Oxford Community Scrutiny Committee

Scrutiny Review:

Educational attainment of Black and Minority Ethnic pupils

Contents

Glossary

BME – Black and minority ethnic

DCLG – Department of Communities and Local Government

DfES – Department for Education and Skills

EAL – English as an additional Language

EMAG – Ethnic Minority Achievement Grant

EMAS – Ethnic Minority Achievement Service

HE – Higher Education

IDEA – Improvement and Development Agency

JRT – Joseph Rowntree Trust

Ofsted – Office for standards in education

Executive Summary

1. Raw score analysis of the Key Stage results by ethnicity shows that there are disparities in achievement compared with national cohort figures. The greatest disparities are seen in the Key Stage scores of Black Caribbean and Pakistani pupils. Whilst year on year improvements are noted, comparison with national cohort figures suggest these improvements are below the increases experienced by these pupils nationally.

2. Prior to 2007 significant disparities in achievement were also noted in Bangladeshi pupils. However in 2007 Bangladeshi pupils scored significantly above the national average at Key Stage 4.

3. Use of Central Government funding to improve the achievement of BME pupils does recognise these disparities to some degree. An additional funding weighting is given to schools with Bangladeshi and Pakistani pupils. No recognition is given to the achievement scores of Black Caribbean pupils in the local school funding formula, although some monies are retained centrally for this purpose.

4. Community representatives would like to see more funding support for homework clubs / weekend classes targeting the national curriculum subjects. Funding from EMAS to external groups is predominately around language classes where the main beneficiaries are the Chinese Community. Chinese pupils are in line with or exceed the County average Key Stage scores. It would be more cost effective for community based EMAS funding to be directed towards BME groups where achievement results show the greatest disparities.

5. Community representatives and schools would like to see EMAS becoming a more transparent and user- friendly service. They would also like to see EMAS providing more web - based learning resources and the wider dissemination of good practice information. Community representatives state that it is difficult to obtain information around the strategic direction, funding and performance of the service. This corresponds with the experiences of the review group in trying to obtain data on the service.

6. City Schools are seeing diminishing spend per pupil in relation to EMA funding. Secondary schools mainstream budgets are increasingly directed to support this area. Funding constraints are due to the fact that Central Government funding has remained relatively constant, but schools are seeing a significant increase in 'new arrival' pupils with EAL needs.

7. A best practice visit to Bristol City Council has highlighted a number of areas that are beginning to deliver key improvements in the educational attainment of BME pupils such as:

- The development of a strategy and detailed action planning around the educational attainment of BME pupils.
- Greater use of joined up working with linked services e.g., Youth Services, Extended School Services, Community Development Services.
- Introduction of a two week intensive induction for 'New arrivals'
- Effective ways of working with parents.

Recommendations

R1. Oxfordshire County Council should conduct a review of EMAS.

Based on findings to date it is strongly recommended that this review cover three main areas

a.) Strategic planning – Evidence from the review indicates planning needs to be:

- More medium term
- Focused on an evidence based approach to tackle achievement disparities in BME pupils
- Recognises the difficulties schools face, particularly in regard to 'new arrival pupils'
  In reviewing the management of new arrivals consideration to be given to offering a two - week intensive induction course for pupils new to the UK. Offering a this as a central resource, would be more cost effective enhanced by extending and supporting the work of the existing community programmes such as 'Oasis' – see page 34

This could be could be considered within an overall strategy for raising BME pupils' educational attainment levels linked with more detailed performance monitoring / action planning. (see web link below for example from Bristol City Council)

http://www.bristol-cyps.org.uk/services/pdf/eit_raisebmepupilachievement_strategy.pdf

It is understood that a review of EMAS will be undertaken by the Raising Achievement Service, during May and June 08. The Community Scrutiny Committee welcomes this and hopes the findings and recommendations from the review will be publicised.

Reviewing

 b.) Allocation of Central / School funding and it's cost effectiveness – Evidence from the review indicates that the following areas should be focused upon

- Allocation of funds matched to the strategic priorities of EMAS

- The current apportionment of the EMAG, particularly the amount that is retained centrally.

  This should include reviewing the role and numbers of EMAS consultants and their utilisation in the school environment. Consultants need to provide a specialist role not being met

within the school environment e.g. Race Equality and addressing under achievement of small cohorts of BME pupils such as Black Caribbean pupils.

- A review of the local funding formula, to ensure the weighting is adequately linked to prior attainment levels of all BME groups, including Black Caribbean and Mixed Heritage pupils.
- Investigating qualification for the Exceptional Circumstances Grant

c.) <u>The funding and support to community groups and representatives who offer language and education programmes</u> – Evidence from the review indicates that the following areas should be focused upon:

- Is present funding support in line with the Government aims for EMAG spending e.g. Is it targeted towards raising overall achievement levels of BME pupils with a particular focus on underachieving minority ethnic groups?
- Does it reflect community identified priorities e.g. funding targeted towards the teaching of core subjects?
- Conducting an appraisal of current community based education programmes for BME young people that meet the above criteria and exploring ways to offer support funding.
- To ensure the allocation and eligibility for funding is managed in a transparent manner.

R2. The Children and Young People's Board to consider more detailed performance monitoring and target setting by ethnicity for all Key Stages. (Presently only KS4 targets are routinely analysed within the Children & Young People's Plan where the problems of underachievement are arguably more intractable and left too late to correct.)

Based on the review group findings it is suggested that this includes pre – school assessment data by ethnicity so that areas of underachievement can be highlighted and addressed early on.

R3 The Children and Young People's Board to consider Area Performance monitoring & target setting by area for all Key Stages and Pre school assessments. (It is clear that there are still significant divergences between the Central (Oxford) area average and the County average. Areas for improvement identified in Ofsted's Annual Performance Assessment would be more effectively delivered by targeting existing education 'localities' that are shown to be significantly below other similar authorities)

R4 The Children and Young People's Board to consider more detailed review and scrutiny of education performance via the introduction of Education Review Boards. The Boards could link to Children & Young People's Board and be set up around localities to monitor Key Stage progress.

Oxfordshire County Council should consider:

R5. Piloting the 'Going for Gold' programme in one School Partnership area.

R6. Regularly consulting BME pupils and ensuring the results of consultations are published along with feedback on how the findings will be taken forward.

R7. Developing a more accessible EMAS Service e.g. a more developed web –site where learning resources can be down loaded and parents can obtain information updates about the service.

Hard copies of these learning resources should also be made available to parents without internet access.

R8. Reviewing the extent of parent outreach work attached to school partnerships particularly targeted to families where English is not the first language and at an earlier pre-school stage. It would be useful for the Raising Achievement Service and School Partnerships to review the key success factors of current outreach schemes.

R9. Reviewing the amount of support for parents e.g. Language Courses, sessions around understanding the National Curriculum.

R 10. Reviewing the key success factors of the Progress and Achievement days held at Cheney and Oxford Community Schools. What elements of these schemes could be more widely used by Schools, particularly Secondary Schools?

R11. Establishing links between Children's Centres, Extended School Partnerships, EMAS, Youth Services and Community Development Workers regarding consultation of Community Representatives*.*

R12. Conducting a comprehensive review of each school's Race Equality policy and their practical implementation within the school. It is thought that Local Authority Governors should undertake more of an advisory role in schools.

R13. Reviewing the levels of support and guidance given to schools to ensure they recognise the cultural traditions of all their pupils.

R14. Engaging and encouraging schools to participate in national best practice initiatives such as 'Aiming High, Black Pupil Achievement Project, Junior Windsor Fellowship'

R15. Proactively seek links and greater engagement with the two universities in the City, particularly

    i.)   Acting in an advisory and support capacity to Education Departments in areas such as promoting Race Equality and teaching a diverse curriculum

    ii.)   Linking with existing Access programmes which seek to promote higher education amongst BME students.

Section 1 – Introduction

1.1. Why the Oxford City Community Scrutiny Committee decided to undertake this review?

The Director of Public Health for Oxfordshire Annual Report (2005-2008) states that educational attainment provides a good indication of children's progress, future prosperity and health…. differences in attainment are a good way of identifying where action is needed. A good education is key to breaking the cycle of deprivation.'

The report's findings from 06/07 noted differences in achievements between White and Black Minority Ethnic (BME) pupils in Oxfordshire and disparities between the most deprived and affluent communities. The report highlighted the fact that the greatest disparities are around the achievement scores of Black Caribbean, Bangladeshi and Pakistani pupils when compared with countywide average scores.

The Director's 2007 –08 report states that in regard to these disparities only Bangladeshi pupils at Key Stage 4 will meet the Children and Young People's Board target this year.

The findings from the Director's 2006-07 report led to Oxford City Council's Community Scrutiny Committee requesting further analysis of Oxford City pupils' Key Stage scores by ethnicity. An analysis of the Central Area locality (covering schools in the Oxford City area) using 2006 and 2005 results showed the same disparities between Black Caribbean, Bangladeshi and Pakistani pupils, across all the Key Stages. The results showed that average scores were increasing for these pupils, but they were still below the average scores for their national cohort.

The Community Scrutiny Committee was not aware of any detailed research that had been undertaken into this area. Although the committee recognised that it has no direct responsibility for Education Services, it felt that the issues around disparities of achievement significantly affected pupils in the City. The Committee is aware that the Oxfordshire Children's Services Scrutiny Committee is due to undertake a broader but linked review looking at deprivation and educational achievement. The review group notified this Committee of its intended research project to ensure its scope was complementary.

The Committee decided to conduct a more in-depth review to:

- Look at the ongoing work in schools to promote race equality, identify and tackle underachievement
- To consider links between communities particularly the Pakistani, Bangladeshi and Black Caribbean community and schools.
- Consider the role and remit of Oxfordshire's Ethnic Minority Achievement Service (EMAS) in helping schools tackle under achievement issues amongst some Black and Minority ethnic pupils.

1.2 <u>What are the key findings from national research?</u>

1.2.1. Achievement of Black Caribbean pupils

A recent Joseph Rowntree Trust (2007) study 'Tackling low educational achievement' has considered factors around ethnicity. The study found that the greatest incidence of low achievement is amongst Black Caribbean pupils, particularly boys. The descent into *lesser* achievement is also greatest for Black Caribbean pupils. The study found that only 59.4% of those who start in the top half of performance at Key Stage 2 remain there at Key Stage 4. (the study is based on 2003 results)

The Joseph Rowntree Trust (JRT) report states that something has been arresting the progress of Black Caribbean pupils.

Factors for low achievement have been linked to an anti-education culture in young people, peer pressure and low teacher expectations.

Mouchel (2002) and Tikly et al (2006) found the following explanations given for under achievement of Black Caribbean pupils:

- low teacher expectation
- peer Pressure
- poor pupil behaviour
- pupil – teacher conflict
- a Eurocentric curriculum
- low parental involvement
- racism

A DfES review (2006) reported that

- Black pupils are: routinely punished more harshly, praised less and told off more often
- Whilst many teachers believed setting to be based solely on ability, data indicated that Black Caribbean pupils were sometimes relegated to lower sets because of their behaviour.
- 22% of newly qualified teachers described their courses as 'poor' at preparing them to teach pupils from minority ethnic backgrounds

The Scrutiny Review by Brent Council (2006) 'Improving outcomes for Black Pupils' also correlates with the above research. Its consultation with black parents and pupils highlighted the following issues:

- Low Teacher expectations of black children and the need for a more honest dialogue about pupil progress, achievement and behaviour.
- Teacher perceptions around pupil behaviour once formed were difficult to change.
- A lack of teaching around black history and heritage in schools and this is directly linked to issues of self - esteem.

- Parents need to be empowered to seek support and support each other.

The Brent report has also noted that Black Caribbean boys enter the education system on par with their White and Asian counterparts. However by Key Stage 2 a decline begins and by Key Stage 4 boys perform the lowest of all ethnic groups. The report links this to the high incidence of permanent school exclusions, where Black Caribbean boys account for over 38% of exclusions.

Research by Blair (2001), Ofsted (2002), Weekes and Wright(1999) suggest the following strategies for raising achievement levels, particularly of African Caribbean pupils:

A culture of high expectations	• Head teacher commitment to raising attainment of non traditional groups • Ethnic monitoring • Displaying pupils achievements • Community mentoring
Respect recognition and an understanding of multiple needs and identities	• Listening to pupils • Showing respect to pupils • Conflict resolution skills for pupils and teachers • Positive behaviour management policies • Structures to address racist incidents by pupils and staff • Multicultural curriculum
Support and access to a broad, balanced and inclusive pre and post 16 curriculum	• Structured teaching and learning • Monitoring, tracking and providing additional support • Homework clubs, revision clubs • Target setting • Links with HE providers
Partnerships with parents	• Parents groups and associations • Welcoming school culture and ethos • Regular accurate reporting of child's progress

Elements of these success factors were considered as part of the review group's research.

In addition to the above the REACH review (DCLG 2007) reporting on inequalities experienced by Black young people considered what is needed to raise expectations. The report has recommended the:

- Introduction of a structured national role model programme to raise self- image, aspirations and challenge negative stereotyping.

- Creation of a Black-led Consortia of Voluntary and Community Sector organisations supported by the Government and working to enable and empower Black boys and young Black men to reach their potential
- Establishment of a national framework of family-school partnerships, ensuring that the specific needs of Black families are integral to the framework. Increasing parental engagement and reducing the barriers faced by Black parents and families, this recommendation calls for stronger parent-teacher relationships, the creation of parent-centred learning workshops and the encouragement of more Black parents to become school governors, teaching assistants and teachers.
- Strengthening of the delivery of race equality duties in schools. It urges Ofsted, the Department for Children, Schools and Families (DCSF) and relevant field forces (such as School Improvement Partners) to take urgent steps to strengthen existing systems to ensure that Ofsted effectively and consistently report on schools' delivery of their race equality duties and that relevant field forces challenge and support schools in their delivery of those duties.

