

Cabinet – 21 October 2009

Ethnic Minority Achievement

Portfolio: Councillor Walker, Children's Services

Service: Walsall Children's Services, Serco

Wards: All

Key decision: No

Forward plan: No

1. Purpose

1.1 As a result of the paper taken to Cabinet, the attainment of ethnic minority pupils in the borough was discussed. Concerns were raised which highlighted, despite a rise in attainment, that the performance of particular ethnic minority pupils was considerably low compared to national averages. In order to ensure a continued focus on narrowing the gap between ethnic minority groups and their peers a working group was established.

1.2 The purpose of the Ethnic Minority Achievement working group is to support the achievement and attainment of ethnic minority pupils.

The group was tasked with;

- Identifying barriers to raising ethnic minority attainment
- Engaging with a range of partners within the borough and beyond, including Headteachers and practitioners, to scope areas in need of improvement
- Establishing what has been effective practice and support the dissipation
- Exploring alternative solutions to increase the pace of improvement
- Identifying other agencies within the council who contribute support to ethnic minority communities to develop a cohesive approach
- Actively seek out the opinions of the community groups involving them in future developments
- Successfully engaging families and the wider community in raising aspirations and expectations

2. Recommendations

- 2.1 Cabinet is asked to note a continuing commitment to implement key activities ensuring that the attainment of ethnic minority pupils continues to improve to meet and exceed national performance levels. The actions have been identified by the working group as critical areas of focus in order to secure faster progress of ethnic minority pupils. Walsall Children Services, Serco have identified £25,000 from the school improvement grant allocation in order for the project to begin with immediate effect. It is anticipated that a further £10,000 will be identified from the 2010 grant allocations.

Key Actions	Outcome	Funding
Establish an annual conference in partnership with Wolverhampton University which showcases good practice to all stakeholders	Good and outstanding practice is shared with all settings providing support and guidance impacting on levels of attainment. A network of practitioners sharing good practice effectively.	£5,000
Support the further developments of supplementary schools within the borough.	A strong network of supplementary schools is in place within the borough providing additional support to children, young people and their families in raising aspiration and attainment	£10,000
Provide mentors from the local community as positive role models for Secondary students in year 11	Trained mentors from the ethnic minority community allocated to individual students providing a positive role model. Making regular contact and providing guidance and support with their studies.	£1,000
Commission action research projects	Wolverhampton University carry out action research projects in two areas, the case studies will focus on leadership of multi ethnic schools and the interventions of supplementary schools and Community mentors.	£19,000
Ensure relevant agencies work together to raise aspirations of Ethnic Minority Communities	Champions in relevant service areas meet regularly to review work streams to secure positive outcomes for Ethnic Minority Children, young people and families	

3. EMA group membership

- 3.1 The Ethnic Minority Achievement (EMA) working group membership

Councillor M Arif (Chair)
 Ken Yates, Headteacher - Blue Coat College of Performing Arts
 Liz Barrett, Headteacher - Caldmore Primary School
 Shabir Hussain, Secondary teacher – Birmingham, School Governor
 Kadija Begum , Secondary teacher - Joseph Leckie Community Technical College
 Max Vlahakis, Headteacher – Alumwell Junior School
 Professor Kit Field, University of Wolverhampton
 Louise Hughes, Assistant Director, Walsall Children’s Services
 Sue Wedgwood, Assistant Managing Director, Walsall Children’s Services, Serco

4. Performance

- 4.1 There is evidence of continued improvement of ethnic minority attainment over recent years. However, the gap between ethnic minority attainment is too wide from national performance. We are awaiting national data for 2009 and upon receipt further analysis will be completed.
- 4.2 Over a four year period there have been significant gains within specific ethnic groups particularly at Key Stage 4 where Bangladeshi attainment has improved by 17%, Pakistani attainment by 9% and Black Caribbean by 22%. However performance gaps remain too wide in comparison to national performance (see **Appendix 1**)
- 4.3 Schools have achieved continuous improvement in many cases but need further support to maintain and enhance performance.

