



Report of: **Corporate Director of Children's Services**

Meeting of:	Date	Agenda item	Ward(s)
Children's Services Scrutiny Committee	12 April 2016	B3	All

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SUBJECT: Information Item: The Educational Attainment of BME Children

*This report will not be accompanied by an officer presentation.
Any comments of the Committee will be reported to the service after the meeting.*

1. Synopsis

- 1.1 This report provides an overview of the achievement of Black and Minority Ethnic (BME) children in Islington schools and outlines the work of schools and the local authority in addressing areas of underachievement.
- 1.2 The council's annual education report provides an analysis of key issues and priorities for 2015-16. This includes detailed overall information on the attainment and progress of pupil groups at all key stages. Interrogation of the annual report and of other data sets allows for a nuanced analysis of cohort achievement and of the achievement of groups of pupils.
- 1.3 The School Improvement Service (SIS) works with individual schools, senior leaderships, middle leaders and teacher networks to support improved outcomes for individual pupils and groups of pupils and the development and continuation of outstanding provision across the Ofsted key judgement areas. LBI Children's Services also offer a range of services to schools that promote the achievement of disadvantaged groups of pupils. These have included direct support and challenge, specific teacher professional development and school-based projects that target the needs of particular groups of pupils.

2. Recommendations

- 2.1 To note the contents of the report.

3. Discussion

3.1 Just over 70% of Islington primary and secondary pupils are from BME backgrounds. At **Key Stage 2**, the performance of all 14 recorded ethnic groups within Islington has improved over the last few years in each of the three key areas of reading, writing and mathematics. Pupils from a Black Caribbean ethnic background continue to be the lowest performing on average. The main ethnic group with the most improved results were Somali pupils, whose average increase for all three subjects since 2009 was 17% points. The group with the least improvement across all three subjects is the largest of all ethnic groups, White UK pupils.

Figure 1: Percentage of pupils achieving Level 4 or above in reading by main ethnic categories (3-year rolling averages)

