



Office for Standards
in Education

Managing the Ethnic Minority Achievement Grant

Good practice in primary schools

HMI 2072



**Office for Standards
in Education**

Managing the Ethnic Minority Achievement Grant

Good practice in primary schools

HMI 2072

March 2004

© Crown copyright 2004

Copies of this publication can be obtained from:

DfES Publications

PO Box 5050

Sherwood Park

Annesley

Nottingham NG15 0DJ

Tel: 0845 6022260

Fax: 0845 6033360

E-mail: dfes@prolog.uk.com

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Contents

Introduction	1
Main findings	2
The vision	3
Headteachers	3
EMA staff	5
Mainstream staff	6
The action	7
Spending the EMA grant	7
Ways of working	8
Classroom practice	11
Continuing professional development	16
Specific initiatives	18
The outcomes	23
What works?	23
How do you know?	24
The attainment of specific groups	24
Mapping progress	25
Constraints?	27
The parents' voices	28
The pupils' voices	29
Case studies	31
Annex A: the schools visited	48

Introduction

1. As part of its *Aiming high: raising the achievement of minority ethnic pupils* strategy, the Department for Education and Skills (DfES) is keen to disseminate, in conjunction with Ofsted, case studies of schools which manage their Ethnic Minority Achievement Grant (EMAG) funding effectively. To this end, a number of schools were visited in the summer and autumn terms of 2003 by a small team of Her Majesty's Inspectors (HMI), plus a member of the DfES Ethnic Minority Achievement Project. The total number of schools visited was 23: 1 nursery, 11 primaries, 10 secondaries and 1 special.
2. Key criteria for the selection of schools were as follows:
 - good or strongly improving standards of achievement by minority ethnic pupils as well as the whole school
 - a headteacher and/or senior managers who understand Ethnic Minority Achievement (EMA) issues and have a clear vision for the school with respect to inclusion and minority ethnic achievement
 - effective EMA staff with a track record of high-quality partnership teaching, good attention to underachieving groups and engagement in continuing professional development
 - good use of EMAG funding for the stated purposes of the grant.
3. The schools were identified with the assistance of local education authority (LEA) EMA managers. Efforts were made to achieve a regional spread and to select schools with contrasting circumstances – for example, differing percentages of minority ethnic pupils, differing amounts of EMAG funding and personnel, differing levels of pupil mobility.
4. A subset of schools has been written up in 'case study' format (see pages 31–47). The case studies provide an opportunity for headteachers and other members of the school community to talk about the why, what and how of inclusive educational practice. The text which accompanies the case studies summarises approaches and initiatives drawn from all 23 schools.

Main findings

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

The vision

Headteachers

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

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

- **high achievement**

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

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

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

- **equal opportunities**

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

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

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

- **valuing cultural diversity**

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

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

- **the need for a secure environment**

'As a school we want an ethos based on love and kindness, where pupils and parents feel safe, secure and confident.'

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

- **the importance of challenging racism**

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

- **the centrality of the EMA team**

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

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

- **partnership with parents**

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

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

7. Three additional elements were articulated more strongly by primary than secondary headteachers: the importance of encouraging pupils' self-esteem; their enjoyment of working in ethnically diverse schools and communities; the importance of team work. Typical comments were:

'Self-esteem is an important goal for everyone at our school.'

'I feel really privileged to work in an area like this with its mixed heritage community. Everyone helps each other.'

'I am certain it is teachers who make a difference; mine do. They work very hard and enjoy their work. Team work is very good. I care for them and I feel much supported by them.'

EMA staff

'My main aim is for the children to be able to access the curriculum and do as well as everybody else. I also want them to be at ease with themselves. To be proud of themselves.'

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

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

9. Their aims for the pupils as learners were that they should:

- feel valued and have high self-esteem
- understand that their own languages and cultures are valued by the school
- feel able to use their first language
- be able to access the curriculum so that they have the same educational opportunities as others
- be able to take an active part in all lessons, to learn independently and with confidence
- leave school with a good command of English
- achieve results that are a true reflection of their academic abilities.

10. They also hoped that pupils would see them as a 'bridge' that they could use for help and support at any time.

11. Many staff pointed out that, over the past few years, their aims and objectives had become much sharper and, in some cases, had changed radically. As one EMA co-ordinator put it:

'Previously in this school, EMA was about stories and music from around the world. It was very cosy. Now we focus on progress and achievement.'

12. A similar change in focus influenced objectives for home/school liaison work. One bilingual support worker commented:

'Parents want more than tea and coffee. They want to know about their children's progress and how they can help their children in school and at home.'

13. How EMA staff set about achieving these aims will be explored in the sections on **Ways of working** and **Classroom practice**.

Mainstream staff

14. One of the many strengths of these schools is the extent to which staff have a shared vision about what constitutes good educational provision in an ethnically diverse school. In some schools, especially those with significant percentages of minority ethnic pupils, understanding about the key elements of high-quality provision for all pupils permeated the life and work of the school. Everyone was on board. This was a collective responsibility, not just something left to the EMA team.