1.2.2. Achievement of Pakistani and Bangladeshi pupils

There is less research looking at the achievement of Asian pupils particularly Pakistani and Bangladeshi pupils.

The JRT study found that the key factor in the performance of Asian and African children is the role of English language. Children from families where English is not spoken at home will not do so well at Primary School. This early disadvantage is reduced by Key Stage 3, particularly if the family is supportive of their child's education.

The JRT researchers have also identified wider factors relating to later achievement that cut across all ethnic groups:

- Pre –school education, parenting help and everything which helps the home environment have a major part to play in later educational achievement.

The report suggests that Children's Centres though the provision of early learning programmes forms a key part of pre-school education. It would therefore be useful if Oxfordshire's Children's Services Scrutiny Committee considered the quality and provision of pre – school education as part of its review of education and links with deprivation.

- Poor literacy results in primary schools are strong risk factors for later low achievement. Children with particular reading difficulties need to be better identified.

1.3 Local evidence relating to national findings

The local evidence to support national findings will be explored in more details in Section 3. However there are some discrepancies with national trends that should be noted.

1.3.1 School Exclusions

This link cannot be conclusively established in an Oxfordshire or Oxford context. Black Caribbean pupils' represent around 0.5% of the pupil population countywide and in 06/07 made up around 3% of the number fixed exclusions. Similarly an ongoing pilot study of Oxford Area schools is showing inconclusive evidence. However it would be useful for the Raising Attainment Service to look beyond the statistical evidence and review the 'managed transfers' of pupils.

1.3.2. Attainment levels

Nationally the latest GCSE results show that numbers of African Caribbean pupils gaining 5 A-C grades (excluding English & Maths) has risen from 44.4% in 2006 to 49.1% in 2007. Based on average pupil scores the gap has narrowed by over 8% in four years.

This progress has not been replicated locally e.g. For the Central Area (Oxford) numbers of Black Caribbean pupils obtaining 5 A-C grades in 06/07 was just over 27%. (excluding English and Maths)

1.3.3 Key stages in decline or improvement by ethnicity

Central Area Key Stage data analysis in Section 2.2 shows that unlike the national evidence Black Caribbean pupils are below White and Asian pupils from Key Stage 1.

Also the scores for Pakistani pupils do not show a marked increase from Key Stage 3 onwards. The results in 06 /07 for the first time show a significant increase for Bangladeshi pupils, at Key Stages 3 and 4. It suggests that issues of achievement for these pupils are more complex than simply language.

Section 2 - Methodology

Three Members of the Community Scrutiny Committee were appointed to the review: Cllrs Dee Sinclair, Susanna Pressel and Tony Hollander.

The Review Group as detailed in Section 1.1. decided to focus the review around BME pupils where Key Stage scores showed the greatest divergence from the national cohort average e.g. Pakistani, Bangladeshi and Black Caribbean pupils.

The review Group sought to gain evidence from a broad range of representatives from schools, the community, EMAS officers and consideration of wider evidence of best practice. (See Appendix 1 for details of the scope of the review)

Schools – A mixture of Primary and Secondary School Head Teachers and representatives were interviewed using a semi –structured questionnaire (see Appendix 7) The Review sought to examine evidence of:

- Monitoring of achievement differences by ethnicity. Did this evidence show any disparities in achievement and if so how was this addressed?
- Use of wider support mechanisms such as Oxfordshire EMAS in helping schools address issues of under achievement. How effective was this and what improvements could be made?
- Engaging with parents and community representatives. Were schools building effective links and actively involving them in tackling issues of under – achievement. Where could improvements be made?
- Promotion of Race Equality. Evidence that this was practically implemented within the school environment?

 A summary of the findings can be found in Section 3.7

Parents and Community representatives

The Review Group sought to interview a range of community representatives from the Black Caribbean, Pakistani and Bangladeshi communities.

The Bangladeshi community within Oxford is a small and very cohesive community. A focus group meeting was therefore held to look at:

- How well schools linked with the Bangladeshi Community and parents.
- The barriers they faced and improvements they would like to see.

The 2007 Key Stage results were published shortly before the meeting was held, showing significant improvements in Bangladeshi pupils Key Stage 3 and 4 results. Therefore discussions also focused on the reasons for this and what could be learnt for the future.

The Pakistani Community The Review Group wanted to ensure a broad spectrum of representatives were interviewed. Interviews were conducted

with the: The Secretary of the Central Mosque, The Head Teacher of Iqra School, The Muslim Tutor at Eton College (working on a pilot with Muslim pupils at Cheney Schools) A Linguist and Urdu Teacher attached to weekend language school in Oxford.

The Black Caribbean Community The Review group wanted to interview a range of community representatives and a newly formed parents network. Establishing interviews with a broad of representatives has proved difficult and it is recognised that the evidence from the community is limited. The review group interviewed representatives from: the Youth Services, Church Groups, Supplementary Schools and the Voluntary Sector.

Oxfordshire EMAS

As this service is the strategic lead and local funding body responsible for the education achievement of BME Groups, the review group sought evidence of:

- Strategic planning to tackle issues of underachievement in BME pupils
- How funding was targeted to areas of underachievement
- Levels of direct / specialist support to schools
- Dissemination of best practice and provision of learning support resources.

Best practice evidence

The Scrutiny Officer supporting the Review Group and three Officers from Oxfordshire's Education Service undertook a visit to Bristol City Council. Bristol City Council has received a Beacon Award from IDEA for its work in promoting Race Equality. The Education Team at Bristol City Council arranged a day-long programme for officers based on areas of interest highlighted by the review group. The visit included :

- Tours to Secondary and Primary Schools particularly focusing on work which monitors achievement by ethnicity and how schools were tackling underachievement issues; How schools were involving parents and the local community?
- Presentations / discussions on the work of the Race Equality Team and EMAS team. How these services were working together to raise the corporate profile of education achievement of BME pupils and helping schools practically implement strategies for tackling underachievement?

(see Appendix 10 for full details of the visit)

The Review Group were also keen to highlight local examples of best practice and this has been built into the main findings. The Review Group have also looked at local community programmes and highlighted key features of best practice. Two examples which stood out are the Starlight

Enterprise – 'Going for Gold' Programme (see page 25) and the OASIS programme (see page 38)

The 'Going for Gold' programme works with Black Caribbean pupils to help raise aspirations. The key features of the programme replicate many of the national research findings around strategies for delivering improvements in education achievements levels.

The Oasis programme run by the Children's Society runs a variety of education / emotional support programmes for young refugees and asylum seekers. The programme of volunteers is extensively used by Oxford City Secondary Schools who regard it as a vital service.

Both these local programmes face an uncertain future due to resource constraints.

3. Key Findings

3.1 Ethnic Minority Achievement Grant (EMAG)

The EMAG aims to assist schools in their work to address under-achievement and to help to ensure that the work is firmly linked to mainstream improvement activity.

The Ethnic Minority Achievement Grant (EMAG) is a key source of additional funding available to schools and local authorities for the support of minority ethnic pupils. (full details of the aims and funding criteria are attached as Appendix 3)

This year the Government has introduced a new Exceptional Circumstances Grant which reflects the growth many authorities are experiencing in 'new arrival' pupils with English as an Additional Lananguage (EAL) needs. The growth of this pupil base has not been ofset with a growth of EMAG grant which has remained relatively static. The new grant is intended to alleviate local authorities who are experiencing significant year on year growth (over 2.5%) in EAL pupils. It is possible that Oxfordshire could qualify for this funding and therefore elligiblity should be actively investigated by the authority.

Oxfordshire's allocation

The Oxfordshire Ethnic Minority Achievement Service co-ordinate the spending of the grant locally. The Governments states that the core aims of EMAS are as follows:

- Targetting support to underachieving minority ethnic groups, including pupils new to English and pupils experiencing mobility; relatively small minority groups must not be overlooked
- Ensuring specialist teachers and other staff employed through the EMAG develop their expertise and that mainstream class and subject teachers, classroom assistants and nursery nurses have the skills to provide for linguistic diversity and to implement strategies to raise minority ethnic pupil attainment
- Supporting national strategies
- Supporting the overall target of raising attainment through, for example, home/school liaison or links with the community, or the particular strategies needed to support vulnerable groups such as refugees.

The Table below details Oxfordshire EMAG allocation over the next 2 years and the provisional allocation two years after this.

EMAG 2007- 08	EMAG 2008- 09	Provisional EMAG 2009	Provisional EMAG 2010
£	£	£	£
564,667	577,115	608,395	642,578

This is a 50:50 matched grant. In addition to this the County Council puts in around a further £1m.

Around £1m is devolved to schools by a local formula (each school's allocation is based upon the number of pupils with English as an Additional Language with prior attainment below a specified threshold. (There is an additional weighting for, Bangladeshi and Pakistani pupils). Schools are free to use the grant as they see fit (i.e. can buy-back consultant/teacher/teaching assistant support) from EMAS or employ their own staff. There is an annual audit of how they have used the grant.

The local funding formula to schools is under review, although a new formula will not be introduced for the forthcoming (08/09) year. Presently no added weighting is given to Black Caribbean pupils. However it can be seen from the analysis of the results in the next section that it is Black Caribbean pupils who from Key Stage 1 are showing the greatest disparity with their national cohort and are significantly below Central Area and County averages. Although Black Caribbean pupils are a relatively small cohort (252 pupils in total in the City in 2007) Government guidance states that small minority groups particularly where there are underachievement issues should not be overlooked.

The Head of the EMAS states that £66,000 in direct central funding is available to work on under-achievement issues with Black Caribbean pupils. A consultant based within the Central EMAS team was working with schools in this area. It is unclear how this funding is targeted towards schools or used in the wider community for the support of education programmes, as it is not detailed in the annual EMAS Service Plan.

£478,000 is retained centrally and £210,000 of this is used to provide support for isolated learners (pupils in schools not triggering an EMAG allocation), and the remainder is spent on consultants (who work with schools), and central admin.

EMAS also supports weekend language schools. (see Appendix 4) The current budget for these schools is around £51,000. It is noted that the main beneficiaries of this funding are the Chinese community. An analysis of the Key Stage data shows that Chinese pupils are in line with or exceed the County average. It is clear from the service plan that the core aim of this funding is towards the teaching of EAL pupil's heritage language and not specifically targeted towards BME pupils where there are under-achievement issues.

The Review Group could not find any evidence of strategic planning beyond the annual service plan. The plan does not link funding to key objectives or provides any evidence of performance monitoring beyond 'success criteria'. The service plan does not link into the Enjoy and Achieve GCSE targets for BME pupils, detailed in the Children and Young People's Plan.

Recommendations

R1. Oxfordshire County Council should conduct a review of EMAS.

Based on findings to date it is strongly recommended that this review cover three main areas

a.) Strategic planning – Evidence from the review indicates planning needs to be:

- More medium term
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This could be could be considered within an overall strategy for raising BME pupils' educational attainment levels linked with more detailed performance monitoring / action planning. (see web link below for example from Bristol City Council)

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b.) Allocation of Central / School funding and it's cost effectiveness – Evidence from the review indicates that the following areas should be focused upon

- Allocation of funds matched to the strategic priorities of EMAS

- The current apportionment of the EMAG, particularly the amount that is retained centrally.

  This should include reviewing the role and numbers of EMAS consultants and their utilisation in the school environment. Consultants need to provide a specialist role not being met

within the school environment e.g. Race Equality and addressing under achievement of small cohorts of BME pupils such as Black Caribbean pupils.
- A review of the local funding formula, to ensure the weighting is adequately linked to prior attainment levels of all BME groups, including Black Caribbean and Mixed Heritage pupils.
- Investigating qualification for the Exceptional Circumstances Grant

c.) <u>The funding and support to community groups and representatives who offer language and education programmes</u> – Evidence from the review indicates that the following areas should be focused upon:

- Is present funding support in line with the Government aims for EMAG spending e.g. Is it targeted towards raising overall achievement levels of BME pupils with a particular focus on underachieving minority ethnic groups?
- Does it reflect community identified priorities e.g. funding targeted towards the teaching of core subjects?
- Conducting an appraisal of current community based education programmes for BME young people that meet the above criteria and exploring ways to offer support funding.
- To ensure the allocation and eligibility for funding is managed in a transparent manner.

3.2 Key Stage Results

The review group has looked in detail at the key stage results for the Central Area by ethnicity. Some cohorts particularly Bangladeshi pupils are relatively small (a total cohort of 359 pupils in the City in 2007), however the scores particularly if tracked from year to year provide a useful indicator to highlight potential underachievement issues that may warrant further investigation.

The key stage results detailed in Appendices 5 – 8 detailed national and county average figures. Detailed comparative by ethnicity is not publicly at a local authority level for 2007 Key Stage results. The data has been aggregated into Asian, Chinese, Black, Mixed and White groupings.

Key stage 4 results

The Key Stage 4 results have been analysed from 03/04 to 06/07 for the Central Area Schools (Oxford City Secondary schools). Wheatley & Mathew Arnold were also included in the sample as a large number of pupils attending these schools will be resident in the City. (see Appendix 5) The results show that:

- The overall gap between Central pupils scores and Oxfordshire pupil scores is not diminishing.

- Year on year improvements are being made in respect of Bangladeshi, Pakistani and Indian pupils scores. (Although Pakistani and Indian Pupil scores are below their national cohort average scores)

- Black Caribbean pupils' attainment figures are consistently low and below their national cohort.

