



Office for Standards
in Education

Managing the Ethnic Minority Achievement Grant

Good practice in secondary schools

HMI 2172



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Introduction

1. As part of its *Aiming high: raising the achievement of minority ethnic pupils* strategy, the Department for Education and Skills (DfES) is keen to disseminate, in conjunction with Ofsted, case studies of schools which manage their Ethnic Minority Achievement Grant (EMAG) funding effectively. To this end, a number of schools were visited in the summer and autumn terms of 2003 by a small team of Her Majesty's Inspectors (HMI), plus a member of the DfES Ethnic Minority Achievement Project. The total number of schools visited was 23: 1 nursery, 11 primaries, 10 secondaries and 1 special.
2. Key criteria for the selection of schools were as follows:
 - good or strongly improving standards of achievement by minority ethnic pupils as well as the whole school
 - a headteacher and/or senior managers who understand Ethnic Minority Achievement (EMA) issues and have a clear vision for the school with respect to inclusion and minority ethnic achievement
 - effective EMA staff with a track record of high-quality partnership teaching, good attention to underachieving groups and engagement in continuing professional development
 - good use of EMAG funding for the stated purposes of the grant.
3. The schools were identified with the assistance of local education authority (LEA) EMA managers. Efforts were made to achieve a regional spread and to select schools with contrasting circumstances for example, differing percentages of minority ethnic pupils, differing amounts of EMAG funding and personnel, and differing levels of pupil mobility.
4. A subset of schools has been written up in 'case study' format (see pages 29–41). The case studies provide an opportunity for headteachers and other members of the school community to talk about the why, what and how of inclusive educational practice. Senior managers might find it helpful to identify a school with similar characteristics and see to what extent the strategies used are similar to or different from their own. The text which accompanies the case studies summarises approaches and initiatives drawn from all 23 schools.

Main findings

- Schools which are successful in raising the attainment of minority ethnic pupils share broadly similar approaches to the creation of a genuinely inclusive school community. This is true whether their intake is highly diverse or predominantly white.
- These schools are strongly committed to an ethos that stresses: high achievement; equal opportunities; the valuing of cultural diversity; the provision of a secure environment; the importance of challenging racism; the centrality of EMA work; and partnership with parents and the wider community. The ways in which schools create such an ethos differ according to individual contexts and specific needs, but the vision remains essentially the same.
- Pupils and parents are aware of, and appreciate, the schools' stand on race equality, because the schools have made it explicit. This creates a positive climate for learning which underpins and contributes to the schools' success.
- Creating an inclusive school which enables all pupils to thrive takes time and requires considerable effort and commitment at all levels. In the most successful schools, no stone is left unturned.
- Where schools use it effectively, EMAG funding has been a catalyst for the development of high-quality provision for minority ethnic and bilingual pupils, enabling them to achieve well.
- Successful schools routinely monitor the way they use the additional resources to ensure that it results in improved outcomes for targeted pupils.
- Good-quality partnership teaching between mainstream and EMA staff is one of the most effective forms of whole-school continuing professional development.
- High-quality assessment, tracking and target-setting procedures, for individuals and groups, are a feature of all the schools. The systematic collection and analysis of data enable schools to identify need and deploy resources effectively.

The vision

Headteachers

'We want to create a 'can do' feeling in this school. We want the very best for our pupils. We have high expectations and aim high in terms of pupils' achievement.'

5. When asked to describe their vision for minority ethnic pupils, headteachers' views, both primary and secondary, were remarkably consistent. The same themes emerged repeatedly, although the varied school contexts often dictated differing emphases. So a school with almost 100% minority ethnic pupils stressed the need to be 'outward looking' and to 'break down any insularity that exists', whereas a school with only a handful of newly arrived bilingual pupils was concerned 'for them to feel included as part of the school community' as soon as possible.
6. The headteachers, almost without exception, were strongly committed to creating a school ethos which stressed:

- **high achievement**

'Everybody can and must succeed. We don't accept failure.'

'We encourage our pupils to be hungry for success.'

'A few years ago English as an additional language (EAL) was confused with special educational needs (SEN) in this school. We have put that right and now the focus is strongly on achievement.'

- **equal opportunities**

'Whatever background the children come from, whether they are black, white, from a council estate or speaking English as an additional language, doors should be open for them, not closed. It is so easy to label children and have low expectations of them. But it takes time to create a fully inclusive school and it is a lot of hard work. We eat, drink, sleep and breathe inclusion.'

'We believe in the incorporation of the principle of equality of opportunity in every facet of our work.'

'The children here may be economically deprived, but they are not spiritually, morally, culturally and linguistically deprived.'

- **valuing cultural diversity**

'We aim to ensure the cultural, religious and linguistic heritages of pupils are not left at the door of the school, but welcomed inside and valued within the school curriculum.'

'We aim to create an ethos that values and celebrates pupils' cultural heritage and faith, in an explicit way.'

- **the need for a secure environment**

'We have zero tolerance for bullying of any kind.'

'We want minority ethnic pupils to experience school as a safe environment.'

- **the importance of challenging racism**

'The school recognises racism exists and negatively impacts upon the lives of many people. We challenge racism, supporting the victims and challenging the perpetrators.'

- **the centrality of the EMA team**

'Investing in an experienced EMA team is central to my thinking in ensuring equality and the achievement of our pupils.'

'The work of the EMA team is central to the next big change we intend to make in our results.'

- **partnership with parents**

'Relationships with parents are of paramount importance. It has to be a partnership. Some young parents, especially those from minority heritage, have had negative school experiences. We show them that we cherish their children and want to involve them positively with their child's education.'

'In educating our children we believe there should be no dichotomy between parents and staff. We are one community committed to the same ideals and values.'

EMA staff

'We aim to work in partnership with mainstream staff to raise the achievement of all minority ethnic pupils. We want them to feel valued and able to access the curriculum so that they have the same educational opportunities as everyone else.'

7. What EMA staff wanted for the pupils for whom they had a particular responsibility closely mirrored the views expressed by headteachers. Indeed they play a key role in helping to make that vision a reality. However, they were sure that without commitment 'from the top' their work would have been infinitely more difficult. As one said:

'EMA had a Cinderella image before the new head came. Now we are seen as equal partners with clout.'

8. Their aims for the pupils as learners were that they should:
 - feel valued and have high self-esteem
 - understand that their own languages and cultures are valued by the school
 - feel able to use their first language
 - be able to access the curriculum so that they have the same educational opportunities as others
 - be able to take an active part in all lessons, to learn independently and with confidence
 - leave school with a good command of English
 - achieve results that are a true reflection of their academic abilities.
9. They also hoped that pupils would see them as a 'bridge' that they could use for help and support at any time.
10. Many staff pointed out that, over the past few years, their aims and objectives had become much sharper, with a greater focus on progress and achievement.
11. How EMA staff set about achieving these aims will be explored in the sections on Ways of working and Classroom practice.

Mainstream staff

12. One of the many strengths of these schools is the extent to which staff have a shared vision about what constitutes good educational provision in an ethnically diverse school. In some schools, especially those with significant percentages of minority ethnic pupils, understanding about the key elements of high-quality provision for all pupils permeated the life and work of the school. Everyone was on board. This was a collective responsibility, not just something left to the EMA team.
13. Many of the schools recognised that they still had some way to go in ensuring that practice matched their ideals, but there was, nevertheless, a tangible sense that staff saw working with minority ethnic pupils as something very positive:

'This is rewarding work; we are teaching potential community and world leaders.'

'There is no greater group of pupils with whom you can make a difference. Working with bilingual pupils compels the teacher to review teaching strategies so that the pupils can learn effectively. This in turn can have a beneficial impact on classroom practice and standards more generally. Teaching becomes more dynamic in an ethnically diverse context and you can see the value added in their achievement.'

14. Mainstream staff were also quick to praise the role of EMA staff in helping them meet these challenges. This is considered in greater detail below.

The action

Spending the EMA grant

Funding

15. A common theme was the need to appoint and retain quality staff and almost all of the EMAG funding was spent in this way. Indeed, in most schools, additional funding was needed to make this a reality.
16. All of the schools regularly used top-up funding, ranging from several hundred pounds to, in one instance, £206,445 – more than the EMAG grant itself. Some were able to draw on funding for this work from their specialist school or beacon status. Others had obtained New Opportunities Funds or curriculum enhancement funding which was used to further the school's work on raising the attainment of minority ethnic pupils. Senior managers were adept at using a wide range of funding streams to back up their commitment to equality issues, but they were, nevertheless, concerned about the long-term implications of the decline in EMAG funding.
17. LEAs, following a needs analysis and in discussion with schools, devise a local formula for devolving funding to individual schools. It is not surprising, therefore, that there is considerable variation in the sums received per pupil via EMAG. The range was from £24 to £266, with an average of £98.

