



Cambridgeshire
County Council



Making children matter...

Cambridgeshire's strategy for closing the attainment gap for black, minority ethnic, Gypsy and Traveller children and young people.

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Introduction and Purpose

Introduction and purpose

This strategy document reflects the Local Authority's (LA's) commitment to supporting all schools and childcare settings, including early years, to make informed and relevant provision for black and minority ethnic (BME) children and young people including Traveller children and young people. It is based on three fundamental principles of inclusion:

- Ensuring equality
- Valuing diversity
- Promoting cohesion

within the context of *Every Child Matters: Change for Children* (ECM), which demands **every** child fulfil their potential whatever their background or circumstances. The purpose of this strategy is to identify and disseminate good practice. It is structured around the five broad themes of:

- Leadership and Whole School Development
- Aligned Working
- Pedagogy and Practice
- Tracking and Target Setting
- Partnerships

Background and local context

Cambridgeshire is an increasingly diverse county, in terms of culture, ethnicity and language. We welcome this diversity and regard it as an opportunity to enrich the learning and experiences of all our children and young people.

BME and Traveller children comprise almost 6% of Cambridgeshire's total school population, with Bangladeshi, Chinese, Indian and Pakistani as the largest groups at 0.5% each. The total black population in schools is 0.7%, which includes Black Caribbean and Black African children and those who identify themselves as

'Black other'.


The majority of our minority ethnic children and young people attend schools and childcare settings with a mainly white population. It is essential, therefore, to build capacity within schools and childcare settings themselves so that they have the necessary skills, knowledge and understanding to support these children and young people.

There are more BME and Traveller children currently in primary schools (over 6%) than in secondary (over 5%) and the composition varies greatly across the county: 17.5% of Cambridge City's school population are from BME and Traveller communities, compared with 2.5% in Fenland. However, BME communities are growing in all areas of the county. It is estimated that by 2010 the national percentage will be 20%; currently 9%.

The various Traveller communities comprise the county's largest minority group. However, identification of Traveller children is problematic for many reasons. The term 'Traveller' is broader than the existing ethnic categories of Gypsy/Roma and Traveller of Irish Heritage, so that the numbers of children recorded by the annual school census in the above categories is far fewer than the number of Traveller children, including Showmen children and others who do not belong to these ethnic categories, recorded in schools. The total of school age Traveller children residing in Cambridgeshire, but not necessarily on any school roll, is known to be even higher, totalling over a thousand.

Over 40 languages are spoken in Cambridgeshire and the main and relatively established community languages are Bengali (Sylheti dialect), Cantonese, Hindi, Gujarat, Punjabi, Urdu and Vietnamese.

New communities speaking languages other than English are growing in areas with traditionally less linguistic diversity. There are increasing numbers of Portuguese and Polish speakers in Fenland and East Cambridgeshire, and Tagalog and Malayalam speakers in areas around the hospitals. As a result, there are growing numbers of children new to English in Cambridgeshire schools and childcare settings and the overall percentage of bilingual children is increasing across the county.



Whereas in the past it has been possible for Local Authorities with little ethnic and cultural diversity to conclude that the achievement of children and young people from different ethnic backgrounds is not a priority, our 21st century context demands that we address the needs and experiences of every child, through a coherent countywide strategy.

Introduction and Purpose

Statement of principles

Cambridgeshire is committed to inclusive educational practice and has identified the narrowing of the attainment gap between identified black, minority ethnic (BME) and Traveller groups and all Cambridgeshire children and young people as a priority. This strategy document is intended as a starting point for the LA's commitment to supporting **all** schools and childcare settings in making informed and relevant provision for BME and Traveller children and young people in the county.

This document has been developed by a team of professionals drawn from many branches of education, including Headteacher representation from all school phases.

What do we mean by Inclusion?

In addition to the Cambridgeshire statement on inclusion, our strategy is informed by the following definitions:

'Educational inclusion is...about equality for all pupils, whatever their age, gender, ethnicity, attainment and background.....This does not mean treating all pupils in the same way, rather, it involves taking account of pupils' varied life experiences and needs.'

Evaluating Educational Inclusion, Ofsted 2000

'Inclusion is a process of identifying, understanding and breaking down the barriers to participation and belonging.'

Early Childhood Forum

'..... ensuring that all students are educated to respect and protect the equal human rights of others in schools and in the wider community.'

Audrey Osler, Multicultural Teaching, 2000

'I like it when teachers are open and don't treat you like you need special help.'

'It helps me having good friendship groups and friends who offer good advice.'

Introduction and Purpose

Local principles

The principles which guide Cambridgeshire's educational provision for all children and young people should also inform provision for black, minority ethnic and Traveller children and young people. They include:

- Entitlement
- Valuing diversity
- Raising achievement and school improvement
- Partnership with parents and children
- Partnership with other services
- Professional development
- Performance monitoring
- Collective responsibility

National drivers

Cambridgeshire's strategy for raising the attainment of BME and Traveller children is set within the national context of:

- Duties under the *Race Relations (Amendment) Act 2000*
- The priorities of *Every Child Matters*, with particular reference to ensuring all children feel equally safe and valued and are empowered to enjoy and achieve within the educational setting
- National Curriculum requirements
- *Aiming High* - the government strategy for raising the achievement of Minority Ethnic pupils (DfES 2003)
- Primary and Secondary National Strategies
- Recommendations of the Stephen Lawrence Inquiry Report to address and prevent racism and to report regularly to the Local Authority on all racist incidents
- Duties under the *Childcare Bill 2006*.

What does the attainment data tell us?

Educational attainment of BME and Traveller groups in Cambridgeshire is similar to national trends, in that certain groups, with a few exceptions, reach lower levels of attainment than the population as a whole at all key stages. **Chinese** and **Indian** heritage groups attain above the county average across primary and secondary school, while **Bangladeshi, Black African, Black Caribbean, Pakistani** heritage, **Gypsy/Roma** and **Traveller of Irish heritage** groups attain below. This does not mean that individuals from these ethnic groups do not achieve well. Indeed, analysis of data indicates that most BME learners, from prior attainment, make good progress that is comparable with their peer group.

Trends over the past 4 years indicate that the attainment gap is closing between Bangladeshi and Pakistani pupils and Cambridgeshire pupils overall. In 2005 at KS1, the attainment gap narrowed in Maths for Bangladeshi pupils by 8.2 percentage points. For Pakistani pupils the difference was reduced by 5.5 percentage points in 2005 in Maths, and by 5.7 percentage points in 2005 in English. The attainment gap narrowed by 10 percentage points in English for Gypsy/Roma pupils.

At KS2 the attainment gap for Bangladeshi pupils narrowed noticeably in English, (by 11.9 percentage points), and for both Traveller groups in Maths (by 24.7 percentage points and by 13 percentage points) and in Science (by 30 percentage points and by 19.3 percentage points). At KS3 Bangladeshi pupils scored significantly better in Science than in 2004 narrowing the attainment gap by 19 percentage points. At GCSE the results of Pakistani pupils attaining 5A* - C were **above** the county average by 12.4 percentage points.


It is important to note that each cohort is small (up to 40 pupils maximum), and therefore annual swings in results may not reflect rising trends in levels of attainment.

Despite these encouraging trends, in general there is a need for many BME and Traveller groups to make *even more progress* if the gap between their attainment and that of the cohort as a whole is to be narrowed. **Our focus must be to work to close that attainment gap for our Cambridgeshire children and young people.**

Current data can be accessed on the Cambridgeshire website:

<http://www.cambridgeshire.gov.uk/education/about/performance/>

Leadership and Whole School Development

 **Links to all ECM outcomes: Be Healthy; Stay Safe; Enjoy & Achieve; Make a Positive Contribution; Achieve Economic Wellbeing**

The characteristics of schools which are effective in terms of raising BME and Traveller achievement, were identified by Jill Bourne and Maud Blair's research *Making the Difference* (1998), and adopted by the Government's *Aiming High* strategy.

