope better with difficult decisions they have to make on intersection in the future.



## **APPENDIX 1—OFSTED PACK**

**To gain full access to this pack please refer to details of communications with Ofsted in Appendix 2**  
Pack is available from Ref: CAS-209902-GPKVH3

**APPENDIX 2—COPIES OF EMAIL CORRESPONDENCES WITH OFSTED**

APPENDIX 3  
ETHICS/FREEDOM of INFORMATION ACT













APPENDIX 4  
THE FRAMEWORK  
And  
EVALUATION SCHEDULE



































































































































































































































APPENDIX 5  
EXTRACTS FROM INSPECTORS' EVIDENCE BASE

## Inspector 1

**Total number of EFs = 9**

**Major inspection activities relevant to research** – Community Cohesion, recording of End of Day 1 team meeting

**Emerging grades at end of Day 1 with question marks and / indicating where further information was sought on Day 2.**

**Outcomes:** Attainment is high, Learning and progress of pupils including for SEN for Day 2, Safe grade 1, Healthy grade 2? Behaviour grade 1? Economic well being grade 1, SMSC grade 1

**Provision :**Teaching grade for Day 2, curriculum grade 1? CGS for Day 2.

**Leadership and management :** Parents/carers grade 1 / 2? Safeguarding grade 1, Community Cohesion grade 2/1? Partnerships grade 1? **Community Cohesion:** range of good actions, outcomes for pupils looks positive, but analysis and evaluation need looking at more closely, fund raising, participation in festivals, drama production, student choir, school council operations not yet clear how effective. Need to look at music in Community folder.

**No 1(Day-1) Discussion with senior leaders (DHT, AHT and Head of Specialisms) .....**School has conducted recent audit of CC practice –to be provided later—but appears to be list of actions rather than analysis, ...says that diversity of school population poses serious problems esp(ecially) wide socio-economic variation and some tensions in community....school has taken range of actions to bring diverse groups together including hosting debates (student led) on 9/11 and Afghanistan— enables calm and rational consideration of sensitive issues such as brought in outside agencies and delivered sessions on tolerance and initiatives to promote international understanding e.g. students went to India....widespread perception (in SEF) that the school is harmonious. SLT identify a range of factors (including) large sixth form (good role models), staffing stability, stakeholder community house system, house buddying scheme

**No 2(Day-2) Further discussion with senior leaders (DHT and HT) .....**reinforces message re: gang culture and violence outside school on streets of (area) + more of this comes into school. The police have said that school is a 'haven'. Monitoring of racist incidents shows only 3 incidents in 3 years. Also reinforcing message re: bringing in religious/community leaders to develop inter-communal understanding....HT says CC has been central to school's work and evaluation is done through monitoring outcomes for groups.

**No 3(Day 2) Summary on Community Cohesion**—the school has a very good understanding of the local context, the tensions (e.g. gang violence) in locality. School has a range of data on socio-economic factors and health issues affecting the school community. Outcomes and achievement in particular are monitored by group including ethnicity and FSM. The school has taken a range of planned actions to reduce tensions to bring different groups together e.g. hosting debates on 9/11

and the Afghanistan war. This has enabled calm consideration of sensitive issues. School works with a range of agencies to promote inter-communal and international understanding...the school has made links with schools in India, France and Germany....students learning ...through video diaries and Art work. The School is a harmonious place. Diversity is valued at all levels...SLT, staff, pupils contribute...factors-- respect code, strong identity, large sixth form(role models), staffing stability, stakeholder community, house system, FSM engagement (high participation)..

**Final Evaluation**—outcomes can be seen in terms of achievement, commitment and quality of relationships, strong community partnerships are ensuring the school is having an impact on the wider locality.

