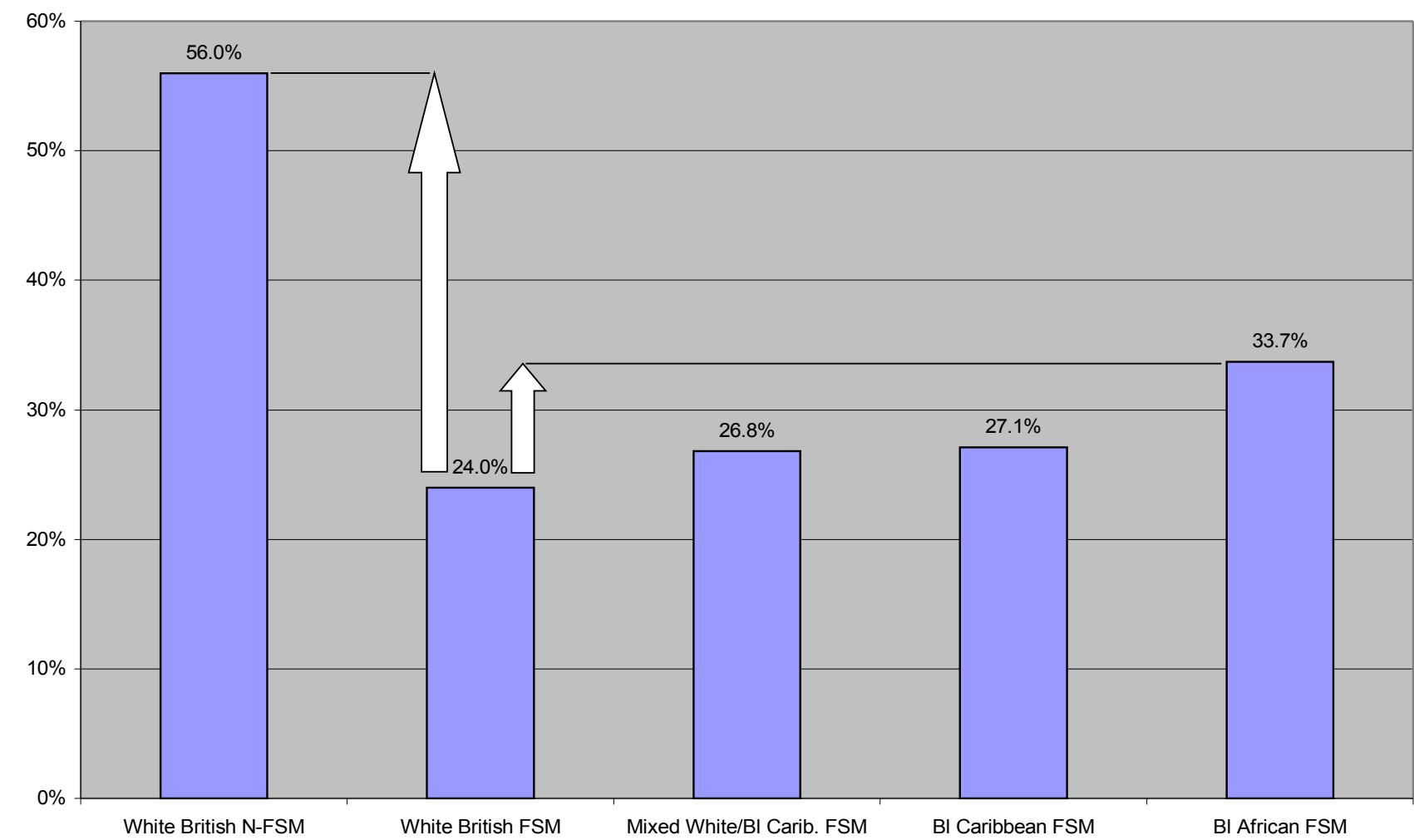
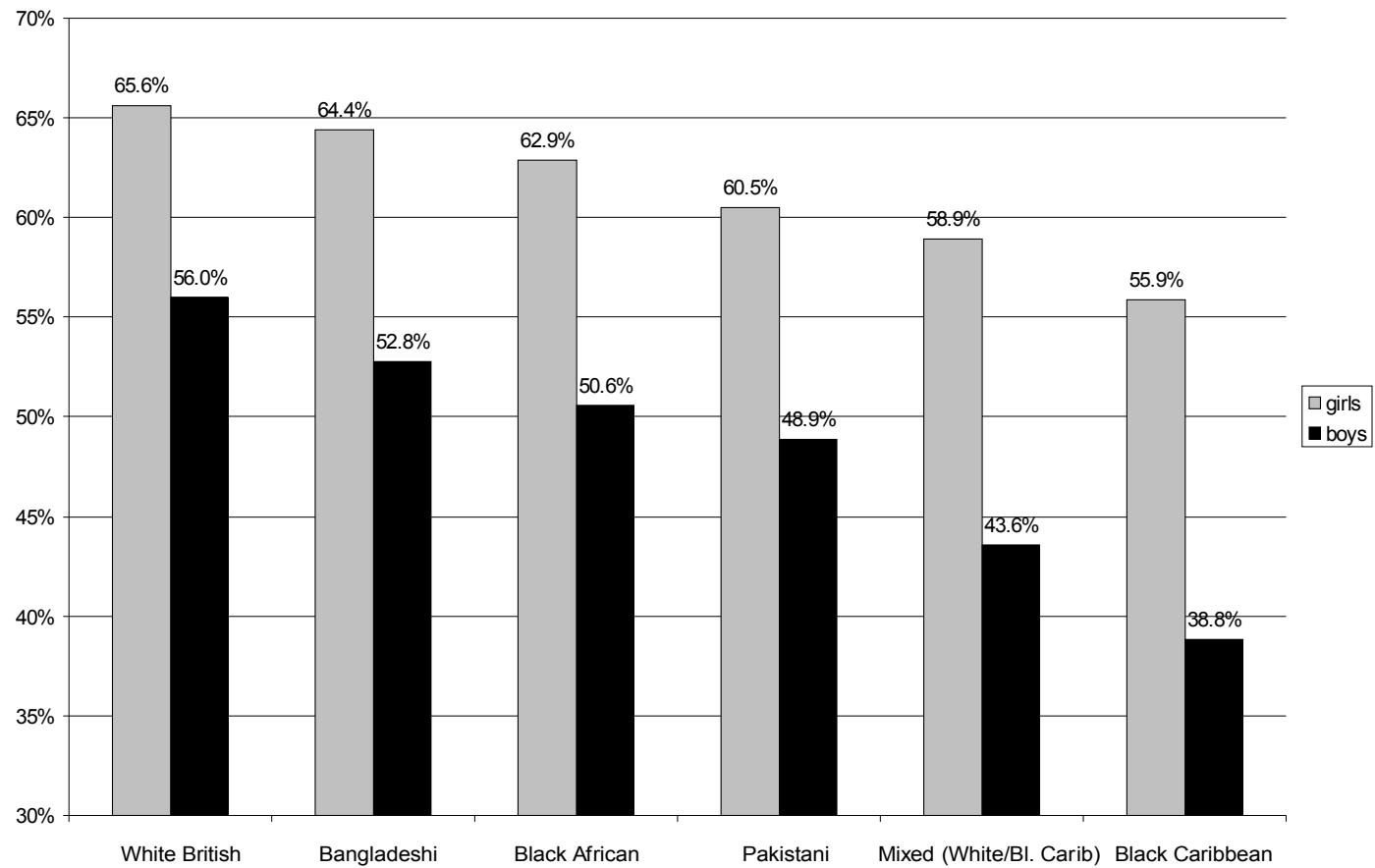