Although it is statutory for a school to have a written race equality policy and for all childcare settings to have an equalities policy, it is through its ethos and practice that a school/setting is likely to affect the achievement and attainment of BME and Traveller learners. Creating an inclusive ethos which values diversity and disseminating a clear vision about achievement for all are key factors in ensuring the success of BME and Traveller children.

Clear, strong leadership

Leadership and vision are crucial to raising standards and aspirations. Headteachers, governors and school leadership teams must therefore have an understanding of the desirability of creating a 'culturally learning school'. This applies equally to the proprietors, managers and leaders of childcare settings.

School/Setting Self Evaluation

All schools and childcare settings have a responsibility to engage in self-evaluation activities to ensure they are offering the best possible education for *all* their learners. When recording this evidence on the Ofsted Self Evaluation Form (SEF) judgements about BME and Traveller pupils should be visible in all sections. In addition, the 5 Every Child Matters outcomes are central goals for all children and are particularly relevant when evaluating how successful the school/setting is in meeting the needs of its BME and Traveller learners.

Effective teaching and learning

In schools and early years settings where BME and Traveller children and young people are most successful, *every* learner is expected to achieve high standards; *every* learner is expected to work towards clear targets in each subject and *every* learner receives the personal support they need to overcome any barriers to learning.

Teachers use assessment, diagnosis and data to maximise progress for all their learners. They understand how to set appropriate benchmarks, identify under performance and set priorities for improvement. They have a repertoire of teaching styles and strategies that recognise and respond to the different learning styles of their students.

Elements of a Culturally Learning School

taken from the research of Dr Leon Tikly, University of Bristol, 2005



Leadership and Whole School Development

A relevant curriculum

The principles of equality and diversity should permeate all aspects of the curriculum. Schools/settings and teachers must be encouraged to use the existing flexibility within the curriculum to make lessons/activities relevant to their learner's own experience reflecting more accurately their cultural heritage.

A commitment to focused training and development

Raising the attainment of BME and Traveller children and young people is the responsibility of every teacher. The knowledge, skills and expertise of specialist teachers and trainers and local authority support officers should be used to influence the practice of staff in all schools/settings by developing effective partnerships with teachers, leading whole school/setting training and providing expert advice.

High expectations and confident use of data

High expectations need to be underpinned by the effective use of data to pinpoint underachievement and target additional support. Low expectations can relate to racist stereotypes, which tend to reinforce a cycle of underachievement. The inclusion of minority ethnic performance data in a school's PANDA is a key tool to support the analysis of the performance of particular groups within the school and identification of required future actions.

Clear approaches to managing behaviour and attendance

Teaching and learning will be most effective in settings where there are clear and consistent approaches to bad behaviour, bullying and tackling racism across the whole school/setting with a focus on

prevention. Effective behaviour policies should be developed with parents, carers and children and will be linked with a school/setting's equality and anti bullying policies. In schools, effective attendance policies will identify absences early, enabling the underlying causes to be addressed. They will make clear the links between attendance and attainment.

An active commitment to parental and community involvement

An equal partnership with parents is vital to raising aspirations and expectations.

Research for the Joseph Rowntree Foundation by Nottingham Trent University (2005) found that initiatives such as supplementary schools and community mentoring programmes have had a major role to play in building black social and cultural capital within the context of education and transition.

A workforce which includes and reflects the community it serves will contribute to children and young people's sense of belonging to the institution and wider community.

Dr Leon Tikly asserts that:

'failure to deal with racist bullying, failure to monitor data, failure to recognise the problem of underachievement, failure to engage with parents, low expectations and inconsistent behaviour management are indicators of institutional racism'

(Leon Tikly 2005).

'It's great when teachers are positive and helpful and are open to our parents coming in for a chat about anything.'

'I like teachers who have a sense of humour and can share a joke with you. Then I feel able to ask questions if I don't understand.'

Case Studies

Positive role models

A Fenland secondary school first offered teaching assistant support from a member of a Traveller community 6 years ago, at which time there were no Traveller pupils staying on until Year 11 and going on to Further Education (FE).

In 2005, 10 Traveller pupils completed secondary school and 9 went on to do FE courses and the other joined the Navy. The previous year, 16 Traveller pupils completed Year 11 and 13 went on to FE. Having a member of staff from a Traveller background in the school has provided a positive role model for the young Travellers in the school and demonstrated that it is possible to retain one's cultural identity and to gain an education. Activities specifically aimed at raising the self-esteem of Traveller students have included a weekly dance group and support through taster courses for the transition into FE.

'It's good when subjects are explained well and the teachers are enthusiastic about what they are teaching, and have good control.'

Embracing change & diversity

Most people would not associate Papworth Everard with English as an additional language (EAL) learners. However, now 20% of the primary school's population has EAL.

In 2004, the school already had quite a large number of Filipino children and had undertaken CREDS training to ensure that their needs were being met, but in September 2004 a few Malayalam speaking children began to arrive from schools in Oman. By Easter 2005, we were aware that the school was growing very fast. As the children arrived, we found that the older children who had been in European-style schools, had a good grasp of spoken English and settled very quickly, although they did find the more informal school day quite a change from what they were used to. Older children also proved fantastic translators when a younger child was upset.

Parental meetings were set up so we could try and collect as much information about the children's prior education as possible. This also gave the parents the opportunity to talk individually with a member of school staff about any issues or concerns that they had. The younger children were much more difficult to assess as they had had limited spoken English and often had not been in school for very long. In Reception we let the children watch and listen, and they followed and joined in with their classmates. Books were sent home for parents to look at with their children before they were read in class. In the middle years, this was more difficult and our school based TAs spent a lot of time working with individual children trying to assess what they knew.

The needs of the newly arrived children met, we looked at the needs of the children already at the school whose classes were getting bigger and bigger. 'People who help us' was the theme of assemblies and we introduced the use of a different language to say hello once a week making sure that all home languages were discussed, including English. Doors, which were labelled 'push and pull' as part of a science experiment were also labelled in Filipino and Malayalam. We made sure that the mix of children on the dinner tables was balanced, giving the new children an opportunity to chat in their home language without the English-speaking children feeling left out. The school has had a steep learning curve. The problems that have arisen are not always obvious, for example explaining the value of school educational visits, what is school lunch, what equipment you need for swimming and realising that a trip to see your family will last a month! We have worked closely with CREDS throughout this period of change.

Some points to consider - don't buy resources without seeing them and get a native speaker to check first. (Our attempt to buy useful dictionaries has proved very amusing to the children). Don't be worried if all the bilingual children play together. As they settle into school and become more at home, they start to mix with other groups in the school. Finally, celebrate the cultural diversity that comes into your school and enjoy the new parental resources that become available.

Case Studies



'To provide an environment where all children of whatever religion, race, gift or disability, are included, and feel included in every aspect of school life.'

I expect many schools have similar statements in their school aims, but I was not expecting to have to put it to the test in my first fortnight as a Headteacher. I had arranged to meet a mother of Irish Traveller heritage to admit her two children on a Monday morning. She arrived with her sisters in law and a total of eight children. The trickle became a flow, and by the end of the week we had admitted 19 new pupils, which took our number on roll from 87 to 106.

Within days we had members of the Traveller education team in school, leading staff meetings, assessing the children and talking to staff. As the weeks progressed, their role changed to teaching classes while teachers adapted their planning, or taking part of the class while teachers worked with their new children. I wrote to parents, explaining the situation and reminding them that our school had been praised in its recent Ofsted inspection for its highly inclusive nature and the welcoming and accessible way in which staff work in partnership with parents.

