Ethnic Minority Pupils

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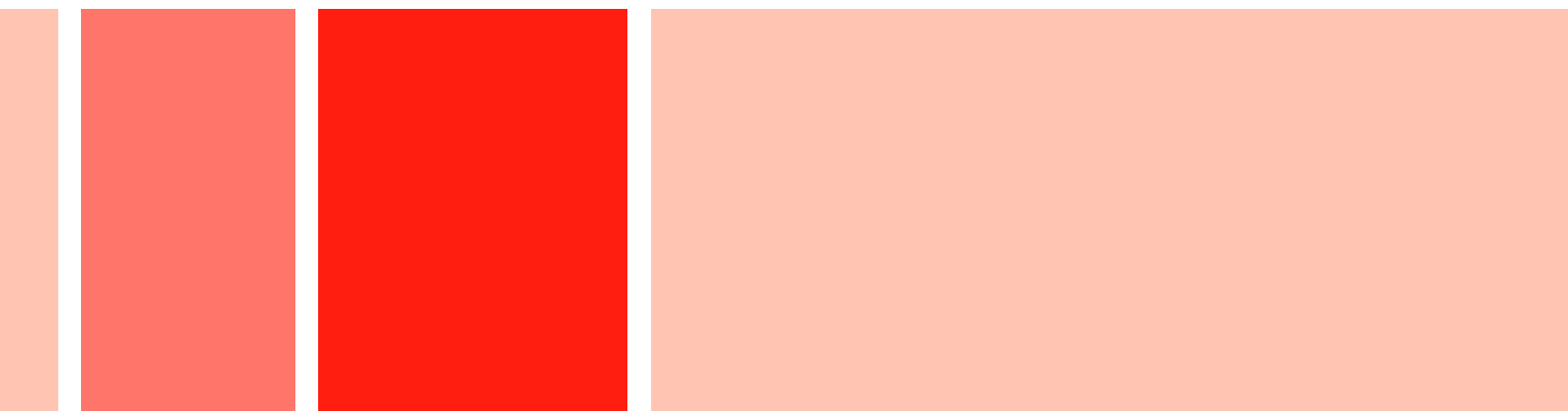
Evidence Review and Practice in Wales

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Views expressed in this report are those of the researcher and not necessarily those of the Welsh Government

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Acknowledgements

Glossary of abbreviations and explanation of terms

DfES : Department for Education and Skills
E1L : English as a First Language
EAL : English as an Additional Language
EM : Ethnic Minority
EMA : Ethnic Minority Achievement
EMAG : Ethnic Minority Achievement Grant
ESL : English as a Second Language
FSM : Free School Meals
GCSE : General Certificate of Secondary Education
KS : Key Stage (1-4)
LA : Local Authority
PLASC : Pupil Level Annual School Census
SEN : Special Educational Needs
SIMS : Schools Information Management Systems

Abstract

This report brings together literature on the academic achievement of ethnic minority pupils and the factors involved in shaping differential experiences of the schooling system, alongside examining good practice. Case studies were undertaken in response to the lack of documented good practice in Wales on raising attainment of Welsh pupils from ethnic minority backgrounds. This provides an insight support can help in raising the attainment of young people from ethnic minority backgrounds who are at risk of underachieving, as well as in promoting greater school engagement for pupils and their families, greater confidence amongst pupils, improved classroom behaviour and other measures of a positive schooling experience. The case studies examined activities relating to m*entoring*, o*utreach* and c*apacity building*

Introduction

Statistics show that Wales is an increasingly diverse nation, culturally, socially and linguistically. This is reflected in Welsh schools, where almost one in ten pupils is from an ethnic minority background[1]. Yet inequalities remain. Currently pupils in Wales from some ethnic minority backgrounds are much less likely than other pupils to perform well and are more likely to experience low levels of attendance or high rates of exclusion. These pupils then go on to be significantly disadvantaged in other measures of social equality and at increased risk of poverty and marginalisation.

Across Wales, there are people in schools, local authorities and community organisations who are working hard to ensure that pupils from all ethnic backgrounds have an equal chance of achieving highly in the Welsh education system. This report identifies examples of this good practice, providing an insight into what support can help in raising the attainment of young people from ethnic minority backgrounds who are at risk of underachieving, as well as in promoting greater school engagement for pupils and their families and a number of other measures of a positive schooling experience. This report also examines literature on the academic achievement of pupils from ethnic minority backgrounds and the factors involved in shaping differential experiences of the schooling system.

It is hoped that this report will provide a focus on the positive work being carried out across Wales to raise the attainment of pupils from ethnic minority backgrounds, but it also highlights the challenges that may impact the attainment of pupils from ethnic minority backgrounds, both now and in the future. In exploring the existing literature, statistics and current practice, it is hoped that a clearer idea of how best to support the attainment of ethnic minority pupils will be provided. The report is structured as follows:

Part 1 – Background: provides a brief overview of the diversity of pupils in Wales. This section also provides the policy context and outlines the measures that have been put into place by the Welsh Government to support the attainment of ethnic minority pupils.

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[1] School Census Results – Statistics for Wales/National Statistics, 2012.

Part 2 - Literature Review: outlines the current literature on a number of the factors that may affect the attainment of from ethnic minority backgrounds and explores the relationship with Eligibility to Free School Meals (FSM), Special Educational Needs (SEN), English as an Additional Language (EAL) and Gender.

Part 3 - What works in raising the attainment of pupils from ethnic minority backgrounds: provides an overview of measures that can help to support the high attainment and attendance of pupils from ethnic minority backgrounds and EAL pupils. This section features case studies in a number of key areas, including mentoring, outreach, capacity building and celebrating diversity.

Part 4 – Conclusion and Recommendations: brings together the key findings of the project and makes a number of policy recommendations, including implications for future research.

Part 1 – Background

Diversity

Statistics from the 2011 Census showed that Wales is becoming an increasingly diverse nation. Between 2001 and 2011, the percentage of the population of Wales who described their ethnic group as 'White British' fell from 96% to 93.2%. People from non-White ethnic groups now make up 4% of the Welsh population. Between 2001 and 2011 there has been a significant growth in the number of those describing their ethnic background as 'Mixed' (of White and Black African, Black Caribbean or Asian heritage) and those who listed their ethnic background as 'Other White' (including those from Eastern Europe).

This diversity is reflected in the school population, where 91% of pupils are recorded as being of White British ethnicity[2]. The other nine per cent is divided between over 100 different ethnicities. After White British, the largest category groupings are 'Other White' background (which include Gypsy/Traveller pupils and pupils of a wide range of European backgrounds), Other Mixed background (which includes pupils whose parents are from a wide range of backgrounds), Bangladeshi and Pakistani.

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[2] School Census Results, 2013

Table 1: Percentage of pupils aged 5 or over, by ethnic background, January 2013

Ethnic background	Percentage
White	93.0
White British	90.9
Traveller	0.1
Gypsy/ Roma	0.1
Any other White Background	1.9
Mixed	2.2
White and Black Caribbean	0.5
White and Black African	0.3
White and Asian	0.5
Any other mixed background	0.9
Asian	2.1
Indian	0.4
Pakistani	0.7
Bangladeshi	0.7
Any other Asian background	0.2
Black	0.7
Black Caribbean	0.1
Black African	0.6
Any other Black background	0.1
Chinese	0.2
Any other ethnic group	1.0
Total with valid category	99.3
Unknown or not stated	0.7
All pupils	100.0

Source: PLASC 2013

Pupils from ethnic backgrounds other than White British attend schools in all 22 local authorities in Wales but these pupils are not evenly dispersed around Wales. They are concentrated in three local authorities: Cardiff (40%), followed by Newport (12%) and Swansea (10%). Even within these local authorities, pupils are more likely to be concentrated in particular schools. Therefore, it is worth noting that educational policies in place in such areas may have an impact on the academic achievement of such pupils.

The recorded numbers of pupils in Wales from backgrounds other than White British have increased over the past decade. For example, since 2003/04 the number of pupils from backgrounds other than White British increased from 15,091 to 24,577 (a 62% increase). The composition of ethnic groups has stayed roughly the same. It should also

be noted that the recording of ethnicity in the PLASC has improved over this period and the proportion of pupils whose ethnicity is not known has decreased to 0.7% from 3% in 2004.

The trend is of an increase in the percentage of ethnic minority pupils across Wales, with increasing diffusion of ethnic minorities across all local authorities. The numbers of ethnic minority pupils in some smaller, more rural LAs has more than doubled over this period (for example, Monmouthshire, Torfaen, Wrexham, Carmarthenshire and Pembrokeshire).

Table 2: Distribution of ethnic minority pupils by local authority, 2012/13

Local Authority	Percentage of pupils from backgrounds other than non-White British
Isle of Anglesey	0.6
Gwynedd	2.0
Conwy	1.8
Denbighshire	1.8
Flintshire	1.5
Wrexham	2.2
Powys	1.6
Ceredigion	1.1
Pembrokeshire	1.8
Carmarthenshire	2.7
Swansea	10.3
Neath Port Talbot	2.4
Bridgend	2.4
Vale of Glamorgan	5.9
Rhondda Cynon Taf	3.1
Merthyr Tydfil	0.8
Caerphilly	1.6
Blaenau Gwent	0.5
Torfaen	1.5
Monmouthshire	1.2
Newport	12.8
Cardiff	40.2
Wales	100.0

Source: PLASC 2013

Language

In 2012/13 there were 140 different first languages of pupils in Wales. The table below shows the languages that were spoken by over 1,000 pupils.