## Inspector 2

**Total number of EFs = 10**

**Major inspection activities relevant to research—Science, G&T, Final Team meeting Day 2**

**No1(Day 1)---Data gathering G&T**....G&T register – 217 KS3, 231 KS4, 163 6<sup>th</sup> form, total 593.....2010 RoL: High attainers: English 48% achieved GCSE A\*/A, Maths 48% achieved A\*/A, EN 94% of high attainers achieved expected progress K2-4, MA 94% of high attainers achieved expected progress K2-4

**No 2(day 1)---Science pre-inspection notes**....achievement in science is not as good as it should be for some students....ensure that improvements to progress in science are sustained....2010 RoL: high 90% entry for single science, sig-GCSE Chemistry, Physics and other sciences (30 students < grade C) Questions – leadership/staffing/QT/M&E, curriculum guidance and high proportion of pupils doing single science and rest achieving below grade C, 10/11 progress and predictions

**No 3 (Day 2)----Assessment policy**.....the policy is very detailed – 10pages,...the key features are: background, statement of intent, policy guidelines, examination, good practice, the use of examination statistics, guidelines for writing reports and implementation of monitoring ....within the policy are statements such as “ as well as a mark or grade...pupils should be given specific guidance about how to improve their work to allow for higher levels of achievement”.....”marking should always emphasis positive aspects of pupils work and should give both direction and support, written comments being the most useful here, pointing the way to further improvement” .... “pupils could be made aware especially through written comments and clearing stated targets of possible reasons why learning objectives were not met.”

**No 4 (Day 2)----discussion with acting AHT science**....ex head of biology been acting head of science since September...previous head of science still teaches within the department and has responsibility for alternative curriculum...Summary (L&M judged 2): a range of improvements have been made, many this year; science leadership/ structure is still to be resolved; further work on teaching and learning, observations and feedback is the next step.

**No 5 (Day 2)---final team meeting with 9 members of leadership team present....outcomes 1: attainment 1 confirmed, learning and progress 1 overall looking at a range of factors, learning and**

**progress of SEN/LDD 1** in line with other pupils, **achievement 1**....**safe 1** confirmed....**Behaviour** BSU observation/discussions, analysis of exclusions 2010/11 n.a. still above but reduced, school needs to ensure that they monitor % of different groups against national figures, **over all 1** (see yesterday EF in lessons and around the school....**Healthy 2** after discussion of school lunch arrangements....**contribution to school and wider community 1** agreed as “best fit”... **attendance 1** agreed as best fit... 09/10 high including all groups...SA+ improved, no details on various other groups....Economic well being 1 confirmed....SMSC 1 confirmed

**Quality of Teaching 2** with lots of strengths: % on inspection: 2 outstanding (6%), 20 good (68%), 9 satisfactory (29%)....of school 10 below (1-2 grades below), 2 above...discussion about observation evidence not supporting teaching grade given i.e. a little generous...strengths: relationships pupil attitudes, subject knowledge... weaknesses: planning/learning outcomes/success criteria, teacher led in some, AFL variable (quotes from assessment policy)...use of assessment to support learning 2 is the best fit...

**Curriculum 1 confirmed**....no issues in ICT...specialism (has) helpful to drive curriculum along e.g. making the school look outside itself and forward looking

**CGS 1:** strength of school

**L&M 1:** performance data available for HOD, HOY...HOD science much improved...effective SENCO....long discussion about **L&M of teaching and learning** overall 1....**GB 1** confirmed...**engagement with parents and carers 1** agreed best fit : strong for parents of vulnerable pupils...**partnerships 1** confirmed...**equal opportunities 1** agreed: policies in place...HMI discussion with governors after reading evaluation criteria....**safeguarding 1** confirmed....**community cohesion 1** on balance as best fit: incisive analysis? not explicit but a lot of knowledge and interesting themes...school could do things more overtly with the local community...on balance on the baseline but outcomes level into grade 1...Capacity for sustained improvement evaluation criteria discussed best fit 1....