Staffing

18. EMA staffing in the secondary schools was extremely variable. There was no such thing as a 'typical' team. One school with 7% minority ethnic pupils (4.6% EAL) had only one part-time EAL teacher. At the other end of the scale were two schools with over 90% minority ethnic pupils and departments of approximately six full-time EMA teachers. The average EMA team size was 2.7 full-time equivalent (FTE) teachers. While the majority of these staff were EAL specialists, their remit had widened since the introduction of EMAG, and several schools were investing in mentors to work with underachieving groups. Others had given additional points to mainstream staff to develop this area of work.

'We invest in staff who are seen as 'experts'. Many of the EMAG team come from the communities represented in the school. They speak many of the languages of the children such as Turkish, Urdu, Punjabi and Somali. Previously EAL specialists, their role has been broadened to include underachieving groups. They have undergone training for this wider role and we have brought in additional staff to address issues such as the underachievement of Black Caribbean and Turkish boys.'

19. This team, managed by a senior member of staff who is himself of minority ethnic heritage, has, according to the headteacher, played a crucial role in raising standards. The importance of appointing a teaching force that reflects the school community was stressed by several headteachers in this survey.
20. There are fewer teaching assistants or bilingual support workers at secondary level. Half of the schools employed them; most worked part-time. Only one school had no specialist EMA teacher. Its £1,590 grant meant that it could only appoint a language support assistant (managed by the SENCO) for four hours a week and provide an additional one hour a week of teacher support. Bilingual support workers often played an important role in home/school liaison work. As one headteacher commented, 'It has made a big difference to our ability to liaise with our communities and explain to parents our aspirations for their daughters and our expectations of them as parents. As a result we have significantly improved attendance rates.'

Ways of working

21. A wide range of initiatives (well over 20) was identified by EMA secondary staff as part of their responsibilities in school. Not surprisingly, the bigger the team, the more they were able to do. Seven elements were, however, central to their work in the majority of schools:
 - partnership teaching
 - curriculum development
 - staff training
 - support for heritage languages
 - work on assessment, needs identification and target-setting
 - home/school liaison
 - additional support (for example, homework clubs, mentoring).
22. The following comment, stressing the need to integrate EMA staff's work so that they are no longer operating 'on the margins', represents a view that was frequently expressed:

'We believe that the most effective use of EMAG funding is to spend it on teachers who are able to contribute directly and significantly to the curriculum through their input into curriculum planning for inclusion, partnership teaching and assessment. This has an impact across the school and is a central element of the school development plan. It is not an add-on.'

23. In these schools EMAG funding was seen as part of overall resources, with the additional support well integrated into mainstream management of teaching and learning. EMA staff were a resource not only for the pupils but the adults too.
24. The contrasting contexts of the schools and differing levels of funding lead to a wide range of approaches to provision for minority ethnic pupils at secondary level. In some schools EMA staff participate in virtually all aspects of school life, working across most departments and within school pastoral structures. In others, the focus is on continuing professional development for mainstream staff at whole-school level or advisory work and materials preparation for individual staff, to help them feel more confident when working with minority ethnic students. The setting up of mentoring schemes for underachieving groups is much more widespread at secondary level, as is the provision of after-school, weekend and holiday revision clubs.
25. Schools stress the importance of flexibility in provision. So, although most were aiming for fully integrated partnership teaching for the support of students with EAL, in-class support, small group or one-to-one withdrawal were on occasion provided if that seemed the most appropriate option for pupils (for example, newly arrived pupils with little or no English). However, withdrawal work was curriculum-based and closely linked to the work being missed. Some schools offered EAL options for students who arrived during Key Stage 4. Wherever possible, such courses led to some form of national accreditation so that students left school with a qualification that kept career pathways open post-16. A few schools were able to offer assessment in home languages as well as interpretation and translation facilities for parents. These were greatly appreciated.
26. While EMA staff were keen to create an ethos that recognised home languages and cultures, only a few schools offered community language classes within the curriculum. Several, however, offered after-school classes or encouraged students to enter for GCSE in their home languages, following a small amount of tuition in examination technique. Success rates are high.
27. Recognising the impossibility of giving in-class support to all who might benefit from it, some schools are offering support much more strategically, with help given at departmental rather than individual level. So, for example, there is emphasis on revising schemes of work so that mainstream staff experience growing confidence at working with linguistically and culturally diverse classes and feel able to adapt their teaching to meet identified need. Nevertheless, even in these schools, development work at departmental level has often had to be halted when significant numbers of students with little English arrive in the school.

28. One school, with only a part-time specialist, stresses partnership planning, rather than partnership teaching, as the only realistic strategy for support. This approach works whether the issue is one of pupils needing more language-aware teaching or of ensuring curriculum content that is sensitive to cultural diversity. A drama teacher described how his previous mindset did not sufficiently encompass cultural diversity when planning. But now, after routinely discussing units of work with the EMA teacher, he thinks more broadly about curriculum content. As an example, he described how he had used aboriginal poetry as preparation for a screening of the Australian film *Rabbit Proof Fence* with a Year 9 class.
29. One northern school with a very high percentage of minority ethnic pupils, almost all bilingual, was very clear about the way it expected its EMA staff to work. It described its expectations of them as follows:
- to teach for the majority of their time in partnership across a number of curriculum areas
 - to teach a minority of their time in their specialist subject, adopting EAL teaching approaches to raise standards
 - to train teachers and assistants to improve the quality of EAL teaching and learning and curriculum provision
 - to contribute to the evaluation of assessment data to review patterns and deploy staff to where they are most needed
 - to assess EAL pupils in their home language and English to target provision
 - to train and monitor classroom assistants to work with pupils on targeted initiatives: for example, 'catch-up' programmes to improve pupils' literacy skills
 - to develop EAL teaching resources and multicultural materials in various subjects
 - to ensure the school promotes inclusive policies in relation to SEN, race equality and disability
 - to help run an equitable and inclusive school
 - to attend EMAG-related training and run professional development activities for staff in school.
30. This list represents a comprehensive and challenging range of activity. As an EMA coordinator in another school said, 'Some people who come into EAL work thinking it's an easy option soon discover otherwise and leave'. In the school quoted above, the range of activities undertaken by the EMA team contributes significantly to the excellent outcomes achieved by pupils. The school's GCSE results are above national averages and very high

in comparison with schools in similar contexts. An unusual and interesting dimension of their work is the requirement for EMA staff to continue teaching (for a small amount of time) in their specialist subject – a powerful model for bringing about change across the curriculum.

Classroom practice

31. Much of the teaching seen was of a very high quality. A range of support strategies was observed although the majority of lessons consisted of partnership teaching with joint planning and teaching by mainstream teachers and EMA specialists. To exemplify features of good practice, a small number of lessons across the curriculum are described below.

Year 8 geography lesson

25 pupils, all but two with EAL. Seven at early stages of learning English. Topic is 'Tourism'. Task: to decide on the best site for locating a theme park. Aims: to understand factors which influence the location of a theme park; to develop decision-making skills; to develop language and numeracy skills.

The geography and EAL specialists have jointly planned the lesson. The EAL teacher has produced a range of resources (differentiated in terms of their linguistic demands) for all the class to use. A key word glossary (for example, location, local population, motorway access) has been produced for the whole class, with a German translation for one student recently arrived from Germany.

The lesson starts with a brief recap of the previous lesson on Disneyland, near Paris, to check that all are clear about theme parks. The task and aims for the day are now explained with good use of the overhead projector to clarify expectations. Each group of five 'councillors' (chosen carefully by the teachers) now discuss one of five possible locations for a new local theme park. Their task is to decide whether or not the location they have been given is a good site. Each group has a large map and a 'decision-making' answer sheet (differentiated versions for the different language levels). In some groups a simple Yes/No answer will suffice (Are there good road links?), in others they must explain the reasons for their decisions with only a brief prompt to help. Each group then feeds back its decision to the whole class giving reasons. Score sheets enable everyone to record the decisions and collect gradings for the six factors being studied (for example, accessibility, space, large local population). The groups then collate this information to come up with a preferred site. Finally, in groups, they complete a 'conclusion' section on a worksheet which helps them argue the case for the best site. For some groups this is a simple multiple choice activity, others must complete a small number of prompts (The site was also good for...). For the more advanced bilingual learners, a simple opening sentence is all the help they get. In a plenary the groups feed back their conclusions. There is mounting excitement as group after group identify the same site. A final vote is taken, leading to someone in the preferred-site group calling out with delight, 'Miss. We won!'

An excellent lesson, which skilfully provides appropriate support for these bilingual learners: use of visuals (overhead transparencies, maps); ample opportunities for talk; clearly designed tasks and worksheets that ensure everyone can take part in the lesson; differentiated writing frames; and glossaries, including one in German for a recently arrived pupil. Both teachers play an active role in the lesson, alternating between leading on different sections of the work and supporting groups and individuals. Pupils are fully engaged with the task and enjoy being in role. The lesson objectives are fully met.