15. Many of the schools recognised that they still had some way to go in ensuring that practice matched their ideals, but there was, nevertheless, a tangible sense that staff saw working with minority ethnic pupils as something very positive:

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

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

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

The action

Spending the EMA grant

Funding

17. Most of the schools spent all, or nearly all, of their funding on staffing. The majority had suffered recent cuts (in one case the budget had been halved) and almost all were forced to top up from general school funds in order to retain quality staff. Not all, however, were able to find the money to do this and many were anxious about the future. A few schools were able to draw on other funds such as Education Action Zone (EAZ) and Vulnerable Children's Grant (Standards Fund) allocations. However, the majority of the headteachers stressed the difficulties they faced in managing the EMA grant and the hard decisions they were regularly forced to make about how best to use the diminishing resources to meet identified need.
18. A handful of schools spent small sums of EMAG money on training and resources such as bilingual books, visuals and tapes. But most schools not only had to top up salaries, but also had to find additional money for these elements, sometimes drawing on voluntary school funds.
19. In half the schools, the amount of top-up funding was considerable. One large primary school provided an additional £74,000 to sustain the work of the EMA team. In another the £14,000 grant was doubled with money from the school budget so that highly valued staff could be retained. Overall, schools were pessimistic about being able to sustain the excellent work they had built up over the years if funding continued to decline. The nursery school, which had lost half its funding, pointed out that money spent in the early years was money saved later in the system.
20. LEAs, following a needs analysis and in discussion with schools, devise a local formula for devolving funding to individual schools. Therefore, the amount of money received by the schools for each pupil varied significantly. A very rough calculation, dividing the total amount of EMAG funding by the number of minority ethnic pupils, gave a range from £108 to £274, with an average per pupil of £170.

Staffing

'Our money is used essentially to keep high-quality, experienced staff. I want an EAL specialist who can act in an advisory capacity, support and train staff across the school. Our bilingual assistant helps settle the younger children, using Bengali where appropriate. She also does a lot of home/school liaison work which is very valuable.'

21. Typically, staffing consisted of an EMA specialist (EAL) teacher plus a bilingual support worker. Two of the primaries had only specialist teachers, two had only bilingual assistants. Four of the schools had a full-time EMA coordinator. In the others, part-time EMA specialist provision ranged from 0.2–0.6, with an average of 0.4 full-time equivalent (FTE). The largest team (in a school with 864 pupils on roll) had 7 staff (4.2 FTE): 5 teachers and 2 bilingual support workers. The smallest had just one teacher working 0.2 FTE.
22. Many of the headteachers stressed that they took positive action to recruit staff who were representative of the school community, not just as EMA staff, but class teachers and, crucially, members of middle and senior management.

Ways of working

23. A wide range of initiatives (well over 20) was identified by EMA primary staff as part of their responsibilities in school. Inevitably, the bigger the team, the more it was able to do. Seven elements were, however, central to their work in the majority of schools:
 - partnership teaching
 - curriculum development
 - staff training
 - support for heritage languages
 - work on assessment, needs identification and target-setting
 - home/school liaison
 - additional support (for example, homework clubs, mentoring).
24. The following comment, stressing the need to integrate EMA staff's work so that they are no longer operating 'on the margins', represents a view that was frequently expressed:

'We believe that the most effective use of EMAG funding is to spend it on teachers who are able to contribute directly and significantly to the curriculum through their input into curriculum planning for inclusion, partnership teaching and assessment. This has an impact across the school and is a central element of the school development plan. It is not an add-on.'
25. In these schools EMAG funding was seen as part of overall resources, with the additional support well integrated into mainstream management of teaching and learning. EMA staff were a resource not only for the pupils but the adults too.

26. All the schools had a clearly expressed rationale for the way they deployed EMA staff. For example, a school with a large team was able to attach staff to different year groups, giving them a central role in planning, delivery and assessment. It expected EMAG staff to take joint responsibility with mainstream staff for curriculum projects such as a project on the Windrush and on Turkish Cypriot writing. They were also expected to contribute to data analysis and to attend EMAG training. Time was made in staff meetings for the training to be disseminated.
27. By contrast, in a school with only one EMA teacher and a bilingual assistant, it was common for the teacher to rotate around the Key Stage 2 classes for half-termly periods and for the bilingual assistant to concentrate on work with the younger children, helping them settle, using the heritage language to assist with the understanding of what was going on and liaising with parents.
28. However, better use of attainment data at primary level is leading to a review of traditional patterns of deployment. In several schools support was more clearly focused, for example, intensive additional teaching in mathematics and science in Year 6 because these had been shown to be areas of weakness for minority ethnic pupils.
29. In another school, the headteacher commented:

‘Historically the EMAG teacher offered support in all year groups on a term-by-term rolling programme, targeting pupils at early stages of English. We changed this a year ago and now block-timetabled her support to classes or year groups with the greatest need. This means we are looking at data much more carefully and targeting support in a more focused way. Currently her analysis has led her to target a Year Six class where a group of EAL pupils is underperforming significantly in mathematics and English tests. She does partnership teaching for English and mathematics, followed by a lunchtime maths club for the same group of targeted pupils.’
30. This targeted support is proving much more successful in raising achievement than the scatter-gun approach so frequently seen at primary level, especially where the school builds training for all staff into its continuing professional development programme.
31. The schools have also thought carefully about the role of their bilingual assistants. Bilingual assistants have a range of qualifications and experience and schools are able to play to their strengths. In one school a bilingual instructor, a veterinary surgeon by profession, engages in partnership teaching in science and maths, using her first language, Arabic, to help the significant number of Arabic speakers in the school. In another school,

the EMA teacher and bilingual assistant have constructed a simple but helpful flow chart entitled 'Making the most of your bilingual assistant'. This has been used for training purposes with mainstream teachers. One bilingual assistant described with enthusiasm an LEA-run course for bilingual support staff which had encouraged them to be involved actively in class. 'We were told we didn't always have to take a back seat.' This bilingual assistant was fully involved with mainstream staff in the planning of work for pupils in the Foundation Stage. In class she supported small groups, helped with the production of resources and, on occasion, successfully took the lead in introducing whole-class work.