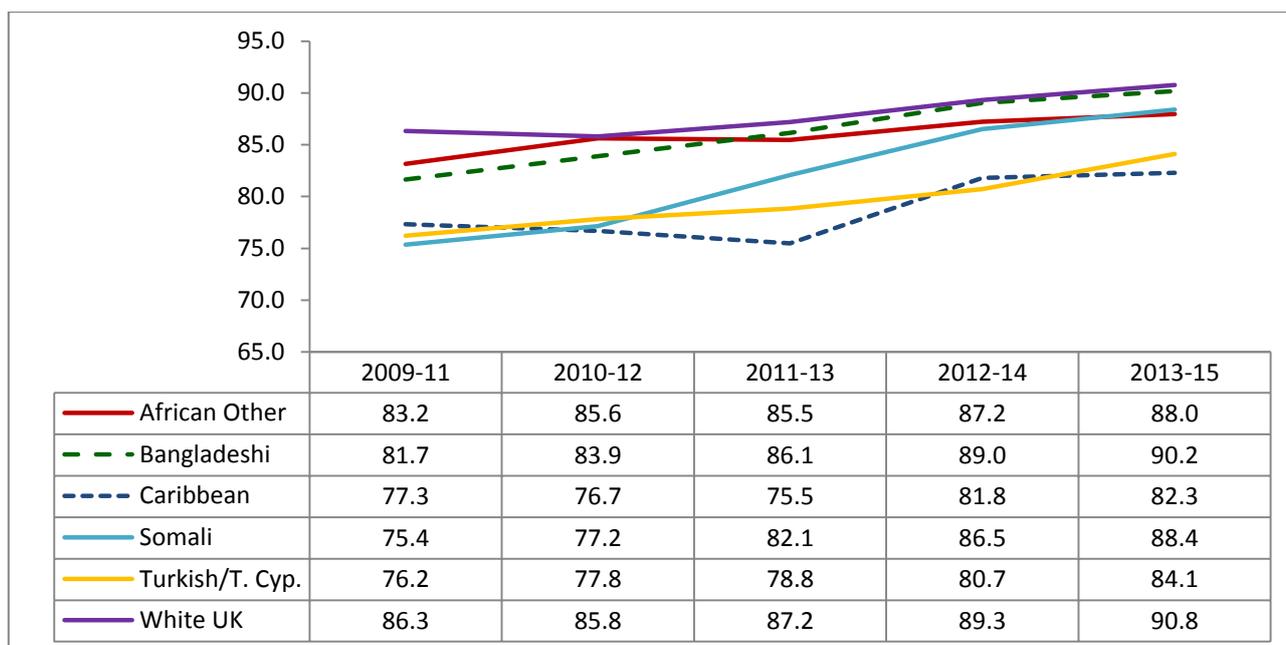


Figure 2: Percentage of pupils achieving Level 4 or above in writing by main ethnic categories (3-year rolling averages)