Year 8 science lesson

26 pupils, all with EAL (11 at early stages). Topic: Ecological relationships. How can animals be classified? Today, the focus is on vertebrates. Lesson objectives are that all pupils should name the five vertebrate groups, recognise four features of each and name four animals for each group. The lesson has been jointly planned by the science teacher and the EAL teacher.

The teacher starts with a brainstorming session. With the help of a skeleton she identifies key features of vertebrates. Using clear visuals (for example, pictures of slugs, worms, fish), she poses questions to the class: Do worms have backbones? What are fish/birds covered with? How do amphibians/reptiles reproduce? Students participate well and a diagram indicating the key features of different animals is developed on the blackboard. Key words are listed. The EAL specialist has provided glossaries in Urdu and German for students who need this level of support. She moves around checking that they are following what is going on in the first part of the lesson.

In pairs and threes, the students then work on a sorting game in which they have to classify pictures of animals into the five vertebrate groups, paying careful attention to the key features (for example, how the animals breathe, reproduce and move). After sharing their results with the whole class, enabling the teachers to check understanding, students record their findings. The EAL teacher provides writing frames at different levels to support those who need additional help with their writing. A problem-solving activity follows – assigning a whale and a duck-billed platypus to a vertebrate group. Students note their reasons on mini whiteboards and these are shared with the whole class in the plenary.

A successful lesson with excellent use of visuals and real objects, good whole-class and group discussion, a variety of tasks including an attractively designed game, glossaries in more than one language and supportive writing frames. The careful joint planning and additional resources produced by the EAL teacher enable all the students to engage with the learning.

Year 10 media lesson

Media coursework: to write two reviews of the film Minority Report, one for a teenage magazine, one for an adult magazine. Aims of this lesson are: to brainstorm the contents of a film review; and to explore the use of different language for different target audiences. Approximately half of the class have EAL, two Turkish-speaking pupils are recently arrived in Britain.

Lesson begins with a starter activity led by the EAL specialist. It consists of a sequencing activity of the plot of the film Minority Report in six stages on card strips. During the task the two teachers circulate to offer help and check progress. The EAL specialist focuses on the two recently arrived Turkish-speaking students. Next, the English teacher brainstorms with the whole class the elements one would expect to find in a film review, reminding the class that these features should be present in their reviews. Students note down the key elements.

In the main part of the lesson, the idea of audience and language difference is introduced. Two written examples, prepared in advance, are now introduced and students identify and compare various language features. They consider how 'You are doing my head in' might be expressed for an adult audience, for example. Good whole-class discussion of Standard and Non-Standard English, formal/informal/'posh' language. Students are then given a film review written for a teenage magazine and asked to rewrite it for an adult magazine. The EAL specialist, a Turkish speaker, has produced a glossary, translating the key words in the review, as well as a writing frame to help the Turkish speakers engage with this task. In the plenary the students are called on to read out their versions. One of the Turkish speakers is proud to be called on to read his (brief) review.

A well-planned lesson with a variety of activities, using to the full the expertise of both teachers. Clear expectations, opportunities for paired and whole-class discussion, use of home language for the two recently arrived students, carefully structured tasks providing good strategies and models for tackling the coursework, range of differentiated support sheets (rewriting of review in simple language, glossaries of key terms, writing frames) enabling all the pupils to take part in the learning.

Year 11 English lesson

Class text is the play, Educating Rita. The lesson starts with the setting of homework (script writing). A start is given to the dialogue – a useful scaffold for pupils with SEN and the small number with EAL. This is a lower-ability set.

After the class teacher has set the objective for the lesson (to show the examiner you understand character), the EMA teacher asks the pupils to complete a spider diagram she has produced on Rita's personality traits with relevant quotations from the play. Teachers circulate and support. EMA teacher leads feedback on the spider diagram work and then introduces a hot-seating activity. The classteacher takes the role of Rita and pupils are given time and help to prepare some questions. These are well-focused, with everyone joining in. With the EMA teacher as MC and the class teacher in the hot seat, the partnership exploits the potential for modelling both in terms of language and content. EAL pupils are able to participate with confidence and benefit from the teachers' ambitious use of vocabulary and helpful explanations.

An effective and lively lesson with a clear objective and good pace. Pupils with EAL (and others) are given a glossary of terms (such as humorous, working class, outgoing) to accompany the worksheet. Effective partnership working leading to good outcomes for all pupils.

Continuing professional development

32. There was a high level of professional development activity in all the schools. Most EMA staff maintained close links with their local LEA EMA Service and spoke highly of the specialist training, support and networking opportunities offered by the service's advisory teachers. EMA staff regularly attended relevant courses and were expected to disseminate what they had learnt to mainstream colleagues in school.
33. Several schools routinely allocated time as part of whole-school training to the discussion of equality issues and mentioned annual revisiting of key issues such as differentiation, learning styles, and inclusion. EMA staff played a central role in helping to deliver this training. EMA staff also regularly attended school training on government initiatives such as the National Key Stage 3 Strategy and were expected to feed in an EMA perspective.
34. In most of the schools EMA staff had produced a range of good-quality guidance on, for example, how to work with early-stage learners of English, how to differentiate between EAL and SEN, the induction of refugee and asylum-seeking pupils. The EMA co-ordinator was usually responsible for providing training for bilingual assistants and learning support assistants, as well as newly qualified teachers and staff new to the school. A significant number of the EMA coordinators were also engaged in offering training to other schools, either as part of the school's beacon status responsibilities or because the LEA wanted their expertise to be shared more widely.

Partnership teaching

35. Finally, EMAG teachers stressed that the most effective form of professional development was partnership teaching. Mainstream staff were

quick to corroborate this view and keen to articulate what they felt they had learnt.

‘EMA staff ensure that we have a global perspective in mind when planning and that we place value on pupils’ identities, languages and experiences.’

‘There are so many benefits of working with an EMA teacher. We advise each other, we plan together, we prepare the best strategies to help students access the English curriculum, we share resources, marking and assessment. We plan the structure of the lesson and we agree who delivers which part. We discuss and plan the groupings for various activities and, as the EMA teacher has a greater depth of knowledge of students’ cultural background, she advises me on how to use particular knowledge. For example, when studying the poem Blessing by I Dharmer, we got EAL pupils to talk about their experience of seeing people respond to water as a precious thing. Overall, working with an EMA teacher has given me the confidence to work with beginners on my own. I now have a repertoire of teaching strategies that enables me to include EAL learners in the work of the classroom.’ (English specialist in a secondary school with a high percentage of minority ethnic pupils)

‘I couldn’t cope without the language support staff! No, that’s not quite true. I could, but it would be very hard work. It’s about having a macro and micro vision of what goes on in the class. I am preoccupied with the big picture. My EAL support teacher provides the detail in relation to individuals. Can this girl cope with the text we are using? The EAL teacher will know. Pupils would lose out without this intermediary. They would struggle to finish the work on their own.’ (Science specialist in a school with a very high percentage of pupils with EAL)

36. Two teachers, a geography teacher and the school’s EMA co-ordinator, who have worked together over a number of years, reflected on their partnership as follows:

‘It’s rather like a marriage – sometimes it works and sometimes it doesn’t! To make it work you must have the following ingredients:

Commitment to working together for the benefit of all pupils

Confidence and trust in one another’s abilities and skills

Respect for each other as professionals and equals in the classroom

Patience and perseverance to build up a successful partnership over time

And lastly **communication** – you need to make time to talk through issues and plan together.

We think the above (plus a shared sense of humour) sums up why our partnership is successful.’

37. Many of the schools pointed to the key role played by the EMA teachers in ensuring the spread of inclusive practice. Working in partnership with mainstream staff was, they argued, the most effective way of raising the achievement and self-esteem of all minority ethnic pupils. It helped promote a collective responsibility for learning and language development across the curriculum.

Whole-staff training

38. The response of one school with only a handful of EAL pupils and no specialist EMA co-ordinator was to set up whole-staff training with the help of the LEA EMA Service. This was prompted by senior managers' desire that the whole school should play its part in welcoming the new arrivals. An excellent training event addressed a range of issues relevant to this school's context. It covered: migration and possible trauma; EAL; ideas for classroom work; and how to use the web to help with translation. The SENCO, who played a key role in the development of this training with the LEA adviser, subsequently monitored the impact of the day. Staff responded positively, indicating raised awareness of a range of issues and greater confidence about classroom management strategies that would help bilingual pupils to participate in lessons. Several teachers became very interested in other languages and how a person learns a second language. One teacher, using The Language Tool on the web, had prepared some flashcards in Portuguese giving praise (Well done!) and key instructions (Turn the page) which she proceeded to use in lessons. She has encouraged pupils to write answers in Portuguese and labels in Portuguese can now be found around the school.
39. Where EMAG funding is limited, carefully crafted and focused professional development has made it possible for schools to begin to address the question of how to adapt teaching and learning approaches to meet the needs of recently arrived minority ethnic pupils. Prioritising such training indicates a school's commitment to inclusive educational practice.