32. One of the clearest statements of a school's expectations of its EMA staff was documented in a northern secondary school where almost all the pupils were bilingual. This is quoted below as, with minor phase-specific modifications, it encapsulates much of the best practice seen in the primary schools and serves as a useful checklist of the role of EAL specialists.
33. 'EMA staff are expected:
- to teach for the majority of their time in partnership across a number of curriculum areas
 - to teach a minority of their time in their specialist subject, adopting EAL teaching approaches to raise standards
 - to train teachers and assistants to improve the quality of EAL teaching and learning and curriculum provision
 - to contribute to the evaluation of assessment data to review patterns and deploy staff to where they are most needed
 - to assess EAL pupils in their home language and English to target provision
 - to train and monitor classroom assistants to work with pupils on targeted initiatives, for example, 'catch-up' programmes to improve pupils' literacy skills
 - to develop EAL teaching resources and multicultural materials in various subjects
 - to ensure the school promotes inclusive policies in relation to SEN, race equality and disability
 - to help run an equitable and inclusive school
 - to attend EMAG related training and run professional development activities for staff in school.'

Classroom practice

34. Much of the teaching seen was of a very high quality. A range of support strategies was observed although the majority of lessons consisted of partnership teaching with joint planning and teaching by mainstream teachers and EMA specialists. Bilingual assistants were also active in supporting teachers and pupils, using their bilingual skills to great advantage. To exemplify features of good practice, a small number of lessons across the primary age range and curriculum are described below.

Nursery class – persona dolls

Following a pupil survey on racism, this school has recently started using persona dolls with nursery and infant pupils as part of its personal, social and health education programme. Persona dolls are large rag dolls representing a range of ethnic groups. Family histories are created for each doll and can be used to help pupils discuss a number of important issues such as bullying, racism, friendship and separation. The school has carefully crafted stories/life histories around issues known to affect pupils in the school so that joint solutions to problems can be explored (for example, what to do if someone is making us unhappy at playtime, how to help someone new to the school). The three dolls selected by this school (in their first term of introducing them) are: Shelby (of Black Caribbean heritage who lives with her policeman Dad); Reema (Bangladeshi heritage); and Eric (a Kosovan refugee). Eric was chosen because the school thought they might receive an asylum-seeker or refugee and wanted to prepare the children for this possibility.

In this nursery session, pupils (all White British) had excellent recall of Shelby's family history: 'Her Dad goes to work at a police station', 'Shelby likes chocolate cake and apples', 'Her childminder sometimes picks her up from school'. The nursery nurse explains that tonight Shelby is staying with her Nanny Ella and her Granddad Jake because her Dad has to go to work. She has brought her overnight bag to school and the children are invited to guess what it might contain. This activity provides excellent opportunities for the children to predict, label and explain ('She needs a hairbrush to brush her hair' etc). This is a delightful session, lively and fun, with the children totally engrossed in the story. Several children (boys and girls) offer to hold Shelby while her bag is emptied. Challenging questions are posed: 'Couldn't she clean her teeth with bubble bath? Why not?'. Finally the children enjoy describing their own experiences of staying overnight with grandparents or friends.

Interestingly, in this all white group, Shelby's colour has (so far) not been mentioned by the children. In the afternoon session, where there are a small number of minority ethnic pupils, this has come up.

Reception class – literacy lesson

Open plan setting with two teachers, two bilingual assistants and two bilingual nursery nurses. 28 pupils all with EAL. Ten have no nursery experience. The class, split into five groups, is working on the story of *The Very Hungry Caterpillar*.

Group 1: Teacher reads Big Book of the story while the pupils, in a circle, hold a giant caterpillar and a bowl of plastic foods. Enthusiastic matching of the objects as the story unfolds. The teacher uses the props to ask lots of questions: Is he shorter than the one in the book? She also holds their attention by acting out parts of the story. She reinforces sounds, phonics, counting, rhyming words. The pupils participate eagerly.

Group 2: Bilingual assistant reads the same story in Punjabi, developing pupils' ability to predict, use context, describe the setting and explain how the caterpillar might be feeling. They use Punjabi and English in their reading and discussion of the story. The children ask what a cherry pie is and what a sausage tastes like. The bilingual assistant gives interesting explanations comparing these foods with close equivalents in Indian food. The story reading is followed by a shopping game using real fruits. Pupils in pairs enjoy buying food in the market, using a mixture of English and Hindi/Punjabi.

Group 3: A Somali bilingual assistant works with two children who have only been in the school for three weeks. She tells them the story in Somali, using the pictures to hold their attention. As they have very little experience of a formal learning environment, they find it hard to concentrate and one keeps wandering off. The bilingual assistant handles this well by switching to a prediction game using props (caterpillar soft toy, fruit). Using the props she is able to engage the boys in a conversation in Somali about the story line. The boys feed the caterpillar with the plastic food in the same sequence as the story, becoming progressively more animated and involved as they count the strawberries and other fruit.

Group 4: The nursery nurse works with a group at the cooking table. She speaks in English but repeats some of the sentences in Punjabi for two boys who speak very little English. They respond in Punjabi and English: 'I make atta (dough) and then I make it patla (thin) with the velna (rolling pin).' Through her conversation with the group, she develops their understanding of properties of materials, provides opportunities to practise counting and develop fine motor skills. The pupils are engrossed in the activity, co-operate well and benefit from this well-structured opportunity for speaking and listening.