5. Progress

- 5.1 The Ethnic Minority Achievement Grant (EMAG) is a ring-fenced grant allocated to the Local Authority for raising the achievement of minority ethnic groups. Up to 15% of this grant may be retained centrally to ensure support is provided and grant conditions are met. In 2002/3 the Local Authority retained 10.7% of that grant and in 2009/10 retained 15%, the maximum allowed. The devolvement of this ring-fenced grant is regulated by central government and the Local Authority is required to ensure grant conditions are met.
- 5.2 There has also been a reduction of this grant over the last seven years as follows:

Year	Allocation	Retained centrally	Devolved to schools
2002/03	£1,962,120	£211,110 (10.7%)	£1,751,020 (89.3%)
2009/10	£1,657,094	£248,564 (15.0%)	£1,408,530 (85.0%)

- 5.3 Schools in receipt of this grant funding have dedicated action plans which are monitored by the Walsall Raising Ethnic Minority Achievement Partnership

(WREMAP) team. School action plans relate to their self evaluation and priorities in raising attainment of minority ethnic groups.

- 5.4 The centrally retained budget is used to pay salaries of the WREMAP team and for project work commissioned by schools working in partnership. The WREMAP team consists of a senior adviser and two advisory teachers. The team of three is very small by comparison to neighbouring local authorities. This team is integrated with other teaching and learning consultants to ensure a coherent approach to providing advice to schools.
- 5.5 The focus of the WREMAP team is to monitor school action plans and provide strategic support to schools. Recent support activities include:
- delivery of a five day training programme on teaching and learning;
 - support for Muslim Governors joint working with the UMO (Union Muslim Organisation);
 - support for the development of Cal-Aj and supplementary schools;
 - bi-annual Headteacher conference for leaders of Multi Ethnic Schools;
 - planning for a language in science project across key stages 1, 2 and 3; and
 - maths talk in bilingual children's classrooms (action research with Birmingham University).
- 5.6 More recently all schools, including those not receiving this grant, have a statutory obligation to have robust plans in place to address community cohesion. This aspect is inspected as a specific focus within the Ofsted framework. Additional requirements on schools is the implementation of the PVE(Preventing Violent Extremism) toolkit. Schools are expected to use their own delegated budgets to support this work.
- 5.7 Walsall is the dedicated regional hub for Ethnic Minority Attainment across the West Midlands and has hosted several events to raise awareness of the specific issues relating to under-performance. Other authorities acknowledge that further investment in this area is necessary and have responded to the demand to build on successes.
- 5.8 The working group has developed links with a variety of organisations including a successful partnership with the University of Wolverhampton and has now two qualitative projects ready for implementation to identify what is making the difference and securing success.
- 5.9 The working group has developed a pilot project in conjunction with community members and The University of the First Age (UFA) have offered training to volunteer mentors to work alongside Year 11 pupils during critical periods of the year to support their studies.
- 5.10 Headteachers and staff have outlined the need for a more cohesive approach to raising the aspirations and expectations of the ethnic minority communities, acknowledging that schools cannot do this in isolation. Good use of school to school support is evident but limited due to resource.

6. Resource and legal considerations

Within the council and Walsall Children's Services there is no specific resource to support the work of the Ethnic Minority Achievement Group, however officer time is made available. Allocated resources through the national grant provide a small amount of dedicated support to schools through the WREMAP team.

7. Citizen Impact

Making our schools great is one of the commitments of the council and working in partnerships with Councillors, community groups, schools, and Walsall Children's Services Serco, with a focus upon improving the attainment of Ethnic Minority pupils, will assist in realising a better future for Ethnic Minority young people in Walsall

8. Community Safety

The work of the Ethnic Minority group to support the attainment of Ethnic Minority pupils supports among other things racial equality, community cohesion and the implementation of the Preventing Violent Extremism (PVE) toolkit in schools

9. Environmental impact

None.

10. Performance and risk management issues

None.

11. Equality implications

The gap in performance of Ethnic Minority pupils in relation to the national average for their groups is still a major concern. This project is designed to narrow those gaps.

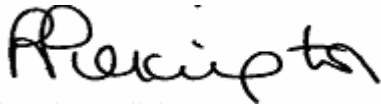
12. Consultation

Cabinet lead for education, Councillors, Headteachers, Children Services, teachers, community leaders and representatives other voluntary organisations support this area of work.


