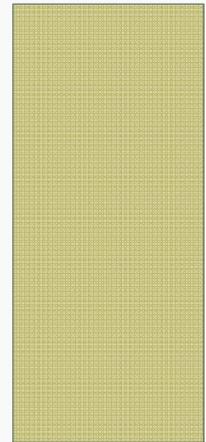


# WHAT'S WORKING

BRIAN FOSTER  
[www.acert.org](http://www.acert.org)



## 1997-2010

- “Education, education, education”
- Joined up solutions
- Recognition of the issues
- Ethnic monitoring
- Narrowing the gap
- National strategies
- Gypsy, Roma and Traveller History Month
- E-lamp
- Research
  - Improving outcomes
  - EHE
  - Roma

# WHAT THE GOVERNMENT IS DOING

- Limiting the role of local authorities
- Encouraging autonomy of schools
- Free schools, elective and enforced Academies
- Pupil premium
- Narrowing the OFSTED focus
- Making ECM agenda optional
- Narrowed curriculum
- Vocational education

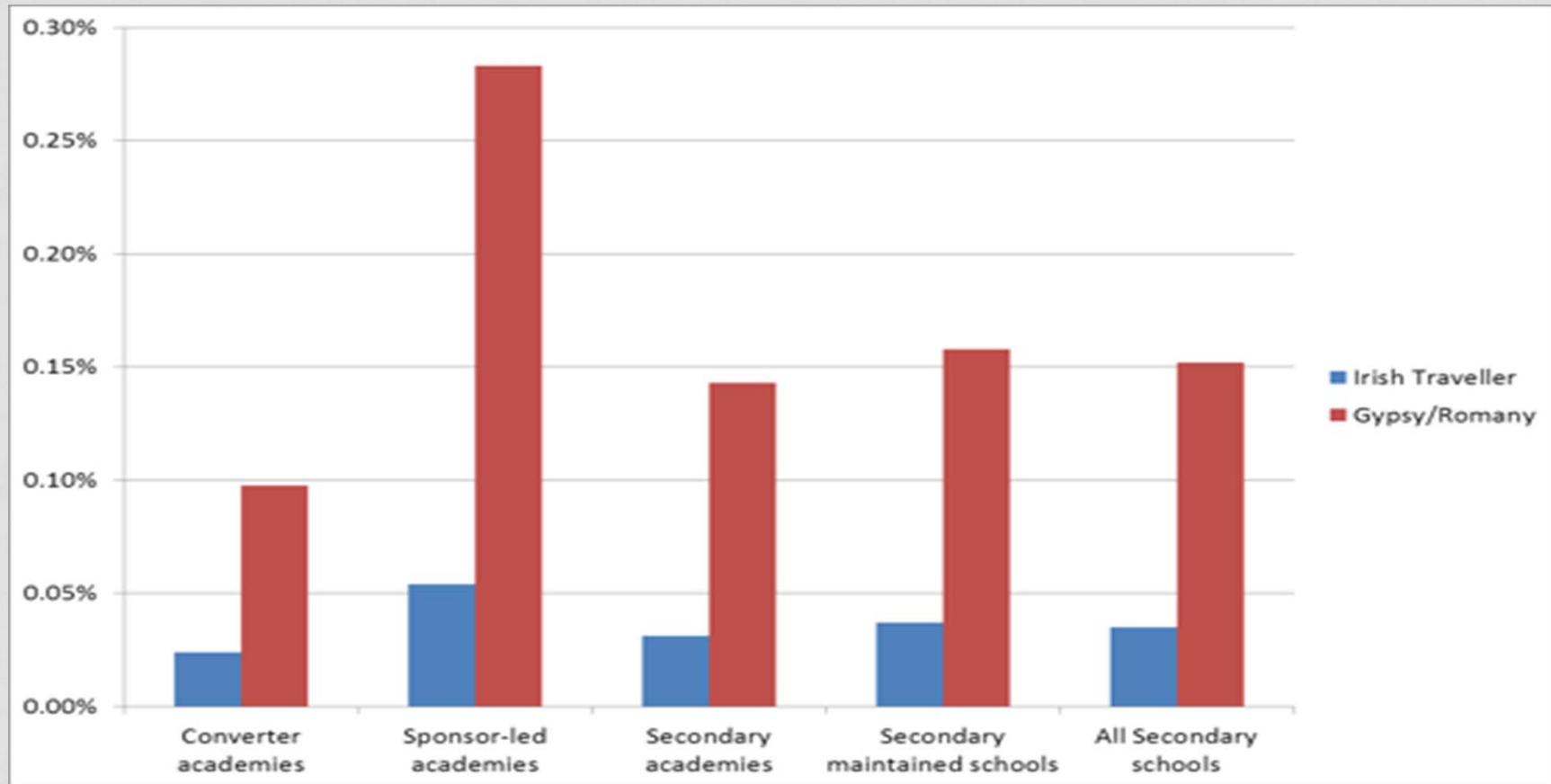
See: Foster, B and Cemlyn, S *Education, inclusion and government policy* in  
Richardson, J and Ryder, A (2012) *Gypsies and Travellers: Empowerment  
and inclusion in British Society*