While the secretary was patiently filling in admission forms with parents who could not read or write and who were unsure of dates of birth, the Chair of Governors was visiting a nearby school with his trailer to collect extra chairs and tables, and teachers were completely rethinking their medium term plans.

For a week we did lots of PSHE, PE, Art, Music, in fact anything we could all do together. Although some parents were understandably concerned, ultimately no children left and we had very few complaints about our new arrangements. We encouraged parents to come into school and see for themselves how well we were all settling down together.

Key Tasks for schools/settings/ Governing Bodies

- Identify what constitutes and contributes to 'a positive and inclusive ethos'
- Ensure that the promotion of racial and cultural understanding is made explicit within the school/setting's aims
- Ensure there are clear processes and procedures for pupils to report racist incidents and that all parents and carers are aware of these, e.g. named adults, worry boxes, peer support arrangements
- In the school/setting self-evaluation cycle, assess the impact of policies and practice on different groups and identify areas for development
- Ensure school self-evaluation activities include monitoring of BME and Traveller achievement and attainment
- Ensure all staff receive training on valuing cultural diversity as well as dealing with racism
- Schools to submit termly returns on racist incidents to the Local Authority
- Discuss issues arising from school's PANDA with Local Authority
- Actively seek to recruit more staff and governors from BME and Traveller communities

Key tasks for the LA

- Ensure all leadership training supports the development of a culturally learning school

Desired outcomes

- A commitment to race equality and to high expectations for all children and young people
- A clear understanding of equality and diversity
- Clear ownership by the school/setting of the responsibility for the attainment of all learners
- High expectations for *all* learners that are shared with parents and children
- Effective use of data to analyse and improve performance of minority ethnic groups and individuals
- Underachieving children and young people are identified and receive targeted support
- Staff work closely with all families to improve attendance and ensure access to educational opportunities
- Staff have developed cultural competency to be able to challenge, with confidence, low expectations which can lead to low attainment
- The overall language, literacy or learning policy recognises that language is central to a person's sense of identity and belonging
- There is a representative workforce at all levels

Aligned Working

Links to ECM outcome: Enjoy & Achieve

Promoting equality with particular reference to the attainment and progress of bilingual learners, BME and Traveller children and young people relies heavily upon developing alignment and capacity within the Local Authority and within schools/settings themselves.

It is vitally important that *all* LA officers, inspectors, advisors and consultants consistently and cohesively support schools/settings to:

- Meet the requirements of race equality legislation
- Take responsibility for, and ownership of, raising the attainment of BME and Traveller children and young people
- Include aspects of minority ethnic achievement in school/setting self evaluation

This has implications for:

- The delivery of training
- Support for schools/settings
- Deployment of LA resources to schools/settings

Opportunities should be sought for joint delivery of training and development to emphasise that meeting the needs of BME and Traveller children and young people is the responsibility of all. Their needs must be seen as an integral part of all mainstream policies and programmes rather than simply an 'add-on'.

National Strategies

Cambridgeshire has been an associate LA in the Primary National Strategy (PNS) English as an Additional Language (EAL) project for raising the attainment of advanced learners of English throughout its pilot phase. Termly reports from schools involved have identified positive outcomes both in terms of staff development and pupil progress. The county is also participating in the PNS Gypsy Roma and Traveller Achievement programme.

In addition, Cambridgeshire Race Equality and Diversity Service's (CREDS) contribution to the primary and secondary county National Strategy Management Groups, Modern Foreign and Community Language and Behaviour and Attendance Steering Groups ensures that the achievement of BME and Traveller groups is included within all initiatives. It also enables the Service to keep itself informed about developments within the National Strategies including pedagogy and assessment.

Case study

Two Huntingdon schools undertook the EAL project with support from CREDS' Advisory Teacher for EAL and BME Achievement. They began the project with a staff questionnaire, which identified areas for development in terms of meeting the needs of advanced EAL learners. The audit outcomes and liaison with the schools' assigned inspector then informed the training and development plans for the year, which were drawn up jointly between a member of the schools' senior management team and CREDS' advisory teacher. The PNS provides frameworks and contents for training sessions, and these were adapted so that they met both teachers' and support staff's professional development needs.

15 training sessions were delivered in one school and 16 in the other, with a variety of audiences and focus; for example:

- EAL pedagogy and practice
- Scaffolded speaking and listening
- Guided reading for EAL learners
- Numeracy for all
- Roleplay modelling for TAs
- Year-group-specific observation and feedback

Outcomes included:

- An identified mainstream teacher with responsibility for EAL who continues to meet with CREDS' advisory teacher as the project draws to a conclusion, ensuring sustainability of the work on EAL
- Increased confidence of teachers to identify pupils' language stage development and plan accordingly
- Evidence of significant pupil progress, for example:
 - Child A, who was working in the support group in Year 1 flourished and now in Year 2, is in the extension group for phonics.
 - Child B's improvement was evident after pre-teaching strategies were introduced which had a positive impact on his vocabulary development and responses. In Maths his level improved from 1c (Summer Year 1) to 2c (Teacher assessment in Year 2)

Leading Teachers

Leading teachers are effective practitioners who support Local Authority work in helping schools to raise children's achievement and attainment. In Cambridgeshire, five primary teachers have been appointed as Leading Teachers of EAL. They support colleagues in developing good practice in teaching children learning English as an additional language.

Aligned Working


Case study

The introduction of the Foundation Stage Profile in 2003 provided an opportunity for practitioners to consider how to provide a curriculum that enabled *all* children to explore and demonstrate their ability. The social development strand of the area of learning for personal, social and emotional development includes two early learning goals of particular relevance in raising the attainment of BME and Traveller pupils:

- To understand that people have different needs, views, cultures and beliefs that need to be treated with respect.
- To understand that s/he can expect others to treat her or his needs, views, cultures and beliefs with respect

The General Advisor for Early Years and Key Stage 1 and the CREDS team member with responsibility for Early Years led sessions together as part of general training to highlight the need to provide opportunities for children to talk about similarities and differences between themselves and adults in their setting e.g. those who need glasses, wear different clothes, have different foods in their lunchboxes and to discuss the fact that that is OK because there are also things that are the same e.g. children that enjoy certain books, have the same colour eyes etc.

Practitioners were then able to follow this through with support at Foundation Stage Network meetings which the CREDS advisory teacher attended to highlight specific issues related to black and bilingual children accessing phonics teaching, clarifying the areas that may present difficulty such as sentence structure. This support continues to be a thread in training and moderation of the Foundation Stage Profile, with the CREDS advisory teacher providing advice and guidance to the Moderation team where appropriate.



'I like going to homework club, it helps me.'

Case study The Literacy For All Project

Literacy For All is a collaborative project which was begun in September 2000 and has grown and developed over the last five years. It is a joint initiative between Cambridgeshire Literacy Team and CREDS. The project supports the development of inclusive teaching for black, bilingual and Traveller children in the County. Teachers in Cambridgeshire schools have worked with CREDS' colleagues to plan and deliver a series of weekly units of work. Plans and resources from the project have been disseminated in partner schools and via courses, conferences and the Education Portal.