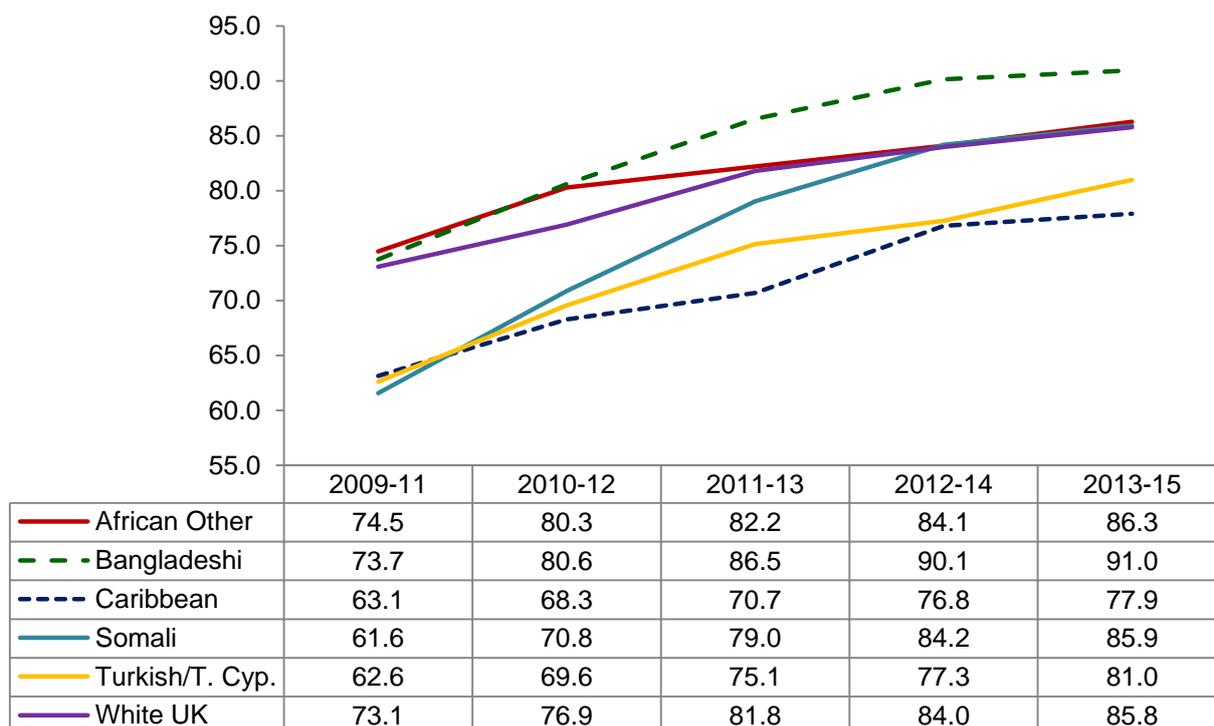
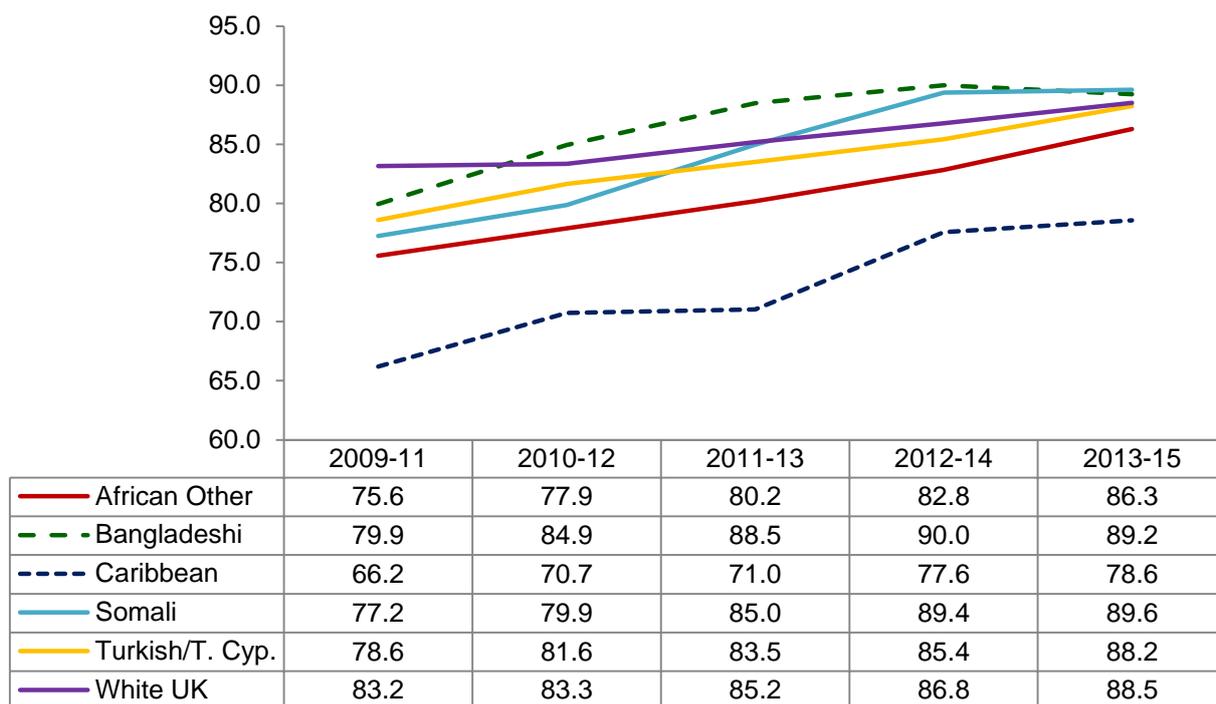
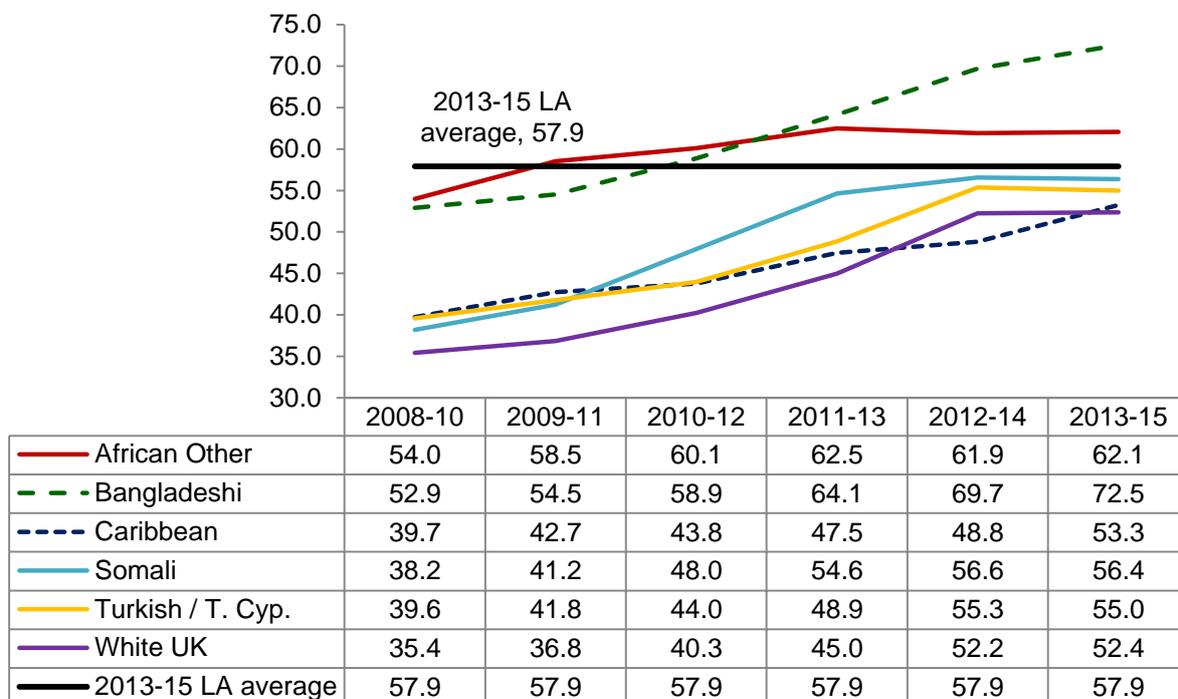