## MINISTERIAL WORKING GROUP EDUCATION COMMITMENTS

- Inclusion of Gypsies, Roma and Travellers in OFSTED inspection framework
- Virtual head teacher pilot
- OFSTED review of prejudice based bullying
- Repeal of s444(6)
- Exclusions pilot
- Good practice from “higher achieving schools.”

Progress report by the ministerial working group on tackling inequalities experienced by Gypsies and Travellers at  
<http://www.communities.gov.uk/documents/planningandbuilding/pdf/2124046.pdf>

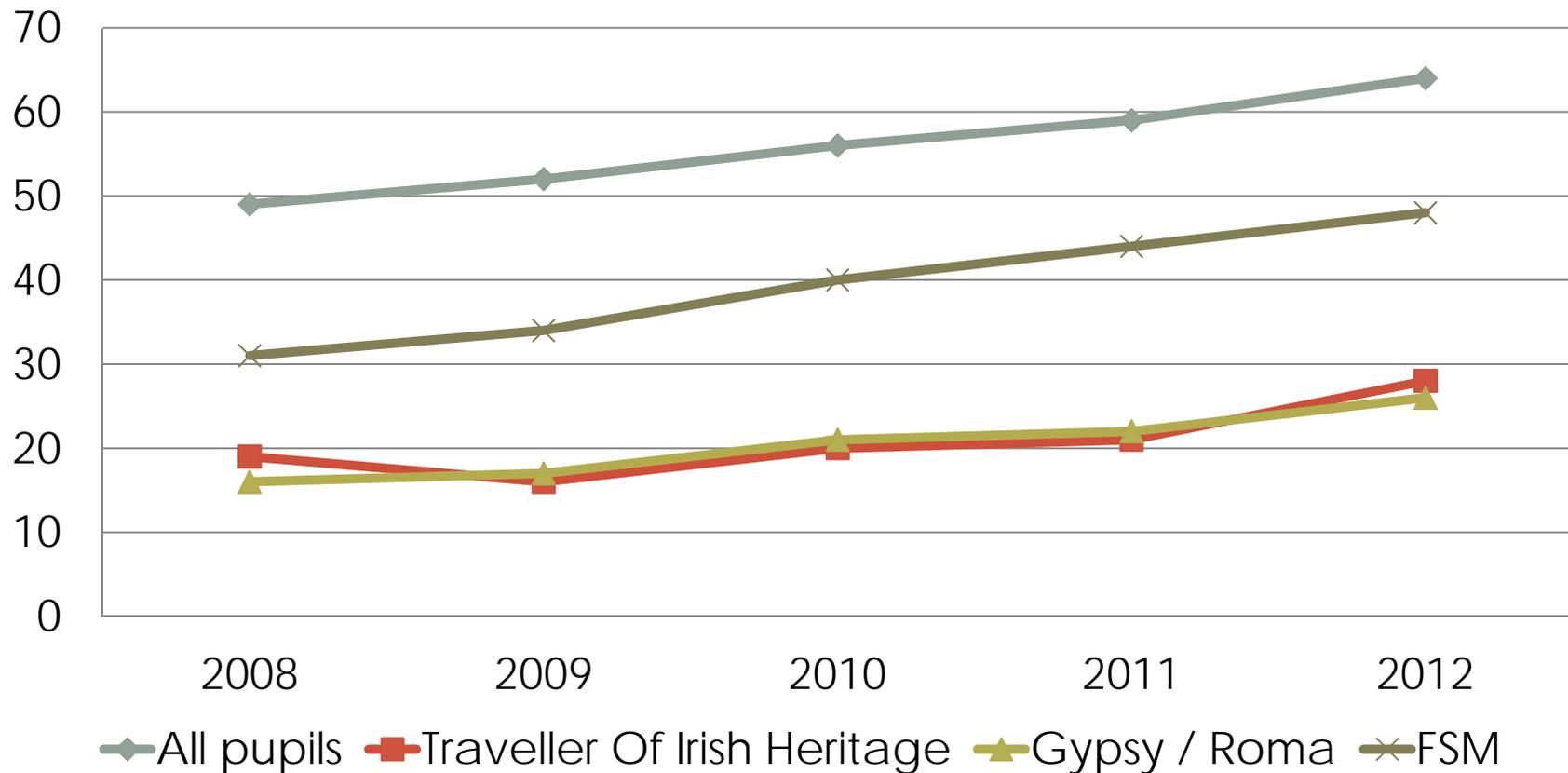
# CHOICE OF SCHOOLS



Proportions of pupils who are Traveller of Irish Heritage or Gypsy/Romany in secondary schools