Group 5: Class teacher works with a group of early learners of English, emphasising speaking and listening. She uses number board, number line, counters, beads, picture cards for counting and matching, comparing numbers with pictures and developing one-to-one correspondence. The children are very involved and join in the counting rhymes and clapping game.

Overall, this is a well-organised and language-rich environment in which the roles of all the adults are clearly defined. The work has been carefully planned to meet the diverse needs of this class. In addition to the groups, a number of children work on different activities independently and apply themselves fully without much adult direction. There is a good range of interesting activities, and a good balance is maintained between teacher and self-directed learning. The strong focus on planned interaction, stimulating discussion and 'doing' is excellent. The good use of mother tongue also makes a significant contribution to extending pupils' participation and learning.

Reception class (special school for pupils with severe, profound or complex learning difficulties)

This session, for three pupils with EAL, involved an incrementally told story entitled *The Boo Hoo Baby*. The EMA co-ordinator reads the story, going through stages of trying to stop the baby crying. Each time the baby (a black doll) cried, pupils were encouraged to press big mac, the co-ordinator doing Makaton actions while the class teacher, nursery nurse (and HMI) chorused 'What shall we do with the Boo Hoo Baby?' Excellent modelling: feeding (with big spoons); playing with the baby (that is, singing 'Row, Row the Boat'); bathing (putting in the bath and washing face with flannel); and putting baby to bed.

A highly successful session, inclusive with evidence of learning and socialisation. Co-ordinator's classroom manner communicated a sense of success, lighting up the lives of the children concerned and leaving staff with a warm glow. A very hands-on approach which provided an excellent teaching model for colleagues.

Year 1 literacy lesson

EAL and classteacher have jointly planned this lesson. EAL teacher takes group of six (including one bilingual) into adjoining hall. Aims are same for both groups but EAL teacher will provide additional focused support for her group. Lesson aims are: to sequence the alphabet; to recognise initial letter sounds/initial blends; to create a list using a range of strategies to write words.

Series of lively activities including alphabet tennis, basketball and football. Teacher checks pupils' grasp of sequence by stopping and starting randomly at different points in the alphabet and calling on individuals to continue. A recently arrived bilingual pupil joins in energetically and clearly knows the alphabet, as do the majority of the group. In pretend magic bubbles the children descend gently onto the carpet – calm and ready for the next part of the lesson.

Focus on initial blend 'tr'. Children offer: train, tree-house, trot, try, track. They practise, individually and with partners, making the shape of the letters with their heads, their elbows, their fingers on their cheeks. The phonics session then speeds up again with pupils trampolining on the spot while articulating 'tr'. Teacher checks repeatedly that they understand what they are doing and hands out much praise for good learning behaviour.

Next the teacher shares the Big Book Special Clothes with the group. They discuss what sort of book it is and what it tells us. Excellent oral session with children predicting what the book might be about, explaining why people (lollipop man, firefighter, postman and so on) might wear special clothes ('Postmen wear boots because they walk a long way'). They use confidently a range of appropriate key words: author, illustrator, contents page, non-fiction book and can explain what they mean (for example, non-fiction book: 'It's about something that is not fake. It's real.' Contents Page: 'You can look up what you don't know.'). Focused word work follows as the group, together with the teacher, construct a list of people that wear special clothes. The children suggest: motorbike rider, swimmer, policeman. For the independent group tasks, pupils return to desks to write their own lists (with differentiated support).

An almost identical session has taken place in the hall with the EAL teacher, although the smaller numbers mean that help was able to be more individualised. When the children come to create their own lists, they have – to support them – pictures and flashcards (which they match) and the teacher modelling how to write the list.

For the plenary, both groups come together to share what they have learnt.

A pacy and exciting lesson that gets the blood racing first lesson Monday morning. The pupils are fully engaged in their learning and the outcomes are excellent for all pupils. Pupils with EAL are fully integrated in the learning and have no problem accessing the curriculum and achieving the lesson aims. Teachers have planned carefully together, maximising their expertise so that the teaching and learning are appropriately differentiated.

Year 2 literacy lesson

The class teacher and bilingual assistant have jointly planned the lesson which starts with a reading of the dual language big book Samira's Eid. Many of the pupils will be celebrating the Muslim festival of Eid in the near future. Three older Muslim pupils join the session part way through to talk about their cultural and religious experiences at this time of the year.

The lesson aims are for pupils to read a simple text with understanding and express opinions about the cultural and religious events outlined in the story. In this session the bilingual assistant works with a small group of pupils, some of whom have EAL. The activity is intended to promote learning about pupils' own and other cultures and religions. This is the first term of Year 2.

The bilingual assistant quickly establishes that the story is about a family preparing for Eid. She recaps relevant terminology (for example, cover, title, contents page, author, illustrator, translator). The narrative topic immediately engages the children's interest as several of them are currently observing Ramadan. The bilingual assistant effectively uses a range of open and closed questioning techniques to get pupils to talk about what happens in a Muslim household in the lead-up to Eid. Pupils are eager to talk and listen well to others' contributions. They display good understanding of the use of punctuation marks. The bilingual assistant regularly checks understanding of the meaning of words such as zakat, Ramadan, samosa, mubarak. This is particularly helpful for the non-Muslim pupils and by the end of the session the majority of the children know that Ramadan is the month of fasting, that Muslims pray five times a day, give zakat at this time of the year, wear new clothes and give gifts for Eid. There is good use of the older pupils to talk about their preparations for Eid and the celebrations that will take place when Eid begins.

