

## **BRIEFING TO: The Scrutiny Board April 2011.**

**Date** 4<sup>th</sup> April 2011

**Subject** The Gypsy, Roma and Traveller Achievement Service was asked to undertake a specific investigation on the national and local position of Gypsy and Traveller girls school attendance and educational achievements at 11 years and above.

### **1 Purpose and background to the briefing.**

The Gypsy, Roma and Traveller Education Service – GRTAS was asked to write a report on priorities of the GRTAS for girls. This report covers all the priority work that the GRTAS are undertaking to improve access, attendance, attainment, ascription and aspirations for all the known Gypsy, Roma and Traveller – GRT pupils in Leeds from birth to 19 or 25. This briefing addresses the local and national position for Gypsy and Traveller girls aged 11 years and above. This briefing also includes information on Roma girls recently from Central and Eastern European Countries.

### **2 Data on Gypsy, Roma and Traveller (GRT) pupils not on school roll**

The table below shows the number of pupils not in education in November 2010. It clearly shows, in each National Curriculum year, the pupils reasons for not being on school roll.

#### **2.1 GRT pupils in Leeds November 2010**

NC year	In school		Roadside		EHE		CME		Left Leeds	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
<b>Rec</b>	29	16							1	
<b>Yr 1</b>	26	33					2	5	1	3
<b>Yr 2</b>	30	20					1	4		2
<b>Yr 3</b>	29	23					5	6		2
<b>Yr 4</b>	28	26					4	4	3	3
<b>Yr 5</b>	27	27					3	4	1	1
<b>Yr 6</b>	25	28					2	2	3	2
<b>Yr 7</b>	19	21		1	1		6	2		
<b>Yr 8</b>	35	23	3	1	2		4	6	1	3
<b>Yr 9</b>	16	20			5		8	1	1	3
<b>Yr 10</b>	14	23			3	1	7	9	1	
<b>Yr 11</b>	25	20	1		2	2	12	6	2	4
<b>Totals</b>	<b>303</b>	<b>280</b>	<b>4</b>	<b>2</b>	<b>13</b>	<b>3</b>	<b>54</b>	<b>49</b>	<b>14</b>	<b>23</b>

This data is collated by the GRTAS on a yearly basis.

## 2.2 Roadside

These are families who live on unofficial roadside camps. The number of families on roadside camps varies from day to day in some instances. Over the last two years there have been more roadside camps than in the five years previous. These camps have no running water or sanitation, no refuse collection and no mains power. GRTAS has an outstanding reputation for accessing primary roadside children into school but secondary children are still a challenge. This is for a variety of reasons. School places are harder and slower to access, uniforms are required, there is a lack of primary schooling for many children, culturally older children are expected to take more responsibility within the family and high mobility are just some of the factors.

## 2.3 EHE – Elected Home Education

A larger number of girls than boys, currently standing at 12 girls and 3 boys, are EHE all secondary aged. Parents usually choose to educate their children at home as an alternative to secondary school. They site several reason for this such as drugs, sex education and bullying, cultural etc. Parents have the right to elect to educate their children at home and there is currently no statutory responsibility for the local authorities to monitor this. However, in Leeds the Education Other Than At School – EOTAS team undertake this work. The quality of education that GRT parents provide for their children is monitored with support from GRTAS. Since January 2011 we have successfully re integrated 2 children into secondary school, a boy and girl from the same family.

This process is often slow and reintegrating GRT pupils back into school after months and sometime years at home is difficult for the children and the schools. When parents decide to home educate their children they are taking them out of the local education system and therefore the work we are able to do with these children is limited. Gypsy and Traveller Exchange – GATE do signpost families to other educational providers.

## 2.4 CME – Children Missing Education

The numbers of children who are registered as CME is currently 25 girls and 21 boys. These numbers change weekly due to the transient nature of the communities. We work closely with the CME team to ensure all GRT children who are CME are followed up. These children are mainly Roma who either move house within Leeds, move to another area in the country or back to their home country. This work can only be undertaken by gaining high levels of trust from the community

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## Attendance

The attendance for both boys and girls has been broken down for last year 2009 – 2010 and for last term Sept 2010 – Dec 2010. This data is not currently collected in ethnicity as this includes all GRT pupils we work with both those that are ascribed as Gypsy/Roma and Travellers of Irish Heritage and those who are not.