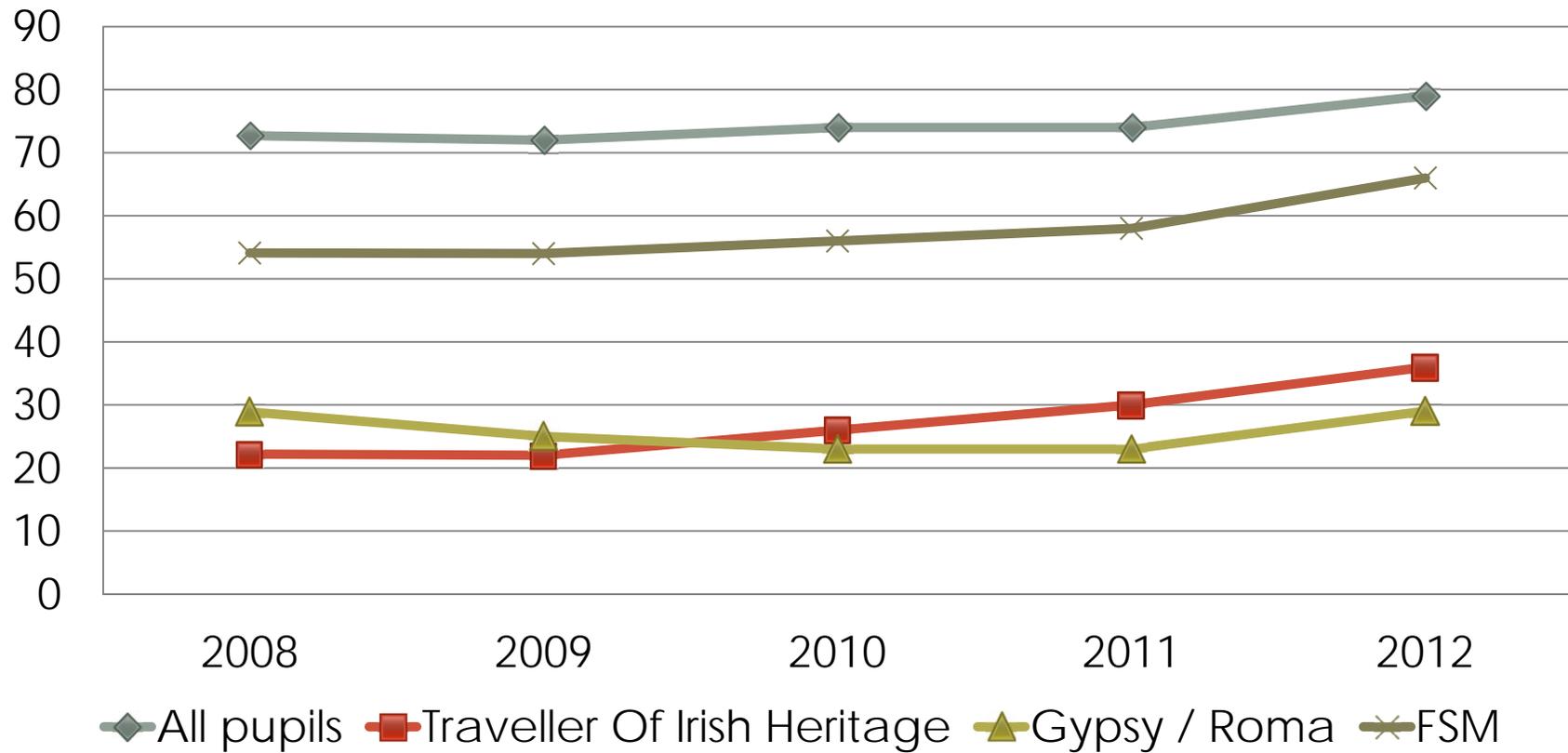
# AT AGE 5

## % achieving good level of development in Foundation