The skilful use of both the Urdu and English scripts has aided comprehension and increased the level of interest of the bilingual pupils. All of the children engage well with the story, with many joining in the discussion with confidence, clarity and enthusiasm.

Year 6 English lesson

Class of 27 pupils, of whom 12 have EAL. Classteacher and EMA teacher have planned lesson together. Lesson starts with EMA teacher setting the scene and reading out the objectives for the lesson recorded on a whiteboard. They are: to produce notes using all four language skills which will be used later to write a biography of William Shakespeare; to recognise the difference between fact and conjecture.

EMA teacher uses notes to tell the pupils about the life of William Shakespeare. Class teacher supports this with large-format illustrations (for example, Shakespeare's parents' house in Stratford, his father's coat of arms, the Globe). Pupils then given clipboards with a writing frame with chronological headings (for example, parents, education, marriage). The task is to record key words/phrases under the headings. EMA teacher models on a large-format writing frame some of the possible key words. Pupils then move to their tables in pairs to share information, compare notes and begin to extend key words into fuller text. Teachers move between groups, checking and supporting. Pupils then move into fours and repeat. In the plenary, as the pupils share the key events they have identified, the teachers check that they have understood which of the information is factual and which conjecture.

High-quality partnership teaching – both teachers move seamlessly in and out of the lead role. Good focus on new or unfamiliar vocabulary to check understanding. Excellent use of visuals to support meaning. Good links to earlier work on the Tudors in history. Excellent modelling on the whiteboard by both teachers. EMA teacher works with targeted pupils during the group work, helpful questioning and focused interventions. This is not an easy class but the excellent management skills of the class teacher ensure good levels of attention and engagement throughout the lesson. Pupils listen well and are keen to contribute orally. No obvious gender differences in pupils volunteering contributions. A good number of EAL pupils contribute effectively in the whole-class work and in the plenary.

Year 6 science lesson

Two teachers, who job share, teach this lesson (37 pupils) with the support of a bilingual instructor – an Arabic-speaking science graduate. This is an assessment week and the lesson is planned to prepare pupils for an end of unit test on sound.

The learning objective, shared with the pupils, is: to revise and recall all the facts on 'Sound'. Pupils are reminded of the need to use correct scientific vocabulary. The bilingual assistant and second teacher sit with two different groups that include pupils who have been learning English for less than a year but who have previous schooling experience in Malaysia and Libya. The bilingual assistant explains many of the questions and concepts in Arabic.

The lead teacher uses a range of strategies very effectively to make a well-prepared lesson fun and challenging. Different methods are used for pupils to record and present their responses: talk partners; quizzes; games; sound bingo; Trivial Pursuit; practical demonstrations. All the pupils are involved and enabled to show their knowledge of facts and understanding of concepts. The two adults help their groups by paraphrasing and enabling pupils to formulate their answers orally and in writing. Pupils offer good explanations and descriptions. They are able to define most of the technical vocabulary (for example, pitch, frequency, vibrating, volume, echo) with clarity and accuracy. There is good use of an interactive whiteboard to model and demonstrate. High levels of enjoyment and participation, with pupils making good progress and achieving standards at or above age expectations.

Continuing professional development

35. There was a high level of professional development activity in all the schools. Most EMA staff maintained close links with their local LEA EMA Service and spoke highly of the specialist training, support and networking opportunities offered by the Services' advisory teachers. One school, however, spoke of a dearth of relevant Early Years training. EMA staff regularly attended relevant courses and were expected to disseminate what they had learnt to mainstream colleagues in school.

36. Several schools routinely allocated time as part of whole-school training to the discussion of equalities issues. For example, in one primary school over the previous two years there had been sessions on: bilingual assessment; race equality; planning for differentiation; induction procedures for new arrivals; and mathematics and the bilingual learner. EMA staff played a central role in helping to deliver this training. EMA staff also regularly attended school training on government initiatives such as the National Literacy, Numeracy and Primary Strategies and were expected to feed in an EMA perspective.
37. In most of the schools EMA staff had produced a range of good-quality guidance on, for example, how to work with early stage learners of English, how to differentiate between EAL and SEN, and the induction of refugee and asylum-seeking pupils. The EMA co-ordinator was usually responsible for providing training for bilingual assistants and learning support assistants, as well as newly qualified teachers and staff new to the school. A significant number of the EMA co-ordinators were also engaged in offering training to other schools, either as part of the school's beacon status responsibilities or because the LEA wanted their expertise to be shared more widely.

Partnership teaching

38. Finally, EMA teachers stressed that the most effective form of professional development was partnership teaching. Mainstream staff were quick to corroborate this view and keen to articulate what they felt they had learnt.

'I know now that good practice for bilingual pupils is good practice for all pupils.'

'When working in partnership, it helps you to see things from a different perspective. You have time to notice the coping strategies that bilingual learners use. You can see more clearly whether they are understanding or not. I think about grouping quite differently now. I pair bilingual children with speakers of English who can act as good models. I have learnt that lessons must be more interactive. The use of mini-boards is also new to me. I consciously write up more definitions of words and concepts on the board and understand the importance of modelling. When I no longer have the extra support, I will continue with the strategies I have learnt.' (Year 4 teacher in a school with a high percentage of EAL pupils)