Table 3: Most common first language of pupils aged 5 and over in Welsh Schools

Language	Number of pupils
Bengali	2,693
Polish	2,325
Arabic	1,908
Panjabi	1,256
Urdu	1,129
Somali	1,011

Source: PLASC 2013

There are 31,132 pupils who are known to be learning English as an Additional Language (EAL) in 2012/13. Assessment and recording of pupils levels of English proficiency are judged against the 'Five Stage Model of English Acquisition' which represent the development of English amongst multi-lingual pupils in Welsh schools. A full description of the model can be found in the appendix, but in summary the categories are:
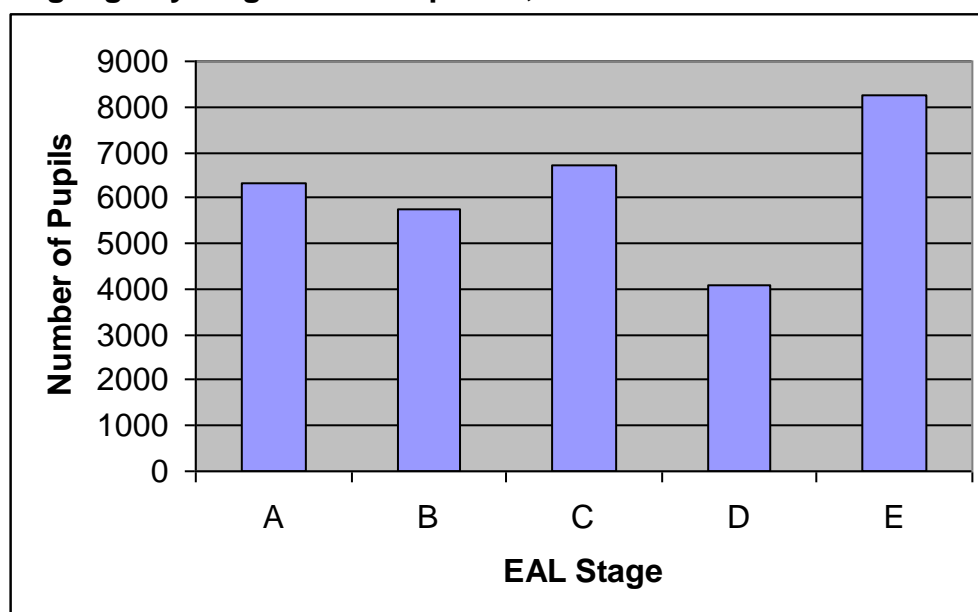
A = new to English

B = Early Acquisition

C = Developing competence

D = Competent

E = Fluent

Chart 1: Pupils in maintained schools acquiring English as an additional language by stage of development, 2012/13

Source: PLASC 2013

The chart above shows the number of pupils in each category, with a sizable number in categories A to C where significant EAL support is needed to help the pupils access the curriculum. Since 2008/09 the number of pupils in category A has increased from 4,324 to 6,327. However, the majority of EAL pupils are in category E, where less support is required.

Free School Meal Eligibility

Free school meal entitlement (e-FSM) is often used as a proxy measure of socio-economic deprivation, as pupils with parents who receive a number of benefit payments (such as Income Support) are eligible to receive FSMs. The percentage of pupils of compulsory school age in LA maintained schools known to be eligible for free school meals in 2013 was 19.5 per cent. Analysis consistently shows an association between eligibility for Free School Meals and academic success. To put it simply, regardless of ethnic group, pupils with no entitlement to Free School Meals (non-FSM) achieve better results than pupils with e-FSM (Welsh Government, 2014).

The table below shows that many ethnic groups are more likely to be e-FSM than the national average. For instance:

- Pupils from Gypsy/Roma and Irish Traveller backgrounds are over three times more likely to be e-FSM;

- Pupils from Black African backgrounds are more than twice as likely to be e-FSM;

- Pupils from Black Caribbean, Black African and Mixed backgrounds also have high levels of e-FSM;

- Pupils from Chinese, Indian and Other White backgrounds are much less likely to be e-FSM

Table 4: Number of pupils aged 5 or over, by ethnic background and free school meal eligibility, 2011/12

Ethnic background	Number eligible for FSM	% of all pupils in each ethnic group
White	65,284	18.0
White British	64,043	18.0
Traveller	202	63.9
Gypsy / Roma	330	67.2
Any other White background	709	10.6
Mixed	1,953	23.4
White and Black Caribbean	639	31.5
White and Black African	282	29.0
White and Asian	372	19.2
Any other mixed background	660	19.5
Asian	1,189	15.1
Indian	79	4.9
Pakistani	518	20.0
Bangladeshi	505	18.1
Any other Asian background	87	9.8
Black	1,198	43.8
Black Caribbean	58	27.9
Black African	1,011	46.2
Any other Black background	129	37.8
Chinese	41	6.3
Any other ethnic group	689	18.0
Total with valid category	70,354	18.2
Unknown or not stated	580	16.6
All pupils	70,934	18.2

Source: PLASC 2013

Other sources show that all ethnic groups have high rates of child poverty. In the UK, around a fifth of children are in poverty overall, but Black Caribbean and Indian children had rates of poverty of 26 and 27 per cent rising to 35 per cent for Black African children. Over half of Pakistani and Bangladeshi children were living in poverty (DWP,

2009). However, FSM is just one proxy measure for deprivation. Analysis undertaken with pupil level data in England has shown that even within the non-FSM group the extent of deprivation varies greatly by ethnicity and the non-FSM group are a very heterogeneous group in terms of deprivation (Lindsay etc al 2006).

Given the strong correlation between entitlement to Free School Meals and poor academic performance, it is possible that ethnic patterns of attainment are partially driven by socio-economic status and related factors.

Special Educational Needs

The table below shows that 23.7 per cent of pupils in Wales are recorded as having Special Educational Needs (SEN) and that some ethnic groups have significantly higher proportions of pupils with SEN. For example, pupils from Gypsy/Roma and Traveller backgrounds have the highest rates of SEN (58.5 and 59.3 respectively). Some other groups have above average levels of SEN, although caution is needed in interpreting the higher SEN prevalence rates for some ethnic groups in Wales due to small numbers.

Table 5: Number of pupils aged 5 or over, by ethnic background and SEN status, 2011/12

Ethnic background	Number with SEN	% of all pupils in each ethnic group
White	86,746	23.9
White British	84,729	23.8
Traveller	185	58.5
Gypsy / Roma	291	59.3
Any other White background	1,541	23.0
Mixed	1,819	21.8
White and Black Caribbean	578	28.5
White Black African	221	22.7
White and Asian	309	15.9
Any other mixed background	711	21.0
Asian	1,616	20.5
Indian	222	13.7
Pakistani	633	24.4
Bangladeshi	634	22.7
Any other Asian background	127	14.4
Black	718	26.2
Black Caribbean	58	27.9
Black African	574	26.2
Any other Black background	86	25.2
Chinese	69	10.6
Any other ethnic group	751	19.6
Total with valid category	91,719	23.7
Unknown or not stated	838	23.9
All pupils	92,557	23.7

Source: PLASC 2013

Welsh Policy Context

The Welsh Government has a commitment to the equal provision of access to education, primarily through the provision of guidance to schools and LAs and the creation of the Minority Ethnic Achievement Grant (MEAG). The MEAG is provided to LAs to support the learning of pupils from ethnic minority backgrounds. Guidance on how pupils from ethnic minority backgrounds can best be supported can be found in Welsh Government documents such as 'Respect and Resilience: Developing community cohesion – a common understanding for schools and their communities', 'Many Voices: One Wales' and 'Unity and Diversity'.

The amount of money allocated to the MEAG has generally increased year upon year, with match funding available to varying levels. MEAG funding is renewed annually, after the submission of applications by Minority Ethnic Achievement Service (EMAS) teams based in LAs, who may use the funding for activities that support the original purpose of the grant.

Table 5: Annual grant allocation to Local Authorities to support pupils from ethnic minority backgrounds

Year	Grant	Amount (£m)
2006-2007	EMAG and Asylum Seeker Grant	5 & 2.4
2007-2008	MEAG and 500,000 for migrant workers	8.1
2008-2009	MEAG	9.1
2009-2010	MEAG	9.6
2010-2011	MEAG	9.6
2011-2012	MEAG	10
2012-2013	MEAG	10.2

Source: Welsh Government

In England, the equivalent Ethnic Minority Achievement Grant (EMAG) no longer exists as a ring fenced source of funding for pupils from ethnic minority backgrounds and EAL pupils. English LAs must seek the agreement of schools forums to allocate funding for dedicated Ethnic Minority Achievement services. Whilst an evaluation of the effect of the mainstreaming of the EMAG is yet to emerge, the decision to mainstream the EMAG has lead to the closure of services designed to support the attainment of pupils from ethnic minority backgrounds.

An evaluation of the EMAG in England (Tickly et al, 2005) found that while the EMAG was effective in providing support for pupils who speak English as an additional language, the EMAG had limited impact on raising attainment, particularly in raising the attainment of pupils most at risk of underachieving (pupils from Black Caribbean backgrounds for instance). A 2010 review of the MEAG in Wales found that a large proportion of MEAG funding is spent on EAL (English as an Additional Language) support for bilingual pupils, through staffing (bilingual teaching and learning assistants) and resources.

A number of EMAS have supplemented MEAG funds with European Social Fund (ESF) funding via the Minority Ethnic Language and Achievement Project (MELAP), which

aims to address the educational needs of the growing number of minority ethnic young people through a number of innovative approaches. The MELAP supports pupils through the provision of after school study support, support for the integration of new arrivals into school, enhanced bilingual support, advice and support to enhance a positive home/school partnership and mentoring services, amongst a number of other measures. The MELAP has allowed participating LAs to procure extra staff and to provide support to pupils entering further or post 16 education. An evaluation of the MELAP project has been undertaken[3].

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[3] http://wales.gov.uk/statistics-and-research/?lang=en

Part 2: Literature Review

This section provides a summary of the key findings from existing literature, to help understand some of the reasons for the low educational performance of some ethnic groups. This review has not been systematic in nature and the available literature on this topic is vast and of variable quality. Therefore, the sources drawn upon here reflect the following inclusion criteria:

- Research carried out within the last 15 years – without this, claims about the validity of evidence for contemporary Wales could not be made due to recent political, social and demographic changes. Although, some references are made to earlier research for historical context.
- Studies based on rigorous primary research.
- Peer reviewed or governmental research – reflects high quality and robust research.
- Studies based in the UK –the historical, political and social context underpinning much of the research from outside of the UK may mean that the underlying causes of underachievement for some groups may not be readily extrapolated to the Welsh context.

This evidence drawn upon relates to pupils of ethnic minority backgrounds. In recent years a great deal of literature has attempted to explore the attainment of other 'minority' (in terms of size or in terms of power) groups, such as 'White working class boys' as part of an attempt to draw attention to the myriad ways in which social characteristics can combine to produce advantage and disadvantage. Whilst pupils from White British backgrounds may also face disadvantage, here the focus is on exploring attainment amongst pupils from ethnic minority backgrounds, in line with the aims of the project.