Looking at the targets for this year highlighted in the Children & Young People's Plan Black Caribbean, Black African, Indian and Pakistani pupils scores are below the target based on data as at March 08. Only Bangladeshi pupils will reach target figure of 39% attaining 5 A-C GCSE's inc English & Maths (see Table 5b)

The 2007 Oxfordshire Annual Performance Assessment of Services for Children and Young People's summary published in January 08 found that for all Oxfordshire pupils, the 2006 GCSE results were below those for similar authorities in 2006. Ofsted have stated that improvements in GCSE results need to occur at a faster rate.

The findings above indicate that there needs to be more focused work around reducing area / ethnicity disparities if this is to be achieved.

Key stage 3 results

Key stage 3 results were analysed over a two year period for the Central Area (see Appendix 6 for more details)

The results show:
- The percentage of pupils obtaining the expected level in English has improved in all BME groups, but particularly amongst Black Caribbean and Bangladeshi pupils.
- There were no significant improvements overall in Maths and Science. In respect of Indian and Black African pupils there is a slight decline in scores.
- Bangladeshi pupils' scores improved across all subject areas.
- Only 50% of Black Caribbean pupils are achieving the expected levels in Maths and Science, although this is slightly higher than 06.
- The analysis of 2006 results shows that Black Caribbean pupils' results are significantly below the national average for their cohort in all subjects. The analysis of 2007 national results shows that this gap has narrowed slightly.

Key stage 2 results

Key stage 2 results were analysed over a two year period for the Central Area. Please see Appendix 7 for more details. The Results show that:

- Central pupils' scores are still below the Oxfordshire average, particularly for English and Writing

- Of concern are the low numbers of Black Caribbean pupils achieving the expected level in English, Reading, Writing and Maths. Black Caribbean pupils are also scoring significantly lower than their national cohort and in areas such as English are showing a decline from 06 scores.
- Central Area Pakistani pupils are also scoring lower than their national cohort and are showing a decline in areas such as English.

The Children and Young People's Performance Plan (last updated in November 07) also indicates that county-wide pupils average scores are on target to achieve level 4 or above in English & Science but are slightly below target to achieve level 4 in Maths. The area analysis highlights the fact that the results for the Central Area Schools are significantly below the performance targets.

<u>Key stage 1 results</u>

Key stage 1 results were analysed over a two year period for the Central Area. (See Appendix 8 for more details)

The Results show that:

- Central pupils' scores are still below the Oxfordshire average.

- The numbers of Black Caribbean, Bangladeshi, Indian & Pakistani pupils attaining the expected levels in Reading, Writing & Maths are significantly below the national scores for their cohort.

The Children and Young People's Performance Plan only details performance figures and targets for all pupils countywide. Key Stages 1-3 are not further broken down by ethnicity.

Recommendations

R2. The Children and Young People's Board to consider more detailed performance monitoring and target setting by ethnicity for all Key Stages. (Presently only KS4 targets are routinely analysed within the Children & Young People's Plan where the problems of underachievement are arguably more intractable and left too late to correct.)

Based on the review group findings it is suggested that this includes pre – school assessment data by ethnicity so that areas of underachievement can be highlighted and addressed early on.

R3 The Children and Young People's Board to consider Area Performance monitoring & target setting by area for all Key Stages and Pre school

assessments. (It is clear that there are still significant divergences between the Central (Oxford) area average and the County average. Areas for improvement identified in Ofsted's Annual Performance Assessment would be more effectively delivered by targeting existing education 'localities' that are shown to be significantly below other similar authorities)

R4 The Children and Young People's Board to consider more detailed review and scrutiny of education performance via the introduction of Education Review Boards. The Boards could link to Children & Young People's Board and be set up around localities to monitor Key Stage progress.

3.3 Consultation with BME Pupils and communities

The review group has interviewed a variety of community representatives from the Bangladeshi, Black Caribbean and Pakistani communities and also gathered evidence from previous community / pupil consultations.

Wherever possible the group has tried to ensure a broad spread of representatives were interviewed.

3.3.1 Findings from 'I can do it' Conference (2005)

A one - day conference was organised by Sue Funge (whilst working as an Achievement Officer for EMAS) for year 9, 10, 11 students of Black Caribbean descent. Workshops explored issues of:

- the school environment / curriculum
- attitudes / behaviour of teachers
- attitudes / behaviour of students
- family / Personal pressure
- peer Pressure

More details of the findings from the conference are attached as Appendix 2

The findings correspond to the national evidence highlighted in Section 1.2. e.g. that:

- the School's Curriculum fails to reflect black history, culture or multiculturalism -even during 'Black History' month students felt a resistance to celebrate the event fully. Learning about heritage was seen as key mechanism for raising self – esteem and instilling confidence.
- more respect / help from teachers would engender more positive behaviour and self respect in students. There was a view that Black Caribbean pupils are seen as disruptive and attract a greater amount of negative attention from teachers.
- racism and racist bullying is still a feature of school life and cultural divisions still exist within schools.

The feedback from students at the conference underlines the national evidence and findings from the visit to Bristol City Council (see Appendix 10) that schools need to reflect the multiculturalism of their students as a core part of the curriculum and daily life of the school. This is a key mechanism for not only raising self-esteem but also addressing any cultural divides that exist. The consultation with schools (see Section 3.7) indicates that this is easier to encompass within the Primary School setting but becomes more difficult in a Secondary School setting where priorities are more narrowly subject based.

The conference more worryingly identifies racism and racist bullying as still a feature of school life. Bristol City (see Appendix 10) have tackled this problem

by detailed monitoring and comprehensive guidance for schools. Much of the work has been around creating an environment of confidence to report incidents and knowing that there are good support mechanisms in place.

Monitoring has been coupled with a system of follow-up action and interventions such as:

- a drop in at a secondary school to report racist incidents
- school based consultation with pupils on community cohesion
- 'Awareness ' posters designed by pupils
- participation in national initiatives such as the 'kick racism' out of football project.

Pupil consultation such as the 'I can do it' conference needs to become a regular feature of school life, certainly in the Secondary School setting. It would allow schools to get a sense of what is working well and what areas need further work and development. Students also need to see what actions schools are putting in place to address the concerns highlighted.

Pupils at the conference also recognised that they need to recognise their own strengths and build upon them. Lacking self –esteem was also a common reason given for not achieving their full potential. Local programmes such as 'Going for Gold' tackle these issues as part of their core work. (see details of the programme overleaf.) The creator of the 'Going for Gold' programme Sue Funge stated that the findings from the conference had acted as a catalyst.

The programme has had recognition from Oxford Brookes University and Ruskin College. Local Authorities such as Bristol City Council (EMAS) have requested 'Training the Trainer' sessions for the 'Going for Gold' programme to enable schools and community groups to utilise the programme. Locally the scheme is struggling for support and resources.

Parents were also seen as key to helping pupils achieve their goals. Pupils at the conference identified the following issues at home that impacted on their ability to do well at school

- Conflicts between parents
- Involvement of outside agencies in home life – (Social Services)
- Having to manage the household and act as a carer
- Lack of good role models within the family and the community

Locality working by the Children and Young People's Service should be identifying and helping agencies work together to resolve these issues. Brent Council have introduced focused service audits on related services such as Connexions, Social Care to benchmark how well this is working in practice.

The issue of lack of role models is one that features in the evidence from Brent and Bristol. Bristol have encouraged visits to schools by local key community figures and have also adopted a scheme of learning mentors in schools utilising BME youth workers in this role. The role of the mentor has

acted as a catalyst particularly for Black Caribbean pupils in challenging cultural stereotypes and providing positive role models.

Two further conferences have been held been held, exploring issues of attainment amongst Black Caribbean pupils. The third conference 'Does race matter? Achieving out goals' was held a year after the 'I can do it' conference and involved students from St Gregory the Great schools conducting their own research. The findings from this conference indicate that the following areas of concern identified in the first conference still remain:

- Lack of teaching of Black history within schools.
- Lack of promotion of positive role models, this was viewed as a key mechanism to raise self-esteem and confidence.

The findings from students around racism was mixed. For many a common form of racism was racist name calling by fellow students.

Students also felt that teachers 'insensitivity' to ethnicity were 'isolated incidents. Teachers were seen as prone to stereotyping and labelling students and that these were the main causes of 'clashes' between students and teachers. This was seen as catalyst for students' future experiences and chances at school being very negative.

CASE STUDY: Starlight Enterprise - 'Going for Gold Programme'
Starlight run a range of accredited courses aimed at helping young people cope with life events and raise their self - esteem. Their 'Going for Gold' programme is a targeted towards African Caribbean pupils to help raise their aspirations. Starlight are a team of three based in Greater Leys. The team is currently working with the Learning Communities Initiative in Oxford.

Key modules for the course (level one) are as follows:

1. Understand the important contribution black people have made in the fight for equality and justice.
2. Understand the importance of using effective communication to express themselves and listen.
3. Recognise why it is important to understand and manage emotions in order to develop positive relationships.
4. Recognise the benefits of gaining qualifications and identify their preferred learning style

Significantly the programme links well with many of the issues raised at the 'I can do it' conference.

The 'Going for Gold' programme has attracted national interest. Recent subscribers are Bristol City Academy. The programme can be adapted for all young people to raise aspiration levels and help them understand their learning style. The programme has received funding from Oxford Brookes University. Although the programme has received some funding to allow local 'community-based' projects to take place, it has yet to receive any wider based recognition from Oxfordshire Education Services.

3.3.2. Consultation with Community representatives

Findings from consultation with Bangladeshi Community (please see Appendix 9 for details of the meeting)

The Review Group held a focus group meeting with representatives from the Bangladeshi Community. The aim of the meeting was to identify how schools linked with the community / parents, what was working particularly well in school, what barriers they faced and improvements they would like to see.

The main findings from the meeting were as follows:

- Effective and regular engagement of the Community by the Education Service – Community representatives were disappointed that they were only now being consulted and informed of attainment scores. There was a need for more regular engagement with community leaders by the Education Services, particularly where there are attainment, attendance and behaviour issues.

  Regular forums should be organised for established BME Groups, ensuring their make-up reflected all the key representatives within that community.

- Schools particularly at Secondary School level need to be more accessible to parents – Parents were not proactively engaged by schools on the National Curriculum. A lack of understanding of the curriculum acts as a barrier to enable parents to fully help their children with homework. Parent days should be organised early on in the school year when parents can influence their child's progress and not be a static feedback of results.

  Cheney and Oxford Community Schools are already doing this (see section 3.6 on schools) and the benefits of parent and progress days should be more widely explored.

- Parents need to become more fully involved and engaged – It was recognised that parents themselves needed to take a more proactive role in their child's education. It was also important for Asian parents to become more empowered in the running of schools by taking up Governor positions at schools. Community Leaders had a role to play in encouraging this.

This could be proactively taken forward by schools via a home link worker to work with parents. Oxford Community School have already put this in place with dedicated outreach workers working with the Pakistani and Bangladeshi Community. This has particularly helped the school engage and work with families where English may not be the first language.

- Oxfordshire EMAS – The service needs to become more transparent by publishing an annual report showing how its budget is spent, how the service is delivered, its key targets and priorities.

- More targeted support for pupils who are under –achieving – Representatives felt that there had been positive input from schools recently and that this was having an effect on attainment scores. Awareness that there was more classroom support given to Pakistani and Bangladeshi children.

- More support was needed via homework clubs drop-in sessions (on a subject basis) particularly for children who were under achieving. The Oxford Study Support Club was thought to be a good example of this. The Bristol City case study highlighted in the next section supports this. The Bristol City EMAS team view this as a key component to help raise attainment levels. Features of best practice for raising attainment levels identified in the introduction would support this.

Overall the EMAS service needs to give serious consideration to supporting many of the supplementary school services that exist within communities on a voluntary basis. It would enable the service to ensure these schools are quality checked and link well with the national curriculum

The results of the focus group meeting indicated that some school are engaging well with their local communities and parents. Examples of engagement that are working well need to be more widely disseminated amongst schools.

The Focus Group recognises the need to have parents becoming more fully involved in their child's education. This however cannot take place in a vacuum and parents need to be supported and encouraged to undertake a more proactive role. Oxford Community School are recognising the importance of this through their employment of outreach workers. This could be more widely taken forward in school partnerships via the Extended Schools Scheme. (details of the scheme are detailed in Section 3.6)

Oxfordshire EMAS needs to be more external facing. A more interactive and an informative web site would be a good starting point

A survey of other Local Authorities EMAS web sites e.g. Bristol City, Portsmouth, Southampton, Rochdale & Tower Hamlets show services that are looking to engage with parents / the wider community e.g. they show results of consultations, provide details of the work the service is undertaking and provide a variety of resource packs that parents can download. The web link to Portsmouth EMAS is listed below as a good example of an informative and user-friendly site aimed at a wide audience:

http://www.blss.portsmouth.sch.uk/default.htm

Visit to Iqra School

The Review Group arranged a visit to the school to look at how it is maintaining links with Pakistani and Bangladeshi parents and the local community. As part of the visit the Review Group also heard from the students of their experiences of local State Schools and the Iqra School.

The Schools intake of students is around 65% Bangladeshi and 35% Pakistani students. The Head stated that pressure for single sex education is usually post 11 yrs onwards and commented that if the School did not exist girls would be taken out of school.