VfM: also agreed as 1

**Overall effectiveness** agreed as 1 i.e. outstanding.

**What does the school need to do to improve** (team agreed on area for development + Headteacher agreed: Consistency of teaching...more outstanding...improved AfL...differentiation (challenging and meeting all needs)...quality of marking and next steps

## Inspector 3

**Total number of EFs = 8**

**Major inspection activities relevant to research—ECM outcomes, Curriculum, SMSC**

**No 1(day 1)—Safety:** anti-bullying mentors are sixth formers trained by Kidscape: KS3, KS4 and P16. 1800 pupils: an amazing mix one racist incident led to exclusion, concern is for movement especially in corridors; road safety; to make pupils more aware....**Healthy lifestyles:** new catering company

started: emphasis on healthy food, low level obesity in LA, 2 hours PE at KS3, 1 hour at KS4, 179Y10, 95Y11 on D of E, largest provider of D of E in England, also emotional well being.... **Community:** lead school for extended services for 16 schools, absence of racism....**Economic well being:** PSHE good contribution, careers advice, mock interviews for jobs, past pupils talk, enterprise (make products and sell them), real world applications, every student does DT, ML; school appreciates and celebrates its own diversity(garden dedicated to students who have died, school has helped: very strong response positive about how the school remember; **Strengths:** good teaching across the subjects; range of extracurricular activities; school good at fostering talent; toilets have been much improved through the school council clean –kids respect them

**No 2(Day 1) – Curriculum (meeting with SLT members):** school has set out to make the curriculum more personalised, the new curriculum at KS4 allows 2 pathways with an increase in provision for BTEC. More non-GCSE courses in the new KS4 curriculum, whole school audit held to identify the extent to which the curriculum met the needs of all students, personalised curriculum leads to change of teaching method and different forms of assessment, school chose the right teachers to teach BTEC, EBAC has influenced choice of HI at KS4, GCSE RS all students do accredited course, CZ & PSHE on a carousel Y7-11, some teaching in tutor time, CZ is mapped across the curriculum, KS3 is complicated, CZ is reported on in KS3, Specialist teacher of CZ, sex and relationship education covered fully

**No 3 (Day 1/2) – Curriculum (specialism):** DT, SC, MA, IT; raising achievement in partnership (with) other specialisms, main determinant of success is exam results, always been redesignated, EN is the strongest subject in results, MA is catching up, Core is the school's specialism....school is evaluative and strategic, school was slow to take up vocational/work related learning, BTEC started two years ago.....growing point for the curriculum is to provide alternative pathways at KS3 and P16 implications for KS4; discussion showed that school is good at evaluation and strategy.

**No 4 (Day 2) – Outcomes (summary judgements) Feeling safe – grade 1:** pupils assert very strongly that they feel completely safe in school, pupils understand issues relating to safety and act accordingly at all times, pupils feel safe from bullying and entirely confident that it will be sorted, pupils say that they are listened to as individuals and collectively through the school council. **Healthy Lifestyles – grade2:** pupils know what they need to do to keep healthy especially physical activity and diet, pupils value what the school provides to support their mental and emotional well being, school recognises the need to be more explicit about the healthy lifestyle agenda across the school, school admits that about 1 in five pupils (17%) have less than two hours PE/sport in the week, vulnerable pupils develop positive attitudes and their emotional well being improves at this school, Q7 on parental questionnaire shows school is below the national average... **Contribution to community – grade1:** pupils are very involved in roles of responsibility and opportunities to take initiative, pupils from different groups are all fully involved, pupils say that they have opportunities to engage in issues that affect their learning as well as their well being, pupils contribution to the school and wider community is strong and varied, pupils could contribute more to the local community-more awareness of contribution...**Economic well being – (no grade):** pupils are good at applying their basic skills, pupils say that the school prepare them well for next stage of their education and pupils value their careers education, pupils appreciate the opportunities for enterprise and for fund raising, pupils

have (but) realistic aspirations for themselves...**SMSC – grade 1:** pupils think deeply and reflect on personal experience and values, pupils understand and respect moral differences and show consideration to others, pupils develop social skills and knowledge of society and different communities, pupils enjoy and value diversity and cultural expression from different backgrounds, all these are very strong..... **Curriculum – grade1:** curriculum meets all requirements and meets the needs of individuals and groups, school is strategic and evaluative on curriculum, curriculum includes extended services which are very well developed, curriculum is outward looking and forward looking.