**FIGURE 1: Five or more Higher Grade (A\*-C) GCSEs (any subject) Boys by Ethnic Origin and Free School Meal Status, England 2006**



Source: DfES (2006a): table 32

**FIGURE 2: Five or more Higher Grade (A\*-C) GCSEs (any subject) Non-Free School Meals by Gender and Ethnic Origin, England 2006**



Source: Department for Education & Skills (DfES)(2006a) table 32.

## FIGURE 3: Gap Talk

### **2001: long established achievement gaps begin to be narrowed**

Last year, even the lowest scoring local education authority (LEA) in the English and mathematics tests achieved better than the national average of four years ago. *And the fastest improving areas in the country are among the most disadvantaged as long established achievement gaps begin to be narrowed.* (DfES 2001: 9 emphasis added)

### **2003: major programmes ... help to reduce the gap**

... there has been a clear expectation that policies aimed at raising attainment levels amongst pupils from disadvantaged backgrounds will disproportionately benefit ethnic minorities. Indeed, major programmes such as the National Strategies for Numeracy and Literacy, Beacon Schools, Specialist Schools and Excellence in Cities are all *expected to have disproportionate benefits in low social class areas and should consequently help to reduce the gap. Indeed, some evaluations report that these programmes are already having positive impacts on ethnic minority groups.* (Cabinet Office 2003: 58 emphasis added)

### **2005: evidence showing that the gap was closing**

Asian and Black pupils made the greatest rate of improvement in 2004 examinations according to figures released today. The proportion of Pakistani, Bangladeshi, Black Caribbean, Black African and other Black pupils achieving 5 or more A\* to C grades at GCSE and equivalent in 2004 has improved by more than 2.5 percentage points in each group. (...) Schools Minister Derek Twigg welcomed the figures, saying that minority ethnic groups were making great progress and that *evidence showing that the gap was closing between Black, Pakistani and Bangladeshi pupils and other pupils at GCSE and equivalent was also encouraging.* (DfES 2005b: emphasis added)