Stage profile

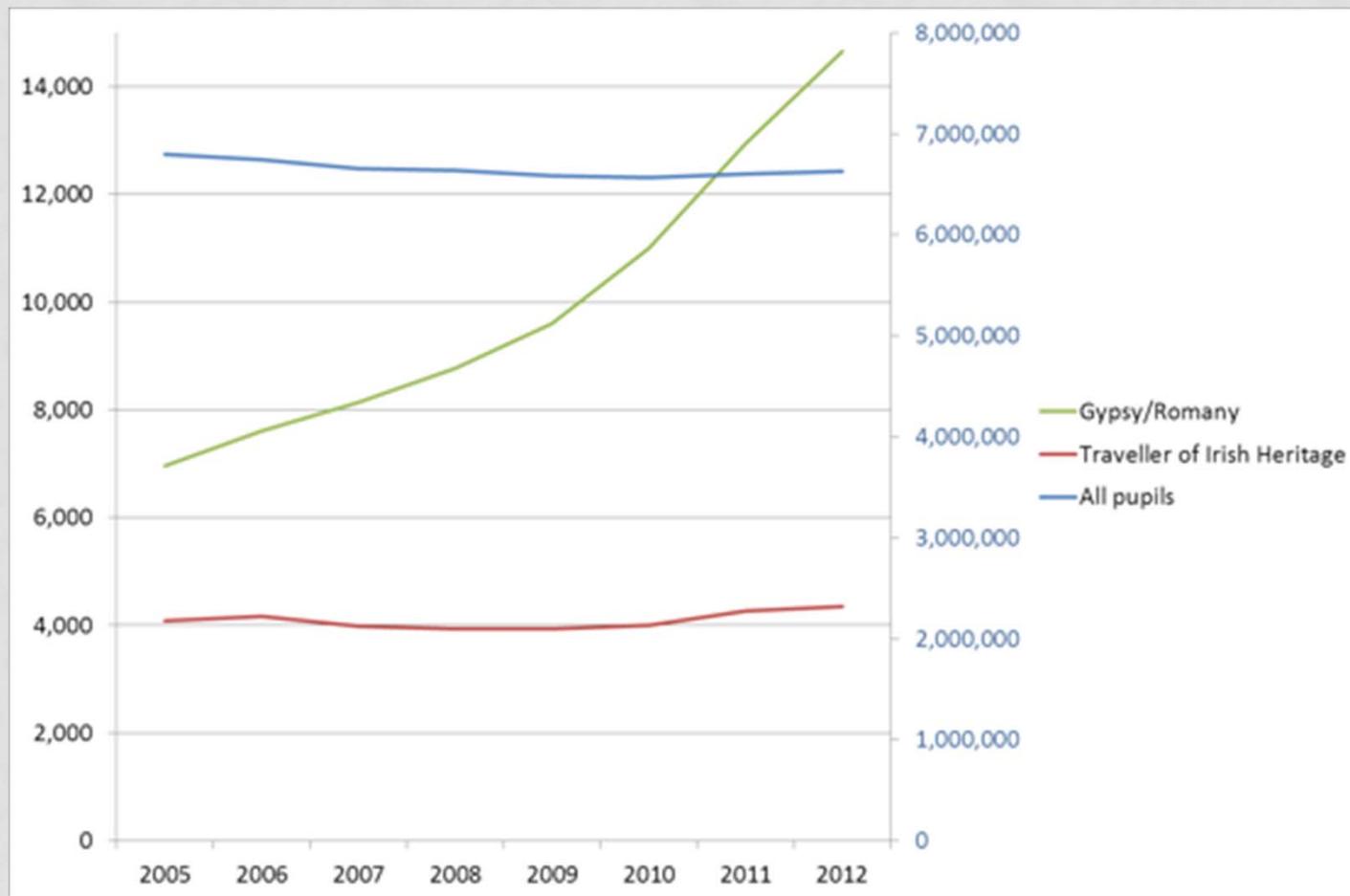


# AT 11

## Achieving level 4 or above in English and