'We rely on the EMA co-ordinator. Not only is it very helpful to have her in the class supporting you, she has also set up a range of invaluable systems. For example, when a new child arrives she carries out various assessments. She can then tell you whether the child can read or not and give you information about the mother tongue and previous schooling. She then prepares a 'busy box' with a wide range of appropriate curriculum-related activities so that the child always has something to do. This is very helpful for someone like me who has little experience of working with EAL pupils. When we are working in partnership, we plan together. We work in many different ways. Sometimes she will take the lead, sometimes she takes the role of the child in the class and asks or answers questions so that the children have models. She has pointed out how difficult idiomatic language is for EAL pupils and has encouraged me to use drama and pictures to help their understanding. We really noticed the difference when her hours were cut last year. We could cope without her if we had to, but the bilingual children would get much less attention.' (Year 1 teacher in a school with few minority ethnic pupils)

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

Specific initiatives

40. Schools were asked to describe any specific initiatives they had set up over and above the routine teaching, monitoring and advisory work expected of EMA staff. Over 50 different activities were listed by the primary schools.
41. The initiatives can be grouped into the following broad categories:
 - working with parents
 - use of heritage languages
 - extra-curricular activities
 - celebration of cultural diversity
 - anti-racist work.
42. The initiatives are far too diverse and numerous to be described in detail. A small number of examples will, however, give a flavour of these schools' commitment to equity and inclusion for minority ethnic pupils and the creative way they have attempted to work with pupils, parents and the communities to raise attainment.

Working with parents

43. A range of strategies for engaging parents in the education of their children and in their own education has been attempted by schools: Turkish/Somali surgeries, mother tongue women's groups addressing educational issues, family learning classes (interior design, information and communication technology, work-related training), refugee parent workshops, parents invited into school to work with their children.
44. One school runs fortnightly coffee morning sessions. Ethnic minority parents are the target group but anyone can come. The bilingual support worker (who plays an important role in encouraging attendance and interpreting for the Bangladeshi parents) believes parents want more than just an opportunity to chat. They want to know about their children's progress and how they can help them at school and at home. Each session focuses on a specific theme such as transition, special needs, behaviour, attendance. In a session on transition, parents were able to articulate their concerns.

'We don't understand why, if our children attend the nursery, they don't automatically get a place in the school.' (Bangladeshi parent) *'School is confusing for those of us who come from a different background. This school helps us to understand.'* (Iranian parent) *'English is not my language and if there's a lot of noise, everything gets mixed up. That's why I stare at people when they are talking. I don't mean to be rude.'* (Iranian parent) *In this culturally diverse and multilingual group the parents, helped by the Bilingual Support Worker, enabled each other to participate confidently in the discussion. A member of the senior management team always attends the meetings to indicate the importance the school places on dialogue with parents.*

45. Another school described a more unusual initiative:

'The school is very successful with its projects for parents. These are run by an adult tutor who is also a primary teacher and a member of the Asian community. She understands that parents' experiences of school in a different culture make it hard for them to know the right things to do to help their children in this country. Family literacy classes have helped them with their English and also shown them how to work effectively with their children. Several parents have gone on to work as teaching assistants in local schools. The group is currently planning to go to Spain and work in the Miro Studio on artistic techniques. This is a bold venture as partners had to agree to hold the fort at home and look after the children. The trip is booked although the mums are still raising the funds to enable it to go ahead.'

Use of heritage languages

46. A range of activities falls under this heading: the use of dual texts, the use of the home language for assessment – SEN and National Curriculum tests, story telling in different languages, the teaching of heritage languages in schools – sometimes by parents or in conjunction with local community groups, links with supplementary schools, and supporting and training older pupils to act as interpreters.

'In this school there is a good range of mother tongue teaching provision in collaboration with local community groups. This includes Punjabi classes run by the local Gurdwara, Arabic and Urdu classes run by the local Imam and Malay and Tamil classes run by voluntary community groups. We have excellent links with the supplementary schools. We support a Libyan school and a Saturday Malay class. Exchange visits between the teachers of these schools promotes continuity of teaching styles and curriculum coverage. For example, the Malay school teachers visited and observed our class teachers. Afterwards they had a joint seminar and analysed pedagogical similarities and differences between their approaches. The principal of the school met with me (headteacher) and gave feedback on the teachers' observations and what they had learnt. Similarly the Libyan school has worked closely with the numeracy and literacy coordinators to see how the teaching can help children with their mainstream work. The pupils attending the Libyan school have made very good progress and are amongst the highest achievers in the school.'

Extra-curricular activities

47. At primary level these encompass the following: after school study support classes, breakfast clubs, lunch-time homework and language support clubs. In one school additional classes are run by teachers voluntarily after school and at weekends to help meet the learning needs identified by the children themselves in Year 5 and Year 6. There are also lunchtime reading sessions taken by the bilingual support workers for children who need extra support. One school commented, 'We provide breakfast club and homework club – a wrap-around service.'

Celebrating cultural diversity

48. This covers a very broad range of activities that take place both within and outside the school day. Examples are: the celebration of festivals; participation in Refugee Week and Black History Month; a focus on black and minority ethnic achievement through attention to images; Ramadan Club; international evenings; and links with the local mosque or temple.

This nursery school has contributed its own funds to build up collections of resources that celebrate many cultures and ethnic groups. Boxes of artefacts from other cultures help the staff celebrate specific festivals: Yom Kippur, Eid, Chinese New Year. The school also holds an extensive collection of posters representing role models from different ethnic groups: for example, black heroes and heroines and successful professionals from the local community. It pays constant attention to the images it projects. Parents of all groups have expressed their pleasure about the school's stand. Many have voluntarily brought back games and artefacts for the nursery after visiting their country of origin. A member of staff commented, 'We have learnt from our EMA co-ordinator how to celebrate cultural diversity in a way that is genuine, not tokenistic. We don't just put up a display and read a book, we get fully involved in the other culture through games, artefacts, music and food. When we celebrated Chinese New Year, for example, everything in the home corner reflected that culture: the local Chinese take-away brought in some food for us and the children learnt to use chopsticks. We really felt we were living the Chinese New Year. This approach helps children understand their own culture too'.