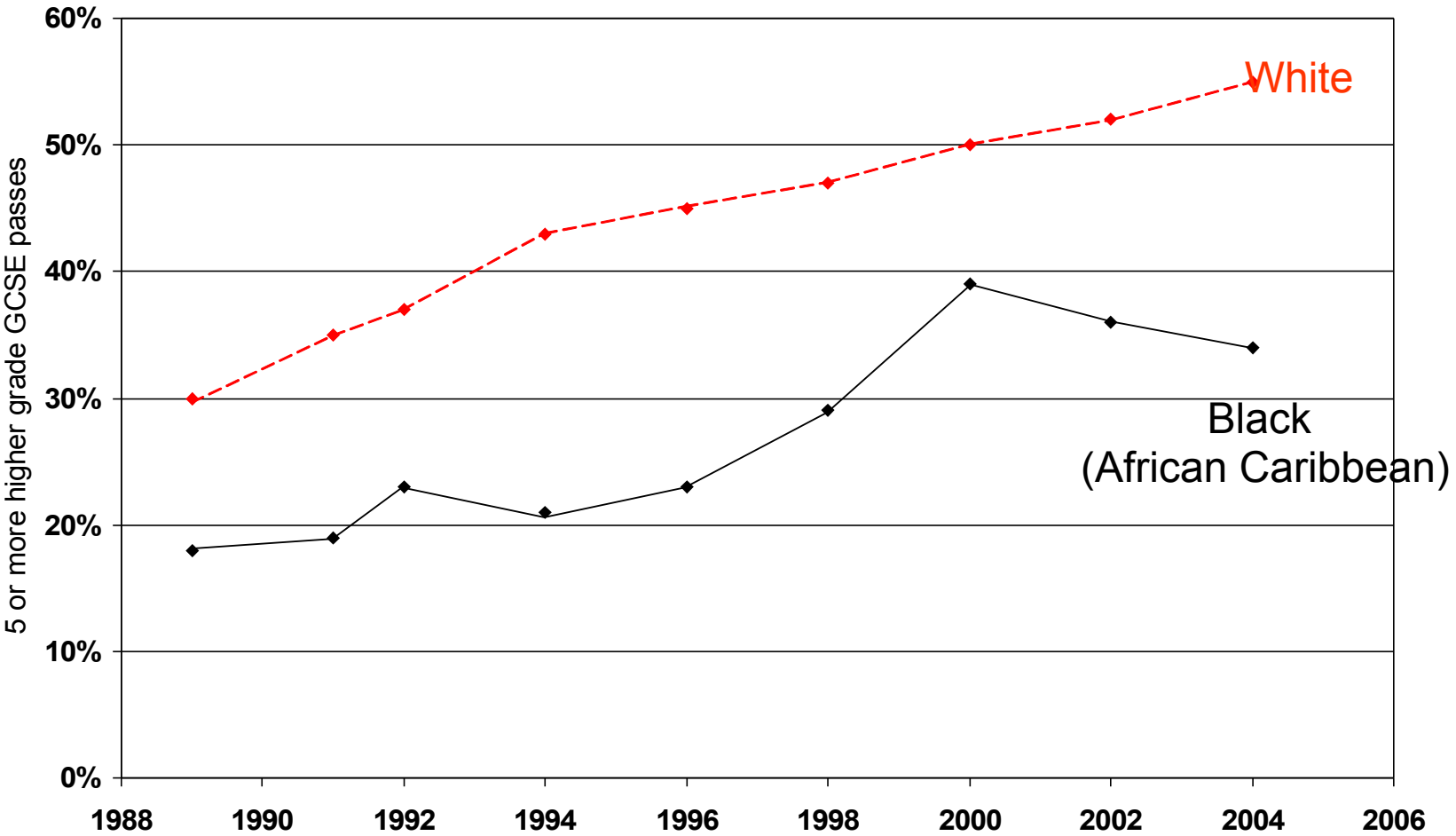
### **2006: ‘closing the gap’**

Pakistani, Bangladeshi and Black pupils have made the greatest improvement in this year’s GCSE results according to figures released today. The biggest improvers are Bangladeshi and Black Caribbean pupils with the proportion getting five good GCSEs jumping by 3.5 percentage points from 52.7% to 56.2%, and 2.7 percentage points from 41.7% to 44.4% respectively. The increases are well above the national increase of 2 percentage points (...) Schools Minister Andrew Adonis welcomed *this continuing upward trend and the sustained progress that the Government is making in closing the gap between Black, Pakistani and Bangladeshi pupils and other pupils at GCSE and equivalent* (...) The proportion of both Black Caribbean and Bangladeshi pupils achieving 5+ A\*- C at GCSE and equivalent is up 10 percentage points since 2003, compared to a national increase of 6 percentage points. (DfES 2006c: emphasis added)

### **2007: ‘significant progress in tackling educational attainment gaps’**

We are *already making significant progress in tackling educational attainment gaps* but recognise we need to go much further. As a result of work in schools, the proportion of Black Caribbean boys achieving five good GCSEs is up 11 per cent points since 2003, compared to the national increase of 7 per cent points. (Department for Communities and Local Government 2007: emphasis added)

FIGURE 4: Black/White Achievement Gap 1989 – 2004 (England & Wales)



Source: DfES (2005a) Table A.

## FIGURE 5: LOCKED-IN RACE INEQUALITY

### 6 Year Trend

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Percentage gaining 5+ A\* to C grade GCSEs

	1998	gap	2004	gap
White	47%	-	55%	-
Black	29%	18 points	34%	21 points

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**The overall trend:** Over this six year period (1998 to 2004) the achievement gap widens and so, on this basis, Black students will not begin to catch up until Whites hit 100%.