The feedback from parents is that do not feel any hostility towards the State system. Parents feel they are losing their children to a system they do not know much about or feel involved in. The School Head stated that parents wanted to feel re-assured and have an open and flexible dialogue with the school. Iqra hold regular meetings with the community and local Imams. Parents listen more to Community representatives such as the local Imams and therefore it was key to involve them in helping to alleviate the barriers identified above

Parents are also concerned with Key Stage Results for Pakistani & Bangladeshi Pupils in the State system (looking at Key Stage 3 Results in 2006 for Iqra School results mirror the Oxfordshire average in respect of Science and English and slightly exceed expected levels in Maths) and therefore exceed the results of Peers, Cheney and St Gregory the Great. The School has started to offer extra classes in Maths and English for boys too.

The Head also commented on problems initially with absence and low self – esteem. The School therefore focuses its attention on establishing good links with parents early on reinforcing the impacts prolonged absences have on their child's education. The School also recognises the home commitments some of the students have and how this causes them difficulties in completing homework assignments. The school has endeavoured to be more flexible allowing students opportunities to complete homework during the school day.

Feelings of low self –esteem was a common experience amongst the students whilst they were in the State School system. Feelings of isolation and not belonging were also common experiences. The School therefore focuses it's work on ensuring wider support mechanisms are in place.

Oxford Community School and Cheney Schools are building links with the local Bangladeshi and Pakistani communities. The comments from parents and students above suggest that greater cultural awareness / sensitivity needs to be embedded in daily school life.

<u>Interviews from representatives from the Pakistani Community</u>

Many of the comments from community representatives replicate the findings from the meeting with the Bangladeshi Community.

Schools and Education Services need to work more closely with the 'gatekeepers' of the community. Significant community representatives are linked with the two main Mosques in the City, the Central and Stanley Road Mosques. The Central Mosque has around 1500-2000 attendees and yet the Secretary of the Mosque stated that schools do not involve or consult its Committee Members.

Community representatives are concerned about the achievement levels of Pakistani pupils and are looking to become more proactively involved in education programmes. The Central Mosque is about to set up a Committee to focus on education issues. The Chair of the Mosque stresses that they would like to help the raising Achievement Service link with the wider Pakistani Community and are willing to act in an intermediary role with parents. Teachers have been recruited from the local community to help set up a programme of supplementary education classes, targeting pupils where there are known underachievement issues. Premises have been found to host the classes. However resources are needed to remunerate the teaching staff.

Community representatives indicated that the issues of underachievement in Pakistan / Bangladeshi Pupils are complex. Language support should not be the sole focus. Schools need to understand the cultural differences the home / school environments present.

These findings link to work conducted by Tower Hamlets Education Services. Tower Hamlets in their study of under achievement of Muslim pupils considered 'sectors' of importance in young people's lives. They found that these could be into categorised into four main areas: family, community, belief and values and schools.

Pupils were then asked how they felt about the above aspects of their lives. Pupils stated that the family, community, belief and values linked well and were unified. In terms of their school experiences they felt that the school was disconnected from the other aspects of their life and in some aspects contradictory.

The study further estimated that up to the age of 16 years, 90% of a child's life will have been within the family & community setting whilst only 10% will have been in the school setting.

The findings from this study have been used as a catalyst for increasing the schools direct outreach work with community representatives and parents and to encourage community / parent involvement in the daily

running of the school. This has included greater involvement of parents at the pre-school stage.

Community representatives stated that outreach work at the pre-school stage would also help to overcome the lack of participation of parents at open days and parent days.

A pilot project in Cheney School who are running an empowerment programme for Muslim pupils has raised issues around the following:

- identity and belonging
- the role of women
- intergenerational differences
- effects experienced by media coverage around the 'war on terror'

Pupils have welcomed the space in the school timetable to raise questions around these issues, with Muslim tutors / Imams.

Similar to the findings from the national research the project has highlighted a need for Pakistani / Bangladeshi role models to not only offer guidance but act as an inspiration too. It was felt that schools could invite guest speakers into schools. Schools should also encourage a more culturally diverse range of after school clubs / societies where pupils themselves could invite a range of speakers.

Schools need to proactively involve parents. A mechanism for this is to encourage recruitment of Governors from BME Communities. Bristol City Council have sought to address this via:

- Media campaigns, recruitment campaigns within faith groups.
- Induction evenings for BME community explaining the role / remit of School Governors
- 'Positive action' courses aimed at building skills in chairing and participating in meetings, effective challenge, interpreting data.
- Setting –up ongoing BME Governors network.

Interviews from representatives from the Black Caribbean Community

The findings from discussion with community representatives corroborate with the findings from the pupil conferences highlighted above.

Representatives stated that there were issues of

- Low expectations of Black Caribbean pupils. Representatives who had had teaching experience in local schools highlighted this.
- A lack of positive role models for Black students, this could involve local Black professionals coming into to schools.
- A narrow approach to teaching African History, particularly in the Secondary School setting. Common comments was that the curriculum was 'Eurocentric'. Representatives stated that pupils had a limited

knowledge of key contemporary or historical figures and their achievements. Primary Schools generally were more willing to embed African History across the curriculum. Pegasus School was cited as a good example of this in practice.

- A lack of joined up working of related services e.g. schools and Youth Services.

Similar to the consultation findings from the Bangladeshi and Pakistani communities, the need to empower and support parents was thought to be key to helping raise pupil expectations.

Parents may have had negative experiences of school themselves and therefore schools needed to work with families to overcome this.

Concern was expressed that EMAS was not targeting its funding towards helping existing community education programmes targeted towards Black Caribbean young people.

Two projects highlighted were an after school homework club co-ordinated by a Blackbird Leys Youth Worker. The club was set up as a response to parents seeking help with their children's homework and works mainly with young people nine years and above. The clubs intake is presently under ten pupils. The club endeavours to work with young people on a one : one basis. The club has had to limit its intake due to lack of funds and has in the past sought support from the Children's Fund. It is presently receiving funds from the Youth Offending team.

A Blackbird Leys weekend school has also had similar funding difficulties. The schools intake is around 80 pupils per year working in Key Stage Groups mainly around the core subjects of Maths and English. The school targets Black Caribbean children, but not exclusively so. The School is presently funded by the Children's Fund and this will continue for at least another year. The school has had help in the past from an EMAS teaching consultant but this has help has now been withdrawn. The school is currently seeking suitable premises, with local schools reluctant to make firm commitments.

3.3.3. Conclusions

The findings indicate that barriers to underachievement link to issues of self –esteem and self - confidence. Common feedback was that schools need to develop a greater awareness and sensitivity towards cultural diversity and differences. Greater utilisation of community role models and mentors would be a good starting point.

Schools need support and resources that can be adapted to the school environment. The 'Going for Gold' programme offers schools a relatively inexpensive method of helping schools offer a more diverse programme of education resources. The programme can be adapted to

suit a variety of learning styles and could be piloted within one of the Oxford School Partnership areas. The South East / East Oxford Areas would be logical choices as the scheme is being used within the Greater Leys / Blackbird Leys area already on an ad hoc basis.

Similarly the pilot project at Cheney School offers teaching staff the opportunity to take on board many of the issues raised by Muslim pupils and to broaden successful elements of the programme to all its pupils.

The evidence from the 'I can do it' conference also suggests pupils are still experiencing racism and racist bullying. Oxfordshire Education Services do have harassment / bullying policies and racist incidents are monitored. Pupils are effectively the barometers of how successful these policies and procedures are. Pupil consultations and discussions forums such as those being developed at Cheney School should become a regular monitoring feature across all BME Groups.

More outreach work at the pre school stage, particularly where schools may have older siblings with underachievement issues need to be explored.

Community representatives recognise that school alone cannot tackle underachievement issues alone. Communities, parents and schools need to work together collectively on this issue. EMAS was therefore a linchpin service to ensure these links were working effectively. However common feedback was that the service was not transparent, accessible and did not widely disseminate information about the service or learning resources for parents to use.

Recommendations

Oxfordshire County Council should consider:

R5. Piloting the 'Going for Gold' programme in one School Partnership area.

R6. Regularly consulting BME pupils and ensures the results of consultations are published along with feedback on how the findings will be taken forward.

For parents

R7. Developing a more accessible EMAS Service e.g. a more developed web –site where learning resources can be down loaded and parents can obtain information updates about the service.

Hard copies of these learning resources should also be made available to parents without internet access.

R8. Reviewing the extent of parent outreach work attached to school partnerships particularly targeted to families where English is not the first language and at an earlier pre-school stage. It would be useful for the Education Effectiveness Team and School Partnerships to review the key success factors of current outreach schemes.

R9. Reviewing the amount of support for parents e.g. Language Courses, sessions around understanding the national curriculum.

R 10. Reviewing the key success factors of the Progress and Achievement days held at Cheney and Oxford Community Schools. What elements of these schemes could be more widely used by Schools, particularly Secondary Schools?

 Community engagement

The consultation with community representatives indicates that engagement is not transparent, systematic or joined up within the Education Services, Community Development sectors.

R11. Establishing links between Children's Centres Extended School Partnerships, EMAS, Youth Services and community development workers regarding consultation of Community Representatives.

3.4 Extended School Services

Extended School Services are part of the Government's overall vision for all schools to offer a core set of extended activities by 2010. The core offer is defined as:

- Childcare / varied menu of activities for children and young people between the hours of 8.00am – 6pm all year round.
- Parenting support including family learning.
- Ensuring swift referral from schools to a wider range of specialised services
- Widespread community use of the school's facilities.

 In 2007 a further remit was added to promote community cohesion.

Activities related to the 'core offer' will therefore help schools overcome barriers to learning and if the scheme is targeted could help pupils with under-achievement issues. To ensure this happens a more strategic approach is needed and links need to be made with community representatives, Community Development officers, EMAS, Youth Services. (see recommendation 11)

Presently there is an Extended School Co-ordinator linked to each school partnership area. Interviews with the three Extended School Co-ordinators indicated that their work and roles differ significantly in terms

of aims and capacity to offer the core set of activities. Whilst recognising the work should reflect the demographics of the local community, it is also vital that this service has a more strategic focus to ensure funding is directed towards communities where there is poor engagement with schools and underachievement issues.

The links the Co-ordinators have with the community is also dependent on how well developed this is within school partnerships. The East Oxford Partnership, through the work of the Oxford Community School who have developed more community based activities is a good example of how this could be taken forward

There is no evidence of links with being made between Extended School Services and Oxfordshire EMAS. Linked working could include pooled funding of community based learning programmes targeted towards BME pupils.

3.5 Consultation with Central Area Schools

Head Teachers and Senior Teachers at 10 Primary and Secondary Schools were interviewed using a structured interview framework (see appendix 11)

Teachers were interviewed looking at the following areas: Promotion of Race Equality, Promotion of Community Cohesion (a new duty) provision via funding from Ethnic Minority Achievement Grant.

3.5.1 Promotion of Race Equality

All schools interviewed had a Race Equality Policy. A number were in the process of reviewing the policy and one school admitted that the review had caused them to re-visit the policy and realised that it was in need of revision. It was clear that for some the Policy had not been reviewed since the Race Relation (Amendment) Act 2000 came into force in 2001.

Oxfordshire EMAS does offer training courses looking at the Race Equality legislation and how to implement this in the school environment. Schools felt they needed more practical help and support from EMAS in helping to promote a range of cultural / religious festivals. Some schools routinely had help and support during events such as Black History month. The Bristol City Case Study (see below) also demonstrates the benefits of participating in national initiatives such as: 'Aiming High, The Black Pupil Achievement Project, The Junior Windsor Fellowship'

It is noted that the EMAS Service Plan 2007/08 has objectives to ensure the continuing implementation of the Race Equality Act and to continue to raise awareness of global citizenship / cultural diversity in

all schools. The evidence from schools suggests that these objectives are not being comprehensively met.

It was clear interviewing Head Teachers that work is ongoing to promote diversity in schools. Rose Hill Primary School conducted a 'visual audit' of how the school celebrates diversity. It found that a number of displays were too Eurocentric. The audit has acted as a catalyst for staff to become more aware of the importance of recognising and incorporating the diverse backgrounds the pupils come from. Much more use is now made of multi-cultural texts and recognition of a greater range of festivals.

Recommendations

Oxfordshire County Council should consider:

R12. Conducting a comprehensive review of each school's Race Equality policy and their practical implementation within the school. It is thought that Local Authority Governors should undertake more of an advisory role in schools.

R13. Reviewing the levels of support and guidance given to schools to ensure they recognise the cultural traditions of all their pupils.

R14. Engaging and encouraging schools to participate in national best practice initiatives such as 'Aiming High, Black Pupil Achievement Project, Junior Windsor Fellowship'

R15. Proactively seek links and greater engagement with the two universities in the City, particularly

   iii.)   Acting in an advisory and support capacity to Education Departments in areas such as promoting Race Equality and teaching a diverse curriculum
   iv.)   Linking with existing Access programmes which seek to promote higher education amongst BME students.

3.5.2 Duty to promote community cohesion

Governing bodies have a duty to promote Community Cohesion (from Sept 07) covering the following areas:

- Teaching, learning & the Curriculum – promoting shared values and valuing diversity.
- Equity & excellence – ensuring equity and high standards for all and tackling underperformance by any particular group

- Engagement and extended services – engaging with other schools, parents and the community as well as local authorities and partners in developing extended services.

  Some schools, particularly at the primary level were finding it difficult to engage parents and this is an area where schools need more support and outreach work to be conducted. It is hoped that the extension of the Extended School programme will help to take this forward.

  Secondary Schools such as Oxford Community School (OCS) and Cheney have more developed mechanisms for engaging parents and the wider community.

  OCS have helped pilot a scheme of 'Home Community Link Workers' (supported by Oxfordshire Children's Fund) Although most of the issues around referral were emotional / behavioural, there is potential for this service to offer further support for targeted BME families around education attainment issues.