Anti-racist work

49. Anti-racist work is usually approached through school policies and procedures, through curriculum content and through assemblies that draw attention to the negative impact of discrimination on individuals, their families and the community. Some schools reported working with their local Racial Harassment Unit. One school had undertaken a racism survey in which the older pupils were asked to recount their experiences of racism and give their views on what might be done about it. The school, in a predominantly white area, was shocked and saddened by the amount of racism reported by both minority and majority pupils and is introducing a range of initiatives through the curriculum to address this. One of the most successful to date is the use of persona dolls with nursery and reception children as part of their personal, social and health education programme (see classroom practice section).

One school's initiatives

50. It is difficult to do justice to the sheer range of initiatives undertaken by these schools in their efforts to raise the achievement of minority ethnic pupils. Here are just a few of the initiatives developed in one school:
- mother tongue women's groups
 - supporting and training older pupils to act as interpreters
 - links with Arabic School (headteacher visits)
 - achievement of Stephen Lawrence Award at highest level

- partnership with the local university – volunteers come into school to work with pupils; deputy headteacher provides training on EAL
- a Raising Achievement Project focusing on pupils of Pakistani and Kashmiri backgrounds
- production of a video, 'Don't be scared to be different' written, produced and performed by staff and pupils at the school
- artists in residence mosaic produced by Year 3 and Year 4
- one pupil gained the Black Achievers award.

The outcomes

What works?

51. Schools were asked to identify the initiatives and ways of working that, in their opinion, had proved most successful. Despite their varying contexts, there was considerable agreement across the schools.
52. The following summary from one of the highest achieving primaries, where almost all the pupils are from minority ethnic groups, covers most of the points raised by individual schools:
 - partnership teaching between EMA and mainstream staff. This includes contributing to planning, assessment and target-setting
 - a strong team spirit among all staff and clarity on raising standards as the top priority
 - good teaching based on models of best practice for pupils learning EAL
 - high level of support in the early years to promote communication skills and learning in English
 - employment of multilingual staff at all levels
 - good relationships with parents and the community, including supplementary schools
 - good induction system for newly arriving pupils
 - additional teaching time given to pupils in need of support
 - detailed analysis of data and good use made of these to plan intervention and support.
53. A number of additional strategies were felt by several schools to have been very successful:
 - whole-school activities that bring everyone together (mosaic-making, Black History Month, dance project, participation in the Stephen Lawrence award)
 - activities focused on specific groups following an identified need (Turkish Cypriot Writing Project, Somali Surgeries)
 - initiatives which enable older pupils to help younger pupils (Young Teachers venture).
54. Several schools argued strongly that it was important not to see EMA and other staff as doing different things: 'We are simply talking about class work that meets the needs of all pupils.' Raising the attainment of minority

ethnic pupils is, in these schools, everyone's responsibility. As one headteacher said, 'This is a school where inclusion is firmly embedded in the thinking and consciousness of staff and pupils.'

How do you know?

55. As these schools had been chosen for their success in raising the attainment of minority ethnic pupils, it was not difficult for them to demonstrate that the range of approaches they employed was effective. They were able to point to Performance and Assessment Data Analysis (PANDA) scores and Ofsted inspection reports. In addition, several have beacon status with this element of their work identified as a strength.
56. A major feature of these schools is, however, the quality of their monitoring procedures. Not only are they careful to establish the progress of minority ethnic pupils at individual and group level, they are also careful to monitor the initiatives they have set up and to adapt or discontinue them as appropriate. In addition to the careful collection and analysis of data, senior and middle managers monitored teaching plans, carried out lesson observations and undertook regular scrutiny of pupils' work. Issues of inclusion were built into these procedures. If the amount of partnership teaching was, for example, increased in a particular year group or subject area, results were monitored to establish that this had been worthwhile. In this way they were able to state, without hesitation, that the deployment of additional resources had led to increased performance. Improvement in attendance often followed carefully developed home/school liaison initiatives.
57. School self-evaluation procedures were strong, with several schools inviting feedback from staff, pupils and parents on their policies and practice.

The attainment of specific groups

58. Although, in general, minority ethnic pupils are doing well in all of these schools, differences by ethnic group remain.
59. Minority ethnic pupils, especially those with EAL, make good progress and show excellent value added, particularly at Key Stage 2, in these schools. Most have above-average attainment when compared with other local schools and, in many instances, with national scores for all pupils. There are, however, examples of specific groups still causing some concern, although these differ across the schools. In one school, Black Caribbean pupils are doing well, in another less well when compared with other groups, although their attainment is rising strongly. Literacy levels of Turkish pupils are a concern in one school, in others it is the Somali pupils. What is clear, however, is that these schools know exactly how the different

minority ethnic groups are performing and are constantly adjusting their approaches to narrow any attainment gaps.