The aims of the project are:

- To develop good working practice in schools working with black, bilingual and Traveller children
- To share good practice with all schools
- To develop units of work to support inclusive teaching

Aligned Working

Key Tasks for schools:

- Maintain and submit to the LA data on attainment and progress, attendance and SEN, analysed by groups and compared with whole school figures
- Work in partnership with LA officers on raising standards
- Ensure that the school workforce and governors have appropriate training and development in order to arrive at a shared understanding of race equality

Key tasks for childcare settings:

- Ensure that practitioners and managers access appropriate training and development in order to arrive at a shared understanding of race equality
- Work in partnership with LA Support Officers on raising standards
- Maintain effective records of children's individual progress that are shared with parents and with schools/settings (subject to parental agreement) when children move from one early years setting to another

Key tasks for the LA:

- Provide a clear strategic lead on raising the achievement of all BME and Traveller children and young people in Cambridgeshire schools and childcare settings
- Produce an action plan for the development of more aligned working to support schools and settings
- Consider with schools/settings the extent to which school/setting leadership and the overall culture and ethos positively promote the learning and achievement of children and young people of BME and Traveller heritage
- Ensure schools/settings have robust systems in place for analysing data and tracking the progress of all children, in order to identify groups at risk of underachievement and to monitor the effectiveness of planned strategies for improvement
- Collect and analyse school data for specific BME and Traveller groups to inform the direction of LA support
- Ensure all LA services work together
- Ensure that the Cambridgeshire Race Equality and Diversity Service provides a high quality advisory service, so that their expertise is used to best effect across all schools, early years settings and LA teams and good practice is shared

Desired Outcomes

Schools

- All schools/settings are trained and confident in dealing with racist incidents
- Schools/settings are well equipped to meet the needs of bilingual learners through effective use of LA support, including EAL leading teachers
- Improved outcomes for BME and Traveller children and young people

The Local Authority

- Central coordination of all training and development to include aspects of equality and diversity
- Existing good practice in meeting the needs of BME and Traveller children and young people is shared and further embedded in all settings

Pedagogy and Practice

 Links to ECM outcomes: Stay Safe; Enjoy and Achieve; Make a Positive Contribution

Meeting needs in the classroom/ setting and beyond

National data indicates that the attainment gap between identified BME and Traveller groups and all children is evident by the end of the Foundation Stage. This emphasises the need for all childcare settings from 0-3 to take account of this trend in terms of their practice. Many of the strategies that are recommended for BME and Traveller children and young people exemplify good inclusive practice which will benefit all learners. However, there are some aspects which are distinctive to particular groups and which should be highlighted as such.

In addition to specific teaching strategies, a curriculum which promotes and reflects diversity will give BME and Traveller children and young people a sense of equal value and ownership of their learning.

Supporting EAL learners

- To create an inclusive learning environment:
 - Display labels and signs in community languages in the setting, classroom and around the school
 - Reflect diversity in visual displays
 - Relate to the learners' cultural background within the curriculum and enable them to draw on their own experience
- Pairing and Mentoring: Set up a 'buddy' system as soon as a new learner arrives. Make sure there is more than one 'buddy', as it can be a demanding role, and choose friendly and out-going buddies. Where possible, pair a new learner with same language speakers. If there is a learner with the same first language in another class/group, make arrangements for them to meet at other times. Buddies should provide good role models of English.
- In childcare settings, ensure a designated person (key person) with relevant knowledge of BME issues works with the children and their families.
- Guard against placing EAL learners in Special Educational Needs groups.
- Make opportunities for new arrivals to become practically involved in the setting, with a partner at first, for example distributing equipment or collecting exercise books.
- Provide as much visual support as possible in a wide variety of formats, such as pictures, photographs, diagrams, computer programmes (e.g. Clicker 4), film and artefacts.
- Scaffold learning using key visuals, which are ways of representing or organising information diagrammatically or in a visual form such as tables, timelines, Venn diagrams, matrices, flow charts, mind maps and pyramid diagrams.

- Pre-teach key words before a unit or module of work and/or lesson, illustrating them and providing translations where possible, using a bilingual peer, support assistant or parent. Create a glossary book for the pupil to record new words. If the pupil is literate in first language they should be recorded in both languages, with a definition in first language. Provide a range of dictionaries, including bilingual ones and a model for writing, which may be developed during guided writing activities.
- Plan plenty of opportunities for talk and collaborative activities. A silent period is often a stage of development in learning EAL and a new arrival should not be forced to respond. However, it is important to interact on a regular basis with children and young people while they are experiencing this stage of EAL acquisition. Create activities for scaffolding talk, using paired discussion, preferably in first language, before starting written work. Group tasks support involvement, belonging and the need to experiment with language in order to complete a task. Language is modelled by peers and if children and young people have been taught how to work collaboratively, the group creates a non-threatening environment for learning.
- Many bilingual learners from the groups who are underattaining were born in Britain and speak another language at home. They are able to communicate well in everyday English i.e. Basic Interpersonal Communication Skills (BICS) but still lack the higher level Cognitive Academic Language Proficiency (CALP) which needs to be taught so that they can access the curriculum and national tests. These more advanced learners of EAL are often deemed to be 'coping' and any available additional language support is allocated to pupils at the earlier stages of learning English whose needs are more apparent. However, if we are really to tackle long-term low attainment, it is vital that mainstream staff are given the expertise to develop the higher level language skills of more advanced learners, such as the use of the passive voice and conditionals.



'It's good when everything is fair.'

Case Studies

Curriculum Development

In a Cambridge City secondary school, where 15% of the pupils are from BME and Traveller backgrounds, the staff ensure their curriculum reflects their multi-ethnic community. For example, the music teachers have enriched the curriculum to include Gamelan, Raga, Reggae, African Music, Asian Underground Music, Japanese music and Protest songs. In the Humanities Faculty, a cross-curricular Islamic project in art, history and RE has been developed in Year 7. The history aspect involves an exploration of what the Crusaders brought back from the Middle East. Good curriculum design is particularly important for pupils who are learning an additional language, for 'gifted' bilingual learners, and for minority ethnic groups who are at risk of underachieving. The heads of the English, History, Art, Music and Maths Departments, and a DT teacher, have been involved in the *Curriculum Development for Independent Learning Research Project* with the School of Education of Cambridge University.

Nursery

It was quite a change for Haroon, coming from familiar home surroundings into a strange Nursery setting. We hadn't had any of his siblings attend before, so the whole experience was new for him. Accepting the routines took a little while, however, his communication/understanding was supported by visual prompts, talk and gesture, and he quickly learnt the routines. Haroon's home language is Urdu but he had some English words, and his understanding was more developed than his spoken English. Haroon was really happy to play with other children and this motivated him to communicate. Alongside activities on offer in the classroom he participated in small group support, which took place every day and often went on for half an hour. Before he went into 'group' the staff felt he was holding back, he didn't understand what was happening around him. The group support built on his confidence. It had a safe, secure feel to it, it happened every day and had an element of repetition. Planning was based on the next week's classroom work so this bridged the gap between being passive in the classroom and understanding and participating. Our TA carried the 'group' work into the classroom 'hands-on' activities. This linked words/labels to meaning. Participation in activities increased.

Haroon had an eight week holiday during the year – and when he returned he had lost some of his earlier vocabulary and confidence. Intensive group support brought him back to his previous levels. We felt the emphasis was on language work – so the second half of the year we planned more conceptual language work, which was incorporated into the support. Haroon left with good levels of social language and more importantly confidence to communicate.

The range of experiences of some BME and Traveller children might also be different from the activities provided within the setting (e.g. parents might not be aware of the importance of 'play'). In all these instances, it is vital for settings and families to share the potential barriers and agree positive strategies to ensure the child is included in the life of the setting and has access to the curriculum in its widest sense.

Case Studies

Infant School

The use of visual resources to support and stimulate children's learning cannot be underestimated, especially if they have English as an additional language. I teach a lively year 1 class with a mix of cultures and languages in a busy Cambridge city school, where over 20% of the children are from BME and Traveller backgrounds. The arrival of a Smart board has revolutionised the visual impact of my lessons and the children adore the whiteboard; it's like having a cinema screen in the classroom! We manipulate images to fill the screen and capture the children's imagination. We go on adventures to other countries by hyper linking to the Internet. We navigate web sites to explore the seaside (geography), play numeracy games, read animated texts, and go on virtual tours of places of worship (R.E.) and galleries (art). The world is literally our oyster! We have made our own non-linear interactive texts and added the children's voices reading their own writing. They adore seeing their work filling the screen and satisfaction and achievement go hand in hand.