Much of the literature is based on research carried out in England. There is a lack of comprehensive literature exploring good practice in raising attainment amongst pupils from ethnic minority backgrounds specific to Welsh schools. In particular, there is no research that examines the specific issues around the Welsh Language. While there may be some differences in the historical and socio-economic profiles of ethnic minority communities across regions, it is generally felt that there are enough similarities for the research findings to be useful to Wales. Additionally, much of the research focuses on practice in urban schools and communities. It is recognised that there may be

differences in the experiences of those in rural locations and where Welsh is the medium of education.

The factors that affect educational attainment

There are a large number of factors that have been identified as contributing to low levels of attainment amongst pupils from some ethnic minority backgrounds. Often the factors involved aren't absolute or straightforward and cannot be said to be a contributing factor to low attainment amongst all pupils that share the same ethnicity or gender – there are high and low achieving pupils in every ethnic group and frequently pupil attainment varies dramatically between local authorities (Gillborn and Mirza, 2000). The findings from the literature have been grouped together under six themes:

- Socio-economic disadvantage
- Special Educational Needs
- English language proficiency
- Gender
- Discrimination
- Culture

Socio-economic disadvantage

The most frequently cited explanation for ethnic gaps in educational attainment relates to the substantial differences in socio-economic status between different ethnic groups. The first part of this report showed that pupils from certain ethnic group were more likely to be in receipt of Free Schools Meals (eFSM), which is a proxy measure for socio-economic disadvantage. Socio-economic disadvantage may have a direct influence on children's development, for example through limited material resources and an indirect influence through parental education, expectation and aspirations. Studies have shown that FSM entitlement has a stronger effect than ethnicity and gender on the attainment of pupils (EHRC, 2010), with the exception of the higher performance of Chinese pupils and the lower performance of pupils from Gypsy/Roma and Traveller backgrounds.

An analysis controlling for factors known to affect educational attainment and adjusting for their impact on attainment was undertaken using Welsh attainment data in 2006 (Briggs et al, 2006). These factors included gender, FSM eligibility, within-year age,

special educational needs (SEN) status and the pupil's neighbourhood. This analysis found that ethnicity itself explains very little of the difference between pupils' attainment – less than 1% of the variation. Once personal characteristics are controlled for, few of the differences between ethnic groups are significant:

- At KS2, only Bangladeshi pupils produce significantly lower scores,
- At KS3, again Bangladeshi pupils produce significantly lower scores, and Chinese and Asian Other produce significantly higher scores, and
- At GCSE, Black African, White Other and Chinese & Asian Other students produce significantly higher scores.

When these personal characteristics were controlled for in terms of progression through secondary school, all but one minority ethnic group made faster progress on average between ages 11 and 16 than White British pupils. This exception was Black Caribbean pupils, who show a decline in average Key Stage attainment.

These findings are reflected in analysis of attainment data from England (Cassen and Kingdon, 2007a and 2007b, Dustmann et al 2008, Haque and Bell 2001). In raw data, Pakistani and Bangladeshi pupils have the lowest level of educational attainment and are disproportionately represented in lower socio-economic groups; which tends to provide the explanation for the lower performance (Haque and Bell 2001). However, when socio-economic background is controlled alongside prior achievement at age 11, these differences disappear. The study concludes that almost all ethnic minorities 'weather' economic disadvantage much better than the White British; meaning that poor ethnic minority pupils are significantly less susceptible to low achievement than poor White British pupils (Cassen and Kingdon, 2007a).

One explanation for these differences is that receiving FSMs may mean different things for ethnic minority families compared to White families. Hobbs and Vignoles (2007) identify that receiving FSM is more likely to be associated with single parent families for White and black ethnic groups than among Asians. There is also a suggestion from this study that the perceived stigma of receiving FSM is lower for ethnic minorities than White British.

Other potential explanations have been suggested in the literature:

- the motivational drive for self-improvement that some ethnic minorities have for themselves and their children – in particular for Asian groups which emphasise education and encourage social mobility (Modood, 2005);

- the 'immigrant paradigm' which suggests that immigrants devote themselves more to the acquisition of knowledge and human capital than the native population as they lack financial capital (Winder, 2004); and

- as most of the improvement in ethnic achievement occurs in the run-up to the 'high-stakes' KS4 exams, this lends some support to the explanation that Asian pupils may be more aspirational and seeking to get a professional job in the future (Wilson et al, 2005).

However, large scale representative studies have had mixed success in eliminating the attainment gap using controls and several studies have identified that socio-economic status is not able to explain the lower performance of Black Caribbean pupils, particularly boys (Strand, 1999; Wilson et al, 2005). Wilson et al (2005) analysed examination results at age 16 and report that Black Caribbean pupils still had lower attainment than White British pupils after controlling for age, poverty, gender, special educational needs and neighbourhood deprivation.

In the study by Cassen and Kingdon (2007b), the differences between GCSEs and GNVQs were explored, as low achievement was higher for GCSE-only takers but much lower for GNVQ takers. They found that minority ethnic pupils are more likely to take GNVQs than White British pupils. While 21% of White British students took one or more GNVQs, the corresponding figures for other groups were higher (for example 30% of Pakistani pupils and 32% of Bangladeshi pupils). This could explain ethnic minorities' smaller incidence of low achievement compared to the White British at KS4 or the more likely interpretation is that it reflects nothing more than the aptitudes and preferences of the groups concerned.

Cassen and Kingdon (2007b) explored how ethnicity and attainment related to neighbourhood effects. They found that a student's achievement is positively and significantly related to the mean achievement of people of their own ethnic group in the neighbourhood and unrelated to the average achievement of all KS4 takers in the same places. This could have a variety of meanings: one is that the local ethnic group is

relatively unaffected by such things as the cultural values of other cultures expressed through the media and influencing their aspirations or comparisons solely relate to their own ethnic group.

Special Education Needs

The data shown in the section one showed that 23.7 per cent of all pupils are recorded as having Special Educational Needs (SEN). Some ethnic groups had significantly higher proportions of pupils with SEN (e.g. pupils from Gypsy/Roma and Traveller backgrounds), although caution is needed in interpreting the higher SEN prevalence rates for other ethnic groups in Wales (e.g. Black Caribbean) due to small numbers in the cohort of pupils.

There is a well-established relationship between having SEN and educational attainment. However, how this relates to ethnicity should be interpreted with extreme caution and many of the studies that have examined this have identified the complex interaction between ethnicity and types of SEN. Any consideration of SEN and ethnicity must take into account both the culture specific differences regarding the attributes of impairment, disability and special educational needs. The following paragraphs outline some of the key studies that have examined the relationship between ethnicity and SEN, although there are only a small number that examine directly the issues of over and under-representation of ethnic groups among SEN pupils.

Gender and socio-economic status are more strongly associated with overall prevalence of SEN than ethnicity, but some key ethnic differences remain once these are controlled for (Lindsay et al, 2006):

- Pupils from Black Caribbean, Mixed White and Black Caribbean backgrounds are more likely to be associated with Behavioural, Emotional and Social Difficulties (BESD) than White British pupils,
- Traveller and Gypsy/Roma pupils are over-represented among many categories of SEN, including Moderate, and Severe Learning Difficulties, and BESD,
- Bangladeshi pupils are nearly twice as likely to have a Hearing Impairment than White British pupils,

- Pakistani pupils are twice as likely as pupils from White British backgrounds to be identified as having Profound and Multiple Learning Difficulties, a Visual Impairment, Hearing Impairment or Multi – Sensory Impairment and,
- Asian and Chinese pupils are less likely than White British pupils to be identified as having Moderate Learning Difficulties, Specific Learning Difficulties and Autistic Spectrum Disorder.

Proposed reasons for over-representation of Black pupils with SEN cover a range of issues that can be grouped into 6 main areas: systemic factors, ethnic bias in identification and assessment of SEN, teacher ethnicity, parental and school support, socio-economic environment and health related matters (Lindsay at al 2006). However, Black Caribbean and Mixed White & Black Caribbean overrepresentation for BESD cannot be totally explained by socio-economic differences, as these groups are still overrepresented once this is controlled for (Strand and Lindsay, 2009). Therefore, it is likely that school processes may be involved. The literature suggests teacher and school factors (including racist attitudes and differential treatment) as a reason for their over-representation in the BESD category (Coutinho et. al., 2000). However, there is an under-representation of Black African pupils, suggesting differences with other Black pupils that need further empirical investigation.

The high levels of SEN among Traveller and Gypsy/Roma pupils appear to have a number of determining factors. These factors range from factors associated with school (such as negative teacher attitudes, racist bullying) to factors associated with Traveller cultures (for example, high mobility and poor attendance) (Lindsay et al 2006). However, this research is limited and so conclusions for this group can only be indicative.

The increased risk of sensory and severe intellectual impairment among Pakistani and Bangladeshi children in England has been linked with genetic factors (Morton et al, 2002; Yoong & Spencer, 2005). However, care must be taken not to over-attribute developmental difficulties to this factor.

The literature suggests that there are often difficulties in disentangling learning difficulties from issues associated with English as an Additional Language (EAL). Pupils should not be assumed to have SEN on the basis of EAL, although these pupils may

face greater challenges to access the curriculum and are likely to have lower levels of attainment, especially in the early stages of English acquisition. Sammons et al (2003) reported that children with EAL showed greater likelihood of being designated as SEN at pre-school compared with those with English as their first language. Hence, at this stage, Pakistani and Bangladeshi children were more likely to be identified as 'at risk' with respect to cognitive development and developing peer relationships.

Interestingly, analysis from Strand at al (2006) found that EAL pupils are not more likely to have SEN in the cognitive/learning and communication/interaction categories. The same study also identified evidence of inappropriate practice whereby attempts to meet EAL needs are made by using SEN support.

English as an Additional Language (EAL) and Attainment

The level of English proficiency has a significant impact on the attainment of pupils. Whilst bilingualism or multilingualism can have a positive effect on pupil attainment ultimately, low proficiency in English can prevent pupils from effectively accessing the curriculum.