Figure 3: Percentage of pupils achieving Level 4 or above in mathematics by main ethnic categories (3-year rolling averages)



3.2 All the main ethnic groups in Islington schools have seen **GCSE** results improve over the last 5 years with Bangladeshi and Somali pupils most improved. The lowest performing groups are White UK pupils followed by Black Caribbean pupils.

Figure 4: Percentage of pupils achieving 5+ A*-C including English and maths by main ethnic categories (3-year rolling averages)



3.3 As the council's *State of Equalities in Islington 2016* report recognises, Islington has the third highest level of child poverty in England and children growing up in BME households in Islington are more likely than white children to be living in poverty. At GCSE Islington schools are among the best in the country

for helping disadvantaged pupils achieve good results. In 2015, 52.7% of disadvantaged pupils in Islington schools gained 5 or more good GCSEs including English and mathematics, placing Islington 6th out of 150 local authority areas in England. Islington's gap between disadvantaged and all other pupils was 15.7% points, compared to 28.3% nationally. The *State of Equalities* report is available from: [https://www.islington.gov.uk/publicrecords/library/Community-and-living/Information/Advice-and-information/2015-2016/\(2016-01-29\)-State-of-Equalities-Report-2016.pdf](https://www.islington.gov.uk/publicrecords/library/Community-and-living/Information/Advice-and-information/2015-2016/(2016-01-29)-State-of-Equalities-Report-2016.pdf)

- 3.4 English as an Additional Language (EAL) learners continue to outperform those whose first language is English at GCSE in Islington schools. In 2015 63% of EAL learners gained 5 or more good GCSEs including English and mathematics compared to 52.2% of monolingual English speakers. EAL learners make up 46% of the overall school role and there are over 140 languages recorded as being the first language of pupils in Islington schools.
- 3.5 The pattern of achievement at school level can be different to that for the local authority as a whole. The SIS helps schools to address underachievement in a number of ways, some systematic and bespoke to individual schools and their outcomes, some focused around subject-specific teacher professional development and school-based projects that target the needs of certain groups of pupils.

Processes to highlight and address underachievement

- 3.6 Systematic processes that allow SIS to challenge and support schools around the performance and underperformance of groups of pupils within their cohorts are well established. These are outlined in the Working in Support of Schools (WISS) document which sets out the approach to dealing with performance and underperformance of groups (Appendix A).
- 3.7 Schools intervene to improve outcomes by making changes to their internal practice, through accessing good practice in other schools via school-to-school support or through engaging with external bodies – including SIS. The emphasis is always on interventions that have been shown to be successful elsewhere. Schools and the local authority use internal data and Ofsted data to support discussions and the need for interventions to support pupils.
- 3.9 There are a number of ongoing development opportunities that allow SIS to train leaders so that they become skilled at looking for underachievement of pupil groups and at intervening effectively in their own school. These development opportunities include regular network meetings for heads of English, maths and science across primary and secondary as well as year network meetings in primary. SIS also co-facilitates a middle leadership professional development programme with the Angel Islington Teaching School Alliance centred around Elizabeth Garrett Anderson Teaching School. This programme is successful (35 participants this year) and has a focus on data-led intervention in underachievement.