  Key features of the scheme are that:

- The support workers operate in a non –judgemental manner and work alongside children & their parents in a 'relaxed & informal manner'
- They frequently act as mediators between parents and schools and position themselves as independent support to parents.
- They encourage & support parents to have a greater voice in their decision making with regard to their children.

  The scheme promotes the community as well as the school in having important contexts in children's lives.

  The school has also appointed part-time workers who link with the Bangladeshi / Pakistani parents and Community. This has helped the school to manage many of the issues identified by Pakistani / Bangladeshi Community representatives themselves e.g.

- Encouraging parents to take a more proactive role in their child's education by gaining a fuller understanding of the National Curriculum and achievement levels.
- Helping parents, particularly where English is not their first language become more engaged in their child's education.
- Making parents aware of the impacts of taking their child out of school for prolonged holiday periods.

  OCS and Cheney School have looked to engage parents more fully via 'Progress' and 'Achievement' days.

  Cheney's 'Achievement' days run twice a year from 3 – 7pm. Parents have a 20 minute appointment with a tutor who will run through their

child's progress and review achievement targets. The scheme has been successful with parents as there are flexible time slots and it allows a broader discussion across all subject areas.

OSC 'Progress' days are held at the start of term / year and are held all day, usually on a Friday. It allows Parents to find out how their child is progressing, how they can help and is held early on in the school year for maximum impact / influence.

3.5.3. Funding and service provision related to Ethnic Minority Achievement Grant.

As noted in Section 3.1 Eligible schools can elect to have central support from the Oxfordshire EMAS team e.g. provision of English as an additional language (EAL) tutors and use of specialist consultants. Schools alternatively can receive the grant directly to buy-in their own EAL provision.

Schools are experiencing significant increases in numbers of pupils with EAL needs, across a broader base of nationalities. This is highlighted by the following analysis of EAL pupils undertaken by the EAL teacher at St Gregory's. (see overleaf)

Year	Numbers of EAL pupils	Languages spoken
05/06	220	40
06/07	250	47
07/08	320	56

As highlighted in Section 3.1 the funding from Central Government has remained virtually static, despite these significant increases.

Many Head Teachers interviewed expressed disquiet over the funding levels and the local funding formula. Head Teachers would like to see:

- Funding clarified at the start of the financial year to allow pre-budgetary planning
- The local funding formula calculation translated to a school level each financial year.

There was a lack of clarity around the role and amount of support that EMAS could provide, particularly for more specialist help and support. For some schools it was seen as a remote service and the only central contact with the service was the school sending through its monitoring statistics. One school was questioning the need for dedicated consultant provision 2 days a week when it was struggling to deliver EAL provision through a part-time EAL teacher.

EMAS employs 8 consultants (a mixture of PT & FT posts) The consultants presently undertake more specialist roles in relation to: Early Years, Primary, New Arrivals, Race Equality, African Caribbean pupils, Refugees. All of the consultants spend at least one day a week in the school environment. The Head of EMAS would like the team to become more multi-skilled. All consultants were qualified teachers with added experience/ qualifications to 'adviser' level. The number of consultants seems rather high given the size of EMAS and the fact that schools are starting to develop more extended services within their own school funds.

A more streamlined central EMAS with a developed intranet (learning platform) with regular information bulletins and learning resources downloads would be more useful to schools.

Schools such as St Gregory's are part funding both their EAL Teacher and Classroom Support Teacher for EAL pupils to allow over a 100 of its EAL pupils to be directly supported.

The School demonstrates a significant commitment to EAL provision via a dedicated EAL classroom with full-time support from an EAL Teacher. The classroom is well resourced with computers and EAL learning support texts. The EAL teacher has obtained learning support resources from other 'best practice' authorities and reviewed / obtained learning support resources that are available commercially. It is thought that other Secondary Schools could benefit from the EAL learning support resources the school has acquired.

Oxford Community School to support the increasing number of new EAL pupils are offering a beginners intensive English language course which runs 6 times a year.

The management and support of 'new arrival' pupils with EAL support needs was a concern at all the schools interviewed. Schools are not only dealing with a year on year growth of new arrivals, but high turnover of pupils throughout the school year. As EAL spend per pupil is contracting schools have realistic concerns that even beginner level language support for high need pupils will be compromised. This is a particularly acute issue for Primary Schools in East / South East Oxford who do not have the same level of resources as Secondary Schools but a diverse school population and high levels of deprivation. Furthermore it becomes more difficult to provide targeted support to BME pupils who are shown to be underachieving at all Key Stage levels.

An analysis of Oxford City pupils by ethnicity shows that the category 'White other' is the fasting growing group of pupils. Monitoring by ethnicity needs to be more precise. An analysis by ethnicity shows that over 12% of Oxford's pupil's fall into categories of 'White Other' 'Asian Other', 'Any other ethnic group' and 'Not Known'

Schools thought that their resource difficulties could be aided by the provision of a short induction course for 'New arrival' pupils and that Bristol City Council's Induction Course model should be explored. (see case study highlighted on page 40)

Oxford Community School, Cheney and St Gregory's are utilising support from projects such as 'OASIS' presently funded by the Children's Society. The project targets young refugees and its programme provides English study support or wider support for pupils with behavioural issues.

Oasis have analysed countries of origin of young refugees they support. They found that in 2007 the project supported young people from 30 different countries. The project is increasingly working with refugees from Afghanistan, Albania, Iran, Iraq and Kosovo. OCS has around 100 pupils from refugee backgrounds.

Schools are concerned that the Children's Society's funding will end this year. All the schools interviewed thought the scheme provided high quality teaching support and would leave a further teaching support gap if the project ceased to find funding. (An analysis of the current projects Oasis supports in schools is detailed overleaf)

OASIS Project - works with refugee children and young people in secondary schools in Oxford to help them make the best of the educational opportunities available to them.				
	Main areas of support offered	**Main clients**	**Funder**	**No of Pupils**
Cheney School	Induction, language and curriculum support, family liaison, homework clubs and advocacy.	Refugees aged 11 to 17, mostly with families, but some UASC.	Voluntary Income and Oxfordshire Social Services	45
Oxford Community School – literacy project	Literacy support in mainstream core curriculum lessons.	Refugees aged 11 to 16, mostly with families but some UASC.	Voluntary Income	39
Oxford Community School – older	Wide-ranging educational and practical support to enable young people to continue to attend	Mainly unaccompanied refugees aged15 to	Paul Hamlyn Foundation, Oxfordshire	68

teenagers	school regularly and gain qualifications and to gain in confidence.	19 years	Social Services and Voluntary Income		
Volunteers	Volunteers offer English Language help, literacy practice, in-class support, homework support and confidence building to young refugees.	Refugees from 11 to 19 in three secondary schools	Department of Health		73
Girls' summer activities	Confidence and self-esteem boosting activities for girls from three schools.	Refugee girls aged 12 to 18	Department of Health		15
Partnership and awareness raising	Working with local schools and social care organizations to share knowledge and information to improve the overall levels of service.	Schools and local agencies	Voluntary Income		N/A

EMAS have produced a resource pamphlet for schools supporting newly arrived pupils. However the feedback from Schools are that they are looking for more direct Induction support.

Achievement issues

Schools measure achievement using contextual value added monitoring systems such as 'Raiseonline', an interactive tool produced by Ofsted.   The system allows for progress to be monitored against pupil characteristics such as ethnic mix, numbers of boys and girls, prior attainment levels and can look at pupil performance in terms of specific curriculum areas. The database also allows schools to analyse data on a 'value added basis' e.g. the amount of progress made by pupils in comparison to similar pupils nationally and weighting for contextualised factors such as Special Education Needs, English as an Additional Language and Ethnicity.

As supported by the Key Stage result evidence under achievement issues are not strictly English related. Primary Schools analysis of achievement results indicated that more focus was needed in areas such as Maths, particularly for Asian girls in years 4 and 5. Schools commented that they would like to see more support / training resources in other core subject areas such as Maths / Science where pupils are under-achieving.

Detailed monitoring of pupil progress at Secondary Schools in the City is not highlighting distinct issues of ethnicity. Broader issues of progress of mid –ability girls between Key Stage 3 and 4 is a concern at Oxford Community School. At St Gregory's monitoring data is showing issues around the progress of White British boys.

School cohorts for Black Caribbean and Bangladeshi pupils are relatively small. In 2007 there were 102 Bangladeshi and 110 Black Caribbean pupils at Secondary schools in the City. At Key Stage 4 the numbers of Bangladeshi and Black Caribbean pupils was 12 and 22 respectively in 07accross all secondary schools in the City. More significant trends can therefore only be established once this data is aggregated for the Central (City) Area and tracked over time.

Schools such as Peers, Cheney, Oxford Community Schools, Bayards Hill and Larkrise as highlighted in the previous section are also experiencing a rise in new arrivals. The large influxes of pupils from Eastern Europe are causing schools difficulties in matching staffing to need. The high pupil turnover rates at these schools make the tracking of pupil progress very difficult. The use of value added statistics on a fluctuating pupil population also artificially skews overall achievement and progress, particularly with monitoring systems that weight towards prior attainment levels.

CASE STUDY: BRISTOL CITY COUNCIL – Key features of Bristol's improvement model for raising achievement levels in BME pupils

- **The need to develop a strategy aimed directly at BME pupils and education attainment levels –** This was seen as an important initial step by Bristol to raise the profile of under achievement issues and to ensure multi-agency / corporate buy-in to tackle them.
- **Pupil consultation** – Extensive consultation of BME pupils to get their perspective on what barriers they face.
- **Community use of school facilities-** using this to build links with communities that are traditionally under –represented in school activities / governorship.
- **Greater interaction with community groups and parents –** Recognition that getting the local community / parents on board was key to raising attainment levels. A variety of 'relevant' agencies such as Youth Services, Community Workers, EMAS, Schools work together to co-host community / parent events.
- **Initiatives aimed at increasing numbers of Governors from BME groups –** Media Campaigns, Induction evenings for the BME community explaining the role remit of School Governors, 'Positive action' courses aimed at building skills in participating in meetings, effective challenge.
- **Use of Social inclusion / Neighbourhood Renewal Funding –** The authority has committed this spend towards co-ordinating and developing a supplementary school programme (matched with EMAS funding) linked to core subjects and greater outreach working between schools and the local community.

- **Greater promotion of national initiatives** by EMAS such as ; Aiming High, Black Pupil Achievement Project, Junior Windsor Fellowship to schools
- **EMAS –** Focused on raising attainment amongst all BME pupils. Support is a mixture of: peripatetic for particular attainment issues, wider support targeting Key Stage attainment levels. Local funding formula looks at number of BME pupils (inc dual heritage), deprivation factors and EAL pupils in schools.
- **Bristol's EMAS Induction & Assessment Team –** Offering a two week intensive induction course for pupils new to the UK.
- **Development of wider support mechanisms –** use of Youth Workers as learning mentors. This has been particularly successful for Black Caribbean pupils in challenging cultural stereotypes and providing positive role models. Use of volunteers from BME community to work with pupils on a one: one basis. Promotion of positive role model via 'local heroes' in which key community figures are invited in to talk to schools.

For full findings report see appendix 10

Recommendations

See recommendation 1

4. Conclusion

1. As the review has taken a broader based perspective around the issues of the educational attainment of BME pupils, the detailed evidence around distinct ethnic / cultural differences that impact on education attainment have not been fully explored.

   It is suggested that further insights and practical lessons could be learnt by further 'best practice' visits. Time constraints prevented the Group from visiting Tower Hamlets, which similar to Bristol City has received recognition for its Race Equality Work. Representatives from Bristol City Council have also highlighted Birmingham City Council as a good source of innovative and effective practice.

2. The Review Group were aware of the declining Key Stage scores of Indian pupils. The Review Group noted that this was identified as an issue of concern in the Children and Young People's Plan review of Year one. It stated that 'work is in train to help understand and address this.' It would therefore be useful for the Raising Achievement Service to review the findings of this work.

3. A further area not fully investigated by the review is around the assessment of special educational needs and wider assessment of learning difficulties. Community representatives working in local schools have highlighted issues of : pupils behavioural problems masking issues of special educational needs, problems of delayed assessments and insufficient special needs teaching support.

4. As detailed in the report the findings highlight a need for linked services to work together to tackle underachievement issues in BME pupils.

   The second phase of the Local Area Agreement, the development of Extended Schools and a move to locality working around Children and Young People's Services offer the opportunity for this to happen.

   Whilst Oxfordshire County Council is the service provider for Education Services, Oxford City Council does have a role to play linked to the corporate priority to reduce inequalities through social inclusion.

   Oxford City Council needs to give more consideration to greater joint working and co-operation particularly around community development work and grant giving.

5. Evidence from national research has identified wider factors relating to later achievement that cut across all ethnic groups e.g. Pre –school education, parenting, the home environment have a major part to play in later educational achievement. The Review Group suggests that these factors are more fully explored in the review of education and deprivation to be commenced in the summer by Oxfordshire Children's Services Scrutiny Committee.

Findings from Secondary Schools have also identified under achievement issues with white working class boys. Again this would benefit from further more detailed local research by the Children's Services Scrutiny Committee.