maths at KS2



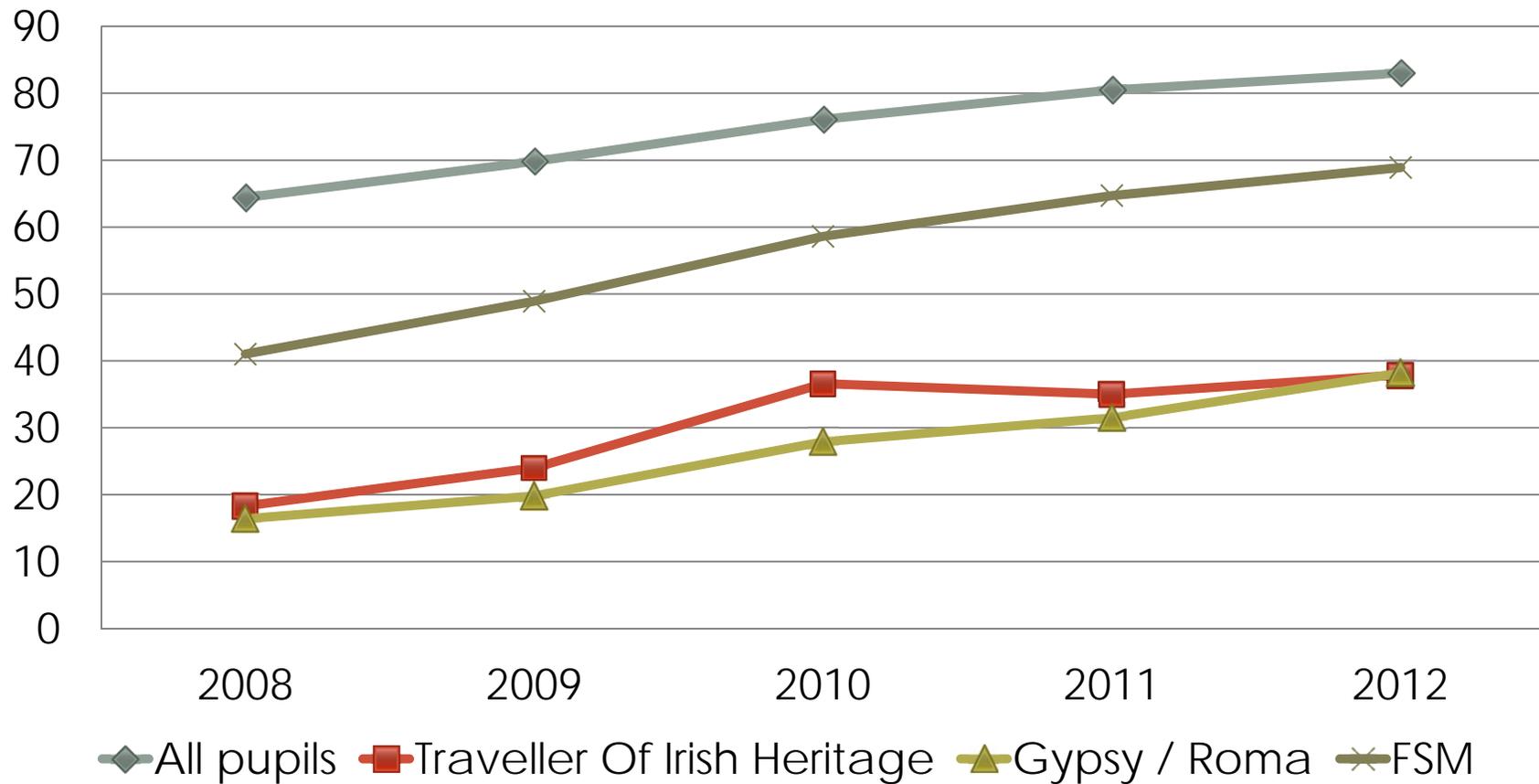
# INCREASE IN NUMBERS OF ROMA