Several studies have demonstrated that while EAL is a risk factor for low achievement, its effect is strong only at the younger ages and wanes with age (Strand 1999; Lindsay 2006; Cassen and Kindgon 2007, Wilson *et al.*, 2005 and Dustmann 2008). Analysis has also shown that bilingual pupils who are fully fluent in English perform better, on average, than English-only speakers (see Strand and Demie 2005; Ofsted 2004). Consequently, language helps to explain why certain ethnic minority pupils make greater progress than White British pupils, and why Black Caribbean pupils make smaller progress than any other ethnic group (Dustman, 2008).

Gender

Gender remains a factor in the attainment of pupils at every Key Stage for all ethnic groups (Welsh Government, 2013). The gender gap is more pronounced for certain ethnic groups and the gender gaps widens with progression across the Key Stages. Previous research has shown that this also varies between core subjects and is particularly pronounced in English (Gilborn and Youndell, 2000).

Many studies have identified significant patterns of gender gaps by different ethnicities, especially in the early years (Hansen and Jones, 2011; Strand, 1999). Hansen and Jones (2011) examined the gender differences in cognitive assessments at age five across ethnic groups in a sample of English children from the Millennium Cohort Study. They found that while girls generally perform better than boys, general trends mask some differences across ethnic groups. Results show gender gaps are largest for Black and Pakistani and Bangladeshi children and smallest for White children.

While there has been a lot of concern over the underachievement of boys in general, there has been special concern about the underachievement of Black boys in the literature. Black Caribbean pupils tend to score lower on school tests than pupils of other ethnic groups, with boys doing more poorly than girls. Black Caribbean girls tend to do less well than their female counterparts of other ethnic groups, but they score higher than boys of some other ethnic groups (Gilborn, 2008). Examinations of pupils' educational progress up to the end of Key Stage 4 have shown that amongst Caribbean and other Black children, girls progressed quicker than boys but for other ethnic groups boys and girls progressed at about the same rate (Strand, 1999).

Discrimination

Historically, ethnographic research has shown strong support for the presence of racial discrimination in English schools (see Mac an Ghaill,1988). Much of this research suggests that Black Caribbean pupils can be perceived by teachers as 'troublesome' and less intelligent than their White and Asian peers, whilst Asian pupils can be perceived as 'quiet' and studious. Black Caribbean pupils also appear to be disciplined disproportionately and more harshly than their peers and have been more likely than pupils from White backgrounds to be considered to have SEN (Gillborn, 1990, 1995).

Since the passage of Race Relations legislation mandating race equality, it is rare to observe racist treatment of pupils in schools. All schools are now legally obliged to have a policy for dealing with racist incidents, both between pupils and between teachers and pupils. The Race Relations (Amendment) Act of 2000 places a positive duty on public bodies to promote race equality. Schools are now required to promote and encourage racial equality. As a result, little recent research has indicated the presence of direct racism in the classroom.

Despite this, there is still some evidence that suggests that *institutional racism* or *negative teacher expectations and perceptions* may affect the attainment of pupils from ethnic minority backgrounds. Black pupils and pupils of mixed Black Caribbean and White British heritage in particular appear more susceptible to negative teacher perceptions and low academic expectations (DfES, 2005; Crozier, 2005; Tickly et al, 2006). A number of studies have found that some parents of pupils of Black Caribbean and Mixed Black Caribbean and White heritage feel that their children are subject to low academic expectations and that often this isn't helped by the poor and inconsistent contact made with parents (Crozier, 2005; Tikly et al, 2006). In addition, studies have found that some pupils from these backgrounds feel that teachers hold lower academic expectations of them and may restrict classroom attention and support accordingly (Tikly et al, 2006; Law et al, 2012).

There has been evidence recently in England of Black pupils being place in lower classes for mathematics and science so limiting the grades achievable, independent of prior achievement (Strand, 2007). An evaluation of the Aiming High project in England (focussed on whole school change to raise African-Caribbean achievement), found that Caribbean boys were more likely to be placed in low ability sets for mathematics at Key Stages 3 and 4 (Tickly et al, 2006). This can work to limit academic attainment by constraining the GCSE grades that can be obtained. However, analysis of the Foundation Stage assessments in England by gender and ethnicity found that teacher views of boys and girls are not differentially affected by children's ethnicity (Hansen and Jones, 2011).

Harsh or inconsistent behaviour management targeted towards boys from Black or Mixed Caribbean backgrounds can result from the perception of these pupils as more aggressive or badly behaved than their peers and may lead to such pupils becoming excluded from lessons (Gillborn and Youndell, 2000; Tickly et al, 2006). Ultimately, this can lead to disengagement from the schooling system.

Culture

Much of the early (1965 to1975) research that explored the role of culture in the educational attainment of pupils would now be considered ethnocentric. Much of this research attempted to link low levels of attainment amongst pupils, particularly pupils from Black Caribbean backgrounds to a pathological home or family culture that did not promote education and offered little stability. Much of this research was later discredited and current research shows that the majority of parents regardless of ethnic background have high educational aspirations for their children (Crozier, 2006). Parental support and involvement in education is positively linked to high educational attainment of pupils. However, there is some evidence that some cultural practices may unintentionally impact on the attainment of school pupils. For example:

- the high absence rates and low attainment of pupils from Gypsy/Roma backgrounds is due largely to the nomadic nature of these groups, which often means that pupils attend many schools over the course of their childhood and then pupils, particularly girls, may be withdrawn from schools in the later stages of schooling.

- there have been some concerns about the effect of long holidays to visit relatives on the schooling of pupils from Pakistani and Bangladeshi backgrounds; and of a culture of not engaging with the schooling system on the attainment of pupils from Somali and Bangladeshi backgrounds (Ofsted, 2004). In many cases this is linked to a low level of proficiency in speaking English, alongside a lack of knowledge and experience of the British educational system (Ofsted, 2004).

- there are also concerns that the tendency of pupils from Muslim backgrounds to attend supplementary schools (also called masadrahs) to study the Quran may also mean that these pupils have less time to carry out homework (RAISE, 2004).

More controversially, it has been suggested that pupils from Black Caribbean and Mixed Black and White Caribbean backgrounds may be at risk of engaging in an 'anti schooling' culture, which promotes hyper masculinity and rejects learning in order to gain respect from peers. It has been suggested that this may result from disengagement with the schooling system, a response to harsh disciplinary practices and low academic expectations held by teachers and a lack of positive role models to encourage high attainment and can lead to low attainment and a high risk of school exclusion. Tony Sewell's (1997) study of an inner city London school and earlier Martin Mac an Ghaill's (1988) study of a school in Birmingham both provide some evidence of this

phenomenon, but more general evidence is scarce. Additionally, without further research, viewing the underachievement of some pupils from Black Caribbean backgrounds as solely due to the existence of an 'anti schooling subculture' risks promoting negative stereotypes, which may perpetuate low expectations and negative perceptions of pupils from these backgrounds.

Part 3: What works in raising the attainment of pupils from ethnic minority backgrounds?

Research highlights whole-school measures that may help to raise the attainment of underachieving pupils from ethnic minority backgrounds. Schools and LAs who are successful in raising the attainment of pupils from ethnic minority backgrounds generally share a number of practices (See Gillborn and Mirza, 2000; DfES, 2003; Ofsted, 2004; Demie, 2005; Tikly et al, 2006; DSCF, 2010):

- Schools promote an inclusive curriculum that reflects the diverse nature of school pupils. For example, not simply recognising important cultural celebrations (i.e. Eid) or significant historical figures (i.e. Martin Luther King) but ensuring that the appreciation of the heritage of all pupils is reflected *throughout* the curriculum.
- School policy reflects a positive and respectful attitude towards others. Parents and pupils are included in school decision making and their opinions are respected, regardless of ethnic background.
- Schools have a good relationship with the wider community and work hard to ensure that links between the school, parents and the wider community are built and maintained.
- A clear step by step zero tolerance policy is adopted towards racism and racist incidents. Parents, teachers and pupils are aware of the policy for dealing with racist incidents, which goes beyond simply recording incidents in a book. Incidences of racism are dealt with swiftly and it is made clear that racist behaviour goes against the ethos of the school.
- Strong leadership is shown by headteachers, who embody the ethos of the school and ensure that every aspect of the school reflects the school ethos of inclusiveness and mutual respect.
- Schools employ staff, whether teachers or teaching assistants, that reflect the student body. This may make pupils from ethnic minority backgrounds feel welcome and included and build important links with parents and the wider community.
- Strong pastoral support which picks up on problems early and is used as a link between parents, pupils and the school.
- High expectations are held of all pupils, regardless of ethnic background. Low attainment is viewed as antithetical to the school ethos and measures to tackle low achievement are put into place swiftly.

- Teaching is effective and of high quality. A strong commitment is shown to engaging and raising the attainment of all pupils. Teachers are explicit about teaching and learning objectives and planning and schemes of work are detailed and well thought through.

Good schools often work with the support of effective LAs. Those LAs effective at reducing disparities in attainment amongst pupils by ethnic background often:

- Collect and monitor pupil attainment by ethnicity, gender and English proficiency through statistics. The collection of such statistics is vital in tracking trends amongst ethnic minority pupils and putting measures in to place to tackle underachievement.
- Set targets to raise the attainment of groups of pupils at risk of underachieving.
- Collect and disseminate good practice, whether through documents, a shared website or an advisory service.
- Provide training for senior managers and governors on the use of funds to tackle pupil underachievement.
- Make available specific teaching resources for the use of raising attainment amongst groups of pupils at risk of underachieving.

Alongside these whole-school practices, schools and other organisations successful in improving the performance of ethnic minority pupils, also develop specific initiatives that are based on:

- Mentoring
- Outreach
- Capacity building
- Celebrating diversity

In order to establish 'best practice' in raising the attainment of pupils from ethnic minority backgrounds, a sample of these initiatives were explored and presented as case studies. These initiatives were visited between April and June of 2013, although many have been running for a significant period of time.

Methodology

Case studies were undertaken in response to the lack of documented good practice in Wales on raising attainment of Welsh pupils from ethnic minority backgrounds. Across

Wales, there is a wide range of activities targeted at ethnic minority pupils. However, the selection of case studies was based on those that relate to the themes above and aim to raise the attainment of pupils from ethnic minority backgrounds.