Secondary aged pupils

Girl/Boy year	Number	90% to 100%	80% to 90%	Below 80%
2009 – 2010 - G	109	14.7%	24.8%	52.3%
2009 – 2010 - B	107	12.1%	15.9%	54.2%
Sep – Dec - G	124	21%	31.5%	41.9%
Sep – Dec - B	113	28.3%	25.7%	46%

G – Girls B – Boys

This table shows the attendances in terms of % for those who achieved 90 to 100%, 80 to 90% and those below 80% attendance. The data is collected in this way because GRTAS works in partnership with the Attendance Service to improve GRT attendance and this information then gives us a framework to implement intervention strategies. The pupils who have 90% to 100% attendance are doing well and for those who have 100% attendance we issue attendance certificates. The pupils who have 90% to 80% attendance the GRTAS work with the schools, families and pupils to improve this through low level interventions which include home visits, school training and pupil mentoring. The pupils who have below 80% attendance are the responsibility of the Attendance Inclusion Officers who instigate their own interventions with, when appropriate support from GRTAS.

These tables show very clearly the differences in attendance between girls and boys in both primary and secondary schools. It shows a marked increase in attendance within each gender group with boys achieving higher levels of attendance in primary schools and girls in secondary.

The figures nationally are arrived at by looking at the Absence levels by ethnicity and not by gender for those pupils who are ascribed as Gypsy/Roma or Travellers of Irish Heritage. The latest published are from the Department of Education's statistical first release and are from September 2009 to April 2010. The Leeds data is from the 'Race Equality Education Partnership Board' January 2011 and again shows data from September 2009 to July 2010. This clearly shows that the absentee levels of GRT pupils in Leeds schools is a concern.

Ethnicity	National %	Leeds %
Travellers of Irish Heritage	26.7%	66.7%
Gypsy/Roma	19.64%	49.2%

**4 Post 16**

GRTAS work with the Connexions worker from the Gypsy and Traveller Exchange– GATE to ensure that all year 10 and 11 pupils have clear pathways to employment. Traditionally most GRTs when reaching the age of work will, if a boy work with their dads or male family members in the family business or if a girl support their mum's with the work around home and children. This is changing and more and more GRT pupils are either staying onto 6<sup>th</sup> form or enrolling at college. 2010 destination data for year 11

The break down of in regards to gender is 64% girls and 36% boys.

- 57% - college/6<sup>th</sup> form - 75% of these being girls -
- 4% - work - None of these are girls
- 19% - left the country - All of these are girls
- 18% - not in education, employment or training – NEET - All of these are girls
- 2% - Children missing education – CME – this is a girl.

**5 Attainment**

Although there is some evidence of growing economically and educationally successful Gypsy, Roma and Travellers communities, there is still concern that Gypsy, Roma and Traveller pupils are reported to be amongst the lowest achieving ethnic groups within schools in England, are more likely to be identified as having special educational needs (SEN), and are four times more likely, than any other group to be excluded from school as a result of their behaviour (DfES,

2005; DCSF, 2009a).’ Improving the outcomes for Gypsy Roma and Travellers 2010

### 5.1 Achievement at secondary school age.

The table shows the attainment of known GRT pupils at the end of Key Stage 4 of those known GRT pupils on roll at Leeds schools

Ethnicity/gender	No.	Ascribed	EAL	F/S	SEN	5 A* - C	5A* - G	Any GCESs
G/R - girls	21	15	13	6	11	1	0	3
G/R - boys	10	6	6	5	7	2	1	4
TIH - girls	2	2	0	1	2	1	0	2
TIH - boys	3	2	0	2	3	0	0	0

G/R – Gypsy/Roma    TIH – Travellers of Irish Heritage

The results are extremely poor in 2010 and are cause for concern. The high levels of English as an Additional Language (EAL) and Special Educational Needs (SEN) as well as having Free School Meals (F/S) are all significant factors on these results and are due to the high level of mobility especially that of Roma new to England.

Ethnicity/gender	No nationally	5 A* - C Nationally	No Leeds	5A* - C Leeds
G/R - girls	242	11.6%	21	4.76%
G/R - boys	297	5.7%	10	20%
TIH - girls	67	20.9%	2	50%
TIH - boys	57	22.8%	1	0%

This graph compares the national data from the Department of Education Statistical First Release with Leeds data. The number of pupils concerned is low but still a cause for concern.