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Scope - Educational Attainment of BME pupils in the City

Review Topic	Educational Attainment of BME pupils in The City.
Lead Member Review Group	Cllr's: Dee Sinclair, Susanna Pressel & Tony Hollander .
Officer Support	Julia Woodman
Rationale (key issues and/ or reason for doing the Review)	**Local issues** • GCSE attainment scores particularly amongst Pakistani, Indian, Bangladeshi and Black Caribbean Pupils during the period 03 – 06 were significantly lower that the City and County average scores. • Improvements have been noted in the 2007 Key Stage 3 & 4 scores particularly for Bangladeshi pupils. • However analysis of Key Stage 1 –3 attainment scores particularly for Black Caribbean & Pakistani Pupils show a negative correlation with scores of White British pupils in 2007. (for Key Stage 2 Maths this was a 39 percentage point difference for Black Caribbean pupils) – (based on county-wide data)

Purpose of Review/Objective (specify exactly what the Review should achieve)	• A broad focus on educational attainment looking at all BME Groups particularly where attainment is currently lower than the national cohort and or lower than the City average score for all pupils. • To look at underpinning issues from a school, parent & community perspective (to include consultation on catalysts for recent improvements) • To review evidence of best practice from other LEA's e.g. Bristol City and Tower Hamlets have both received Beacon Awards for their Race Equality work.

Indicators of Success
(what factors would tell you what a good Review should look like)
	• An evaluation of education provision particularly supported provision for BME groups who are consistently achieving Key Stage scores below their national cohort and City / county average. Identifying areas that are working well and areas where there are service gaps.
	• Identifying mechanisms of change to:
	
	   1. Improve access to supported provision for pupils
	   2. Improve access & information to parents.
	   3. Broaden links between services e.g. EMAS & Extended School Service.
	   4. Learn from best practice authorities
	• Identifying opportunities from change e.g. Extended Schools – new duty to promote Community Cohesion

Methodology/ Approach (what types of enquiry will be used to gather evidence and why)	• Focus groups / forums with BME Community representatives / parents. What are the barriers for them, what needs to change, what's working well. • Interviews with EMAS, Extended Schools Co-ordinators, Head & relevant support Teachers. Reviewing current provision & opportunity for improvements / targeting of provision • Review of documentary evidence e.g. attainment scores, EMAS programme and funding e.g. Is there evidence to suggest funding is targeted towards achievement priorities? • Review of strategic planning around promotion of race equality in education.
Specify Witnesses/ Experts (who to see and when)	• Roy Leach - Senior Adviser - Educational Achievement and Service Monitoring • Anna Chapman – Head of EMAS • Extended School Co-ordinators in the Central (City Area) • Head Teachers at City Secondary Schools & selection of relevant Primary Schools • EAL Teachers / TA support

Specify Evidence Sources for Documents (which to look at)		• Annual Planning for EMAS service • Audit of EMAS provision in City Schools	
Specify Site Visits (where and when)		• Visit to Bristol LEA has been arranged • Visit to Tower Hamlets currently being planned	
Projected start date	Oct 07	Draft Report Deadline	March 08
Meeting Frequency	Monthly - Fortnightly	Projected completion date	March 08

Findings from 'I can do it' Conference (2005)

A one - day conference was held by the African Caribbean Achievement team (part of EMAS) for year 9, 10, 11 students of African Caribbean descent. Workshops explored issues of:

- The school environment / curriculum
- Attitudes / behaviour of teachers
- Attitudes / behaviour of students
- Family / Personal pressure
- Peer Pressure

The School environment / curriculum

Students felt that:

- Curriculum fails to reflect black history, culture or multiculturalism -even during 'Black History' month students felt a resistance to fully celebrate the event.
- Learning about heritage is key to instilling confidence
- There are cultural divisions in schools
- Racism and racist bullying is still a feature of school life.
- There is a need for more black teachers.
- After school clubs should reflect cultural diversity – students would like a support group for black students
- Teacher training courses should include compulsory elements on Black Culture

Attitudes / behaviour of teachers

Students felt that:

- There are negative attitudes by teachers towards them – seen as disruptive and face greater amount of negative attention.
- Teachers need to offer encouragement, praise & incentives.
- Would like more one : one teaching.
- Greater empathy needs to be shown particularly when there is only one black student in the class.

Attitudes / behaviour of students

Students felt that:

- More respect / help from teachers would engender more positive behaviour and self respect in students.
- Not recognising own strengths and lacking self esteem does hold them back
- Bullying from other students is a factor in hindering their ability to achieve.

Family / Personal pressure

Students felt that:

- There are difficulties coping with school / home life especially when their home life is not involved in their education.
- The following home factors impacted on their ability to do well

    - Conflicts between parents
    - Involvement of outside agencies in home life – (Social Services)
    - Having to manage the household and act as a carer
    - Lack of role models within the family

- Parents support was seen as key to helping them to achieve their goals.

Peer Pressure

Students felt that:

Peers can help but also put pressure on students follow the group negatively.

EMAG FUNDING

The Ethnic Minority Achievement Grant funding can be used for:

1. Salaries for teachers, classroom assistants and nursery staff (including bilingual assistants) whose role is to meet the particular need of EAL pupils (including English language support and home-school liaison) and to raise the achievement of minority ethnic pupils particularly at risk of under- achieving (e.g. African-Caribbean pupils and refugees)

2. Costs of appropriate teaching materials required for the purposes of the grant, including computer software but excluding computer hardware.

3. Training costs for teachers and classroom assistants to enable specialist teachers and other staff employed under this grant to develop their expertise.

4. Mainstream teachers, classroom assistants and nursery nurses to provide for linguistic diversity and strategies to raise minority ethnic pupils' attainment.

5. Specialist and mainstream teachers and other professionals to recognise and support the needs of refugee children.

6. Costs specifically related to the education of refugees. Refugee support work directly related to enhanced pupil attainment

The formula is based on the following sets of data:

• Achievement data (number of minority ethnic pupils under-achieving in SATs)
• Data on the number of pupils learning English as an additional language
• Data on deprivation as indicated by the number of minority ethnic pupils
   entitled to free school meals
• Overall number of minority ethnic pupils in each school
• Percentage turnover of pupils multiplied by the number of minority ethnic pupils.

Weekend Language Classes/Schools

The Bangla School at Oxford Community School is doing very well with continuing involvement of the parents and the Bangladeshi Community. They meet every Sunday during term time for two hours. There are three tutors and pupils are from primary to secondary school age. The School is about to start the first GCSE group, planning to have the first cohort of public examination entry in two or three years' time. Given this is a weekend extra-curricular activity, the aspiration of youngsters to work for a GCSE qualification is in itself good evidence of their personal commitment and credit to their parents, tutors and community members who work for the success of the Bangla school.

In addition to language teaching, the Bangla school also provides opportunities for its pupils to learn about their cultural heritage. Celebrations and performances are some of the ways to achieve this. The Bangla school also tries to encourage parents to have fun and quality time with their children as family units, through organising activities such as trips to the seaside in the summer. Overall, the Bangla school has been a hub for community activities and learning. The Oxfordshire County Council has been working closely with the Bangladeshi community in this joint initiative for some time, and will certainly consolidate this valuable partnership.

Please find below information about the OCC funded weekend language provision for local communities. The total budget for all the language groups listed below for the current year is £51 k.

Staffing

Please see the table below

Total Number of Pupils	Language	Tutor Hours Oxford	Tutor Hours Banbury
60	Bengali	9	-
210	Chinese	5	3
25	Gujarati	3	-
20	Malayalam	3	-
40	Panjabi	3	3
20	Tamil	3	-
95	Urdu	12	3

NB - Review pending for the Chinese School's tutor hours at Oxford.

Accommodation

Each group has their rent paid for by OCC

Resources

Approx £10 per pupil/ p.a. is available for each group to fund essential resources such as text-books, teaching resources and some stationery.

Training

Oxfordshire County Council funds applications made by tutors for attending external language-specific training on basis of fairness and equity, within the limit of existing budget.

Appendix 5

5a) Analysis of GCSE results by ethnicity for the Central (Oxford) area

BME Group	National Scores 06-07 % of pupils achieving 5+A-C GCSE's (including Maths & English)	Central (Oxford) Area % of pupils achieving 5+A-C GCSE's 06-07 (including Maths & English)	National Scores 05-06 % of pupils achieving 5+A-C GCSE's (including Maths & English)	Central (Oxford) Area % of pupils achieving 5+A-C GCSE's 05-06 (including Maths & English)	Central (Oxford) Area % of pupils achieving 5+A-C GCSE's 04-05 (including Maths & English)	Central (Oxford) Area % of pupils achieving 5+A-C GCSE's 03 –04 (including Maths & English
Bangladeshi	41	75	39	21.1	21.4	12.5
Indian	61.6	42.3	59.1	17.6	30.4	38.9
Pakistani	36.8	40	34.6	32.1	38.4	31
White British	46	40	44.3	43.6	38.9	35.5
Black African	40.2	38.5	37.5	39.5	40.9	30.8
Black Caribbean	32.7	18.2	29.5	18.2	21.7	17.9
All Central pupils		40.1		42.1	37	35.5
All Pupils - Oxfordshire		48.1		47.5	45.3	
All Pupils Nat average		45.4				

5b.) The Children & Young People's Plan targets around BME educational attainment

	Targets (non stretch)	
	07/08	On Target as at March 08
% of children of Bangladeshi origin gaining 5 GCSE's inc Maths & English	39%	Yes
% of children of Black African origin gaining 5 GCSE's inc Maths & English	44%	No
% of children of Black Caribbean origin gaining 5 GCSE's inc Maths & English	29%	No
% of children of Indian origin gaining 5 GCSE's inc Maths & English	49%	No
% of children of Pakistani origin gaining 5 GCSE's inc Maths & English	34%	No

Appendix 6- Key Stage 3 results for Central Area pupils.

BME Group	07 Results % of pupils attaining Level 5 or above (National 07 results in brackets)			06 Results % of pupils attaining Level 5 or above (National 06 results in brackets)		
	English	Maths	Science	English	Maths	Science
Bangladeshi	89.5(69)	73.7(68)	73.7 (60)	45 (66)	60 (69)	40 (57)
Indian	65.6 (83)	71.9 (84)	56.39(79)	64.7(82)	76.5 (85)	58.8 (78)
Pakistani	69.2 (66)	61.5 (65)	57.8 (57)	60 (62)	65 (66)	51.7 (54)
White British	76 (75)	74.8 (77)	72.3 (74)	69 (73)	75.5 (78)	71.2 (74)
Black African	77.8 (69)	59.3 (67)	61.5 (61)	60.7 (66)	60.7(66)	50 (56)
Black Caribbean	75 (68)	50 (65)	50 (57)	47.8 (67)	47.8 (64)	39.1 (58)
All Central pupils	74.3	72.4	69.6	66.6	73.5	67.6
Oxfordshire Average	78	78	77	75.1	79.3	76.2
Performance Target 07/08	79	79	79			
Nationally	74	76	73	73	77	72

Appendix 7- Key Stage 2 results for Central Area pupils.

BME Group	07 Results % of pupils attaining Level 4 or above (National 07 results in brackets)				
	English	Reading	Writing	Maths	Science
Bangladeshi	75 (77)	79.2	58.3	66.7 (72)	79.2 (83)
Indian	80 (85)	85.7	68.6	62.9 (82)	85.7 (89)
Pakistani	66.2 (72)	73.8	53.8	62.9 (67)	66.2 (78)
White British	77.4 (81)	81.9	63.3	75 (78)	85.2 (89)
Black African	83.3 (72)	83.3	72.2	69.4 (67)	80.6 (79)
Black Caribbean	56.5 (74)	65.2	43.5	34.8 (65)	73.9 (82)
All Central pupils	76.3	81	62.2	72.8	83
Oxfordshire Average	82	85	67	77	88
Performance Targets 07/08	82			80	88
Nationally	80	84	67	77	87

BME Group	06 Results % of pupils attaining Level 4 or above (National 06 results in brackets)				
	English	Reading	Writing	Maths	Science
Bangladeshi	60 (75)	70	55	65 (70)	70 (79)
Indian	88.6 (85)	91.4	68.6	71.4 (81)	85.7 (88)
Pakistani	76.9 (70)	72.3	60	50.8 (64)	66.2 (73)
White British	79.6 (80)	83.7	64	73.4 (77)	85.6 (88)
Black African	65.9 (72)	68.2	50	47.7 (63)	56.8 (76)
Black Caribbean	73.1 (73)	88.5	61.5	57.7 (62)	69.2 (79)
All Central pupils	78.1	81.6	63.7	71.2	82.1
Oxfordshire Average	80.2			76.3	87.3
Nationally	79	83	67	76	87

Appendix 8- Key Stage 1 results for Central Area pupils.