Specific initiatives

40. Schools were asked to describe any specific initiatives they had set up over and above the routine teaching, monitoring and advisory work expected of EMA staff. Over 50 different activities were listed by the secondary schools, with one presenting information and evidence of impact for 30 specific activities.
41. The initiatives can be grouped into the following broad categories:
 - working with parents
 - use of heritage languages
 - extra-curricular activities

- celebration of cultural diversity
 - anti-racist work
 - mentoring.
42. The initiatives are far too diverse and numerous to be described in detail. A small number of examples will, however, give a flavour of these schools' commitment to equity and inclusion for minority ethnic pupils and the creative way they have attempted to work with pupils, parents and the communities to raise attainment.

Working with parents

43. It is not uncommon at secondary level to appoint a home/school liaison officer to work with hard-to-reach communities. In some schools, however, bilingual teachers and support workers provide a valuable service, helping to foster dialogue between the home and the school, especially at parents' evenings. Some schools run family learning classes for parents, others engage parents to teach heritage languages in the school, others again use mentors to work with parents as well as pupils.
44. One school has run parental guidance meetings for all parents of pupils in Year 11 (60 attended) and for Black Caribbean parents of Year 10 pupils (80 attended). The same school, which has for years successfully offered information technology and English classes to bilingual parents, has recently sent a questionnaire to parents of black pupils in Year 7 and Year 8. The school wanted to know if parents would be interested in getting involved in a Black Parents' Group. All but one of the parents said that they would, but stated very clearly that their interest was in 'academic activities'. This same school issues a regular news bulletin to parents with the express intention of celebrating the success of the different groups in the school. Articles have included: 'Young, Gifted and Black'; 'Race Equality Policy' (inviting parents' views); 'Kurdish Language and Culture'.

Use of heritage languages

45. A significant number of the schools offer community languages within the curriculum. When a language cannot be offered, it is common for the school to support the pupils' entry for GCSE where they wish to enter.

In one school, pupils have been put in for GCSE in the following languages: Dutch, Russian, Arabic, Bengali, Greek, Urdu, Mandarin, Portuguese (Turkish, the school's main language after English, is offered within the curriculum). To prepare pupils for the examinations, help is given after school. The pupils' achievements are celebrated at borough level when language achievement awards are presented during an annual conference at Alexandra Palace.

Extra-curricular activities

46. Extra-curricular activities are run by all the schools. Most commonly they consist of: study skills clubs; homework clubs (lunchtime, after school and weekend); reading together programmes involving the pairing of older with younger pupils; and clubs for specific groups or activities, for example Asian dance.

A particularly interesting activity was an EMAG/Excellence in Cities-funded 'Coursework Support Project'. The main priority of the specially appointed tutor was to work with potentially able Year 10 and Year 11 minority ethnic students who were struggling to complete outstanding coursework. Her aim was to ensure that they met the entry criteria for their GCSEs. Students received intensive one-to-one tuition to get them back on track. This has had a positive effect on truancy, since some students had stopped attending class because of the situation with their coursework. With the pressure relieved, they felt able to return to lessons. Guidelines and exemplar materials from all subjects are kept in the Coursework Support Room as are resources, books and revision guides. A record of students' progress is kept on file. The tutor liaises closely with students' teachers. Subject teachers' and students' views of the project are very positive and significant improvements in predicted grades have been logged for the majority of the students.

Celebration of cultural diversity

47. All the schools cited a range of activities through which they attempted to celebrate cultural diversity. Some of the examples were: assemblies (Chinese and Kurdish New Years); attention to images around the school and in resources; links with local mosques and temples; heritage language teaching within the curriculum; the careful selection of course and library books; Islamic studies in Key Stage 4; participation in Black Heritage Month.
48. There was, however, general agreement that more work needed to be done within the curriculum. One school was working actively with an LEA adviser on materials to celebrate cultural diversity in English, humanities, science and citizenship. Another was reviewing its schemes of work from the perspective of inclusion – developing modules on 'Black People of the Americas', 'Africa Before the Slave Trade' and 'Refugees in the 20th Century'.

Anti-racist work

49. Anti-racist work was taken very seriously by these schools, which had clear policies and procedures in place to deal with any instances of racial harassment. They were also explicit to parents and pupils about the school's stand on racism. One school with a relatively small number of minority ethnic pupils had organised training for the whole staff with the help of the LEA. In addition, it was obligatory for all students excluded for racist incidents to attend training before they were allowed to return to

school. In one school pupils insisted that there was no longer any racial harassment because it was taken very seriously and dealt with at the highest level. They recounted an incident where the headteacher had excluded a boy for calling another a 'Paki' even though the two were friends. 'He said it as a joke, but it's a slippery slope and the headteacher was right,' they concluded.

Mentoring

50. Mentoring initiatives were reported by many schools. The focus was usually on underachieving and disaffected groups.

In one school which was concerned about a group of underachieving Year 11 black boys, a member of the mathematics department was given an additional point to run what he called a 'School of Leaders' group. Many of the boys had potential but, without additional support to help them re-focus their energy on their studies, were unlikely to leave school with the qualifications of which they were capable. It was hoped that by focusing on leadership qualities the boys, in turn, would inspire others to take their academic studies more seriously. As well as support for their GCSE exams, the programme set out to teach the boys life skills that would be valuable for them long after they had left school. The content of the course covered areas such as overcoming fear of failure, taking control of your life, health and finance. The course proved a great success, with other black (and white) boys queuing up to take part in it. And several members of staff showed interest in the sessions on health!

In another school, two local Imams were invited to work with some Muslim boys who were underachieving. The Imams were trained on target-setting and the use of data. This supplemented the school's own programme on mentoring and the use of data. The self-esteem of the pupils improved when they saw their own community being recognised by the school. It also improved relationships between pupils and staff. The improvement in the boys' attainment was, according to the school's link inspector, 'remarkable'.

In the same school a 'Learning to succeed' project was developed by the school and a well-known black educationalist for black pupils at risk in Year 8 and Year 10. The course, subsequently developed further by the school and entitled 'Giving it and taking it', is now run with all pupils as part of personal, social and health education.

The outcomes

What works?

51. Schools were asked to identify the initiatives and ways of working that, in their opinion, had proved most successful. Despite their varying contexts, there was considerable agreement across the schools.
52. Secondary schools were consistent in their perception of what works. A summary of their views follows:
 - partnership teaching
 - good use of data to track progress and set targets for individuals and groups (shared with staff and pupils)
 - resource production, especially the rewriting of schemes of work to incorporate differentiation and inclusion
 - home/school liaison to encourage parental involvement and wider community participation
 - mentoring (Coursework Support Project, involving Imams)
 - extra-curricular provision (lunchtime and after-school clubs, Somali Saturday School, revision classes)
 - training for all mainstream staff
 - joint working of the EAL and SEN departments (with clarity about the distinctiveness of the two).
53. Secondary schools also noted the impact on relationships and school ethos of whole-school initiatives such as an Intercultural Festival or a Citizenship Day that addressed anti-racism. Peer support initiatives such as one school's 'Reading Together Programme' had brought about significant gains in attainment and self-esteem. Schools were also proud of the efforts they made for all pupils, especially late arrivals, to obtain some qualification that motivated them and kept career pathways open.

How do you know?

54. As these schools had been chosen for their success in raising the attainment of minority ethnic pupils, it was not difficult for them to demonstrate that the range of approaches they employed was effective. They were able to point to Performance and Assessment Data Analysis (PANDA) scores and Ofsted inspection reports. In addition, several have beacon status with this element of their work identified as a strength.

55. A major feature of these schools is, however, the quality of their monitoring procedures. Not only are they careful to establish the progress of minority ethnic pupils at individual and group level, they are also careful to monitor the initiatives they have set up and to adapt or discontinue them as appropriate. In addition to the careful collection and analysis of data, senior and middle managers monitored teaching plans, carried out lesson observations and undertook regular scrutiny of pupils' work. Issues of inclusion were built into these procedures. If the amount of partnership teaching was, for example, increased in a particular year group or subject area, results were monitored to establish that this had been worthwhile. In this way they were able to state, without hesitation, that the deployment of additional resources had led to increased performance. Improvement in attendance and reduction in exclusions often followed the appointment of a home/school liaison worker focusing on specific groups.
56. School self-evaluation procedures were strong, with several schools inviting feedback from staff, pupils and parents on their policies and practice. One school, for example, carried out a survey of pupils who had been given additional support. The pupils' responses are heartening.