The notebook software enables me to prepare well-structured visual resources, adding any image I wish, and the page sorter allows us to return to and review our learning. Of course the Smart board must be balanced with the use of "hands on" practical resources, role-play and other styles of teaching but I am full of praise for the visual support it offers bilingual pupils and have yet to explore its full potential! Moviemaking next I think!


Year 1 Classroom Practice

My classroom is set up to support children's independent learning in a variety of ways. The words we are currently working with are displayed around the room. Areas around the classroom are labelled in a variety of home languages and I often ask parents to provide key words to display, e.g. days of the week, colours etc. Stories we are working on are available to listen to (over and over again if they choose!) in the listening area. Bilingual story books are also provided in home languages.

In my weekly plans I always identify any new vocabulary we will be covering in any of the subjects. These new or unusual words are identified and then discussed with the children before starting a new unit of work. Sometimes the words are discussed as part of creating a whole class word bank and pictures are added. Sometimes the words are explored in small groups with a Teaching Assistant.

During the main teaching time I prepare and use as many relevant props and visual aids as I can. I often have words on cards, pictures and wherever possible real objects to support the children's understanding. I always give the children the opportunity to 'see' something presented in a variety of ways using a range of models and images. I give children the chance to rehearse answers first either in pairs or in small groups before answering in front of the whole class. This allows those who need it time to select the correct words. It is often helpful to put children in same language pairs as this can increase confidence. I also help children to formulate an answer or comment by giving them a modelled framework, for example: 'this sphere will roll because it is...'

Mixed ability teaching, especially for the foundation subjects, provides good role models of rich language use.



'My older brothers and sisters sometimes help me. It helps if my family support me.'

Case Studies

Day Nursery

Following a move to new premises we found we had a number of applications from Polish families within the area. The children were aged two and three years old and had not attended a Nursery setting before. With all of the families only one parent could speak English confidently and the children could not speak any English. With each family they would not be collected by their parent at the end of their session, but by a grandparent who was not able to speak English.

All of the children needed extensive key working to settle into the group. Two had separation anxieties and found it difficult to be left by their parents at the beginning of the session and the language barrier made it difficult for the key worker to verbally reassure the child. The child's key worker asked the parent for key words in Polish to help with communication and used visual clues to support the children during the session. The key worker had to write notes for the parent to provide feedback as they were unable to provide verbal feedback at the end of the session to the grandparent.

As the nursery manager, I felt that it was not meeting the needs of the families or the children for us to have to work in this way. Following a recruitment drive in the local area, a Polish applicant was selected and employed in the Toddler Unit of the nursery. She has supported the children in developing relationships with other children in the room, is able to provide verbal feedback at the end of each child's session and is supporting the children's language development.

'It depends who I sit next to. Sometimes I get lots of work done.'

Supporting Gypsy and Traveller Learners

- There is evidence that where the curriculum reflects and celebrates Gypsy and Traveller culture, children are engaged and learn readily.
- Many Gypsy and Traveller learners underachieve because of poor access and lack of opportunity to learn, rather than having learning difficulties. Teachers, working in partnership with CREDS Team for Traveller Education, should wherever possible, distinguish between learning delay caused by interrupted education and learning difficulty caused by special educational needs.
- Continuity of education is important for all children including children who travel. Schools in Cambridgeshire have worked with the Team for Traveller Education to develop distance learning to be used, often by Showmen children, during the travelling season. This may take the form of paper-based learning. In some cases, pupils have used laptops and maintained electronic communication with their base school. Highly mobile children, especially those from a circus, may have with them a red record book with details of their work and progress as they move from school to school.
- Many of the strategies for supporting inclusion and full curriculum access for bilingual learners apply equally with Gypsy and Traveller learners especially those who are newly arrived and who have low literacy levels.
- Children entering secondary schools may be the first in their families to do so and they and their families may need additional reassurance and support.
- Traveller children may be reluctant to change for Physical Education in a mixed group because of concerns about modesty. Schools may need to consider making alternative arrangements.
- Many parents are anxious about their children participating in sex education lessons at school including parts of the curriculum relating to reproduction. Some parents have withdrawn their children from school rather than allow them to attend these lessons, so schools need to communicate very sensitively with families over these issues.

Case Studies

- Like other parents, many Traveller parents are particularly concerned about their child's physical safety and show a mistrust of institutional and public transport. Evidence of this has come from discussions with young people and their parents, all of whom cite fear or experience of racism as the main barrier to school attendance and participation in out of school activities. Schools may need to work hard to reassure parents.
- The Primary and Secondary Strategies include intervention and targeted materials which could be used beneficially with Gypsy and Traveller learners. These include:
 - Early Literacy Support; Additional Literacy Support and Year 3
 - Additional Literacy Support materials; Further Literacy Support
 - Supporting Children with Gaps in their Mathematical Understanding (Wave 3)
 - Springboard 3,4,5
 - Year 6-7 transition materials
 - Reading, writing and mathematics challenges (Years 7 and 8), to support focused 1:1 mentoring

'It's really hard when I don't understand what to do if the work hasn't been explained properly.'

Distance learning at secondary level

When children travel because of the occupations and lifestyles of their families, one way of maintaining continuity in their entitlement to education is for their base school to provide Distance Learning packs. Primary schools have been providing Distance Learning packs successfully for some years. It has been less usual for secondary schools to offer adequate Distance Learning until recently.

One secondary school in East Cambridgeshire has taken this responsibility very seriously and developed a system using advice from CREDS Team for Traveller Education to ensure that the provision of Distance Learning for their Traveller children is as effective as possible.

Firstly, the school identified a member of the senior management team to oversee a system for processing the Distance Learning packs. This has helped raise the status of Distance Learning. The Deans of House meet with students and parents before the family leaves for the season and an agreement is drawn up as to which subjects will be studied, how much work will be provided and when, as well as what expectations the school has of the student. Contact details and any known information about the family's movements are exchanged. The Deans then liaise with the subject staff involved and collate the work packs. Regular contact between the family and the school is encouraged using electronic means where possible. Work sent back to school is distributed to the relevant subject teachers, marked and a new batch of work dispatched. A further meeting to review the agreement is arranged on the student's return at the end of the travelling season. A 'buddy' system helps the tutor keep the travelling child informed of what is going on in school.

It is often underestimated how difficult it is for children to maintain levels of motivation for school work when travelling away for weeks at a time. Such difficulties of working in isolation are reduced by staff maintaining contact with the children and showing an interest in their work including marking it on return. Contact can be by letter, phone-call or increasingly, by e-mail.

By adopting a system such as the one described, families have reported that their children feel more part of the school and have been more motivated to complete work set by the teachers from their base school. In addition, the re-integration for students on their return to school has been eased.

Supporting Black Learners

In planning for teaching black children and young people, Dr. Marie Stewart and Dr. Robert Beckford remind us to consider the specific characteristics of 'black culture' which are important in building relationships with black learners.

It is recognised that 'black culture' values expressiveness, has a strong sense of community and an oral tradition but also makes frequent use of non-verbal communication. It is characterised by informality, flexibility and adaptability; it is spiritually oriented, independent, competitive, questioning and critical.

Dr. Stewart also identifies particular learning styles demonstrated by black learners, for example:

- Kinaesthetic
- Incorporating verbal and non-verbal communication
- Holistic
- People oriented
- Facilitating divergent thinking and independent action

National and local research and exclusion figures indicate that black boys are disproportionately punished; that they are more harshly dealt with than white boys for doing the same things, and that the emphasis when discussing their educational achievement tends to be on behaviour rather than learning, even when assessment data indicates that they are of high or above average ability.