BME Group	07 Results % of pupils attaining Level 2b or above (National 07 results in brackets)				
	Speaking/ Listening (level 2 or above)	Reading	Writing	Maths	Science (level 2 or above)
Bangladeshi	76	52 (79)	36 (77)	56 (86)	80 (80)
Indian	87.5	59.4 (88)	59.4 (75)	71.9 (92)	84.4 (89)
Pakistani	70.7	47.6 (77)	32.9 (72)	48.8 (83)	76.8 (78)
White British	90.3	69 (85)	58.7 (81)	73.6 (91)	92.8 (91)
Black African	85.7	69 (79)	42.9 (74)	57.1 (84)	92.9 (81)
Black Caribbean	85.7	42.9 (81)	28.6 (75)	42.9 (85)	92.9 (84)
All Central pupils	85.7	65.6	54.3	69.1	90.5
Oxfordshire Average		84	80	90	92
Performance Targets 07 /08		84	86	90	93
Nationally		84	80	90	89

BME Group	06 Results % of pupils attaining Level 2b or above (National 06 results in brackets)				
	Speaking/ Listening (level 2 or above)	Reading	Writing	Maths	Science (level 2 or above)
Bangladeshi	71.4	54.8 (77.9)	45.2 (75.3)	57.1 (84.5)	42.9
Indian	79.4	64.7 (88.6)	55.9 (85.8)	61.8 (91.9)	100
Pakistani	69.9	54.2 (76.8)	48.2 (72.8)	56.6 (82.6)	37.3
White British	91.1	70.2 (85.7)	60.9 (82.3)	75.9 (91.1)	94.1
Black African	84.6	64.1 (78)	46.2 (74)	48.7 (83.6)	48.7
Black Caribbean	90.5	61.9 (80.1)	47.6 (75.6)	57.1 (85.6)	100
All Central pupils	87.5	82.4	58.8	71.9	91.8
Oxfordshire Average	88.7	84.8	80.8	90.6	92.2
Nationally	87	71	60	73	89

Meeting at Regal Community Centre with representatives from Oxford Bangladeshi Community – 24ᵗʰ Oct 2007

Attendees :

NurJahan Miah, Cllr Susanna Pressel, Hufsa Akkas, Suna Bibibi, Kamruz Zaman (Extended Schools Support Worker), Cllr Shah Jahan Khan, Abul Boshor, Altaf Ali, Anwar Hussan, Aziz, Urrahaman,(Oxfordshire Bangladeshi Association) MA Mannan, (Chair of Oxfordshire Bangladeshi Association) Luthfur Rahman, (Chair of Bangladeshi Mosque) Cllr Sajjad Malik, Kyrul Islam(Chair – Oxfordshire Bangladeshi Association) Hasan Miah, Altaf Hussain, Cllr Dee Sinclair, Ali Akkas (Regal Community Centre) Fasal Rasa (Oxford Study Support Club) Wassem Shaika (Oxford Study Support Club) Julia Woodman (Scrutiny Officer – Oxford City Council)

Introduction

The meeting was held by representatives of the Community Scrutiny Committee who are conducting a review looking at Educational Attainment issues in BME pupils in the City.

The aim of the meeting was to update community representatives on the Key Stage scores of Bangladeshi pupils and to explore through small group discussions the following topic areas:

- How do local schools link with the local community particularly representatives of the community? How could this be improved?

- How do schools link with Bangladeshi parents? What barriers do you face? How could this be improved? Are there any differences at the primary / secondary school levels?

- 2007 results overall have shown improvements for Bangladeshi pupils? Why do you think there have been significant improvements particularly in the Key Stage 3 & 4 results?

- What further improvements would you like to see particularly at the primary school / early years stages?

Discussion

Running themes throughout the discussions at the meeting were as follows:

- **Effective and regular engagement of the Community by the Education Service –** Community representatives were disappointed that they were only now being consulted and informed of attainment scores. There was a need for more regular engagement with community

leaders by the Education Services, particularly where there are attainment issues.

- **Schools particularly at Secondary School level need to be more accessible to parents –** Parents were not proactively engaged by schools on the National Curriculum. A lack of understanding of the curriculum acts as a barrier to enable parents to fully help their children with homework. Parent days should be organised early on in the school year when parents can influence their child's progress and not be a static feedback of results.
- **Parents need to become more fully involved and engaged –** It was recognised that parents themselves needed to take a more proactive role in their child's education. It was also important for Asian parents to become more empowered in the running of schools by taking up Governor positions at schools. Community Leaders had a role to play in encouraging this.
- **Oxfordshire EMAS –** The service needs to become more transparent by publishing an annual report showing how its budget is spent, how the service is delivered, its key targets and priorities. It needs to establish links with current community representatives. It is understood that the current Advisory Board doesn't reflect this. It was also felt that EMAS should provide more targeted support for parents.

Key points from group discussions

How do local schools link with the local community particularly representatives of the community? How could this be improved?

- Links should be made with local communities - It was felt that links are often made with individuals who cannot be the voice of the whole community. Where there are any community tensions it can also be potentially divisive.

  To overcome this it was thought that a committee of community representatives should be formed. For the Bangladeshi Community for instance this would need to be made up from the Oxfordshire Bangladeshi Association, Chair(s) from the local Mosque(s)

  To Education Effectiveness Team – Is this something that could be investigated by the Extended Schools Service, particularly as a core part of their remit is now going to be the promotion of Community Cohesion?

- Parents' awareness of their child's progress needs to raised – it was felt that parents need to become more engaged. It was seen as important that a qualified teacher was the link worker with parents.

How do schools links with Bangladeshi parents? What barriers do you face? How could this be improved? Are there any differences at the primary / secondary school levels?

- Felt that there had been positive input from schools recently and that this was having an effect on attainment scores. Awareness that there was more classroom support given to Pakistani and Bangladeshi children.
- A larger proportion of the community was now 2nd generation. More interest was being taken in the education of their children and parents were becoming more career aware and aware of the importance of Key Stage results.
- More support needed to be directed to parents where English wasn't the first language.

- More support was needed via homework clubs, drop-in sessions (on a subject basis) particularly for children who were under achieving. The Oxford Study Support Club was thought to be a good example of this.

- Parents felt that Primary School Teachers were accessible and approachable. However Secondary Schools were seen as remote, difficult to contact and little feedback was given to parents on their child's progress.

To the Education Effectiveness Team – The Review Group intend to visit Bristol City's Education Team. The Service in conjunction with the Children and Young People's team has produced a Supplementary Schools Directory. This guide lists a variety of after school provision particularly directed towards BME pupils and they are run in partnership with community groups. Is this something that could be taken forward initially by looking at developing a guide listing current supplementary provision via Schools, EMAS, Community Groups? Perhaps using this as a platform for development and extension where there are known gaps based on needs analysis.

A former teacher from Oxford Community School said this school had held progress days. (usually held on a Friday) where parents could find out earlier on in the term how their child was progressing and how parents could help. This was a well attended event.

To Education Effectiveness Team – is this something that could be investigated across all school partnerships?

2007 results overall have shown improvements for Bangladeshi pupils? Why do you think there have been significant improvements particularly in the Key Stage 3 & 4 results?

- *The summer school organised in 2004 / 05 and 2005 /06 & weekend tuition in 2004 targeting yr 9-11 Maths) were thought to be a success and contributory factors to improvements in attainment scores.*

To the Education Effectiveness Team – Do we know why these summer schools ceased. Are there plans to re-introduce them?

- *Private tuition had increased.*

- *Some Secondary Schools such as Cheney were increasing their consultation with parents and community leaders.*

- *Parents had participated well in a drugs research project (2003) this has had a knock-on effect on parents becoming more engaged in other areas such as their child's education*

- *Surma Youth Club –used to provide educational and recreational activities for young boys (mainly Bangladeshi) managed by Oxfordshire Bangladeshi Association (OBA) with the help Oxfordshire County Council Youth Services. The project was thought to be a big success.*

- *Representatives thought it was important for children to have good community role models: Doctors. Architects, Lawyers to become more involved in raising parents awareness of the importance of their involvement / participation in their child's education. It was felt that 'link' officers don't always understand the cultural issues.*

What further improvements would you like to see particularly at the primary school / early years stages?

- *Felt that Schools need to contact & get Bangladeshi parents together to convince them of the value of education and allow parents to discuss their issues*

To Education Effectiveness Team – is this something that could be linked to the progress day idea identified above?

- *Excellence cluster schools are providing learning mentors for lowest ability pupils. They keep in touch with families too.*

To Education Effectiveness Team – Does this exist outside the Excellence cluster schools and if not is there the potential to broaden the scheme?

- *A problem was identified with parents taking their children out of school for prolonged periods. (Christmas period was identified as a time when parents take extended holidays to Pakistan or Bangladesh) It was felt that more targeted work was needed here by schools to make parents aware of the educational difficulties this presents and its adverse effect on the child's progress.*
- *Children who are under achieving or not attending school regularly should have home visits facilitated by an interpreter*

where necessary. It was also important to speak to both parents on attendance and achievement issues.

Visit to Bristol City Council

Presentation by Ruth Pickerskill (Equality Manager)

Starting point for Bristol

Around three years ago BME attainment was not systematically analysed and only headline stats were produced.

Headline stats showed that:

- BME underachievement was following national patterns
- Under - attainment noted across the Key Stages
- Over representation of some BME groups in school exclusions (Black Caribbean)
- Lack of BME teaching staff & governors (over 96% of the teaching staff are white)
- Over representation of BME groups on the SEN code of Practice
- Lack of confidence amongst BME community groups and parents that the City Council was taking the issue seriously.

Aware that they had a growing BME population, noting a sharp growth in the Somali & Pakistani Communities. Increasingly younger community. Primary Schools seeing largest expansion in its BME pupil base.

24.1 % of pupils in schools come from BME Groups (largest groups overall are African and Mixed Heritage) this rises to 32.5% amongst the nursery school population (where Somali and Pakistani pupils are the largest BME group)

This means that around 42% of EAL provision is provided in the Nursery and Primary School settings.

A survey was conducted of young people around how well they thought different groups related to each other and how schools embraced diversity. Found:

- Just over 12% felt that people of different ethnic / religious backgrounds got on 'very well' , just over 40% thought 'quite well' 27% thought 'not very well' and just over 4% thought 'very badly'
- Within the school environment this became more positive with 'very well' increasing to 19% and 'quite well' to 42%.

When looking at how diversity was embraced in the curriculum, particularly targeted towards children of African descent (largest BME Group) they found, over a 20% response of never, 17% response of during 'Black History month' only 3% responded that it was regularly

<u>1st steps</u>

Recognition that they needed to get Community and parents on board, that the Council needed to become more outward looking.

Work was initially focused on convening a multi-agency group including BME organisations, holding a parents / carers conference, consultation of BME young people. Within the Muslim community have worked closely with Imams of local mosques, particularly around issues of attendance & extended holidays.

Engendering a cultural shift through use of the EMAG grant to focus tangible achievement outcomes e.g. increasing numbers of BME pupils attaining ABC GSCE scores.

The need to develop a strategy aimed directly at BME pupils and education attainment levels. This was seen as essential to achieve multi-agency, corporate level buy-in and to maintain a focus on what they were expecting to achieve. The strategy acted as a catalyst to

- Improve partnership work with BME Groups
- To hold more targeted consultation and education awareness events
- To consider best practice in other authorities
- Greater involvement in national initiatives e.g. Aiming High, Black Pupil Achievement Project, Junior Windsor Fellowship.

Realised through best practice visits that work ongoing at other LA's could be adapted to local settings. Engaged a consultant from Birmingham City Council to help turn these ideas into a focused programme for Bristol.

Putting ideas into practice

Started to gather more detailed data:

- Gathered more comprehensive data around equalities audits / racist incident monitoring
- Improved depth of data looking at a range of factors known to have an impact on achievement : BME and Free School meal data, SEN, gender, geographic area.
- Used this data to inform resource allocation and EMAG monitoring visits
- Monitoring visits vary from year to year depending on analysis of data e.g. African Caribbean boys reading, Science, analysis of sets entry levels for GCSE's, BME exclusions.

Celebrating what's working well & creating positive role models

- Features of good practice was already in some of the City Schools this needed to be openly communicated.
- Signing up to national mentoring programmes e.g. University of West of England
- Key national BME speakers to speak in school.

Ensuring BME Groups have representation in areas of influence within schools

Governors were seen as having a pivotal role, but this is traditionally dominated by White British parents / community reps. Bristol sought to reverse this trend by

- Media campaigns, recruitment campaigns within faith groups.
- Induction evenings for BME community explaining the role / remit of School Governors
- 'Positive action' courses aimed at building skills in chairing / participating in meetings, effective challenge, interpreting data.
- Setting –up ongoing BME Governors network.

Impacts of this raised the number of BME governors by around 50%.

What young people see as the barriers

- Low expectation by teachers and themselves
- Cultural stereotypes
- An irrelevant curriculum
- Unfair systems of rewards & sanctions
- Peer group pressures

The need for specific strategy and service to meet the needs of growing refugee & asylum seeker population

- The EMAS Refugee & Asylum Seeker Team was expanded
- Over £320,000 Neighbourhood Renewal funding was secured to set up a new induction base for newly arrived pupils in KS 2,3 & 4
- Strategy was developed via a multi –agency network including outside refugee organisations

The importance of supplementary schools

- The council is using Neighbourhood Renewal Funding to mainstream the setting-up and continuance of schools. Next year it will receive a budget of around £250,000pa.
- Employing a supplementary school co-ordinator

- Ensuring there is ongoing evaluation of the schools impact
- Ensuring school focus is on core subjects within the National Curriculum.
- Training programmes for tutors & managers

Tackling racism and promoting community cohesion

- Clear guidance on dealing with racist incidents backed up with an annual report on young people's views
- Community cohesion plans in specific areas
- Supported school link work
- Young people's inter-faith conference.

The impacts so far

Year 1 impacts

BME pupil GCSE results in 2005 (% point increase compared to 2004)

5 A – C grades – up nearly 6% (compared to 0.5% non BME)

5 A- G grades up just over 6% (compared to 1.5% in non BME)

No passes – reduced by just over 4% (compared to a 1.6% reduction in non BME)

Pupils on the SEN Code of Practice

Just over 8% reduction in Mixed White and Black Caribbean

2007 results (increases from 2006)

Results have showed positive improvements for all BME groups with the exception of Pakistani pupils. Largest improvement is 8.5% improvement in Black Caribbean pupils obtaining 5 A-C results.

Results have also highlighted gender differences with significantly more (over 20%) Black & Asian girls achieving 5 A-C passes than Black & Asian boys.

EMAS – Presentation from Head of Service Claudette Radway

Funding

Funding is based on factors such as : numbers of BME pupils (includes dual heritage), numbers of EAL pupils, deprivation.

85% of the budget is devolved to schools.