## Inspector 4

**Total number of EFs = 11**

**Major inspection activities relevant to research—Teaching and learning; CGS; Curriculum; Attendance; exclusion; progress SEN; Equal Opportunities; Behaviour**

**No 1(Day 1) – Teaching and Learning (discussion with Teaching and learning Team):** volunteers meet every half term, issues, developments, sharing practice, encouraging people to experiment. All departments represented, dynamic group, group participates in CPD whole school. Take back to their own departments, (been around for) 4 years led to appointing coaches, time , no money, interviewed the coaches. Initially volunteers, now more formalised. Now 5 coaches in place who underwent training programme facilitated by an external consultant. Each coach has approximately 3 coachees. Impact improving teaching and learning and making it exciting and dynamic. e.g. one teacher focused on more able students and improving own grades. now has taken ( ) and has developed other approaches.....for staff and visitors teaching and learning handbook available....key priority for T&L – ensure its individual progress of students is central, further work on differentiation to ensure all teachers are planning to meet the needs of individuals, CPD on needs students

**No 1(Day 2)Teaching and Learning – monitoring T&L,** HODs monitoring work in the classroom, looks planner, school proforma, once a year 7 x for 7 year groups, profoma to line manager, issue for concern, date for review to SLT, HOD talks over resolving issues, school marking policy in place, robust systems in place....formal lesson obs (PM) twice a year, one is done by line manager and one by negotiation. SLT undertake learning visits of dept responsible for, not recorded individually but good practice on concerns logged e.g. whole school focus on learning objectives, SLT will comment on practice, on the proforma, analysis taken to SLT meeting, Leaders accept that observation form needs to be amended and needs better monitoring. e.g. languages dept training re targets set, CPD meeting needs of learners e.g. BMP, SEND....one racist incident logged and returned to LA in last 2 years. many opportunities for students to take roles of responsibility e.g. 11 prefect, Fronter rep.

**No 2 (Day 1) – lunchtime sporting activities....**games room for vulnerable pupils (not observed), TAs have prepared a DVD for Yr 11 students who have been attending the resource base at lunchtime for the last 5 years.....

**No 3 (Day 1)** – discussion with 5 staff SENCO, EWO, LAC, PSPs, counselling – CGS....Discovery – school based counsellor, connexions, EWO, anger manager, service for students who are not SEN, hub for inclusion services, children who are unwell have suffered bereavement...BSU since 2007 have school purpose built classroom, internal exclusive unit for up to 3 days, letter home signed by parents who respond, small group who came frequently, if meeting 6 internal exclusions a term a further e.g....school is making in partnership with PRU....BSU is having impact for e.g....PSP programme – ed psyche, CAMHS in schools scale....targets Vs effective strategies to support students...after 6 weeks students self assess and targets shared with teaching staff and child’s key worker....engagement with parents of vulnerable, range of staff involved in the process, well developed students relationship even with difficult and hard to reach parents e.g. of.....very good outside agencies, YOTs, CAMHS, Catch 22, TYST, social services, very good impact

**No 3 (Day 1)** – discussion with staff KS3/4 options talk – Transitions...good effective systems for inward transitions including induction day. SEN and vulnerable students parents have requested early open evening so SENCO arranges this for students with SEN. New Y6s are hosted by TAs in primary schools and SENCO attends ARs for new Year6 students, primary/secondary transition days... very positive CGS from this meeting school funds guitar lessons. currently 6 LAC on roll Y7-11, school very proactive in supporting living and education costs for these students. Year on year transition for vulnerable students KS3-4, KS4-5, head of key stage meetings with students as formal transition report. transition meet with staff...ASD students additional support for many across buildings physical, AR cover a lot of others...KS4-5 vulnerable students taken to College....students out of school for medical or other reasons funded well, e.g.....attendance is well above av (over 95%) in track 11 A\*-C grades