If black children and young people are to thrive and attain, teachers need to be consistent and equitable with the giving of praise and the allocation of sanctions within the classroom. It is also vital that teachers engage in regular dialogue with black learners about the factors which they feel facilitate their learning.

Key Tasks

- Ensure the school's Learning and Teaching policy includes strategies for meeting the needs of bilingual, BME and Traveller pupils
- Ensure that the school/early years setting's approach to learning and teaching enables all learners to take part in lessons/activities fully and effectively

Desired Outcomes

- Teachers have a confident knowledge and understanding of the principles and practice for helping children to acquire and use English as an additional language
- Teachers maximise the significance and value of cultural and ethnic diversity
- All mainstream staff have responsibility for developing bilingual learners' competence in English, both written and spoken, and work in partnership with specialist services to improve their practice

'School is hard when you're stressed 'cos of problems at home.'

Tracking and Target Setting

Link to ECM outcome: Enjoy and Achieve

Every learner must be expected and encouraged to reach their full potential by teachers and parents. High expectations will need to be underpinned by the effective use of data to identify underachievement and target additional support. In order to identify underachievement, diagnose need and take action, schools will need to gather accurate information about aspects of pupil performance including attainment, attendance and exclusions.

All such data needs to be analysed by ethnicity. Recommendations for future action should be made and then built into school development planning with specific targets.

An example of the first stage of this process could be:

- analysis of end of Key Stage results ►
- whole school focus on supporting bilingual learners ►
- review of curriculum to ensure it is sensitive to the school's diverse ethnic population ►
- decision to further develop the school's anti racist strategies.

The Race Relations (Amendment) Act 2000 requires schools to assess and monitor the impact of all their policies on the attainment levels of pupils from different racial groups, however many or few are on the school roll. Schools must report to the DfES on the ethnic background of all pupils through the Pupil Level Annual Schools' Census (PLASC) each January. Only by accurately identifying their BME and Traveller pupils can schools set challenging targets and track their progress. Initial assessment, target setting and tracking should include any pupils who either enrol mid year or who are absent for National Curriculum tests or other tests.

The only two Traveller groups currently defined by ethnicity within the framework of Race Relations legislation are Gypsy/Roma and Travellers of Irish Heritage. Fear of prejudice means that for these two groups there is a very low level of self-ascription and some Travellers, such as fairground, circus, bargee and New Travellers belong to neither ethnic group. This means that national and Local Authority level data for these groups is only partial. Schools should include in their monitoring all known Traveller pupils including those living in houses.


'I think I'm quite good at sport really.'

Case Studies

Tracking All Children – Ensuring progress from all

Our Value Added scores demonstrate that children make very good progress. We track the progress of individual children year to year using the Foundation Stage Profile, KS1 materials to aid teacher assessment in year 1, KS1 national assessments in year 2, optional tests in years 3, 4 and 5 and KS2 national assessments in year 6. The data is entered into Target Tracker.

Class teachers are given the first half term to become familiar with the children in their class before being asked to identify the 'children of concern' for reading, writing and maths. These children are identified using a number of criteria.

In year 1 and 2, the focus is upon children who are on target for a level 2c at the end of KS1 and on those identified for achieving a level 3. In year 3, children who achieved a level 2c at KS1 are given support. Also the teacher identifies those children that they feel will struggle to make any progress in levels or indeed maintain their KS1 levels. In years 4, 5 and 6, teachers are asked to use a combination of teacher assessment and optional test results to identify children who are a level behind their target for the end of the year. In this way, the emphasis is no longer to support a lower ability group or extend a more able group. All children are supported to make progress year on year. Children are helped to stay in touch with their KS2 target.

The class teachers use the provision mapping for SEN resources to identify what additional provision they are going to make in order to ensure that the 'children of concern' begin to catch up. Inclusion remains a high priority for monitoring. The 'children of concern' information is shared with team leaders and the Headteacher so that the provision for these children becomes a focus during lesson observations and the monitoring of marking and planning. We expect the provision made for EAL and SEN children to be explicit in planning.

In order to maintain a clear overview of the needs within a class, teachers also produce a 'Class Needs at a Glance'. This Venn diagram shows SEN, EAL, Behavioural Needs and High Attaining children within each class with the 'children of concern' highlighted. The detailed data analysis ensures that groups of children can be tracked within the school. Our standard analysis groups are Girls, Boys, SEN, Looked After Children, Attendance below 85%, Ethnic Minorities, EAL, FSM and Attendance since Reception. (With the contextual data entered, any combination is then possible) Our value added scores demonstrate the success of our inclusive approach to tracking children. Our average value added point score between KS1 and KS2 for all children in the 2005 cohort was 13.54. Children from Ethnic Minorities and with EAL made 14 points value added progress, only slightly behind the FSM group at 14.46.

Case Studies

Tracking for success

Although we have relatively few minority ethnic students in our College, the tracking process we are developing, based on a model established by another Community College, allows us to monitor very rigorously the progress of all our students as individuals and also results in three data-based reports to parents a year.

In all subjects, students receive grades, from A-E, for attitude to work, behaviour, organisation, homework and, at KS4, coursework. In addition, all subject areas have evolved pupil-friendly levels, based on National Curriculum levels for NC subjects. At each reporting point, teachers of subjects taught more than twice in each fortnightly cycle record three levels on their pupils' reports:

- the *current level* at which the pupil is working
- the *current estimated level* or GCSE grade which is the teacher's realistic estimate of the likely level of attainment at the end of the key stage and,
- the *KS3 or GCSE target grade*, which is an aspirational target based on the analysis of potential reached through study of available data

The College uses Fischer Family Trust, KS2/3 test data and MidYIS and YELLIS. Pupils receive these grades in all subjects at the final reporting point each year.

In advance of each reporting point, teachers discuss the report grades with their pupils. This lies at the heart of the process. The core purpose of these discussions is to engage pupils in their learning and to ensure that all understand, and are encouraged to reach, their potential.

In December, parents come into the College with their children for the Annual review day when progress is discussed with Form Tutors. At this meeting, generic targets are set; these should link to trends identified across subjects from the report. For example, if homework or organisation are issues identified as concerns by several teachers, the form tutor in consultation with the pupil and his/her parents will set a linked target. Pupils note the targets in their planners. To keep these targets live, there is a 'targets week' three or four weeks after the reporting point when teachers ask pupils to have their planners on their desks open at the targets page. Subject teachers can then reinforce the targets in their work with pupils.

Reports for all pupils are available to all teaching staff on the school's intranet. This has enormous benefits in terms of targeting under-performance. Beyond that, having the data readily available supports the close tracking of groups of pupils, for example, gifted and talented, ethnic minority and those on intervention programmes.

The College is still at an early stage of developing this system, but initial evaluations by pupils and their parents have been extremely positive.

Key Tasks

Schools/settings should


- Accurately identify all BME and Traveller groups represented in the school/setting
- Effectively use performance data to track the progress of individuals, groups and cohorts in schools, and evaluate through school self-evaluation
- Identify underachievement and put in place appropriate interventions
- Set challenging individual and group targets for BME and Traveller learners
- Observe and monitor very young children to identify the 'next steps' in learning.
- Take account of target setting for BME children that has been linked to the Foundation Stage Profile.

The Local Authority should

- Monitor the progress of BME and Traveller pupils through School Annual Review process
- Include ethnicity in the analysis of all county attainment data and target setting
- Agree a common target setting format which specifies targets for identified BME and Traveller pupils

Desired Outcomes

- Tracking, target setting and data analysis procedures are securely in place
- Attainment of identified groups of BME and Traveller children and young people is raised and the attainment gap is narrowed
- Improved feedback from LA to schools about the performance of BME and Traveller pupils in Cambridgeshire



'I hate it when people who are supposed to be my friends put me down.'