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Have 3 categories of schools

1. No need of support
2. No need of direct funding support but may require peripatetic support for particular attainment issues
3. In need of funding support to meet targets

There will be a termly review of the schools support plan – rationale behind this is due to the fluctuation in the numbers of the BME pupils in schools.

Centrally there are 28 members of staff (a mixture of teachers and bi-lingual teaching assistants) They will work directly with teachers / pupils & ensure cognitively demanding work is set by the teacher.

Remit of service

- Support & advise schools in the development and implementation of their policies in relation to EMAG
- Disseminate good practice
- Support schools in providing continuing professional development.
- Provide peripatetic EAL teaching support to isolated learners, refugees and asylum seekers
- Provide the initial bilingual assessment of pupils language needs.
- Provide home school liaison for targeted pupils 7 parents
- Monitor progress of schools in achieving their targets for minority ethnic pupils
- Provide support and liaise with community groups, parents / carers.

EMAS Induction & Assessment Team

The service has started to offer a 2 week intensive induction course for pupils new to Bristol & the UK

Service is financed from Neighbourhood Renewal Funding. Schools also pay a fee (two week equivalent fee of having the pupils on roll)

Service offers a cross-curricular timetable with bi-lingual teaching support. Parents are welcome to attend the classes too. The support is provided and Key Stage level 2 and above.

The team also links into to the Education Psychology service, allows for any additional special needs to be picked up speedily.

The service also provides :

- An orientation to the City and its services. During the Induction weeks they will have visits from Fire & Police.

- Signposting service for families and making parents aware of the support services available.

- Information & advice about citizenship

Benefits of the Scheme are as follows:

- Increased confidence and awareness (parents & children)
- An understanding of how the school day works
- Opportunity to learn English in a secure / safe environment
- Intensive language tuition enables the child to make more rapid progress

Schools will receive a report at the end of the two week induction course, will contain background information on the family & child and pupils prior educational experience.

The service will conduct a further review of the pupil's progress after two weeks.

Presentation from Kweku Ata – Amonoo – Supplementary School's Co-ordinator

There are over 30 supplementary schools in Bristol. Schools provide out of hour provision 'for children, parents and communities who share an ethnic or cultural heritage.

Schools vary enormously but focus is very much on raising achievement, study support in the core subjects and study of community languages.

Bristol put a significant amount of resources into supporting the service and have analysed local / national of the impacts of the scheme. (£250,000 funding for next year)

Evidence shows that for children who attended supplementary schools:

- 83% of children completed their homework on time (compared to 37% previously)
- Greater respect for teachers
- Increase in parental involvement from 17% to 93%.

An increased funding commitment has also allowed EMAS to appoint a Supplementary Schools Co-ordinators.

A strategic body (Supplementary Schools Forum) has also been set up to provide training & support to schools.

The service trains between 12 & 15 schools per quarter. In October 07 a newly accredited course was set up.(run by the local University) This has

enabled many Supplementary School support teachers to gain credits to a recognised degree or qualified teaching status)

A Supplementary Schools directory is produced each year and there are regular news bulletins throughout the year. This raises awareness amongst BME parents / carers of what is available and links to further training and support opportunities available.

The Co-ordinator has also introduced 'motivational' speaker conferences involving key note speakers from the BME community.

In terms of GCSE results in Bristol for BME pupils

- 13 % increase in those achieving 5 A-C grades inc. Maths & English
- 39% increase in those achieving 5 A-C grades in any subject.

Presentation from Fariba Dashtgard – Race Equality Officer ' Dealing with Racist incidents on schools'

Most of the pupils are Bristol LA schools are from White British backgrounds (around 76%) BME pupil population is increasing, particularly amongst Mixed White, Somali & Pakistani.

In 2004 Bristol Schools did not routinely monitor racist incidents and was therefore no real picture on the extent of bullying / victimisation.

Since detailed guidance and monitoring was introduced the level of reported incidents pa did has risen over a two year period (by about 15%) and then dropped by 14% in 05 /06. Found that most of the incidents were occurring in the classroom and that Somali and Dual Heritage pupils reported the highest number of incidents.

Noted initially that a number of schools, particularly Secondary Schools were submitting nil returns. Found that there were a number of under pining factors

- Schools being concerned about being seen as having a problem with racism
- Schools believing they do not have racist incidents because they are a predominately white school.
- Pupils not comfortable with reporting incidents

 More detailed monitoring has been coupled with a system of follow-up action and interventions such as:

- A drop in at a secondary school to report racist incidents
- School based consultation with pupils on community cohesion
- 'Awareness ' Posters designed by pupils
- Participation into national initiatives such as 'kick racism' out of football project.

Results so far:

- More schools using the guidance
- Increase in the number of head teaches and other staff contacting the LA for advice & support.
- 100% follow-up
- Utilising more external agency support
- Pupils feeling more confident in reporting incidents

Worth noting that Bristol has a good level of partnership working for dealing with incidents of harassment and strong links between front-line services and the Hate Crime Unit.

Through the 'Safer Bristol Partnership' a support team to deal with racist incidents has been set up (SARI) Team will also visit schools and work in the classroom.

Presentation from David Mcleod (Community Development Project Manager) & (African Caribbean – 'Tackling Under achievement' Project Manager) – Based at City Academy

Both project managers have focused upon under achievement issues. The Academy has consulted a number of 'best practice' authorities such as Birmingham City Council, Tower Hamlets focusing on their ongoing project work to tackle under achievement particularly amongst Muslim and Black Caribbean pupils.

Birmingham has looked at the some of the underpinning factors which strongly correlate with under achievement. These were found to be: Free School Meal eligibility, lone parentage, attendance & disruption in family unit.

Tower Hamlets in their study of under achievement of Muslim pupils considered 'sectors' of importance in young people's lives. They found that these could be into categorised into 4 main areas

Family	**Community**
Belief & Values	**Schools**
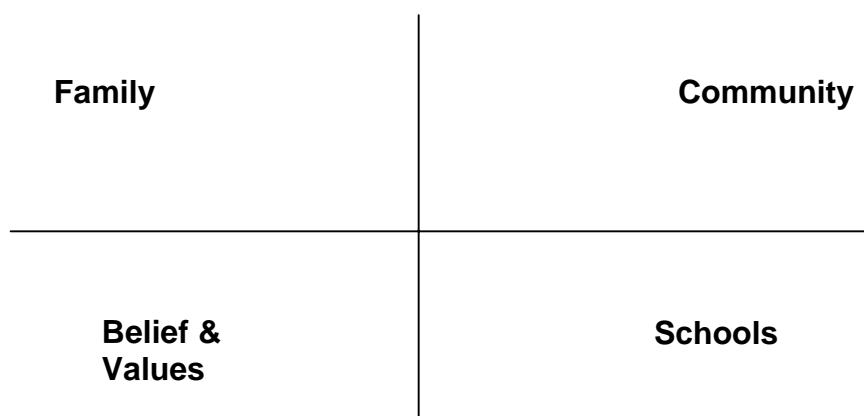
Pupils were then asked how they felt about the above aspects of their lives. Found that the Family, Community, Belief and Values linked well and were unified. In terms of their school experiences they felt that the school was disconnected from the other aspects of their life and in some aspects contradictory.

The study further estimated that up to the age of 16 years, 90% of a child's life will have been within the family & community setting whilst only 10% will have been in the school setting.

The Community Development Worker has used the findings from this study as a catalyst for increasing the City schools direct outreach work with community representatives and parents and to encourage community / parent involvement in the daily running of the school. This has included greater involvement of parents at the pre-school stage.

Funding for the targeted intervention work on under achievement has mainly come from Neighbourhood Renewal (New Deal for Communities) funding.

From the above evidence project work has concentrated on 3 BME Groups : African Caribbean, Bangladeshi and Pakistani. Two Project Managers oversee intervention projects aimed at Muslim and African Caribbean pupils The project for Pakistani & Bangladeshi pupils based on its initial early success at the City Academy has been broadened onto a City-wide basis. The African Caribbean project which has been running for less time is City Academy based. (& Linked Primary level feeder schools)

Projects Managers were conscious to link funding to tangible education outcomes & raising achievement as defined within LAA education targets (not about behavioural or disengagement issues) Key Stage score evidence has been tracked for all BME pupils and this has been correlated with the 'risk' factors identified from the Birmingham City study.

Project work has been divided into discrete areas (supplementary, complementary & wider support)

Wider support

This has involved the appointment of learning mentors. (have utilised BME Youth Workers in this role) This has been particularly successful for Black Caribbean pupils in challenging cultural stereotypes (both from a teacher & pupil perspective) & providing positive role models.

The Academy has started forming closer links with the primary feeder schools, particularly in the provision of BME learning mentors.

The Project Leaders time is focused primarily on parental engagement on pupil preparation for GCSE's. Leaders will visit parents in the home at a mutually convenient time. (This has been particularly welcomed by lone

parents who may not have the time to attend allotted parent evenings or attend after school teacher meetings)

Complementary

Volunteers from target communities are working in the classroom on a one : one basis with pupils.

The recruitment of BME sixth formers to help as classroom assistants, in the Primary School setting.

Promotion of positive role models via 'local heroes' in which key community figures will be invited in to talk to the school.

This has been particularly welcomed by BME pupils where even in city areas which may have a large BME pupil population the teaching staff are almost exclusively White British

Supplementary

Both projects are running extra Sat. classes for pupils to tackle areas of Key Stage under achievement, in Maths, English & Sciences. Classes for Muslim pupils have also been run on a single sex basis to encourage take-up.

The Sat. classes have utilised existing teachers within the City's schools. The project is able to pay a generous hourly rate (£25ph) to teachers to encourage participation.

Impact analysis

Analysis of Key Stage 4 results for 2007 are showing marked improvement in expected scores. (hard copies of data analysis available)

Visit to Hill Crest Primary School (Presentation By Head Teacher Norma Watson)

School has fully embraced its Extended School role and is the only school in Bristol City to provide the full core offer of services. School uses this to build links with the wider community. This has been particularly successful with the Asian community and a range of pre –school / leisure activities has naturally evolved into Asian parents becoming more proactive in school activities. The school is keen to build on this and is working to involve the Black Caribbean Community.

The school has a predominately White British pupil base (around 73%) The school has a large number of lone parents and a significant number of its pupils are mixed heritage. It is very conscious of the wider social inclusion issues that can impact attainment levels. An officer is employed full –time to analyse the Key Stage scores. Value added scores are broken down into

class / gender/ ethnicity/ home language/ EAL support needs/ special needs / Attendance levels / Free School Meal eligibility / start date at the school/ social services involvement – to help identify any significant factors in under achievement.

They have found that every single year group is unique in terms of the factors underpinning under achievement. Value Added analysis factors often involve a small pupil base that can be skewed and therefore its important to have fuller data on the child / family.

Why so much importance is placed upon home visits, before the child starts at the school. School will also conduct pre-school visits. The Head will also spend around 45 mins with the parents so that they are clear about the aspirations / expectations of the school. Parental involvement is also encouraged.

Three times a year the school will hold pupil progress meetings, focus of the meetings will be why pupils are not achieving expected score or better.

Attendance has been found to be an issue, particularly with Asian parents. School has worked with parents so that they are aware of the 'vulnerable ' periods of the year where absences will have the greatest impacts e.g. start / end of terms/ during SAATs.

<u>Question Framework for Schools</u>

Promotion of Race Equality

It would be useful to obtain a copy of the schools race equality policy before the interview. (This should include: opportunities for parents, managing behaviour & well-being, how they are helping children progress. The policy should also have reference to its admissions policy & education programme in relation to diversity)

How does this policy match with what happens in practice? Is there a lead teacher at the school to ensure that its practically implemented, monitored, updated.

Does the school have any central or school partnership support / training available to them?

Duty to promote community cohesion in schools

How this is being taken forward under the three main areas identified in the duty:

- <u>Within the curriculum</u> e.g. Religious Education, Citizenship Education Personal, Social & Health Education
- <u>Ensuring high standards for all and the tackling of underperformance issues</u> –
- Are they aware of achievement differences between BME groups?
- Do they monitor achievement results by ethnicity?
- What do they see as the some of the underlying issues? How are they tackling this?
- What other services are helping to support them in this?
- What further support do they need?
- Levels of after school provision via homework clubs / supplementary study support for core subjects / cultural clubs
- <u>Engagement and extended services</u> –
- Schools engagement with parents / communities. How are they involving / consulting community representatives and actively involving parents?

  (It will be worth highlighting with secondary schools issues around day to day accessibility and comments around the timing / structure of parent – teacher meetings)

EMAS Services & Funding

- What services or funding does the school receive from EMAS?

 If the school is in receipt of services from EMAS – Types of services, how effectively they are delivered, improvements they would like to see?

- What areas / pupils is this targeted towards?

- How do they monitor the impacts

- Are there funding or service gaps in this area?

- How could services be improved?

 It would be useful to re-visit some of the EAL questions put to Anna Chapman with schools themselves.

<u>EAL provision in schools</u>

Numbers of EAL pupils the school has.

Does the school have any specific EAL provision? Provided by EMAS or funded by EMAS?

- Who monitors target setting for EAL children and are there established standards?
- Qualifications needed for EAL teaching?
- How much central support & training is available for EAL teachers in schools? Are there resource packs / information sharing facilities for EAL Teachers to use? Induction opportunities for new EAL teachers? How are further training needs identified and addressed?
- How much information / support is available for parents & how are parents informed of & involved in their child's progress?
- Useful to look at the kind of support that is given to schools that have isolated learners, where they require central EAL support from EMAS

The EAL assessment process

- Who conducts this and is there a standardised assessment pack?
- Are their time limits around: Referral to assessment, assessment and putting in place a teaching plan to receipt of EAL teaching / support?