'They have helped me to improve nearly everything, especially maths as I am now doing Higher and predicted a B.'

'They provided me with different sheets of work as I was working on them which helped me a lot. If I said they did not help me, I'm an ungrateful girl after everything they did for me!'

'I want to thank the Language Support Department for everything they've done for me. What I want to say is a very big thank you.'

57. And in another school, parents' views were sought on the impact of a mentoring project. They responded positively, making comments such as:

'My child is a different child.'

'He has seen the error of his ways.'

'He is better focused. I've noticed considerable personal development.'

The attainment of specific groups

58. Although, in general, minority ethnic pupils are doing well in all of these schools, differences by ethnic group remain.
59. In the majority of these schools, attainment on entry to Year 7 is depressed. However, overall pupils make very good progress, with minority ethnic pupils sharing in this success. There are differences in group attainment which reflect the national picture, but in most cases the various minority ethnic groups outperform national averages for that group.

60. Although in some schools outcomes at Key Stage 3 are still depressed, value-added scores are positive and by GCSE attainment is good, especially when prior attainment is taken into account. At the end of Key Stage 4, half the schools achieve scores above the national average, some significantly so. Most of the remaining schools show strongly improving performance with high value-added scores. One school with results below the national average was, nevertheless, the only school in the LEA to show positive value-added scores at Key Stage 3 and GCSE.
61. In several schools boys' attainment is a concern (both White British and some minority ethnic groups), but the excellent data carefully collected and analysed by the schools have enabled additional support to be targeted with precision. A good example would be the Coursework Support Project described above. In some schools headteachers require departments to report on their results with specific reference to achievement both by gender and ethnicity.
62. In the majority of these schools results have risen year on year and, even where there has been an occasional dip in results, the overall trend remains up.

Mapping progress

63. Nearly all of the schools had good systems in place for assessing and mapping the progress of minority ethnic and bilingual pupils at individual and group level. A wide range of data (for example, National Curriculum levels, reading tests, GCSE results) was analysed by ethnicity and gender, enabling schools to identify support needs and organise the deployment of resources appropriately, whether for pupils with EAL or members of underachieving groups.
64. A strong feature of the assessment procedures for bilingual pupils in these schools was the integration of EMAG and whole-school systems. It has been common for schools to use separate scales to assess the language development of pupils with EAL, but here the majority of schools were using the Qualifications and Curriculum Authority (QCA) Language in Common scales to map achievement onto the National Curriculum. This ensured that the progress of all pupils was tracked on a common scale and facilitated joint working between EMAG and school assessment co-ordinators. It also facilitated the process of target-setting at whole-school level and by ethnic group.

65. Procedures for initial assessment, especially for newly arrived pupils, were well developed in these schools. Usually initiated at LEA level by EMA managers, the documents and procedures had often been customised by school staff to reflect the local context and provide opportunities for more in-depth assessment for learning. Where possible, schools used pupils' first languages as part of the assessment procedure and some regularly collected and annotated writing samples in pupils' home languages and English. In the best practice these assessment procedures led to helpful individual target-setting.
66. Monitoring of attendance by ethnic group was also in place in some schools. Followed up rigorously, this led to gains in attainment for individual pupils.
67. On the basis of the evidence presented by these schools, there has been considerable improvement in the area of assessment for minority ethnic pupils since this was last reviewed by Ofsted (*Managing support for the attainment of pupils from minority ethnic groups*, 2001).
68. There follow a small number of examples of how individual schools set about monitoring the progress of minority ethnic pupils.
69. A thorough analysis of assessment data of all types to monitor the progress of minority ethnic pupils was common practice in these schools. In one school, interviews, lesson observations and work scrutiny were also used effectively to establish clear language targets for pupils with EAL. Most EMA co-ordinators were fully involved in school-level analyses of attainment – a welcome development. Equally, senior managers were aware of the importance of monitoring and tracking by ethnic group and integrating data collected by EMA staff into school-level databases. In the past, school and EMA assessment structures too often ran in parallel.

In a school with relatively few minority ethnic pupils and even fewer pupils with EAL (10%), assessment for Year 7 students starts on primary school visits. Interviews are held and detailed pupil profile sheets, including information on home languages, completed. Pupils are then assessed and observed in lessons using a schedule developed by the school. Unusually, an English specialist (given two periods a week to work on assessment with EMA staff) sets language targets on the basis of all the data collected, using QCA level statements. Progress against targets is regularly monitored. Procedures and documents are clear, enabling mainstream staff and the SENCO to contribute fully to the process. This close working of English and EMA specialists has proved a strength.

70. Engaging all staff in the debate about minority ethnic pupil achievement is becoming more widespread at secondary level. In a school where over 80% of pupils have EAL and over 90% are from minority ethnic groups, the EMA co-ordinator works closely with the assessment co-ordinator (a deputy headteacher) to track the progress of pupils individually and by ethnic group from Key Stage 2 to Key Stage 3 and then from Key Stage 3 to Key Stage 4. The results are shared with all staff and questions asked about why progress has not been sustained or why individuals perform very differently in different subjects. According to the deputy head teacher, this has been a 'rude awakening' for some staff. A wide range of data (for example, results of reading tests, verbal, non-verbal and quantitative tests and transfer data) is used to identify individuals who are not attaining their potential. The spiky profiles of some EAL pupils (where verbal scores are lower than non-verbal) are used to identify those needing additional support. This has led more recently to EAL staff working with higher sets. It has also enabled a cohort of Year 11 Black Caribbean girls to be identified for extra mentoring.
71. Finally, in a school with only a handful of pupils with EAL and no EMA co-ordinator, the LEA EMA Service is consulted when a new pupil arrives. The LEA advisory teacher does an initial language assessment and an EAL Planning Document is prepared for the pupil. This sets out a range of short-term and long-term objectives as well as an indication of the QCA/NC level. These are reviewed periodically by the SENCO and the language support assistant and shared with tutors. Recently training was given to the whole staff on how to observe an EAL pupil in the classroom, identify a learning priority, decide on strategies to increase the pupil's engagement with learning and then monitor the outcome. The simple activities and clearly written profiles with helpful questions (Where does the pupil sit? Does the pupil appear to be engaging with the content of the session? Does the pupil respond to questions?) have helped to raise staff awareness about the needs of bilingual pupils and given them confidence to introduce strategies that support the pupils' learning.

Constraints?

72. The factors which made it hard for schools to meet the needs of the pupils as they would have wished were common to both phases:
- the recruitment and retention of qualified specialists
 - the lack of specialist training courses for EAL teachers and bilingual assistants
 - the reduction and uncertainty in funding provision.

73. As one EMA co-ordinator pointed out, 'If you are forced to appoint non-specialists, more time has to be spent on training them, which pulls you further away from direct teaching activity.' Several schools remarked on the continuing need to raise the skills of mainstream staff so that they felt comfortable working in linguistically and culturally diverse classrooms. 'Initial teacher training,' they argued, 'rarely covered these issues adequately. In particular there was no component on working in partnership.'

The parents' voices

74. The parents spoken to were very positive about the schools their children attended. There was little distinction between the issues raised and comments made by parents of primary and secondary pupils. A good number of them were aware of the schools' policies on equal opportunities and race:

'The school's Respect For All Policy is very good. We value this commitment to equality.'

'They take racism very seriously here.'

'We value the school's inclusive culture as well as its examination success.'

'The new headteacher has made his stand on these issues very explicit and the atmosphere has changed in the school for the better. It really helps the children to feel at home.'

75. They spoke warmly of the help given to them and their children. They also appreciated it when schools were honest about their children's progress.

'The children enjoy coming to school and are very happy here. If they struggle, they get help straight away.'

'We get lots of support from the school. They really care for our children.'

'The school has made a real effort to involve Somali parents and help those who are refugees.'

76. Parents particularly appreciated it when schools sought their views or invited them to contribute to the life of the school, such as taking a community language class or forming a Black Parents' Group.

The pupils' voices

77. HMI met with a large number of pupils from a wide range of heritage groups. They explored the following issues with them: their understanding of equal opportunities (had the school made its intentions clear to them?); their knowledge or experience of racism (did they understand and have faith in school procedures for dealing with racist behaviour?); whether the curriculum was sensitive to the range of cultures represented in the school and society more broadly; the extent to which they felt the school cared for them and provided extra help where necessary; and their hopes for the future. It was reassuring to find that, overall, the pupils shared the vision that the schools had articulated. Some of their responses are quoted below.

Equal opportunities

'It means everyone should have the same rights. Fairness for all.'

'We are not all the same, so some people need more help than others, for example, with their reading.'

'The school believes in equal opportunities. They don't have to make a big issue of it because it is already happening.'

Racism

'The school talks to us about race and discrimination in PSHE and assembly. They deal quickly with any problems.'