Background papers

Key Stage achievement trends by ethnicity
Walsall LA 2004-2008

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Signed:
Executive Director: Pauline Pilkington
9 October 2009



Signed:
Managing Director, Walsall Children's
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9 October 2009



Signed:
Portfolio Holder: Councillor Walker
9 October 2009

Key stage achievement trends by ethnicity

WALSALL LA 2004 – 2008

Data source: KS1, KS2 & KS3 data taken from LA datafeed published on 29-08-08
KS4 data taken from FORVUS/EPAS on 16-08-08
National data taken from DCSF statistical first release

Key stage One

The attainment of Bangladeshi and Black Caribbean all pupils shows a positive trend from 2004-2008 in all subjects.

In Math's Pakistani pupil attainment shows a positive trend from 2004-8. Boys have narrowed the gender gap to 1 percentage point.

Mixed White/Black Caribbean pupils show a consistent upward trend in Reading and Writing but standards have declined in maths.

KS1 Reading Level 2 and above

Ethnicity	All pupils						Boys						Girls					
	2004		2008		IMP 04-08		2004		2008		IMP 04-08		2004		2008		IMP 04-08	
	LA	NAT	LA	NAT	LA		LA	NAT	LA	NAT	LA		LA	NAT	LA	NAT	LA	
Bangladeshi	81	76	87	81	6	+	73	72	83	77	10	+	89	81	91	85	2	+
Black Caribbean	82	81	94	80	12	+	75	76	88	75	13	+	89	86	100	85	11	+
Indian	91	89	92	89	1	+	87	86	91	87	4	+	97	92	92	92	-5	-
Pakistani	73	77	77	77	4	+	69	73	71	73	2	+	78	81	84	82	6	+
White/Black Caribbean	84	83	89	82	5	+	84	77	83	78	-1	-	83	89	92	87	9	+
White British	83	86	84	85	1	+	78	82	81	81	3	+	89	90	88	89	-1	-

KS1 Writing Level 2 and above

Ethnicity	All pupils						Boys						Girls					
	2004		2008		IMP 04-08		2004		2008		IMP 04-08		2004		2008		IMP 04-08	
	LA	NAT	LA	NAT	LA		LA	NAT	LA	NAT	LA		LA	NAT	LA	NAT	LA	
Bangladeshi	80	74	84	77	4	+	68	68	79	71	11	+	91	80	89	82	-2	-
Black Caribbean	74	75	89	74	15	+	63	69	81	67	18	+	83	82	95	80	12	+
Indian	86	86	85	86	-1	-	78	81	86	82	8	+	97	91	85	90	-12	-
Pakistani	69	73	70	72	1	+	63	68	64	66	1	+	75	79	76	79	1	+
White/Black Caribbean	76	79	81	77	5	+	71	71	65	72	-6	-	81	86	90	83	9	+
White British	80	83	78	81	-2	-	73	77	72	76	-1	-	87	88	83	87	-4	-

KS1 Mathematics Level 2 and above

Ethnicity	All pupils						Boys						Girls					
	2004		2008		IMP 04-08		2004		2008		IMP 04-08		2004		2008		IMP 04-08	
	LA	NAT	LA	NAT	LA		LA	NAT	LA	NAT	LA		LA	NAT	LA	NAT	LA	
Bangladeshi	88	83	92	86	4	+	88	82	89	83	1	+	89	85	94	88	5	+
Black Caribbean	88	85	94	85	6	+	81	83	94	82	13	+	94	88	95	87	1	+
Indian	94	92	93	92	-1	-	93	91	94	91	1	+	97	93	91	94	-6	-
Pakistani	78	83	83	82	5	+	74	82	83	80	9	+	82	84	82	85	0	<>
White/Black Caribbean	91	88	86	88	-5	-	92	87	78	86	-14	-	89	90	90	89	1	+
White British	90	91	90	91	0	<>	88	90	88	89	0	<>	92	92	92	92	0	<>

Key Stage Two *

Bangladeshi attainment shows a steady increase from 2004-8 in all subjects.

Indian pupil attainment has remained consistent with significant gains in Math and science

Pakistani pupil attainment shows a positive increase across all core subjects, but especially in English and Math's