Partnerships

Links to ECM outcomes: Be Healthy; Stay Safe; Enjoy and Achieve; Make a Positive Contribution; Achieve Economic Wellbeing

Building partnerships with parents and the community is a vital element in raising attainment, and schools and settings must have clear strategies for developing these partnerships. Some recommendations for schools and settings, in partnership with the LA, are:

- Establish a constructive dialogue between home and school to enable the celebration of success and the early resolution of any difficulties
 - Develop community mentoring programmes
 - Ensure governing bodies, staffing, pupil enrolment, parent and community participation, curriculum and teaching resources all reflect modern British society in an increasingly interdependent world
 - Develop training programmes or awareness of different cultures/harmful stereotyping/labelling
 - Develop a better understanding of the barriers that can affect parental involvement in certain communities
 - Build a greater knowledge and awareness of service delivery for mobile communities such as Gypsies and Travellers
 - Ensure welcome at pre-school/reception stage is warm as an important first step to forging positive long-term links
 - Develop good contacts through the celebration and sharing of cultural traditions
 - Offer flexibility in the timing of meetings and interviews
 - Translate formal communications into community languages either orally or in written form
 - Provide interpreting facilities
 - Display material and signs in community languages
 - Provide help for filling in forms, reading of letters and official documents
 - Offer access to adult and family learning opportunities
 - Establish a process to ensure that BME and Traveller parents' voices are heard
- Make school premises available for diverse community use, which can build bridges and develop dialogue
 - Support supplementary schools run by community organisations
 - Build mutually-beneficial supportive partnerships between mainstream and supplementary school providers
 - Monitor any exclusions by ethnicity as well as gender. Any over-representation of particular groups will be addressed through focused activities such as:
 - Individual school-based action research to understand the root cause of the problem
 - Recording and reporting racist incidents regularly
 - Training teachers in conflict and behaviour management.
 - Training of school staff in Race Equality and requirements of the Race Relations Amendment Act (RRAA)
 - Providing counselling to staff, mentors and youth workers
 - Actively engaging with local communities.

'I find English too hard.'
(bilingual student who achieved A* in first language)

**'Racist name calling hurts.
Actually, so does any name
calling.'**

Good practice in working with parents/carers

Initial and subsequent contact with parents should be supportive, friendly, welcoming and purposeful so as to develop trust. Children will need to see practitioners interacting well with their parents, even if parents' skills in English or experience of education is limited, in order to feel secure and valued. This will, in most cases, lead to good partnership and support from the parents, which might be crucial to the child's development and creating a positive ethos in the setting. In the long term, this could set a precedent for positive interaction with teachers through the schooling process.

Practitioners will need to be aware that different child rearing practices within BME and Traveller cultural contexts might clash with what is expected of children at the setting, e.g. they may be more 'babied' at home and the setting works hard at getting them to be 'independent'. The need to work with parents at different levels in order to achieve common aims is essential.

The child's bilingualism needs to be recognised and used positively by practitioners e.g. by inviting bilingual parents to share their first language in various ways within the setting. BME parents who do not communicate sufficiently or effectively with their young children in first language need to be made aware of implications for speech development in first language and additional language skills. Also, parents need to know that it will benefit their children if they share books with the children at home in their first language. Otherwise, parents may think that because they don't speak English, they are unable to participate in this.

Some local research suggests that the things that most parents of BME and Traveller children and young people appreciate are:

- racist abuse and racist bullying being tackled quickly
- dietary needs being recognised and taken account of
- an awareness and recognition of cultural differences
- friendly schools/settings and approachable teachers
- schools/settings that answer the telephone
- being made to feel welcome at events

'I hate asking questions in front of the whole class, and other pupils.'

'I don't think it's fair that I have been put in the lower set.'

Case Studies

Developing home-school and community links

One Cambridge City primary school with almost 25% of its pupils from black and bilingual families, builds links with families through home visits, especially at Nursery and Reception level. They use their part-time bilingual assistant to explain homework to Bengali families so that they can support their children effectively at home. The school also provides an after-school and a lunchtime homework club that is available to all pupils and is well attended by the BME children.

They hold an international week each year, to which parents are invited, to celebrate the richness and diversity of the school community.

The ethnicity of all the children is documented, with no refusals from any of the families.

Mentoring Project

Pupil A is of mixed heritage and was half way through Year 11 when she was given a learning mentor. She has dyslexia and was anxious about her approaching GCSEs, especially as she had not been working towards her exams and had been predicted Fs in all her subjects. She went out at night frequently, staying out very late. Her attendance record was poor and when she was in school, she often clashed with her teachers. She reported incidents when she considered teachers had behaved in a racist manner towards her. It took a couple of meetings for the learning mentor to build rapport with Pupil A, but once the trust was established, she was willing to set targets with him. These included a revision timetable and undertaking additional Maths tuition.

Three months after starting the mentoring programme, Pupil A had stopped going out at night and had kept to her revision timetable. She improved her relationship with her teachers and changed her perception of the racist behaviour she had thought some of her teachers had exhibited.

The learning mentor accompanied her to CRC for her admission interview, where she was given a conditional offer. She passed all 6 of the GCSEs she sat, including Maths. She was given a place at CRC and successfully completed her 2-year course.

Key Tasks:

Schools/settings should work with parents to ensure that they feel confident and able to:

- Contact the school/setting if they have any concerns or queries about their child and their education. They may wish to use a Home School Liaison Officer (HSLO) if there is one available
- Provide the school/setting with background information about their child, especially if they are being admitted mid year from a different authority or country
- Let the school/setting know if there are any home circumstances which may have a detrimental effect on the child's emotional well-being and ability to function
- Discuss in advance any planned absences (e.g. extended visits overseas, seasonal travelling.)
- Engage in dialogue with the school/setting over any attendance or punctuality issues

Schools/Settings should:


- Identify and work with communities and the voluntary sector to maximise opportunities available
- Lead and promote outreach work in order to track and motivate children who are not on roll

The Local Authority should:

- Make every effort to seek the views of BME and Traveller parents where voices may not otherwise be heard
- Support schools and early years settings, whenever necessary, to reach and consult BME and Traveller parents on their children's education

Desired Outcomes:

- Socially inclusive school/setting
- Support and co-operation from parents and the local community
- Improved life chances for children and young people at risk of underachieving
- Listening and responsive school/setting
- Improved community cohesion



'Bullying makes me feel like not coming to school.'

Frequently Asked Questions



1. A Gypsy Traveller family has requested places at school for their children even though they are camped on the roadside and may not be here long? Do I have to admit them?

Yes. They should be admitted on the same basis as any other children. Cambridgeshire LA has a statutory duty to ensure that education is available for all children of compulsory school age in their area appropriate to their age, abilities, aptitudes and any special educational needs they might have. This duty applies to children whether they are residing permanently or temporarily in the area and therefore includes Gypsy Traveller children.

2. We have Gypsy and Traveller children and newly-arrived bilingual learners in school at the time of the end of Key Stage 2 tests, what do we do?

If the Traveller children are on your school roll, you should administer the tests in the same way as you would do for all other children. National advice on SATs can change from year to year. The guidance for assessment and reporting arrangements at the end of each key stage makes explicit reference to pupils new to the country, and therefore schools should consult these in the first instance.

3. How do we record absences of Gypsy Traveller children?

In exactly the same way as for any other child with the exception of instances where it is known that the family is travelling away from the area. In that case the mark "T" is put in the register and the absence is recorded as authorised.

4. How can we involve parents from BME and Traveller communities when some parents find it difficult to communicate, either because of limited English or school experience?

Schools need to look imaginatively at ways of encouraging dialogue and listen to parents. In some cases CREDS Home School Liaison Officers will be able to offer advice and support to involve less confident parents and community members. Schools can take some simple measures to create an ethos of inclusive practice.