'There are racial incidents and taunts. It's a minority of white pupils bringing in racist attitudes from home. The school does try to tackle racism but sometimes we feel 'blamed' when we raise it.'

'I believe there's bullying in every school. Sometimes there are tensions between the different groups but we wouldn't use racial taunts. The school would not accept this. It takes such things very seriously. But in some areas of the town there is racial taunting.'

'There is some name-calling, but I think it's for the individual to deal with, not the school.'

Curriculum

'We can use our home languages when we want. It's good that we can learn Urdu as well as Spanish and German.'

'It's good in some subjects; for example in food work we can use our own home knowledge and RE looks at different religions. Citizenship encourages us to talk about cultural differences. But History is too British-centric.'

'It's good to study things about your home culture in lessons. It helps you not to forget your origins. It's also good to know about English culture.'

'There's another world out there and you should learn about it.'

'Assemblies reflect different cultures and there are greetings signs in different languages about the school. Sometimes teachers try to speak in different languages and lots of teachers are from different cultures too.'

'When you use your home language, you feel proud.'

Care and support

'The school really cares about us. They know us as individuals and listen to us.'

'The school shows it cares about how we do by giving us lots of lunchtime and after-school clubs. We have lots of pretend exams in lessons and after school. When they give us back the results they explain how we can improve. There are Saturday classes, for example, in GCSE poetry. Some homework clubs last until 7 o'clock.'

'The things that help are teachers giving you extra support with your language, after-school clubs, access to computers before and after school and help with coursework. The teachers in Room 12 (EMA Base) are very good. You can always go and ask for help.'

'Things that have helped are: story books with cassettes (I used to hate reading, now I like it); simple story books at first; grammar books which tell you how to write Standard English and use punctuation; dictionaries in other languages lent by the school; mentoring in Year 11, helping with revision and talking through problems.'

'When you are in class with other people who can speak English, you learn more. In my other school I used to be in a class with other people who didn't speak English but I didn't learn as much that way.'

'When you have two pairs of hands in the class (partnership teaching). It means you get more individual attention.'

'Extra help with coursework is very helpful. But you learn more by working in small groups with friends. This is better than being taken out of the class.'
(A boy who refused withdrawal help)

The future

'School is very important. It helps you to make a career. It also helps you to learn English so that if your husband comes from Bangladesh and can't speak English, you can teach him!'

'School's important. No one's going to need you if you haven't got an education.'

Case studies

Barr Beacon Language College

The facts

A large comprehensive school, situated on the fringe of a large conurbation. It is in a relatively prosperous suburban area.

NOR: 1,465

FSM: 5%

SEN: 12%

Minority ethnic: 17.6%

EAL: 10%

Languages: English, Punjabi, small numbers of other Asian and various European languages.

EMAG funding: £9,570

Top-up by school: £40,000

EMA staffing:

Co-ordinator (full time, with management point)

Teaching assistant (p/t – 20 hours)

2 ppw of mainstream English teacher (for assessment work).

Attainment: High attainment in maths and English at Key Stage 3 (50% at level 6+ in each). GCSE 5+ A*–C (and points score) are graded A against prior attainment and B by national comparisons. Wide gender gap in attainment at GCSE remains. Performance of Indian pupils (statistically significant minority ethnic group) somewhat above school averages.

The vision

Headteacher: 'Anyone can be a language outsider in some contexts. I saw this on a British Council visit to Spain where English children were needing support. This made me determined to give our EAL pupils a good deal.'

EMA co-ordinator: 'I didn't inherit any systems at all. I have developed protocols and administrative procedures to ensure that minority ethnic issues are at the forefront of thinking.'

History teacher: 'I don't mind spending the time planning partnership lessons. It helps inform my planning and teaching of EAL pupils.'

The action

Rationale for use of EMAG funding: A commitment to having a full-time EMA co-ordinator is the major emphasis, in order to give the role status, as part of the advocacy of minority ethnic pupils' position in school and the local society.

Top-up: Most funding here is top-up. It is used to assure the presence of a full-time EMA co-ordinator.

Ways of working: Pupils in Year 6 (prior to transfer) and Year 7 have their language skills very carefully audited by lesson observation, interviews, profiles and scrutiny of work. An English teacher is involved in this assessment of Year 7 pupils, and guides the setting of specific targets based on the NC levels in English. These are recorded in pupils' profiles and parents are informed of them. Partnership teaching is well targeted to support particular groups and newly qualified teachers.

Specific initiatives: An Asian dance club for girls, and a boys' group now planned. Mentoring scheme for underachieving Black Caribbean pupils. GCSE in Punjabi now being offered from Year 7. Obligatory training on anti-racism before pupils excluded for racism are re-admitted.

The outcomes

What works: Partnership teaching, with regular planning meetings between EMA and other teachers. Language target-setting, especially making these known to parents. Asian dance as an activity, with performance at parents' evenings. EMA co-ordinator working with other departments to review curriculum in relation to minority ethnic groups.

How do you know? Progress monitoring is detailed, for EAL pupils, through profiles. Regular contact with parents, who appreciate dialogue over targets. Status and recognition for minority ethnic pupils through response to Asian dance events. Positive developments in the curriculum in RE, art and history to include more minority ethnic emphasis.

Constraints? Difficulty in attracting large field for EAL specialist posts. We have been lucky!

Pupils' views: 'Having "two pairs of hands" in the classrooms gives us more attention in lessons.' (of partnership lessons) 'In this school everyone has the same rights. Fairness for all.'

HMI evaluation: EMA work is rapidly developing in the school, led by the commitment of the headteacher, the energy of the relatively newly appointed co-ordinator and the support of the teachers and teaching assistant. A particular strength is in the assessment of pupils' linguistic skills which begins before transfer to the school and leads to clear targets for development that are carefully checked. The partnership teaching is very effective, though needs to spread to more staff. The involvement of an English specialist in these assessment procedures is valuable and ensures an integrated approach.

Gladesmore Community School

The facts

An urban, socio-economically disadvantaged secondary school with a very diverse pupil population. The school receives many newly arrived pupils with language support needs; a significant number are refugees and asylum-seekers. The school has specialist status for maths and ICT.

NOR: 1,260

FSM: 55%

SEN: 42.9%

Minority ethnic: 91%

EAL: 57.5%

Languages: English, Turkish/Kurdish, Punjabi, Bangladeshi, Somali, Twi, Yoruba (42 languages in total).

EMAG funding: £146,649

EMAG EIC: £10,000

Top up by School: £206,445

EMA staffing:

EMAG co-ordinator plus core team – 6 FTE posts

Additional staff or additional points to mainstream staff for specific projects (for example, mentoring).

Attainment: At entry, 90% of pupils have reading ages below their chronological age. At Key Stage 3, there has been strong year-on-year progress. This is also true at GCSE level where results have improved significantly over the past few years. Value-added scores are very good at both key stages. Most ethnic groups have recorded strongly improving results.

The vision

Headteacher: 'We believe in the incorporation of the principle of equality of opportunity in every facet of our work. We place emphasis on the best academic performance and social development for all our students. The EMA team is central to the next big change we intend to make in our results.'

EMA co-ordinator: 'Previously, as an EAL department, we were seen as somewhat 'cosy'. Now, we still focus on support for pupils with EAL, but there is also a strong thrust on attainment and we are seen as having a role to play in the school's achievement agenda. We recognise that we have to play a more strategic role – we can no longer justify whispered support to individuals as a way of life.'

EMA staff: 'It has been important to get involved with key government initiatives such as the Key Stage 3 Strategy. In that way we can influence teaching and learning across the curriculum.'

'Now that senior managers see the EMA team as important, our morale is high. It's energising and empowering. They believe we can make a difference.'

Mainstream staff: 'Working with an EMA teacher has had a profound impact on my practice. She has helped me develop a vision about what an appropriate scheme of work (SOW) for pupils with EAL might look like. She has made me confident and committed to celebrating cultural diversity in lessons.'

The action

Rationale for use of EMAG funding: 'I see it as investment in staff who are 'experts'. Many of the EMA team come from the communities represented in the school and speak many of the languages of the children. Previously EAL specialists, their role has broadened to include underachieving groups. Black Caribbean children are underachieving and the EMA team has undergone training to help them take part in tackling this issue too.'

Top-up: A considerable amount of additional money from a range of funding streams is used to address minority ethnic achievement issues, in particular, work with Black Caribbean and Turkish boys. Some White British boys are receiving extra attention too through these initiatives.

Ways of working: Partnership teaching (individuals attached to different faculties); some withdrawal work for newly arrived pupils; curriculum development; mentoring; large number of clubs; EAL option for recently arrived pupils in Key Stage 4; parental links; family learning.