An initial call for evidence of good practice was issued at a meeting of EMAS staff and followed up by email. These LAs were screened to ascertain the nature of their practice and to ensure a spread of different examples. Examples of good practice were also supplied from other stakeholders, such as community organisations, educational psychologists, non profit organisations and were filtered in the same manner. Promisingly, there is a great deal of excellent practice, but due to limited time and resources, only a small number of examples could be selected as case studies for this report. The criteria for selection were:

- Initiatives set up with the clear aim of raising the attainment of pupils from ethnic minority backgrounds or lowering rates of exclusion or absence. Particular interest was shown in ethnic groups with a historic trend of underachievement;
- Initiatives currently in operation; and
- Initiatives that could demonstrate the improvement of pupils taking part over time, with 'hard' evidence (e.g. improvement in assessments) or 'soft' evidence (e.g. an increase in self esteem or greater engagement in learning).

Evidence was gathered via visits to initiatives, using interviews and focus groups. Interviews were carried out with Chairs/founders of the initiatives, project workers, parents, teachers, head teachers, members of community organisations, teaching assistants, bilingual support workers and EMAS staff.

Focus groups were carried out with primary and secondary school pupils attending the initiatives. It was felt that pupils may feel more comfortable discussing experiences as a group rather than individually and would also reduce the burden of data collection on schools and pupils. Focus groups were carried out in schools, during school hours. Informed consent was obtained through letters sent home to parents explaining the research and confirming the wish to participate.

Parents, pupils, teachers, head teachers and LA staff were all happy to take part in the project and a total of 12 head teachers, 20 teachers, 30 parents, 50 pupils and over 50

EMAS staff were engaged in the research. Data was analysed and copies of transcripts and case studies were returned to participants to ensure that accounts were valid.

It is important to note that the case studies are designed to provide a snapshot of a particular aspect of the services and do not provide a complete picture of activity in any particular location.

Good practice: Mentoring

One to one mentoring schemes and broader supplementary schools have long been cited as effective ways of raising attainment amongst pupils from some ethnic minority backgrounds. Generally created by schools or local community organisations, mentoring schemes and supplementary schools have been shown to be particularly effective in reducing rates of exclusion and raising the attainment of pupils from Black, Asian and Mixed heritage backgrounds (Demie, 2005; Tikly et al, 2006). Supplementary schools (in the form of after school, holiday or Saturday schools) are most often set up by parents or community groups to engage pupils through a mix of culture/faith-specific learning and the mainstream curriculum.

In the case of mentoring schemes that work with pupils from ethnic minority backgrounds, mentors from the same background are generally sought, although this is not strictly necessary. Mentors may support pupils in to complete academic work as well as provide more general support and may act as a role model to inspire pupils to achieve highly. Used effectively, mentors and supplementary schools can raise attainment and lower rates of exclusion, as well as improving self esteem, confidence and relations between the pupil and the school.

Case Study – Black Caribbean Achievement Project, Cardiff

The Cardiff based Black Caribbean Achievement Project (BCAP) began in 2000, in response to data which suggested that Black Caribbean pupils were underachieving in local schools. Initially funded by Cymorth, the project aimed to identify, mentor and support pupils of Black Caribbean and dual Black Caribbean/White British heritage. In recent years the BCAP has been reduced to one project worker, who juggles the demands of mentoring with extensive administrative work. The target demographic of

the project has now reduced to 20 pupils from a number of ethnic backgrounds, in both secondary and primary schools across Cardiff. The objectives of the project, along with supporting high academic achievement at Key Stages 2, 3 and 4 and reducing the rate of exclusions have been expanded to include:

- Capacity building through providing INSET training courses at LA and school level to raise awareness of the needs of ethnic minority pupils,
- Developing resources and curriculum materials which are available to loan to Cardiff schools and which provide positive role models,
- Monitoring and recording the progress and achievement of ethnic minority pupil, and
- Establishing a resource bank and database.

The reduction of the project has affected the effectiveness and reach of the BCAP. Yet the project has maintained its commitment to supporting the achievement of ethnic minority pupils. Pupils aged between 8 and 16 years old and identified by schools as at risk of academic underachievement or exclusion, work closely with the project worker to raise their self esteem and to improve their ability to manage their emotions and workload and attain highly in the classroom. This is achieved through a combination of targeted individual academic support (accompanying pupils to difficult lessons, working with pupils outside of lessons to prevent poor behaviour), group projects and outreach work with parents and members of local communities.

Mentees, parents, teachers and EMAS workers believe strongly in the value of the project and its impact on the attainment of pupils. Mentored pupils have seen an improvement in test scores in English, Maths and Science and some pupils have improved their spelling age. The combination of targeted support and group work on projects designed to celebrate the contribution and heritage of historical figures from ethnic minority backgrounds and the mentees themselves has helped to raise the self esteem of pupils alongside attainment and has prevented the exclusion of pupils who are at risk. It has also significantly improved classroom behaviour and motivation. Reflecting on the impact of the project on their confidence and schooling experience, mentees said:

"[Project worker] She's fun. She's kind, she's nice, she's wicked! She teaches about stuff that we don't know. …..if we don't know a meaning of something she tells us and we go up to the classroom and share it with the class. She just really helps our confidence"
Mentee, 11 years old, primary school.

"When Miss [project worker] teaches us about our spelling, when we go back Mrs [classroom teacher] I always practice it and like when she does my words with me it's more better"
Mentee, 9 years old, primary school.

"She helps me with my work and… she listens to me and … and she makes me feel better"
Mentee, 8 years old, local primary school.

Mentees also stated that they had greater ambitions for their future and that they are motivated to work towards entering their chosen careers. Parents of pupils mentored as part of the project were keen to stress the progress their children had made as part of the project and their wish for it to continue:

"It's a fantastic project, I really hope it continues. It's great that there's something for ethnic minority children that are not EAL, because there are many ethnic minority children that aren't EAL and need help. In my child I've seen an improvement in her self esteem and it's great to see children taking an interest in their heritage"
Parent of primary school aged mentee.

"The project and the interest in my child's educational welfare has saved my child from being just another mixed raced boy on the streets. Home tuition has been put into place for my son and I believe the school is paying for this"
Parent of secondary school aged mentee.

Teachers and schooling staff working with pupils mentored as part of the project also felt that the project hugely benefitted pupils by improving classroom behaviour.

The project often acts as a point of liaison between pupils, parents and schools, acting as an advocate for pupils in instances of communication breakdown or when pupils are at risk of exclusion. This has prevented the expulsion of a number of pupils, particularly Black boys in secondary schools, who are at particular risk of exclusion before completing their exams at Key Stage 4. To strengthen the relationship between schools, parents and the wider community, the project worker also attends parent's conferences and community events, answering parent's questions about the best way to support the education of their children and how best to address schools with any problems or concerns.

A key part of the project is celebrating success and mentees are encouraged to celebrate achievement. In an example of this, a recent primary school project involved mentees working together to produce a book detailing the celebrations they have taken part in, such as Eid Al Fitr and Diwali. The completed book was presented to school staff and pupils in an assembly and all mentees were presented with a certificate thanking them for their participation, which helped to raise self esteem and reinforced the value of hard work. Praise letters are sent to parents when mentees improve academically or otherwise and mentees are encouraged to self evaluate at the end of each session to ensure that the mentoring is effective and useful.

Feedback from pupils, parents and the project worker suggests that the project may aid in raising the attainment of ethnic minority pupils and has helped to increase rates of attendance and lower rates of exclusion for those mentored. This is particularly the case for pupils from English speaking backgrounds who currently receive little support. The project provides a valuable link between school, parents and community and pupils and parents feel that the project instils confidence, motivation, engagement and a willingness to learn in those mentored. The project demonstrates the positive role of mentoring. The project worker provides invaluable support to pupils who otherwise may not receive the help they need. Currently the service is in high demand and receives frequent referrals but struggles to meet demand due to limited resources.

Between 2006 and 2011, Cardiff EMAS also supported the creation of the Somali Raising Achievement Project (RAPS), which worked to raise the attainment of pupils most at risk of underachievement (cited as those from Somali, Yemeni, Bangladeshi and Black Caribbean backgrounds). At venues across Cardiff, the project regularly attended out of school sessions, where pupils worked with mentors to complete their homework and engage in age appropriate educational activities. During the period in which the project ran, Cardiff EMAS recorded an increase in the number of Somali pupils achieving five GCSE's at grades A*-C[4]. Although this increase may not be solely due to the work carried out in the project, it was successful in a number of other ways. Parents were reported to have increased awareness of the school curriculum and to support their children, whilst teachers are reported to have higher expectations of Somali pupils.

Both the RAPS Project and the Black Caribbean Achievement Project are good examples of the way in which mentoring can be used to support the learning of pupils from ethnic minority backgrounds. Alongside supporting educational attainment and working to reduce levels of exclusion and absence, mentoring can be utilised to raise the confidence of pupils, promote increased engagement in schooling and increase parental participation.

Good practice: Outreach Work

Outreach work - going out into the wider community and engaging with parents and outside agencies to support the schooling of pupils - appears to be vital in raising the attainment of pupils from ethnic minority backgrounds. Schools that are successful in raising attainment of pupils from some ethnic minority backgrounds work to engage parents in the education of their children to create a home-school partnership (DfES, 2003; DSFC, 2010). They build links with parents, with the wider community, treat parents with respect, and respond to their concerns swiftly and with consideration. A good school/parent partnership is particularly vital in improving the attainment of pupils with parents whom may have had negative experiences within the British education

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[4] From the Cymorth Performance Project End of Project Report' – Purposeful Learning: Somali Achievement' by Dr Abdi Rashid Ali.

system or who speak English as an additional language and who have little knowledge of the educational system (Ofsted, 2004, Tikly et al, 2006). Although research suggests that most parents are generally supportive of their children's education and ambitions (Ofsted, 2004; Tickly et al, 2006), parents with little or negative past engagement with the schooling system may find the knowledge and skills gained through home-school outreach work particularly useful.

Outreach work can take many forms. Using premises to engage parents – perhaps initially through small scale initiatives such as coffee mornings and language classes can help to build bridges and establish dialogue (DfES, 2003). Home/school coordinators or bilingual learning assistants play a key role not only in resolving pastoral issues that impact pupil attainment but also in building positive home-school partnerships (Ofsted, 2004). Particularly with parents who speak English as an additional language, outreach work carried out by bilingual learning assistants can play a key role in increasing the ability of parents to support their children at every key stage (Ofsted, 2004). Bilingual learning assistants may help to translate school reports or school letters for instance, or provide help in applying for social benefits, which ultimately will help to improve the welfare of students.