**No 4 (Day 1)** – attendance data scrutiny – SEF: 2009-10 = 95% attendance overall (high + improved since 2008)...vulnerable groups 2009/10 – FSM = 93.56%, LAC= 96.56%, Statement=94.36%, SA+=91.99%)....PA – 2.2% low compared to NA and decreased since 2008/9

School 2010 –date: 95.5% (Y7-11) high, 2009-2011 – attendance of key groups is high compared to NA in 2009/10, attendance by year groups all high (year 11 slightly lower), attendance summary judgement = high (1)

Attendance by group

	2009/10	2010/11
FSM	93.56	94.2
LAC	96.89	96.09
Statement	94.36	95.24
SA+	95.6	95.51

**No 5(Day 1)** – scrutiny of exclusion data – SEF: 2009/10 fixed term exclusions reduced by half (total = 67 4.5% compared to 9% nationally....2009/10 fixed term exclusions for pupils with SEN (total = 55 statements = 9.5% compared to 30% nationally, SEN without statement = 16.8% compared to 27% nationally NB data change see below.....2010/11: similar picture = 2 more students excluded to date than academic year 2009/10 (69 students), SEN = overall more students excluded 2010/11 (51

students) but % compared to NA 2009/10 still low, slight reduction by key ethnic groups in 2010/11, progress made, FSM = 16 exclusions in 2009-2010...no permanent exclusions this academic year, school working hard to address issue of black Caribbean exclusions, equalities governor working with school to address figures for Caribbean exclusions mainly down to 4 students.

**No 5 (Day 1)** – scrutiny of exclusion data by ethnicity – 2009/10: sch 26.5% mixed white+ Black Caribbean (boys) compared to 16% nationally, 24% Caribbean boys national 16%, 15.8% black African boys 8% nationally, 10% black African girls 3% nationally...compared to Wandsworth exclusions : Sch is lower for key groups than borough av: Black Carib = school 24% borough = 29%, FSM = sch 40% borough 63%....number of fixed term exclusions reduced from 2009/10 (86) to 2010/11 (69). Number of SEN students excluded 2009/10 = 55 pupils, 2010/11 = 51 pupils....fixed term exclusions lower than national in 2009/10 and 2010/11....groups: SEN students exclusion lower than national fro 2009/10 and 2010/11....exclusions of Black Caribbean, Black African And MWBC are higher than national rates, Black Caribbean and FSM exclusions from school are lower than borough av.

**No 6 (Day 2)** – CGS – scrutiny of case studies of vulnerable children: case study of students...range of needs...case study highlights exemplary practice including multiagency work with agencies such as social workers, Ed psychologists, CAMHS, Lambert hospital home tuition service, Cognitive behavioural therapists, Kings home school, Police...inclusion services in the school also show exemplary practice in identifying and meeting the needs of students e.g. EWO, mentors, councillors, LSAs. evidence of very clear monitoring of aspects such as attendance, diet, engagement etc where appropriate. the school ensures that parents and carers are fully engaged and informed..effective partnerships between home and school. Outcomes/impact of interventions are striking e.g. school has ensured that students on dual roll at hospital school or absent for extended periods keep up with their work through Fronter and e-mails home from teachers. academic progress has been maintained and in majority of these cases care is good/outstanding. other evidence of impact include impaired behaviour, attendance. good evidence of the school 'going the extra mile' to ensure LAC student participate fully in enrichment activities, take on leadership roles within the school. the school has also financially supported LAC students as they move to independent living or leave care. Summary: all case studies demonstrate exemplary care for vulnerable students across the range of uyear groups and with a range of complex needs. all demonstare exceptional impact of the school's work with families and agencies on outcomes(academic, social, engagement) for students.

**No 7 (Day 2)** – progress of students with SEN: 2009/10...RoL shows sig+ 3 year average in English, maths. students with a statement and those on school action plus, students at school action plus have lower CVA scores but not sig -....2010/11: current school data shows all students with SEN in the current Y11 (SA,SA+, St) are predicted to exceed their MTG i.e. the 2 indicators 5A\*-C in E & M and 5A\*-C...Summary: school tracking data shows that many students at SA+ are making good progress particularly year 8. Were students progress is slow the school has put in place interventions and strategies.