School-based projects that target the needs of particular groups of pupils

- 3.10 SIS supports schools that receive the highest numbers of international new arrivals into Key Stage 4. Schools that are part of this programme ensure that BME pupils are supported quickly into school, studying full time alongside their peers in mainstream classrooms. The young people are welcomed and induction systems and the roles of key staff are developed to identify their prior learning and potential and to support immediate access to mainstream tutor groups, the core curriculum, other GCSE courses and post 16 settings. The programme seeks to ensure that targeted pupils achieve set targets on attainment and attendance.
- 3.11 In addition to supporting assessment and induction, a 10 week programme of after school workshops in four secondary schools. The workshops are open to students from all Islington schools and focus on supporting English language acquisition and social integration through creative activities. Students are able to express themselves creatively in a safe space in order to boost their self-esteem. This provision is facilitated by Creative ESOL, a participatory arts programme from the education charity REWRITE targeted at young people from refugee, asylum-seeking or migrant backgrounds.
- 3.12 Schools are also supported to meet their duties under the Equality Act 2010. This is through supporting the analysis of performance and progress data by gender and ethnicity, through providing some support

to schools in setting equality objectives and through running termly teacher professional networks on minority ethnic achievement, community cohesion, religious education and history.

3.13 Other projects include:

- In History - promoting culturally inclusive teaching and curriculum through support for the development of schemes of work and historical lines of enquiries. This has come about through in-school workshops to transform history lessons and increase engagement in the subject and through school-based training for secondary teachers on 'Black history and justice: challenging and transforming classroom practice'. The Council have provided funding to enable EveryVoice (formerly the BME Forum) to develop a primary teacher network promoting culturally inclusive approaches and facilitating partnerships with external history organisations.
- In RE - modelling effective teaching strategies and training RE youth champions and their teachers to promote interfaith understanding.
- Primary and secondary school-based workshops to promote critical thinking skills and to challenge stereotyping and prejudice-related bullying.
- Work with secondary English departments supporting schools in developing innovative work to raise the achievement of white British secondary pupils eligible for free school meals. Ongoing evaluation of this work shows a positive impact on promoting the engagement and achievement of BME pupils as well as White British pupils.

4. Implications

4.1 Financial Implications

None

4.2 Legal Implications

When considering their duties the Council should have regard to the Equality Act 2010 (the Public Sector Equality Duty) and sections 13 and 13A of the Education Act 1996 which require local authorities to: ensure that efficient primary, secondary and further education is available to meet the needs of their population; ensure that their education functions are exercised with a view to promoting high standards ensuring fair access to opportunity for education and learning, and promote the fulfilment of learning potential.

4.3 Environmental Implications

None

4.4 Resident Impact Assessment

Both maintained schools, academies and the council must, in the exercise of their functions, have due regard to the need to eliminate discrimination, harassment and victimisation, and to advance equality of opportunity, and foster good relations, between those who share a relevant protected characteristic and those who do not share it (section 149 Equality Act 2010). They have a duty to have due regard to the need to remove or minimise disadvantages, take steps to meet needs, and encourage people to participate in public life. Schools and the council must have due regard to the need to tackle prejudice and promote understanding. This report does not include any recommendations that will have any adverse impact on equality groups. By the actions described in this report schools and the council are working to improve the attainment and progress of all groups of pupils, including BME groups, where there is underachievement.

5. Conclusion

- 5.1 The holding to account of schools in relation to the achievement of different groups within their population is important to ensure that there are high expectations and appropriate high quality provision for all pupils. The resource available to the Local Authority is reducing. This makes systematic approaches to support and challenge which help schools to identify and address underachievement themselves and as part of a self-improving school system all the more important.

Appendices

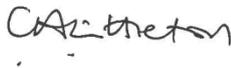
- Appendix A: The Work in Support of Schools

Background papers

- None.

Final report clearance:

Signed by:



5 April 2016

Corporate Director of Children's Services

Date

Received by:

5 April 2016

Head of Democratic Services

Date

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