Specific initiatives: Coursework support for Years 10 and 11; work with refugees and asylum-seekers; motivation course (School of Leaders); parental guidance meetings; training for all staff re Black achievement; contact with Black parents of Years 7 and 8 pupils to initiate Black Parents' Group; entering pupils for GCSE in range of community languages; links with supplementary schools.

The outcomes

What works? Better use of data to target pupils who need additional help (for example, Coursework Support Project); mentoring and tracking of individuals (School of Leaders project); curriculum development to ensure resources celebrate the school's cultural diversity; good cultural role models; parental involvement; partnership teaching; valuing pupils' home languages.

How do you know? Improving results; monitoring of initiatives; positive parental feedback on the mentoring course for disaffected pupils.

Constraints? The difficulty of recruiting EAL specialists.

Pupils' views: 'The school really cares about us. They know us as individuals and listen to us.' 'This school believes in equal opportunities. They don't have to make a big issue of it because it is already happening.' 'The school shows it cares about how we do by giving us lots of lunchtime and after-school clubs.' 'There's no racial harassment in this school. They take racism very seriously.'

HMI evaluation: This is a school totally committed to inclusion in all aspects of school life. The analysis and use of ethnically monitored data are excellent and give rise to a wide range of initiatives sensitive to the differing needs of different groups. Equality issues are vigorously pursued, with money drawn from a range of funding streams as appropriate. Staff feel energised and empowered by senior managers' commitment to race equality issues. The status of the EMA team has been enhanced and good partnership teaching developed. Pupils appreciate the school's efforts on their behalf. Attainment is rising strongly.

St Benedict's School

The facts

A rural Catholic Upper School with a predominantly white intake. In general, the school population is advantaged although there is the full range of ability. There has recently been a trickle of bilingual pupils into the school, children of migrant farm workers.

NOR: 534

FSM: 4.7%

SEN: 9.4%

Minority ethnic: 12.4% (many dual heritage)

EAL: 1.1%

Languages: English, Portuguese, Spanish, Russian/Czech.

EMAG funding: £1,590

Top-up by school: £310

EMA staffing:

Language support assistant: 4hrs pw and teacher support: 1hr pw.

Attainment: A high-achieving school. In comparison with all schools, Key Stage 3 PANDA benchmarks are all As, with a similar picture at Key Stage 4. Boys and girls outperform national averages significantly at GCSE level. Value-added scores are also good. There are too few minority ethnic pupils for attainment by ethnic group to be significant.

The vision

Headteacher: 'We want our minority ethnic pupils to feel included as part of the school community. We want them to experience school as a safe environment from which to gain an understanding of British culture and the local community. And we want them to attain appropriate qualifications for progression. When the first Portuguese speakers started to arrive, staff were concerned to do the best they could for them. We're always ready to say we don't know all the answers and to seek help.'

EMA co-ordinator (SENCO): 'We want to ensure that all long-stay ethnic minority pupils leave school with a good command of the English language and with GCSE qualifications that are a true reflection of their academic abilities. We want to acknowledge the importance and value of their own culture within the school. We want to ensure that we make a clear distinction between SEN and EAL. We needed help for this.'

Mainstream staff: 'Looking after the individual's needs is central to the quality of the whole community.' 'It's important that we place value on all individuals.'

The action

Rationale for use of EMAG funding: 'As we have very little experience of working with bilingual pupils, and receive only a small amount of EMAG funding, we decided the best plan of action was to seek help from the LEA EMA Service. Following discussion with the EMA adviser, we jointly planned some whole-staff training. In addition we fund a language support assistant for four hours a week. She is line managed by me.' (SENCO)

Top-up: 'This small sum pays for recently arrived bilingual pupils to take an externally accredited ESOL exam, where this is the only option for them to receive a qualification of some kind.'

Ways of working: The LEA adviser assesses new arrivals and then prepares an EAL planning document for each child. A small amount of additional support (in-class and withdrawal) is provided by the language support assistant, overseen by the SENCO. However, the major thrust has been on helping all staff to work more confidently with bilingual learners. A staff training day gave practical advice on how to work with EAL pupils; the importance of valuing the home language; how to monitor pupils' engagement and progress.

Specific initiatives: Links with Portuguese community through the local Church; opportunity to sit ESOL exams so that all may receive accreditation; voluntary help with translation.

The outcomes

What works? Whole-staff professional development, customised support from LEA EMA Service, EAL planning document for target-setting and review.

How do you know? The staff training day was variously described by mainstream staff as 'brilliant', 'immensely supportive', 'tailored to the needs of the school', 'practical'. Staff say they now have greater confidence in working with pupils new to English.

Constraints? Not enough funding to buy in a specialist EAL teacher.

Pupils' views: 'The extra help with coursework is helpful.' 'We learn most by working in small groups with our friends.'

HMI evaluation: There is good commitment to inclusion at the highest level in the school. The school responded rapidly and effectively to the arrival of pupils with EAL – something of which they had little experience. The good liaison and joint planning between the SENCO and the LEA EMA adviser resulted in whole-school training of high quality. This was appreciated by staff, who now feel more confident about working with pupils new to English. The SENCO has a clear understanding of the distinction between EAL and SEN and monitors the progress of bilingual pupils with care. Commendable efforts are made to ensure that all minority ethnic pupils achieve some qualification.

Small Heath Secondary

The facts

A large 11–18 multiracial school in a disadvantaged area of a Midlands city. It has Technology status. The intake is mainly Muslim with the vast majority of students speaking English as an additional language. The school population is relatively stable.

NOR: 1,272

FSM: 51.2%

SEN: 24.1%

Minority ethnic: 91%

EAL: 90.9%

Languages: Mainly Urdu and Bengali speakers

EMAG funding: £111,112

Top-up by school: £16,000

EMA staffing:

5.8 FTE teaching staff

1 classroom assistant

Attainment: Attainment on entry is well below average. At the end of Key Stage 3, 2002 test results indicated standards achieved in English and mathematics were high (A*) and well above average in science (A) when compared to similar schools. At the end of Key Stage 4 the number of pupils gaining 5 or more A*–C grades was above the national average (B) and high (A*) in comparison with similar schools.

The vision

Headteacher: 'We want to create a "can do" feeling in this school. We want our students to go to university or onto further education and training. This means we have to challenge assumptions that exist among the families the school serves. We want to counter the traditional pathways pupils and their parents often choose and open up new opportunities for young people to fulfil their potential.'

EMA co-ordinator: 'We want pupils to achieve the best they can. We are a bridge that is always accessible, so pupils know where they can come for help and support.'

Home/school liaison worker: 'We want a close partnership with parents so they are involved in the education of their children and better informed about what we do. We want to work alongside the community so that there is better communication between the home and school.'

The action

Rationale for use of EMAG funding: 'We use the funding to employ mainly qualified teaching staff. The linking of SEN and EAL provision in one overarching "learning support" department means the school has a co-ordinated approach to teaching and learning of both EAL and SEN students. Both heads of department are EAL specialists. By integrating the leadership and management of provision, there is a clearer understanding about the various needs of different groups of pupils and the training needs of staff to meet them.'

Top-up: A home/school liaison worker is employed to develop links between school and parents and community. Additional classroom assistants are deployed to support teachers and students in class and group work.

Ways of working: EMA staff teach in partnership across a number of curriculum areas; teach a minority of time in their specialist subject, adopting EAL teaching approaches and methods to raise standards; train teachers and assistants to improve the quality of teaching and learning and curriculum provision; contribute to the evaluation of assessment data to review patterns and deploy staff; and develop multicultural materials in subjects.

Specific initiatives: Home/school liaison; translators and interpreters for parents; teaching of Urdu, Bengali and Arabic; teaching of Islamic studies; 'Catch Up' language focused group work; basic computer-assisted literacy (BCAL) to improve EAL/SEN students' ICT and linguistic skills.

The outcomes

What works? Partnership teaching; development of learning support department with a mix of EAL/SEN expertise, resulting in flexibility in responding to students' needs; using classroom assistants to provide additional support and home/school liaison help in raising standards in all curriculum areas, not just English; teaching in specialist subjects adopting EAL methods; training staff in EAL methodology; specific targeted initiatives, for example, using 'Catch Up' and BCAL to improve literacy and computer skills; use of home/school liaison worker to improve pupils' attendance and involvement.

How do you know? Effective use of school data to track EAL and ethnic minority pupils' progress and deploy staff; partnership working ensures that staff can map students' progress and extent to which curriculum prepares students for life after school. Results at the end of Key Stage 3 and 4 and post-16 show students are achieving well in English given their prior attainment. Monitoring of specific initiatives indicates improvement. Home/school liaison results in improved attendance and links with parents and community.

Constraints? EMAG funding has diminished in real terms over the years, therefore, there are fewer people to do the job, yet demands on our time and expertise are getting greater. Difficult to recruit teachers and assistants with appropriate EAL expertise and experience. Insufficient time to train staff.