**No 8 (Day 2)** – discussion with SENCO: statutory policies in place, visually impaired St laptor with camera, enlarged photocopies of materials, enlarged magnifier...AR systems robust-SEN teachers lead there and liaise...IEPs (school targets linked to AR) on SIMs-given to teachers. staff fron SEN department are in lessons so monitor whether the teachers are using the IEPs-area for

development...Monitoring support of TAs: by HLTA and SENCO together, new TAs have induction, shadowing TAs, 6 weekly review, on-going CPD, almost all have done the lit, numeracy, ASD, tracking pupils behaviour + requirement. TAs hours extended so can attend training, department meeting and homework clubs. target pupils for clubs well attended by all year groups including Y11. SEN departments work with subject teachers so work is planned for these lessons....Interventions: range in place, students targeted by reading age for Read Write Inc. 4 x a week, Y7 lit lesson lower set run by SENCO, 7/8 numeracy lower set, Booster Y9, one:one tuition = FSM + one level below are targeted. Monitoring progress: SENCO uses whole school tracking system to monitor progress of SEN students, CPD for whole school 3 years ago, a priority for school

**No 9(Day 2)** – equal opportunities: policy signed and monitored once a year, designated governor for racial equality, monitoring of policy through governors' curriculum committee, parents involved in initial draft of equalities policy, TEIM (line management system)= analysis + progress...current predictions for underachieving group (Caribbean), areas to extra-curricular activities e.g. Duke of Edin award. targeted FSM students, SEN students, school proactive in support vulnerable students...Human rights focus: Gay, lesbian, month, Black History month, holocaust play, a holocaust survivor real experience, school goes global- music, dance, multicultural evening....school respect code, students involved in this, human rights embedded in RE curriculum.

**No 10 (Day 2)** – visit to behaviour support unit: maximum capacity 18 students, one or two staff teach in the unit, very effective and clear systems of referral and re-integration, continuity of learning for students through close liaison of unit staff with students subject teachers, teachers e-mail lesson materials to unit staff, Impact of teachers on learning and also opportunities for students to reflect on their behaviour. very good progress....2010 data: largest number of referrals Y9, pupil referrals more referrals of boys = 68% than girls 42%, ethnicity: black Caribbean 131, white british 129 MWBC 68, no race equality issue, significantly higher proportion of FSM referrals = 86% FSM cf 14%...Summary: very effective provision, having positive impact on behaviour (confirmed through student interviews) and keeping students in school

**No 11(Day 2)** – CGS – grade 1: the school knows its students very well and provides excellent care and support for students well being...support for LAC enables them to thrive at the school both academically and socially example of a student who has been supported by the school both emotionally and financially to ensure positive outcomes at KS5 and progression to university...provision for vulnerable students with SEN those with learning needs and emotional needs is exemplary as highlighted in case studies where multiagency teams and school staff together with families and students address needs, 6 case studies highlight very positive impact on outcomes for students....transition arrangements are very robust for new students coming to the school and those transferring for post 16 courses. vulnerable students are given additional support....the school has very effective strategies to support students attendance with positive outcomes....AFD (from school): provisions for students with ASD as numbers increase, ensure support services such as Ed psyche/ learning mentors support available for students when LA services decline.

## Inspector 5

**Total number of EFs = 11**

### **Major inspection activities relevant to research—safeguarding**

**No 1 (Day 1)** – SCR safeguarding 1: exemplary. excellent additional column indicating CR training of adults.

**No 2 (Day 1)** – CP policy safeguarding 1: (policy read and the 15 aspects checked as ‘Yes’.)...child protection policy is exemplary and links well with all other relevant policies, extremely comprehensive, regularly monitored and reviewed...() on SLT and governors meetings, annually reviewed

**No 3 (Day 1)** – Training of designated staff safeguarding 1: up to date (13 elements checked of ‘Yes’)

**No 4 (day 1)** – interviewing designated member of staff safeguarding 1: ( set of 15 questions checked ‘Yes’) Has/he an appropriate level of seniority? answer ‘yes’.....systems and procedure and knowledge of CP issues are all outstanding. permeates fully the work of the school.