Where there are barriers to creating a positive home-school partnership because of negative perceptions of school, perhaps due to parents themselves having poor experiences, outreach can be harder to establish. Parents may be wary of outreach work or may not feel that they benefit from it, and bilingual learning assistants or coffee mornings may not be useful in this instance. Nevertheless, a good home-school relationship can be established in these instances. Schools that have done this have involved parents at every stage of the education process and made concerted efforts to challenge perceptions amongst teachers and senior staff. Outreach work with pupils from Gypsy and Traveller backgrounds is important in encouraging transfer to secondary school (DfE, 2009).

In school initiatives such as curriculum evenings – evenings set aside to explain aspects of the curriculum to parents and discuss how best parents can support their children in specific subjects such as Maths or Science or Parent's Evenings staffed by bilingual learning assistants - can help engage parents who speak English as an additional language.

Case Study – Sef Cymru

Sef Cymru, based in Cardiff is a community organisation, which provides support to all pupils from disadvantaged communities, although most pupils using the service are from ethnic minority backgrounds. Sef Cymru aims to teach young people how to develop effective learning methods, become independent learners, develop creative problem solving skills and manage their behaviour effectively in the classroom.

In 2011, Sef Cymru received a large funding grant from Children in Need. The project currently runs a number of well attended after school sessions for pupils at Key Stages 3 and 4 in Maths and English and has added sessions for Key Stage 2 and Foundation Phase due to parental demand. There is strong demand for sessions in other subjects, science in particular and trial sessions were popular and may continue next year. Maths, Science and Sociology sessions are also run for students studying at A Level. Last year sessions were held for the first time during the summer holidays for pupils transitioning to secondary school and pupils about to start their GCSE's. Home language tuition and private tuition is also available at the centre, providing vital support to pupils who would otherwise be unable to afford the services. Arabic and Somali classes are offered as well as ESOL.

The grant provided by Children in Need has also allowed Sef Cymru to respond to the needs of pupils who desperately need the service but are unable to attend the project's drop in sessions. One of the young people who benefitted from this service was Omar. Omar was having trouble in settling into school life and with his school work. Sef Cymru sent a tutor to visit Omar once a week for six weeks, to help him with his English language development and to support him with his school work. Omar and his parents were very happy with the service and commented that 'it was good to get help'.

Recognising the vital role of parental support and knowledge in supporting the education of pupils, Sef Cymru regularly hold Parents Seminars to provide ongoing support for parents and guardians who wish to find out how they can encourage their children to attain highly in school and to resolve any problems parents may face when attempting to engage with the schools. For parents with little previous knowledge of the educational system or low levels of English proficiency this is immensely useful. The

project also runs parental engagement sessions, to improve the English proficiency of parents and increase the engagement of parents with the service. Recent sessions include sewing classes and make up/beauty therapy sessions.

Pupils attending Sef Cymru have made progress during 2011/2012, although it is difficult to disentangle this from any progress resulting from mainstream schooling. Reading assessments carried out at the beginning and end of the academic year shows that 67% of pupils attending the project in Years 5 and 6 increased their reading age by a year. Slightly less – 40% - of pupils in Years 7, 8 and 9 increased their reading age over the course of the year. Whilst this could be largely due to standard reading progress over the course of a year, differences in the increase in reading age could also be due to attendance of the project – pupils in Years 5 and 6 were the best attendees of the project with a 96% attendance rate. Pupils in Years 10 and 11 made noticeable improvement. Pupils in Year 10 attended a Study Skills workshop, which pupils reported was very useful. A Science workshop was held on Sundays and pupils who attended did well in their GCSE exams.

To celebrate high achievement and motivate students, Sef Cymru holds annual Welsh Somali Achievement Awards, to reward students for their hard work and success. In 2012, 150 students received certificates and plaques in recognition of their achievements.

Sef Cymru is now a registered charity, which will aid in applying for funding to continue its services in the future. In early 2013, Sef Cymru responded to demand for its services in Newport by setting up an after school drop in service in the area. The Newport service is well attended and expanding in number.

Case Study – Newport GEMS

GEMS (Gwent Education Minority Ethnic Service) support pupils in the Newport area for whom neither English nor Welsh is their first language or who are from minority ethnic backgrounds. Currently the service works with pupils from a number of different backgrounds in 62 schools. The biggest ethnic minority populations in Newport are of Bangladeshi, Pakistani and Indian heritage. The GEMS service works closely with pupils from these backgrounds, as well as more recent migrants from Eastern Europe

and Roma/Traveller backgrounds. A well established and diversified service, GEMS staff provide in-classroom support, home language translation, mentoring and the monitoring of pupils from ethnic minority backgrounds amongst a number of other initiatives. The service also works closely with other agencies and LA departments such as housing to provide a holistic solution to pupil underachievement.

This GEMS Mentoring Project has employed learning mentors to work closely with the local community, parents, schools and at risk pupils from ethnic minority backgrounds to combat the low educational attainment, school exclusion and poor classroom behaviour which can lead to pupils becoming not in employment, education or training (NEET) or engaging in drug use and petty crime.

Working with pupils referred to the service by teachers, the team provide in class, individual or group support to help pupils to cope with issues that may lead to poor attainment and attendance or poor classroom behaviour. These include peer pressure, low self esteem, low expectations or a volatile home environment. Once a week a small group of pupils, are removed from classrooms to engage in group activities and discussions, which in the past have included coping mechanisms for containing anger, dealing with disagreements with friends and how to improve classroom behaviour. Pupils are provided with a behaviour chart with monthly incentives for good behaviour, such as cinema tickets or gift vouchers. Pupils will work with the team for as long as needed to aid in resolving the initial issues for which they were referred to the service and often remain in contact with the team when support has ended. The team also provide primary to secondary transition support to pupils, and will visit pupils in their new schools to help pupils settle in to their new environment. In the past, pupils who have benefitted from the service have acted as mentors or 'buddies' to new pupils struggling with similar issues, which has proved a very successful way of helping students to settle into their new environment.

The mentors are from ethnic minority backgrounds and know the local communities well. This proximity to local communities aids them in their work with the families of the pupils they support, which is intrinsic to their work. One mentor speaks Urdu, Hindi and Punjabi and meets with parents, both at home and in the school to inform parents of the progress of their children and to help parents to resolve problems that may affect attainment. The team also carry out translation and advocacy when liaising with the

school and other social service providers. This contact is maintained after support ends to ensure that pupils continue to progress well. The home-school link maintained by the mentor is greatly appreciated by the parents of the pupils mentored, many of whom speak little English and have little knowledge of the educational system. Speaking of the work carried out by the team, one parent said:

'It's been very helpful to have [the mentor]. We are very grateful for her help. Before I was crying at night because my son was getting involved in crime and I didn't know what to do. The police were turning up at all hours. Now everyone is much better, everyone is calm. We are so happy for [the mentor]. She does her job well'.
Parent of mentored 14 year old male.

In addition to the intensive support provided by the mentors, they have also devised a film project at a local secondary school, which not only raises interest in drama amongst pupils, but also teaches pupils how to work together, introduces them to filming techniques and literature and helps pupils to develop their literacy skills. Annually, a mixed ability group of pupils, from a number of ethnic backgrounds, are chosen to participate in the project that works with a local film company to devise a script, direct, film and produce a short film centred around drug abuse, crime, negative relationships or another topic of the pupils choosing. The pupils lead the project at every stage, from the casting of actors to the editing. The final cut is shown to other pupils and parents and entered into a local film competition. Pupils attend the awards ceremony and have won several awards, motivating younger pupils to take part in the project and creates a sense of great pride for all who take part. All of the pupils involved in the film project have stayed in school or have gone on to further education, despite many being at risk of exclusion or leaving school before taking part.

In addition, the team have also engaged in a music project, working closely with a local DJ located at the Riverfront Theatre in Newport to engage pupils in Year 10 and at risk of underachievement due to low attendance and poor classroom behaviour. Pupils involved in the project visit the theatre after school hours and learn how to record music, mix music and learn about the technical skills involved in music production. This engagement has resulted in a number of pupils recording their own music and has prompted ideas for a curriculum based music interaction programme, to help

disengaged pupils who are musically talented to attain qualifications in music performance and production.

The team have now supported 266 pupils aged between 11 and 18 and from Black, mixed heritage and Asian backgrounds with excellent results. In the schools in which the team work, they have seen a reduction in the number of fixed term and permanent exclusions, an increase in school attendance and the creation of lasting home-school partnerships, particularly with parents who speak English as an additional language.

In future the team hope to expand their work to other secondary schools. They also believe that it is important that the support and guidance they provide is offered to increasingly younger pupils. The age of the pupils the team have encountered who have had contact with drugs or gangs appears to be falling – and the team believe it is important that preventative work as well as reactive work is carried out to support the educational attainment of at risk pupils. That would require an expansion of the size of the team, which is not a viable option at present.

Good practice – Capacity Building

Local authorities successful in supporting the attainment of pupils from ethnic minority backgrounds recognise the value of capacity building, the process of using existing resources to enhance the ability of the service to further support pupils. EMAS often support a large number of pupils with a relatively small number of staff. In 2013, the EMAS team in Neath and Port Talbot supported 39 primary schools and 71 secondary schools with a team of 9 staff and 15 casual interpreters. Therefore, it is vital in many services that EMAS work to ensure that schools have the ability to support pupils without the constant presence of a team member.

Capacity building can take many forms. Training of teachers, teaching assistants/bilingual learning assistants, parents and community organisations on how best to support the education of pupils is one way of increasing the capacity of services. This is what the Vale of Glamorgan has done, with positive results:

Case study – Vale of Glamorgan LA – 'Uncomfortable Truths'

The Vale of Glamorgan EMAS team has eight staff, consisting of one qualified teacher and seven Learning Support Assistants, who support 2,045 pupils in 64 schools. Many of the pupils supported speak English as an additional language, but the service also supports pupils from ethnic minority backgrounds who speak English as a first language. Some 9.9% of pupils in the area are from ethnic minority backgrounds in comparison to the national average of 7%. The LA is high performing, with pupils from ethnic minority backgrounds generally performing as well as or better than the national average.