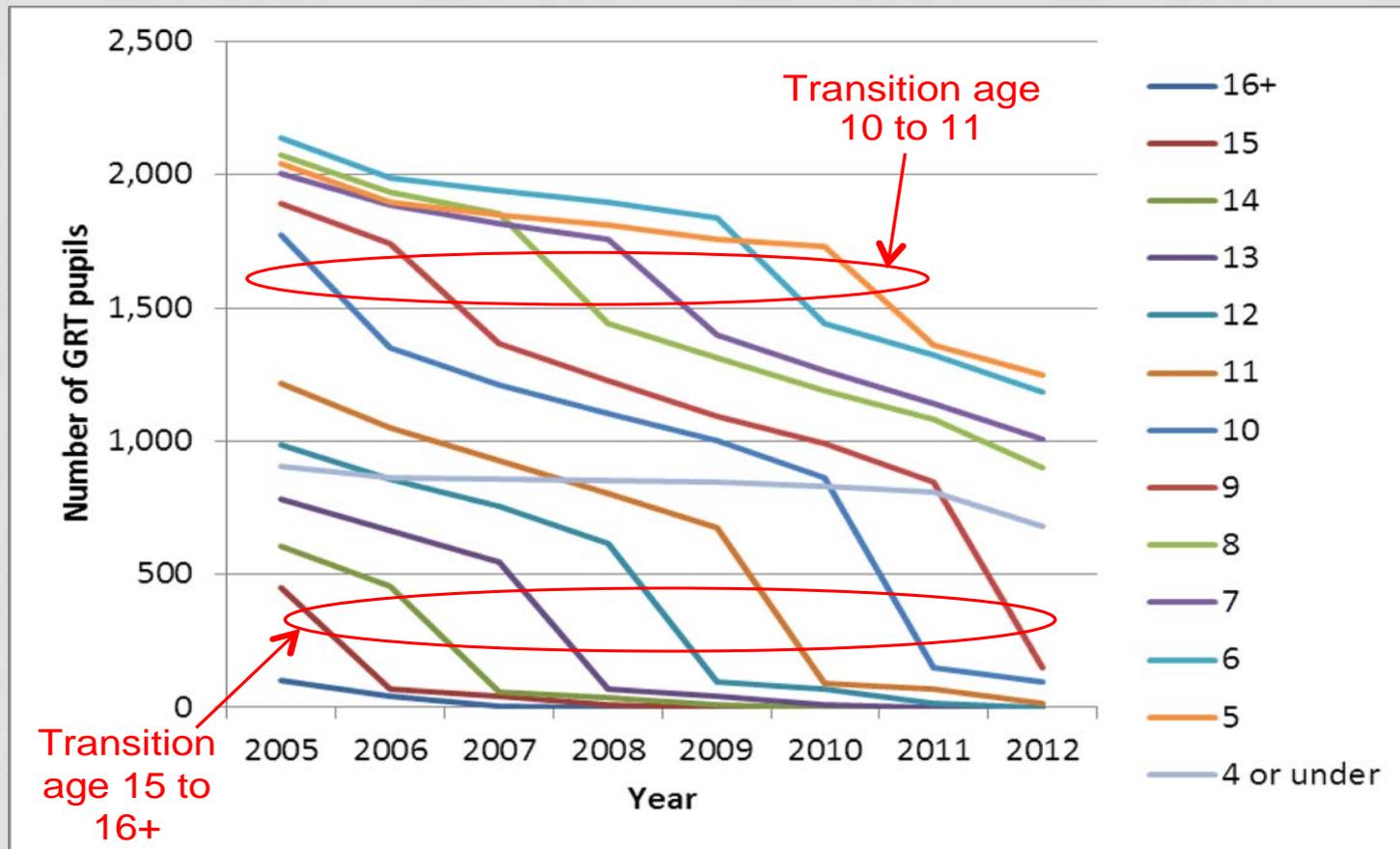
Number of pupils in state-funded primary, secondary and special schools, 2005 to 2012