**No 5 (Day 1)** – evaluating the quality of records relating to safeguarding issues safeguarding 1: ( set of 13 questions checked ‘Yes’) are records up to date and complete? answer ‘Yes’...exemplary

**No 6 (Day 1)** – H + S safeguarding 2: ( set of 15 questions checked ‘Yes’):.... security of site: identified as inadequate by governor (mar 10), as a result action plan has been produced addressing these inadequacies, school believes that it is doing everything it can to minimise the risks....good links with local primary school to help control risks....fire record all up to date...risk assessments fully in place for aspects of the school...regular H&S learning walks where issues are recorded, those are auctioned and signed off when complete, procedures are extremely tight....still some concerns about the site security but the school is doing everything it can to minimise the risks.

**No 7 (Day 1)** – work during morning break behaviour 1: very orderly around the school, lots of pupils getting snacks and the queues were orderly and well managed by adults, pupils greeted the inspectors well...behaviour around the school was outstanding

**No 8 (Day 1)** – observation of lunchtime behaviour 1: everything around school very calm, lots of adult presence, plenty of space for pupils to talk and play, pupils very welcoming

**No. 9 (Day 1)** – observation of end of school day safeguarding 1: very orderly end of school day, very safe, police officer on duty, road coned off, plenty of adults on duty

**No 10 (Day 1)** – H&S documentation safeguarding and governance 1: risk assessment for school trip seem—very thorough, governors minutes of evidence that site security had been discussed by both full governors and by H&S committee....evidence for outstanding governance and safeguarding

**No 11 (Day1)** – Summary EF safeguarding: ( set of 10 major questions each with sub-questions checked 'Yes')....safeguarding procedures are exemplary and everything is done to minimise risks, CP procedures are very strong, site security is an issue but risks are being managed effectively.

## **Lead inspector - LI**

**Total number of EFs = 13 (Handwriting could not be read at all for most of the EFs however, LI had typed up all end of day team meetings so that was helpful.)**

**Major inspection activities relevant to research—achievement, team meetings end of Day 1 and 2, L&M—SIP input, tracking data, capacity to improve, team briefings, leadership of subjects, HODs/HOYs, parents and students questionnaires**

**No 1 (day 1)** – achievement: target 2011 5AC and 5ACEM both on target. rest can't read

**No 2 (Day 2)** – T&L summary: attached is a record of 31 lesson observations of 31 teachers, some were revision lessons or last day Y11 were in school so not representative, behaviour v strong o/s in 18 lessons...attached is summary of strengths or areas of development (identified) in meeting (, jointly observed lessons recorded by AI leading on T&L....overall evidence on teaching and learning support a judgement that teaching is good, discussion with students identified that they find much teaching strong but there were occasions when it was weaker, parental questionnaire replies identify strengths in teaching but a few weaknesses too, observation in books during lessons showed broad consistency with quality of teaching being observed and the weaknesses in marking as well as teaching

**No 4 (Day 2)** – school documents: accurate number on roll = 1911 sixth form 634

**No 12 (Day 1) – team meeting Day 1 with 7 SLT observers:** extra evidence for Day 2: Inspector 1 to read extra com coh evidence and then decide if need further evidence, diaries check tomorrow in lesson and regs tomorrow, SEND meeting tomorrow, need to look at parental questionnaire and exclusion data and behaviour support group, take up physical activity at KS4 ensuring not double counting, check healthy eating at lunch, school council re issues in the locality and impact, music details in comm. folder, ICT for KS4. **Notes: safeguarding agreed 1** - o/s CP, fire, safety, risk assessment, one issue about managing risks of site security which school working well on, enforced marriages documents to and safeguarding permeates school's philosophy.....Community cohesion: outcomes of attitudes are very positive, not yet seen incisive analysis as required, some mention of gangs in parental questionnaires, will consider co co tomorrow after reading doc....Partnership work through specialisms o/s: SM school, impact through teachers' involvement and CPD, sample reports for parents and children including next steps....Attainment agreed 1: ach positive KS4 for current although not all groups better, AoE lower than last year, attainment holding up, awaiting KS3 progress data plus learning judgements from lessons...Behaviour in lessons 1?: o/s in 12, g 9, s 1, yet to check exclusions data in detail, Y7 students found dinner queue jumping by older students, students support each other in lessons, need to check pupil questionnaire...healthy a secure 2: like emphasis on cycling to school, also emotional side if upset tutor will notice, need pupil and parental