KS2 English Level 4 and above

Ethnicity	All pupils						Boys						Girls					
	2004		2008		IMP 04-08		2004		2008		IMP 04-08		2004		2008		IMP 04-08	
	LA	NAT	LA	NAT	LA		LA	NAT	LA	NAT	LA		LA	NAT	LA	NAT	LA	
Bangladeshi	76	72	85	nk	9	+	79	67	79	nk	0	<>	71	78	89	nk	18	+
Black Caribbean	75	70	82	nk	7	+	67	61	76	nk	9	+	80	79	88	nk	8	+
Indian	88	83	88	nk	0	<>	85	79	81	nk	-4	-	92	87	97	nk	5	+
Pakistani	57	68	69	nk	12	+	53	62	63	nk	10	+	61	75	76	nk	15	+
White/Black Caribbean	69	75	81	nk	12	+	64	68	83	nk	19	+	76	82	80	nk	4	+
White British	75	78	81	nk	6	+	69	73	76	nk	7	+	81	84	86	nk	5	+

KS2 Mathematics Level 4 and above

Ethnicity	All pupils						Boys						Girls					
	2004		2008		IMP 04-08		2004		2008		IMP 04-08		2004		2008		IMP 04-08	
	LA	NAT	LA	NAT	LA		LA	NAT	LA	NAT	LA		LA	NAT	LA	NAT	LA	
Bangladeshi	60	67	72	nk	12	+	75	69	76	nk	1	+	43	66	68	nk	25	+
Black Caribbean	65	61	67	nk	2	+	67	58	65	nk	-2	-	64	64	69	nk	5	+
Indian	82	80	89	nk	7	+	83	81	89	nk	6	+	81	79	89	nk	8	+
Pakistani	50	61	62	nk	12	+	52	62	62	nk	10	+	49	60	61	nk	12	+
White/Black Caribbean	68	69	76	nk	8	+	69	68	74	nk	5	+	66	69	78	nk	12	+
White British	70	75	80	nk	10	+	69	75	79	nk	10	+	71	74	81	nk	10	+

KS2 Science Level 4 and above

Ethnicity	All pupils						Boys						Girls					
	2004		2008		IMP 04-08		2004		2008		IMP 04-08		2004		2008		IMP 04-08	
	LA	NAT	LA	NAT	LA		LA	NAT	LA	NAT	LA		LA	NAT	LA	NAT	LA	
Bangladeshi	69	78	79	nk	10	+	71	79	79	nk	8	+	67	78	79	nk	12	+
Black Caribbean	85	78	88	nk	3	+	87	75	88	nk	1	+	84	81	88	nk	4	+
Indian	88	87	93	nk	5	+	91	87	89	nk	-2	-	85	87	97	nk	12	+
Pakistani	65	73	70	nk	5	+	62	72	70	nk	8	+	69	73	69	nk	0	<>
White/Black Caribbean	85	84	85	nk	0	<>	83	83	91	nk	8	+	86	85	80	nk	-6	-
White British	83	87	89	nk	6	+	83	87	89	nk	6	+	83	87	89	nk	6	+

*National data for 2008 is not yet available

Key stage Three *

In English Black Caribbean pupil attainment has risen steadily since 2004 for all pupils, boys and girls
 Pakistani pupil attainment shows a positive trend however there is a significant gender difference in math's and science with boys doing better than girls
 There has been a decrease in attainment from Black Caribbean pupils in Science.

KS3 English Level 5 and above

Ethnicity	All pupils						Boys						Girls					
	2004		2008		IMP 04-08		2004		2008		IMP 04-08		2004		2008		IMP 04-08	
	LA	NAT	LA	NAT	LA		LA	NAT	LA	NAT	LA		LA	NAT	LA	NAT	LA	
Bangladeshi	56	62	60	nk	4	+	53	53	48	nk	-5	-	58	70	74	nk	16	+
Black Caribbean	69	61	80	nk	11	+	67	51	69	nk	2	+	71	71	91	nk	20	+
Indian	85	80	86	nk	1	+	83	74	82	nk	-1	-	86	86	91	nk	5	+
Pakistani	51	58	58	nk	7	+	44	51	58	nk	14	+	60	66	59	nk	-1	-
White/Black Caribbean	69	66	67	nk	-2	-	55	57	60	nk	5	+	78	75	74	nk	-4	-
White British	66	72	71	nk	5	+	59	65	65	nk	6	+	74	78	78	nk	4	+