# AT 16

## Achieving 5+A\*-C at GCSE or equivalent



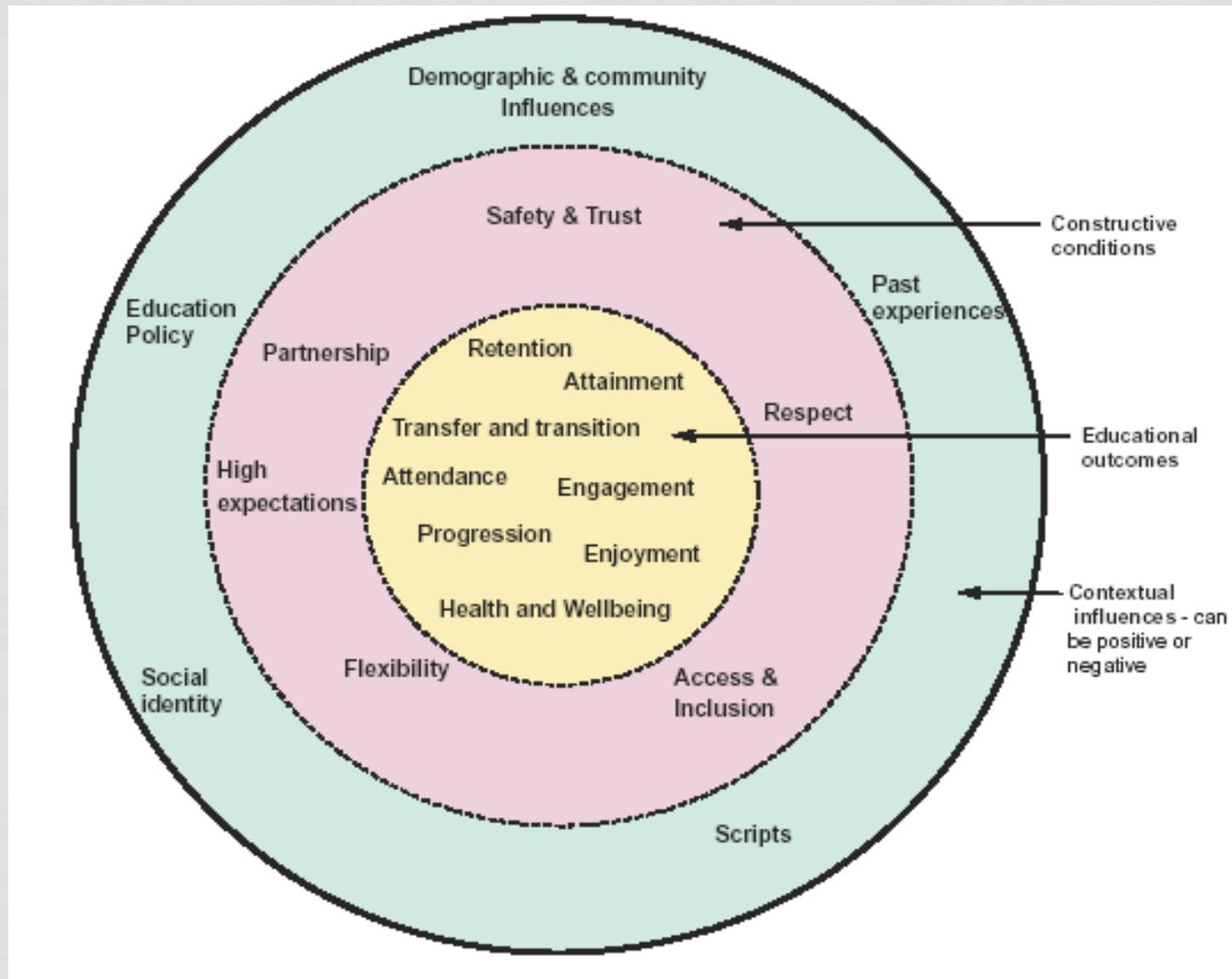
# DROP OUT IN SECONDARY PHASE



Source: School Census

Pupils first in the school census in 2005 or earlier: number of GRT pupils in school in each year, by academic age in 2005 census

# IMPROVING OUTCOMES RESEARCH 2007-10



- Inclusive schools where parents and families feel welcome
- Staff with designated responsibilities for Gypsy, Roma and Traveller pupils who build positive relationships with pupils and families, thus facilitating feelings of safety and trust
- Sensitive outreach work and proactive relationship building between secondary schools and communities
- A personalised, flexible and vocational approach to the curriculum as well as opening minds to professional career routes
- Challenging scripts and assumptions accepted by both schools and communities around perceptions and beliefs of the inevitability and appropriateness of attitudes, decisions and actions in relation to attendance and retention.
- Clear communication of high expectations in relation to attainment, attendance and punctuality.
- The use of Gypsy, Roma and Traveller role models to promote this message of aspiration and achievement in schools and in the community
- Psycho-social factors are central to the question of raising outcomes. Unhappy children are unlikely to attend or achieve. Social difficulties may lead pupils to self-exclude or behave in a manner that results in exclusion.