The EMAS team works closely with schools to develop projects to support the learning of ethnic minority pupils. In 2009, the EMAS team was made aware of the wish for a greater understanding and celebration of Black history and culture in schools in the Vale of Glamorgan. Whilst Chinese New Year and Diwali provided an opportunity for schools to discuss and celebrate Chinese and Indian traditions, there was little engagement with the culture and history of Black Caribbean and Black African populations. After Black History Month in October 2009, teachers reported that pupils had limited awareness of prominent figures in Black history. The EMAS team arranged additional training for teachers in this area to educate pupils on Black history in such a way as to encourage them to share what they had learnt with other pupils and educators.

The Lead Practitioner for EMAS arranged for a group of pupils and teachers to attend the Victoria and Albert Museum in London to strengthen knowledge of Black and Black British history and to learn effective ways of teaching it in schools. In particular, teachers learnt how to teach the history of the Transatlantic Slave Trade in a sensitive and effective way. One technique taught to teachers and pupils was the use of a sugar packet template, a signifier of the output of the slave trade, as a text on which to write about the impact of the slave trade on British history. At first glance the template, provided by the museum, resembled an ordinary sugar packet, however the template could be altered to replace text with information about the Transatlantic Slave Trade and significant figures in Black history.

Pupils and teachers came away from the visit excited and ready to share their knowledge with other teachers and pupils back in the Vale of Glamorgan. Teachers

worked with pupils upon their return to turn their knowledge into a teaching tool for use by other schools in the area. Pupils decided upon the teaching format and created two PowerPoint presentations and several practical activities to engage other pupils and teach pupils and teachers alike about what they had learnt.

The pupils first gave their presentations at an EMAS meeting, in front of 30 teachers. They reported that they found the presentation and activities interesting and informative. Pupils presented their work confidently and knew their subject matter well, prompting several audience members to ask if pupils could travel to other settings and share their knowledge. Audience members were surprised to learn that of the twelve pupils who took part, two spoke English only as an additional language and five had Special Educational Needs. Pupils who took part reported a growth in confidence and in speaking and listening ability and an increase in knowledge about Black history. School data also suggests that pupils experienced an increase in reading, writing and oracy levels because of participation in the project.

The presentations and practical activities produced from the project were later shared with four schools, although teaching resources were provided to all schools. Schools are now much more comfortable in re-examining their curriculum and changing it to reflect the diversity of modern Britain, without making it tokenistic.

Case study – Swansea EMLAS

Swansea is an increasingly diverse city, since 2001 the ethnic minority population increased from 2.2% to 6.0%. Pupils from ethnic minority backgrounds now make up over 10% of the school population[5]. The service currently supports almost 2,700 pupils, aged between three and 19 years of age. The service is comprised of approximately 61 members of staff, with a former teacher as the Head of Service.

With a large and rapidly growing number of pupils to support and a comparatively small number of staff available to support pupils, Swansea EMLAS have identified capacity building as an important factor in ensuring that pupils receive the support that they need. As a result, Swansea EMLAS have devised a well-regarded and effective system of in-school capacity building, which equips school staff with the ability to support all

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[5] Taken from the 2012/2013 MEAG Interim Report for Swansea

pupils from ethnic minority backgrounds, with a particular focus on providing classroom support for EAL pupils.

The capacity building model was designed in 2010, after a meeting to discuss strategies to maintain a high level of support in the face of budget cuts and a reduction in staff. EMLAS staff designed the current model in order to maximise the use of staff, whilst creating intrinsic school support for an expanding number of pupils. The model has been transferred to primary and secondary schools across Swansea, with some excellent results.

The first stage in the implementation of the capacity building model in schools is a meeting between schools and EMLAS staff at the beginning of term. From the meeting a written agreement is devised setting out the way in which the EMLAS service will work in the school, ensuring that the model is collaborative and tailored towards the needs of the school. Following this initial meeting, a decision is made about the department, classes or teachers the service will work with and the duration of each period of support.

An EMLAS specialist teacher will then engage with teachers in the class or department to identify a specific focus for support. This is ascertained through conversations between school staff and observations of classroom lessons in addition to an initial questionnaire, which allows staff to evaluate their strengths and weaknesses in supporting pupils from ethnic minority backgrounds and EAL pupils, allowing EMLAS staff to create a week by week plan for support. One EMLAS specialist teacher will then work intensively with a classroom teacher in order to develop materials to support EAL pupils in the classroom and to strengthen the ability of the teacher to support the attainment of all pupils in the classroom, including those in the early stages of English acquisition. This may involve demonstrating teaching techniques for pupils new to learning the English language, translating difficult scientific phrases into local languages or buddying – placing new arrivals with an existing pupil to help them settle in the classroom for instance.

The EMLAS specialist teacher will match their timetable to that of the classroom teacher and will accompany the teacher in the classroom for two days each week, for an agreed period. When the support comes to an end, an evaluation is carried out of the confidence and knowledge of the classroom teacher in their ability to support the

learning of pupils from ethnic minority backgrounds and EAL pupils. This evaluation greatly aids in measuring the impact of the model on teachers and pupils. The EMLAS specialist teacher will then move on to work with another teacher, to ensure that support is widespread.

The capacity building model is underpinned by a number of measures to ensure the lasting impact of classroom support. Yearly top up training is provided by EMLAS to ensure that new and existing teachers are able to support learners and make teachers aware of new techniques that may be useful in working with EAL pupils. The attainment of ethnic minority and EAL pupils is monitored and individual support remains available for pupils who need it. Resources are available for staff on a shared computer drive, enabling teachers to dip in and out of support whenever it is required. An evaluation report assessing the development in each department is produced annually and provided to teachers and senior management, to ensure that capacity building remains a whole school initiative.

The EMLAS capacity building model is highly praised by teachers and EMLAS staff alike. In Bishop Vaughan Catholic School, a diverse secondary school with approximately 230 pupils with EAL needs, the model is recognised as a key aspect of the schools ability to provide a high standard of education for all pupils. Evaluating the impact of the model in the Science department in 2012, one teacher stated that:

'With the assistance and advice of the specialist teacher in the classroom, I am more conscious of the importance of language to the EAL pupils and the effect of understanding/not understanding of the lesson as it proceeds.'

Speaking in a DVD created in March 2013 by EMLAS to celebrate the service, another teacher said:

'I am happy to deal with early stage learners arriving in my classroom at any stage during the year. I feel we have a toolbox if you like of techniques we can use to ensure that they can access all of our curriculum ….at, even if it is at the most basic level' [6]

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[6] Taken from 'EMLAS: Supporting the Climb' – DVD, 2013

In the same DVD, another teacher said:

'*It's been one of the most useful professional development opportunities I've had since becoming a teacher… I've learnt so many new strategies and methods I've been able to embed in my teaching and [erm] really develop my teaching for all of my pupils'*

In addition, end of year reports for the model consistently show that teachers in the school feel more confident and knowledgeable about supporting EAL pupils after working with EMLAS as part of the capacity building model. The role of the model in supporting the learning of pupils at Bishop Vaughan was acknowledged in the school's latest Estyn Report, which stated that:

'*Provision for pupils with additional learning needs, especially those learning English as an additional language, is a particular strength of the school.'*[7]

Statistics from the LA suggest that the EMLAS capacity building model additionally supports the high educational attainment of pupils from ethnic minority backgrounds and EAL pupils in Swansea. Pupils from ethnic minority backgrounds in Swansea outperform pupils from non-ethnic minority backgrounds at Key Stage 4, and PASS (Pupil Attitude to Self and School) survey scores have improved.

As part of the development of the model, EMLAS have created two training packages, named 'Partnership Plus (+)' for primary schools and 'Collaborative Capacity Building' for secondary schools. The package is used to inform schools about the aims of the project and the way in which it may be implemented to share the knowledge and skills of EMLAS staff. The development of these packages is in line with the hopes of EMLAS to expand the service.

Good Practice – Celebrating Diversity

Case Study – Newport GRTS – Gypsy/Roma and Traveller Residency

Schools in the Newport area have seen an increasing number of registered pupils from Gypsy/Roma and Traveller backgrounds. Many of these pupils have had little prior

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[7] Taken from 'A Report on Bishop Vaughan Catholic School', Estyn, March 2012.

schooling. These pupils have high levels of school absence and low levels of educational attainment, due to the cultural practice of many children leaving education before beginning formal secondary schooling[8]. Encouraging pupils from Gypsy/Roma and Traveller backgrounds to remain in education is a key aim of the Newport Gypsy and Traveller Service (GRTS). The service works closely with pupils from Gypsy/Roma and Traveller backgrounds and their families to encourage engagement with schools and promote high educational attainment and prevent exclusion and low school attendance.

Alongside the work of bilingual teaching assistants and other members of staff who work closely with schools, parents and wider Gypsy/Roma and Traveller communities, the service has put into place a number of initiatives aimed at promoting awareness of Gypsy and Traveller culture and encouraging good relations between these communities, schools and other local communities. One of these initiatives is the very successful 'Gypsy/Roma/Traveller' Residency Project, which sends a group of twenty children on a four day programme of dance, art and drama to explore the roots of Gypsy/Roma/Traveller culture.

The Gypsy/Roma/Traveller Residency of 2013 took 21 pupils from Year 5 to 7 from a variety of backgrounds to the Newport University of Wales campus to work with a local freelance producer and actor and the Romany Arts Company to participate in a number of activities based on Gypsy/Roma/Traveller cultural traditions and customs. This included exploring Gypsy/Roma/Traveller foods, history, dress, games and beliefs. The residency culminated in a performance based on Gypsy/Roma/Traveller arts and music, designed and performed by the pupils attending the project. A performance to parents, EMTAS staff, other pupils and school staff was made in late May at the University of Newport and a final performance will later be given to a larger audience in Cardiff. The final performance will be filmed and a DVD will be given to parents to keep. Whilst at the residency pupils also participate in creating a display on Romania, which sent to the participating schools.

