

Appendix 1

A Summary of the Survey carried out by The Centre for Education and Youth to help evaluate Lewisham Learning's work to Tackle Race Inequality (September 2022)

The Centre for Education and Youth (CfEY) has been working with Lewisham Learning to understand the impact of its work with schools on tackling racial inequality. To do this, school leaders completed a survey which was disseminated from July to September 2022. This is the second time we have asked school leaders to complete this survey, with school leaders completing it initially in 2021.

57 leaders across 48 schools responded to this year's survey, representing nearly 40% of the 122 schools in the borough.

This is a summary of key findings.

1. Black school leaders are 10% more likely than their White peers to say racial equality is an 'essential priority' for them personally. However, White school leaders were more likely than their Black peers to see racial equality as an 'essential priority' to other groups within their school.
2. Amongst SLT members of all ethnicities, the activity staff are most likely to see as 'essential' is embedding race equality in their schools' curricula and cultures (59%) and taking a whole-school approach to embedding race equality (58%). At the same time, respondents see holding other schools to account for their race equality as a 'low' priority (12%).
3. School leaders of all ethnicities report that there is a plethora of activities underway against the race equality pledge. The majority report that work was underway to embedding race equality in their curricula and culture (87%), taking a whole school approach to embedding race equality (82%), and targeting ambitious outcomes for Black Caribbean heritage and Black and Minority Ethnic pupils (80%).
4. Staff report that there is little being done to hold other schools to account, reflecting their feeling that this may be a lower priority in other schools than their schools.
5. School leaders are most optimistic about the effectiveness of their work to embed race equality in culture and curriculum and taking a whole-school approach to embedding race equality, with 98% and 96% respectively describing it as 'very' or 'somewhat' effective. In contrast, leaders are less optimistic about the work done to improve Black representation in their governing/trustee body and within the schools' leadership more broadly, with only 65% and 63% respectively describing it as 'very' or 'somewhat' effective.
6. School leaders found Lewisham Learning's support most helpful in relation to taking a whole-school approach to embedding race equality and embedding race equality in culture and curriculum, with 88% and 80% respectively feeling it was either 'very' or 'somewhat' effective.
7. When asked about the most useful piece of support from Lewisham Learning, school leaders cited: the training and workshops on offer; having spaces to engage in open discussions about race; and receiving support to reform school policies and diversify the curriculum.
8. When asked what additional support would be helpful, school leaders cited: extra funding for staff CPD; additional support with diversifying the curriculum and ensuring behaviour policies are not discriminatory; and the creation of working groups to share best practice.

Sandra Roberts 2022