data, take up in extra curricular activity, DoE strong system could work better for school council but Fronter forum is well used, attendance: waiting for data to be checked regarding upper quartile... EWB 1....SEF strong on SMSC even spiritual....T&L a strong 2 with reference to previous work too, due to variation: Strengths: relationships p-t and p-p, help each other, not a problem to fail or get something wrong it is allowed and they are supported through it, subject knowledge, interactive group activities, modelling, clarity of explanation, purposeful group work and worthwhile discussions, high expectations, good knowledge of pupils, good questioning extending understanding, afl, peer assessment, sharply focused revision lessons, careful planning...AFDs: some helicoptering rather than focusing well, monitoring to check mistakes, reasoning and thinking in maths, DT less focus on learning than on the outcomes or what students might do-objective not as explicit as could be, modelling good outcomes, marking that follows up next steps, differentiation, some scant plans, not aware of what constitute a higher level, or how to improve, lack of pair or group work, too much teacher led questioning...specialism driven curriculum along, used strategically, checked than can move bands...vision clearly through looking outward, T&L tomorrow...curriculum 1?: looking good, heart of what school trying to achieve and working hard at it and adjusting it for individual groups, not sure moving fast enough, Cz and PSHE, strengths in range of choice...CGS 1?: for what picked up today cgs looks a strength of the school and inclusive nature pervades all from BSU to Discovery hub, need parent and pupil views tomorrow...Summary: identified extra evidence needed for Day 2 and repeated for SLT and inspectors, notes on key areas, including strengths and weaknesses in teaching.

**No 13 (Day 2)** – Final team meeting Day 2- notes to inform report: **achievement agreed 1:** overall and for SEND; strong due to support and lessons and attitude encouraged by school, variation in SA+ in Y8...BSU very effective ensuring that don't fall behind, improved behaviour following internal inclusion, work for inclusion emailed by teacher so students do not drop behind, exclusions below average, 09/10 above average mixed boys white and BC, C, African boys and girls, but this year fallen, improvements at school in ethnic minority cohorts, no action plan for race equality in relation to exclusion percentage of ethnic group, FSM below LA percentage some repeat offenders, (behaviour) **agreed 1**, HT nodded that useful for school....83% gave 2 hours per week or more, school wants to improve, very extended school, huge range of activities, developing area of impact on teaching quality, afd involvement in local community e.g. re MP or issue, and involvement of all in democratic process, nearer 1 than 2....attendance in high category overall currently, groups **agree closest fit to a 1**, shows improvement....strengths and afd from Day 1 with extra points...(extra afd) precision about different levels, drawing in all youngsters enough, success criteria, teacher led didactic and leading questioning shutting down dialogue, assessment policy comprehensive but not well implemented across some subjects, some good practice in English, target grade not really clear re meaning e.g. in maths where a decimal....L&M of T&L: T&L observation system in place, lesson observation form not enough weight on group progress, T&L group ensuring staff more aware about need to focus on specific group progress, precision of afd and how used to move teachers on, 72 staff benefitted from coaching, T&L more exciting and dynamic, afd monitoring and training of support staff, still nearer grade 1 than grade 2, time lag to effect of leading on T&L...Parents, policies in place and reviewed annually, outcomes, sharing outcomes with senior leadership....Com Coh on balance 1: FSM students have high aspirations accepted a 1....judgements finalised and weakness in teaching agreed.

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