**Whites hit 100%:** Whites improved 8 percentage points in 6 years (an average of 1.3 per annum): at that rate the remaining 45% would reach saturation in about 34 years, i.e. 2038.

**The gap finally closes:** Black students improved 5 percentage points in 6 years (an average of 0.8 per annum): at that rate the remaining 66% reach saturation (and close the gap) in about 83 years, i.e 2087.

### 10 Year Trend

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Percentage gaining 5+ A\* to C grade GCSEs

	1994	gap	2004	gap
White	43%	-	55%	-
Black	21%	22 points	34%	21 points

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**The overall trend:** Over this ten year period (1994 to 2004) the achievement gap narrows by 1 percentage point. At this rate (0.1 percentage points per annum) the 21 point gap would take 210 years to close. However, Whites would hit 100% before that date and, at that point, the gap would begin to close more quickly.

**Whites hit 100%:** Whites improved 12 percentage points in 10 years (an average of 1.2 per annum): at that rate the remaining 45% would reach saturation in about 38 years, i.e. 2042.

**The gap finally closes:** Black students improved 13 percentage points in 10 years (an average of 1.3 per annum): at that rate the remaining 66% reach saturation (and close the gap) in just over 50 years, i.e 2054.

## 15 Year Trend

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Percentage gaining 5+ A\* to C grade GCSEs

	1989	gap	2004	gap
White	30%	-	55%	-
Black	18%	12 points	34%	21 points

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**The overall trend:** Over this 15 year period (1989 to 2004) the achievement gap widens and so, on this basis, Black students will not begin to catch up until Whites hit 100%.

**Whites hit 100%:** Whites improved 25 percentage points in 15 years (an average of 1.66 per annum): at that rate the remaining 45% would reach saturation in just over 27 years, i.e. 2031.

**The gap finally closes:** Black students improved 16 percentage points in 15 years (an average of 1.1 per annum): at that rate the remaining 66% reach saturation (and close the gap) in 60 years, i.e 2064.

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**Source:** Calculations based on data from DfES (2005a): Table A.