Pupils' views: 'It is a place where we feel safe and comfortable.' 'We can use our home languages when we want. It is good that we can learn Urdu as well as Spanish and German.' 'When I started school with no English everyone helped me learn it. I received lots of help from teachers and pupils. A person who could speak my language was with me.' 'Pupils mix well. Sometimes problems in the community are brought in but the school deals with them quickly.'

HMI evaluation: Leadership has a clear vision, high aspiration and a relentless focus on students achieving as much as they can. The school is outward-looking, inclusive and forges effective partnerships with other schools and its local community. The school has a co-ordinated approach to the teaching of EAL and SEN students. Specific initiatives are effective in raising standards in English. Monitoring of data is a strength and used well to raise students' achievement and deploy EMA staff to where it is most needed.

Valentines Secondary

The facts

A large, ethnically mixed school in an outer London Borough, situated in the 18th most deprived ward in England. The majority of pupils have EAL. There is growing mobility as well as an increasing refugee population. The school has Technology College status and is a Leading Edge School.

NOR: 1,215

FSM: 20.7%

SEN: 18.1%

EAL: 69%

Minority ethnic: 78%

Languages: wide range, but main ones are English, Punjabi, Urdu, Somali/Bravanese.

EMAG funding: £110,970

Top-up by school: £392

EMA staffing:

Co-ordinator plus other staff: 2.6 FTE

Beacon school funding supports a home/school liaison Somali worker.

Attainment: Attainment on intake using Key Stage 2 average points scores is benchmarked at D. Key Stage 4 performance in comparison with similar schools (99–02) is A or A* on both progress and FSM measures. Ethnic group performance at Key Stage 4 is very high such that in 2002 all groups exceeded the most recent Youth Cohort figures. The school is in the top 50 nationally for high achievement for pupils with EAL.

The vision

Headteacher: 'Everyone can and must succeed, we don't accept failure. We do not accept external forces as given and immutable. We help all pupils to achieve. We proactively address potential underachievement of particular groups. We are upfront about issues such as the high unemployment rate of different minority ethnic groups. It will be harder. People will discriminate, but we tell pupils not to play into the hands of racists. We tell them they can succeed and we give them examples of how former students have succeeded. My commitment to equality stems from my personal experience of growing up in an inner-London community where many people suffered directly from discrimination.'

EMA staff: 'We aim to ensure that all minority ethnic pupils achieve to their maximum potential and feel valued.' 'Motivating pupils to show their potential in other cultures and languages has rewards for academic achievement.'

Mainstream teacher: 'Being designated EAL is a pathway, not a barrier.'

LEA advisor: 'This school takes no prisoners as regards achievement. The approach is more one of analysis of the performance of different groups, rather than just the love of different groups.'

The action

Rationale for use of EMAG funding: 'EMAG funding is used for EMAG work. There is no siphoning off for other things. Essentially we use it to ensure quality staff. EAL has high status in the school and is part of the Beacon mission. EMAG initiatives are central, not peripheral to the school's vision.'

Top-up: 'There is little top-up, but we are lucky because much of the outreach into the community is Beacon funded but has strong impact on EMAG and EAL work, such as the Somali home/school liaison worker.'

Ways of working: Partnership teaching (the norm); support for new staff; handbooks, guidance (for example, SEN/EAL guidelines); training for new staff and newly qualified teachers; annual review of differentiation/inclusion; EMA staff attached to subjects/year groups and used strategically. 'It is not possible to support each early stage learner of English in class. Our emphasis, therefore, is on revising schemes of work and helping staff to adapt their teaching so that they become confident when working with multilingual classes.'

Specific initiatives: Work with the Somali community; heritage language provision at GCSE; mentoring project using local Imams; out-of-hours homework and literacy clubs; 'learning to succeed' project with black pupils; involvement in action/research projects by many staff (for example, 'Assessment for Learning' with Cambridge University); curriculum development in history (Black People of the Americas, Africa before the Slave Trade). Plus many more – school lists 30 initiatives.

The outcomes

What works? Community aspects of work, stimulated by Beacon/Technology funding; Somali Saturday School; developing partnership teaching; home/school liaison worker; mentoring (Somali Imams) developed with LEA link advisor; education welfare officer monitoring of and working with Bangladeshi pupils; developing inclusive schemes of work.

How do you know? Monitoring and evaluation. EMA issues are built into all routine departmental reviews and lesson observations. All the indicators suggest high levels of success for minority ethnic pupils, especially their increasing levels of achievement compared with national averages.

Constraints? Difficulty of getting properly qualified EAL specialists, grant fluctuation leading to uncertainty over posts.

Pupils' views: 'There's good mixing in this school. We understand about other people's religion and culture.' 'Equal Opportunities is about rights and opportunities for everyone.' 'Everyone here is very helpful, teachers and pupils.' 'They give us lots of chances to catch up with our work such as homework club.' 'The school talks to us about race and discrimination in PSHE and assembly.'

HMI evaluation: Genuine celebration of school's diverse community, emanating from headteacher but shared throughout the school. A positive ethos resulting in a harmonious community where all extend respect for others. Ethnic minority and inclusion issues are central to the way the school organises everything it does. Strong learning culture of both pupils and staff. High status of the EMA staff who are used strategically in the school. Superb data, enabling close tracking of individuals and groups. Good community links. Numerous, innovative initiatives. No stone left unturned.

William C Harvey Special School

The facts

A 3–19 special school for pupils with severe, profound or complex learning difficulties. 20% of families are asylum-seekers/refugees.

NOR: 73%

FSM: 44%

SEN: 100%

Minority ethnic: 81%

EAL: 52%

Languages: Turkish, Somali, English.

EMAG funding: £12,897

Top-up by school: £3,346

EMA staffing: Co-ordinator (2 days a week).

Attainment: All pupils have statements of special educational needs. Majority are working towards NC Level 1. Attainment is discussed in relation to individual pupil targets, set termly.

The vision

Headteacher: 'I don't have any issues about EMA, it sits so fundamentally within Equal Opportunities, fundamentally within child protection and fundamentally within the curriculum. All institutions are intrinsically racist and this needs continually monitoring and counteracting.'

Deputy headteacher: 'Every culture is celebrated and included and reflects the community.'

Early Years team leader: 'We're always looking at the trees, not the wood.' (Commenting on how the school system for assessing pupils against their targets is superior to percentages of pupils who have achieved a particular level)

Nursery nurse: 'My role is to help the kids in the best way I can. If we can have a better school that's all I want.' (Second generation Turkish Cypriot who interprets for/counsels parents)

The action

Rationale for use of EMAG funding/top-up: Entire funding including 'top-up' spent on EMA co-ordinator, one of the many specialist workers in the school. Co-ordinator works two days a week. Headteacher keen to have more days but it is the co-ordinator's choice to work the days he does.

Ways of working: Co-ordinator prioritises the youngest classes on a 'catch 'em early' basis, additionally involved in one secondary-aged class. Inclusion work with special school pupils and pupils from neighbouring primary school; parents' group (meeting fortnightly) co-chaired by EMA co-ordinator; all pupils have termly targets, personal SMART learning objectives (the school's own rather than p-scales). Staff monitor the extent to which targets have been met, where progress has been made or targets have not been met. Targets are analysed by ethnicity.

Specific initiatives: Turkish inclusion group; inclusion work with adjacent primary school.

The outcomes

What works? Teacher modelling, particularly with reception children. Improvement of pupils' self-image through reference to pupils' cultures and use of pupils' language in inclusion groups. Parents' group provides an invaluable opportunity for EMA co-ordinator to meet parents on an informal basis and offer advice.

How do you know? Pupils very involved in sessions led by EMA co-ordinator. Pupils from neighbouring primary keen to return for next session. Parents' group successful as evidenced by number attending (up to 20). The extent to which pupils make progress is very evident by the targets which they are set.

Constraints? Intention to establish a Somali inclusion group on the same basis as the current Turkish Inclusion group but no Somali speaker on the school staff.

HMI evaluation: The senior managers have a highly inclusive vision for minority ethnic pupils that is shared by all staff. The EMA co-ordinator contributes significantly to the quality of support for minority ethnic pupils by modelling inclusive practice which takes account of home languages and cultures. His excellent classroom manner is an inspiration to staff and pupils. The parents' group initiative has also proved successful. Good tracking and target-setting for all pupils.

Annex A: the schools visited

Barr Beacon Secondary, Walsall

Challney High School for Girls, Luton

Gladesmore Secondary, Haringey

Harris CE Secondary, Warwickshire

Holly Lodge Secondary, Sandwell

Lampton Secondary, Hounslow

Netherhall Secondary, Cambridge

St Benedict's RC Upper School, Suffolk

Small Heath Secondary, Birmingham

Valentines Secondary, Redbridge

William C Harvey Special, Haringey