KS3 Mathematics Level 5

Ethnicity	All pupils						Boys						Girls					
	2004		2008		IMP 04-08		2004		2008		IMP 04-08		2004		2008		IMP 04-08	
	LA	NAT	LA	NAT	LA		LA	NAT	LA	NAT	LA		LA	NAT	LA	NAT	LA	
Bangladeshi	50	62	64	nk	14	+	53	62	62	nk	9	+	46	62	66	nk	20	+
Black Caribbean	70	57	70	nk	0	<>	69	53	66	nk	-3	-	71	60	75	nk	4	+
Indian	82	80	87	nk	5	+	82	80	88	nk	6	+	83	81	86	nk	3	+
Pakistani	52	59	61	nk	9	+	54	58	66	nk	12	+	49	59	53	nk	4	+
White/Black Caribbean	63	65	69	nk	6	+	50	62	74	nk	24	+	72	68	63	nk	-9	-
White British	66	74	73	nk	7	+	64	73	73	nk	9	+	67	75	73	nk	6	+

KS3 Science Level 5 and above

Ethnicity	All pupils						Boys						Girls					
	2004		2008		IMP 04-08		2004		2008		IMP 04-08		2004		2008		IMP 04-08	
	LA	NAT	LA	NAT	LA		LA	NAT	LA	NAT	LA		LA	NAT	LA	NAT	LA	
Bangladeshi	44	50	56	nk	12	+	43	48	55	nk	12	+	46	51	57	nk	11	+
Black Caribbean	63	48	62	nk	-1	-	57	42	55	nk	-2	-	71	52	69	nk	-2	-
Indian	76	71	79	nk	3	+	74	69	80	nk	6	+	77	73	77	nk	0	<>
Pakistani	38	46	48	nk	10	+	35	44	54	nk	19	+	43	47	39	nk	-4	-
White/Black Caribbean	57	58	63	nk	6	+	50	54	67	nk	17	+	62	62	58	nk	-4	-
White British	58	68	62	nk	4	+	57	67	63	nk	6	+	60	69	61	nk	1	+

*National data for 2008 is not yet available

Key Stage Four

5+A*-C attainment of Black Caribbean pupils has risen sharply by 35% since 2004 and is 10% above the National average. Bangladeshi 5+A*-C attainment has increased by 28% from 2004 narrowing the gap against national from -17% to -3%

At 5+A*-C including English and math's both Bangladeshi and Black Caribbean pupils has risen by 22 percentage points placing them above the National average. Indian pupil attainment has remained consistently above National average for all pupils.

5+ A*-C

Ethnicity	All pupils						Boys						Girls					
	2004		2008		IMP 04-08		2004		2008		IMP 04-08		2004		2008		IMP 04-08	
	LA	NAT	LA	NAT	LA		LA	NAT	LA	NAT	LA		LA	NAT	LA	NAT	LA	
Bangladeshi	31	48	59	62	28	+	11	41	58	56	47	+	57	55	61	69	4	+
Black Caribbean	29	36	64	54	35	+	21	27	63	47	42	+	40	44	65	61	25	+
Indian	64	67	77	78	13	+	64	62	76	74	12	+	64	72	77	83	13	+
Pakistani	32	45	49	58	17	+	27	39	39	53	12	+	38	52	59	64	21	+
White/Black Caribbean	32	40	52	55	20	+	24	34	51	50	27	+	37	45	53	61	16	+
White British	43	52	57	64	14	+	37	47	51	60	14	+	50	57	63	68	13	+

KS4 5+ A*-C Including English and mathematics *

Ethnicity	All pupils						Boys						Girls											
	2004		2005		2008		IMP 04-08		2004		2005		2008		IMP 04-08		2004		2005		2008		IMP 04-08	
	LA	NAT	LA	NAT	LA	NAT	LA		LA	NAT	LA	NAT	LA	NAT	LA		LA	NAT	LA	NAT	LA	NAT	LA	
Bangladeshi	25	24	35	46	45	21	+	7	30	31	49	39	42	+	48	17	38	43	51	-5	-			
Black Caribbean	24	32	27	46	36	22	+	19	28	21	48	30	29	+	30	36	33	44	42	14	+			
Indian	54	64	57	68	65	14	+	57	58	52	63	60	6	+	51	70	63	72	70	21	+			
Pakistani	24	22	33	33	40	9	+	21	21	29	25	35	4	+	27	24	37	42	45	15	+			
White/Black Caribbean	20	26	31	33	38	13	+	13	12	26	37	34	24	+	24	39	35	30	42	6	+			
White British	33	35	43	38	48	5	+	28	32	39	34	44	6	+	38	38	47	42	52	4	+			

- Please note National data for 2004 is unavailable, therefore 2005 data has been included for comparison purposes