For example:

- Training reception staff on equality and cultural diversity issues
- Establishing a communication strategy with parents and community members in an accessible format (information on tape, translating materials and using an interpreter). Regular consultation with parents.

5. What information should we ask for when admitting black, minority ethnic and Traveller children who are new to the area?

Name, date of birth, ethnicity, parental contact, parental fluency and literacy in English, family history, previous educational history, country of origin, languages spoken/written, length of time in the UK. (Contact CREDS for a sample information-gathering form).

6. What tools should we use to assess the needs of newly arrived EAL learners?

- QCA's A Language in Common
- CREDS can support a 1st language assessment
- Classroom observations of the skills of newly arrived learners will inform curriculum planning and differentiation.
- Assessment in mathematics toolkit to support pupils for whom English is an additional language (National Numeracy Strategy Key Stage 3 Ref. DfES 0267/2003)

7. If we highlight racist incidents, couldn't this lead to a worse situation? It could make white pupils feel guilty and those of minority backgrounds feel vulnerable and insecure?

It's important, certainly, to treat all incidents proportionately and with sensitivity, and therefore to avoid over-reacting or creating martyrs, and in these ways bringing the school rules about racist bullying into disrepute.

However, the much more substantial danger lies in ignoring incidents and giving pupils the impression that adults condone racist behaviour. Ignoring incidents means that pupils who are attacked feel unsupported, and so do their friends and families. They are likely then to feel that the school does not care about them and they may even form a view that all 'white' people are hostile to them and cannot be trusted.

8. How do we track the attainment and progress of BME and Traveller pupils when we've only got one or two in the school?

Track the progress of individuals as you would with all pupils, taking account of their ethnic origin, length of time in the country and prior educational experiences. It is important to compare the attainment of children from the target groups with that of the same groups at county and national levels as well as with that of the rest of the cohort in your school.

In addition, schools should monitor and analyse the progress of their BME and Traveller pupils across the school as a whole.

While this process might seem to be statistically insignificant to schools with few pupils from the target groups, it becomes relevant once the data is collated and analysed at county level.

Links and Useful Contacts

Cambridgeshire attainment data

<http://www.cambridgeshire.gov.uk/education/about/performance/>

Ethnic Minority Achievement

<http://www.standard.dfes.gov.uk/ethnicminorities>

Inclusion

<http://inclusion.ngfl.gov.uk>

QCA Respect for All

<http://www.qca.org.uk>

Antiracist toolkit

www.antiracisttoolkit.org.uk

Britkid

<http://www.britkid.org>

Commission for Racial Equality

<http://www.cre.gov.uk>

Hounslow

www.ealinhounslow.org.uk

Manchester

www.manchester.gov.uk/education.emas

DfES Primary Guidelines

<http://www.standards.dfes.gov.uk/literacy/communities/inclusion/?leaf=2>

DfES KS3 Guidance

<http://www.standards.dfes.gov.uk/keystage3>

NALDIC

<http://www.naldic.org.uk/ittseal/research/readings.cfm>

Anti-Bullying Alliance

www.anti-bullyingalliance.org

<http://www.qca.org.uk/8476.html>

This site offers "Pathways to learning for new arrivals" and has a lot of good information along with extremely helpful links for each section. Topics include background information on migration, countries of origin, children's rights and entitlements, guidance for schools and teachers and case studies of good practice. There is also good advice on admissions procedures, initial assessment and placement.

<http://www.bristol-lea.org.uk/services/emas/home.html>

Lots of excellent games for newly arrived pupils in KS1. There are games to learn about the school environment, numbers, colours, everyday objects. These are free to download. Just click on Teaching Materials, New to English Materials, select a game, print it off and laminate your cards.

<http://myweb.tiscali.co.uk/beginners/programmes.htm>

This site has been made by Slough and has sections on induction, assessment, early days, use of L1, access to the curriculum, and, under programmes, materials for pupils on step 1 and step 2 e.g. a booklet entitled "All About You".

<http://www.emaonline.org.uk/ema/>

This website offers online support for ethnic minority attainment. Select EAL & Bilingual Resources for an excellent search facility to find online materials in a variety of languages including activities for pupils new to English.

<http://www.blss.portsmouth.sch.uk/resources/interc.shtml>

The whole site provides excellent advice on policies and planning; this section has some good intercultural resources such as common words in Chinese, Arabic and Bengali.

<http://www.dgteaz.org.uk/resources/letters.htm>

There are 14 standard primary school letters here on topics such as school visits, special assemblies or an accident in 31 languages!

<http://www.parentscentre.gov.uk/otherlanguages/>

The Learning Journey is designed to tell parents what happens in each stage of the English education system. It is summarised in eleven languages. There are also useful links to downloadable booklets giving an overview of topics such as The Romans, Plants etc.

<http://www.bgfl.org/bgfl/index.cfm?s=1&m=280&p=185,index>

Index of online curriculum activities in community languages classified into Foundation, Key Stages 1 and 2. There is an interactive Survival Guide for pupils new to English to help them learn the names of objects in the classroom or names of fruits. There are also interactive maths and science activities with introductions in community languages.

<http://www.bbc.co.uk/languages/other/quickfix/>

Essential phrases in every European language – useful for English classmates who want to learn some of the new pupils' language as they can hear as well as see the language.

<http://ga.water.usgs.gov/edu/watercycle.html>

As well as lots of information about water, this gives a diagram of the water cycle in 30 languages.

Aiming High Documents (for download or ordering)

<http://publications.teachernet.gov.uk/default.aspx?PageFunction=searchresults&ft=Aiming+High&pn=1&rpp=1&ShowHide=4&Area=1>

<http://www.travellersinleeds.co.uk/>

A Website for Travellers everywhere by the Travellers Education Service in Leeds.

<http://www.gypsy-traveller.org/cyberpilots/index.htm>

This site is part of the CyberPilot project run by Friends, Families and Travellers and aims to encourage Traveller Children to have a voice and use the internet.

http://www.bbc.co.uk/kent/romany_roots/

<http://www.irespect.net/>

This is a good Inclusion and Diversity website from Gloucestershire with a section on Stow Fair.

<http://www.multiverse.ac.uk/>

Resources for Inclusion and Diversity including Travellers.

<http://www.natt.org.uk/>

The National Association of Teachers of Travellers. The Contact List for all Traveller Education Services is listed on the Website.

<http://www.travellerstimes.org.uk/>

The UK magazine for Gypsies and Travellers and those who work with Gypsies and Travellers, sharing information, contacts, news and views.

Glossary

BICS	Basic Interpersonal Communication Skills
BME	Black Minority Ethnic
CALP	Cognitive Academic Language Proficiency
CRC	Cambridge Regional College
CREDS	Cambridgeshire Race Equality and Diversity Service
DfES	Department for Education and Skills
DT	Design and Technology
ECM	Every Child Matters
EAL	English as an Additional Language
FE	Further Education
FSM	Free School Meals
HSLO	Home School Liaison Officer
KS	Key Stage
LA	Local Authority
Ofsted	Office for Standards in Education Performance and Assessment Data
PANDA	Performance and Assessment Data
PE	Physical Education
PLASC	Pupil Level Annual Schools' Census
PNS	Primary National Strategy
PSHE	Personal, Social and Health Education
RaID	Racist Incident Database
RE	Religious Education
SEF	Self Evaluation Form
SEN	Special Educational Needs
TA	Teaching Assistant



Making children matter...

Cambridgeshire's strategy for closing the attainment gap for black, minority ethnic, Gypsy and Traveller children and young people.

Produced by

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If you would like further copies of this booklet, or the text on audio cassette, in Braille, large print or other languages, please contact Dawn Rogers on **01223 718504** or email: **dawn.rogers@cambridgeshire.gov.uk**