The project is held in high regard by parents and pupils participating in the project, EMTAS and GRTS staff and school staff alike. Pupils report a greater sense of pride in their culture after taking part in the project and a greater sense of confidence and

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[8] The Education of Gypsy/Traveller Pupils: An update on provision in secondary schools, Estyn, 2011.

interest in school. Parents engage more readily with the service and schools because of the residency and appreciate the engagement with and recognition of Gypsy/Roma/Traveller culture. School staff report that pupils become more engaged in their education and that pupils from non Gypsy/Roma/Traveller backgrounds express greater interest in Gypsy/Roma/Traveller history and culture following the end of the residency. Many schools follow the residency up with assemblies on Gypsy/Roma/Traveller culture and cultural days to celebrate their heritage. These are currently only carried out in primary schools, where the relatively flexible curriculum and learning environment allows for a greater exploration of activities of this kind. However, the service would like greater integration in the secondary curriculum.

The project also encourages friendships across racial/ethnic boundaries, promotes a greater understanding of Gypsy/Roma/Traveller heritage for all involved and participants often benefit from connections made between pupils in local primary and secondary schools. There are plans are for a repeat of the residency project in 2014, with an increased number of pupils.

Case study – Neath and Port Talbot – MEAS Annual Conference

The Minority Ethnic Achievement Support (MEAS) team, works closely with schools in the Neath and Port Talbot to promote diversity, support the educational attainment of EAL pupils and pupils from ethnic minority backgrounds, who may be at risk of underachieving and also to encourage community cohesion. MEAS also provides training and development for mainstream classroom teachers regarding the teaching and learning of pupils from ethnic minority backgrounds and EAL pupils.

The team currently support 118 out of around 900 identified EAL pupils and pupils from ethnic minority backgrounds in 51 out of 83 schools across the LA. The service is made up of 9 staff, comprising three bilingual teaching assistants, two administrative staff, three teacher development officers, a team leader and a small number of casual interpreters and translators. Alongside providing support to pupils between the ages of 4 and 19 both inside and outside of the classroom, MEAS provide short courses and training sessions for school staff, monitor attainment and provide resources to schools. It also provides advice and guidance to schools, parents and pupils on how to support the attainment. The service has also taken a key role in organising events designed to

celebrate the growing diversity of the region and facilitated home/school/community liaison. These include a number of local diversity days, Black History Month and Chinese New Year celebrations and an annual MEAS Conference.

The MEAS Conference began in 2009, when MEAS need to provide training and development to schools across the region. The conference was devised as a response to requests from head teachers for guidance on EAL pedagogy and effective practice, as well as to requests for support for EAL pupils from schools, promoting cultural diversity and first languages.   It was also hoped that the conference would inspire a whole authority, whole school approach to supporting pupils from ethnic minority backgrounds and EAL pupils and would encourage schools not rely on outside specialist support provision that could be reduced or taken away according to grant availability.

The Team Leader, inspired by training attended as an EAL teacher in previous roles, decided to organise the event to bring together mainstream classroom teachers, teaching assistants, MEAS staff, parents and key speakers/researchers in EAL learning, to share best practice in supporting the learning of EM/EAL pupils raising attainment and to celebrate cultural diversity. The first MEAS Conference, featuring guest speakers with a wealth of experience in supporting EAL pupils, was a great success. The conference is now in its fifth year and is redeveloped every year following feedback from attendees. The 2013 conference encompassed themes as wide ranging as the history of Neath Port Talbot's BME community to the benefits of good teaching for EAL pupils to all pupils.

The 2013 MEAS Conference attracted prominent key speakers such as Vice Chair of the Stephen Lawrence Trust Sir Keith Ajegbo OBE, who delivered a speech on Race Identity, Belonging and Achievement and Verna Wilkins, a well known Black author and founder of Tamarind Books. The quality of the speakers at the conference reflects the diligent work carried out by the service in building close links with both the local community and wider organisations dedicated to social equality and improving the attainment of pupils from ethnic minority backgrounds and EAL pupils. In between the speeches, participants took part in workshop sessions designed to help them learn how to best support these pupils, whilst increasing their own knowledge of the history of local ethnic minority communities and the cultural practices that may shape the educational

experiences and viewpoints of some pupils. A number of stalls were set up at the conference to allow participants to buy resources to support teaching and learning and promote diversity. This included multi lingual and multi cultural books and activities and the ability to discuss classroom practice or best practice.

The 2013 MEAS Conference was well attended, not only by teachers, parents and practitioners in the local area, but also by EMAS staff in other LAs. Attendees of the conference reported it as a source of support, as well as a forum for problem solving and sharing best practice. Many also report that after attending the conference they feel more confident about supporting the high attainment of EM/EAL pupils.

Another conference is planned for 2014 and the service hopes to build on the success of this year's conference. The MEAS service however will lose a third of its funds in August 2013 as a result of the end of MELAP/ESF funding, which will prevent the service from providing much needed support to pupils in further education/post 16 education and may also affect the provision of support to staff and ethnic minority pupils in the area. It is hoped that alternate funds may be secured to lessen the impact of such a large reduction in funds on the support of vulnerable pupils from ethnic minority backgrounds. The service is currently in the early stages of developing a DVD resource for the service, documenting their work and providing guidance to schools and share good practice with other small EMAS' who may like to see examples of how to engage in capacity building and supporting EM/ EAL pupils.

Part 4 – Conclusion and Recommendations

There is a great deal of good practice in supporting pupils from ethnic minority backgrounds and EAL pupils across Wales. In many schools, parents, teachers, teaching assistants, bilingual learning assistants and Ethnic Minority Achievement Services work together to ensure that pupils from all backgrounds reach their full potential. In the areas visited for this project, good practice was found in:

- Mentoring
- Outreach work
- Capacity building and
- Celebrating diversity

There was also a great deal of positive work carried out outside of these broad categories to make a difference to attainment of pupils from ethnic minority backgrounds and EAL pupils. It was not possible to include these as case studies, but example include:

- The Minority Ethnic Achievement Support (MEAS) staff in Rhonda Cynon Taf to develop the English proficiency of parents who speak English as an additional language in the Cynon Valley.
- The EMAS in Wrexham supporting parental engagement in the Portuguese community through a family learning project.
- An EAL resource library set up by the EMAS in Denbighshire to help EAL pupils in the area to improve their English.
- The Neath and Port Talbot MEAS working with a local arts group to promote Black role models and historical figures.

Only a small number of the case studies could provide robust data attributing their activities to a rise in attainment or attendance. However, it is clear that the many of the activities have a number of other positive outcomes, which are often hard to quantify. This includes:

- improved classroom behaviour,
- increased parental engagement with the school and the work of pupils,
- increased confidence of pupils and engagement with curriculum material,
- an increase in the frequency of returned homework,

- parental improvement in English proficiency and the building of trust between communities and the school.

Often it is this type of slow and time-rich work which leads to a gradual improvement in the attainment of EAL pupils and pupils from ethnic minority backgrounds.

Recommendations

Based on the information gathered as part of this project, the following recommendations are made to the Welsh Government, EMAS and schools in Wales:

- Schools should continue to celebrate diversity and explore the many cultures in contemporary Wales through the curriculum. It is important that this is not carried out in a tokenistic or stereotypical fashion. Opportunities to explore diversity should go further than the exploration of exotic foods, cultural dress and music, but to explore the histories of ethnic groups in Wales and the contributions they have made to contemporary Wales, as well as the presence of racism, discrimination and prejudice.

- Schools should work closely with parents and community organisations to foster a spirit of understanding and mutual appreciation and to support the learning of EAL pupil and pupils from ethnic minority backgrounds.

- Future guidance for schools and LAs should take into account the circumstances of smaller and more rural LAs. Some smaller LAs felt that the guidance was not relevant, as it is perceived to be based on feedback from larger authorities with little consideration of the budget and staffing constraints faced by smaller LAs. A more explicit awareness and recognition of these issues should be reflected in revised guidance, alongside creative solutions for smaller authorities.

- There should be a balance in the support provided to EAL pupils and other pupils from ethnic minority backgrounds *who do not* have EAL needs. There is evidence (Welsh Government, 2014) that pupils from some ethnic minority groups (who often speak English as a first language), are some of the lowest achievers at Key Stage 4. However, many EMAS focus the majority of their funding on EAL pupils. It is

important to keep a focus on the aim of the MEAG – to raise the attainment of pupils from ethnic minority backgrounds – and its relevance to pupils where needs may be hidden by their proficiency in English.

- Schools and EMAS should keep robust data on their interventions and the outcomes achieved. This should include attainment, attendance, exclusions or 'soft' measures such as greater educational engagement or confidence. Throughout these case studies it was often difficult to attribute changes in outcome to the activities being delivered. By collecting data on progress and outcomes, services will be in a better position to demonstrate 'what works' in improving the educational outcomes of pupils from minority ethnic backgrounds.

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Appendix – Full Description of EAL 5 Stage Model

Pupils make progress in acquiring English as an additional language in different ways and at different rates. Broad stages in this development are identified below as descriptions to be applied on a 'best-fit' basis. Progression from stage A to stage E can take up to 10 years and individuals are likely to show characteristics of more than one 'stage' at a time. A judgement is needed on which stage best describes an individual's language development, taking into account age, ability and length of time learning English.   The five stages of the model are:

A = new to English**.** May use first language for learning and other purposes. May remain completely silent in the classroom. May be copying/repeating some words or phrases. May understand some everyday expressions in English but may have minimal or no literacy in English. **Needs a considerable amount of EAL support.**

B = Early Acquisition**.** May follow day to day social communication in English and participate in learning activities with support. Beginning to use spoken English for social purposes. May understand simple instructions and can follow narrative/accounts with visual support. May have developed some skills in reading and writing. May have become familiar with some subject specific vocabulary. **Still needs a significant amount of EAL support to access the curriculum.**

C = Developing competence. May participate in learning activities with increasing independence. Able to express self orally in English, but structural inaccuracies are still apparent. Literacy will require ongoing support, particularly for understanding text and writing. May be able to follow abstract concepts and more complex written English. **Requires ongoing EAL support to access the curriculum fully.**

D = Competent. Oral English will be developing well, enabling successful engagement in activities across the curriculum. Can read and understand a wide variety of texts. Written English may lack complexity and contain occasional evidence of errors in structure. Needs some support to access subtle nuances of meaning, to refine English usage, and to develop abstract vocabulary. **Needs some/occasional EAL support to access complex curriculum material and tasks.**

E = Fluent. Can operate across the curriculum to a level of competence equivalent to that of a pupil who uses English as his/her first language. **Operates without EAL support across the curriculum.**