Mapping progress

60. Nearly all of the schools had good systems in place for assessing and mapping the progress of minority ethnic and bilingual pupils at individual and group level. A wide range of data (pre-National Curriculum (NC) English Steps, NC levels, reading tests) was analysed by ethnicity and gender, enabling schools to identify support needs and organise the deployment of resources appropriately, whether for pupils with EAL or members of underachieving groups.
61. A strong feature of the assessment procedures for bilingual pupils in these schools was the integration of EMA and whole-school systems. It has been common for schools to use separate scales to assess the language development of pupils with EAL, but here the majority of schools were using the Qualifications and Curriculum Authority (QCA) Language in Common scales to map achievement onto the National Curriculum. This ensured that the progress of all pupils was tracked on a common scale and facilitated joint working between EMA and school assessment co-ordinators. It also facilitated the process of target-setting at whole-school level and by ethnic group.
62. Procedures for initial assessment, especially for newly arrived pupils, were well developed in these schools. Usually initiated at LEA level by EMAG managers, the documents and procedures had often been customised by school staff to reflect the local context and provide opportunities for more in-depth assessment for learning. Where possible, schools used pupils' first languages as part of the assessment procedure and some regularly collected and annotated writing samples in pupils' home languages and English. In the best practice these assessment procedures led to helpful individual target setting.
63. Monitoring of attendance by ethnic group was also in place in some schools. Followed up rigorously, this led to gains in attainment for individual pupils.
64. On the basis of the evidence presented by these schools, there has been considerable improvement in the area of assessment for minority ethnic pupils since this was last reviewed by Ofsted (*Managing support for the attainment of pupils from minority ethnic groups*, 2001).
65. There follow a small number of examples of how individual schools set about monitoring the progress of minority ethnic pupils.

66. In the following, predominantly white, school, assessment practice has been influenced and supported by procedures developed at LEA level by the EMA Service. In conjunction with mainstream staff, the EMA co-ordinator has developed a system for termly target-setting in each year group. Learning objectives are identified for each minority ethnic pupil, as is the process by which these will be achieved (such as in-class support, liaison with family over school routines, support with checking reading material to go home). Outcomes are monitored and recorded regularly. This process is also repeated at whole-class level to produce an action plan for literacy which includes strategies that are supportive to pupils with EAL.

The EMA co-ordinator has excellent tracking systems for both the EAL pupils and all minority ethnic pupils in the school. Initial assessments are done for newly arrived pupils and class teachers furnished with helpful information about the children. Analysis of all assessment data (NC levels, Reading Ages, QCA optional tests) is carried out and targets are set for each child with the class teacher and reviewed termly. This information is integrated into the school Analysis of Assessment Results and ultimately into the School Improvement Plan. Underachievement is picked up rapidly and steps taken to provide additional support. This careful analysis has, for example, identified some underachievement in maths for minority ethnic pupils. Now targets are being set in mathematics as well as in English. The tracking of attendance is also in place and absences are swiftly followed up with telephone calls and, on occasion, home visits if this is the only way to establish dialogue with the family.

67. In another school, with a very high percentage of minority ethnic pupils, data collection and analysis are a real strength. The EMA team work closely with senior management to interpret patterns and trends in attainment. They have also led staff meetings on assessment and race equality issues. A recent school initiative has been the analysis of results on the Neale Reading Test according to whether English is the first or an additional language. The test establishes scores for accuracy, comprehension and reading rate and has enabled senior managers to identify a significant comprehension gap for bilingual pupils. Pupils may have good decoding skills but substantial comprehension problems. This has been recognised as an issue for pupils with EAL for many years, but this close analysis enables it to be pinpointed precisely and will help the school develop teaching and learning strategies that better meet the needs of the pupils.

Constraints?

68. The factors which made it hard for schools to meet the needs of the pupils as they would have wished were common to both phases:
- the recruitment and retention of qualified specialists
 - the lack of specialist training courses for EAL teachers and bilingual assistants
 - the reduction and uncertainty in funding provision.
69. As one EMA co-ordinator pointed out, 'If you are forced to appoint non-specialists, more time has to be spent on training them, which pulls you further away from direct teaching activity.' Several schools remarked on the continuing need to raise the skills of mainstream staff so that they felt comfortable working in linguistically and culturally diverse classrooms. 'Initial teacher training,' they argued, 'rarely covered these issues adequately. In particular there was no component on working in partnership.'

The parents' voices

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

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

'They take racism very seriously here.'

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

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

'They make the children feel confident and, if they make mistakes, they don't make them feel silly.'

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

'The teacher tells us how the children are doing and the things we can do to help. We get sent maths cards which explain what they should be doing.'

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

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

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

'The headteacher is always trying to improve things, asking parents for their ideas on how our children should be educated and what is important to us.'

The pupils' voices

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

Equal opportunities

'It means that everyone should get the same chances. Boys and girls and the disabled.'

'Equal opportunities means that you give everyone a fair chance, you let everyone join in whatever you are doing. We share everything in this school. For example in circle time we talk a lot about friendships, bullying, team work, helping each other, valuing everybody in the school. Even in experiments you have to be fair. ('But that's different') But it means the same thing. You have to check that you are doing the same for the two tests.'

'It's about friendship, co-operation, good manners, treating people with respect, not fighting, not tolerating racism.'

'Everybody gets the same opportunity. It doesn't matter what background or what colour.'

'This school pushes all of us hard and makes us achieve high grades.'

Racism

'I can wear my hijab now without being teased.'

'Mostly people play well together but, to be honest, sometimes people cuss you by your colour and become hurtful. They call you Paki or Afghan.'

'If we were all the same, the world would be boring. You got to fight racism. You can tell the teachers. They sort it out.'

'Some children don't like to report racism in case it gets worse.'

Curriculum

'We learn about different things and different countries. It helps us as we need to know about our own languages and countries. It was very interesting comparing Edmonton with Nigeria.'

'If you can use your own language, it helps you to understand.'

'They teach us about our religion and other religions and a lot of people come into our school to talk to us about things like Diwali, Eid and Christian special days. The Aborigines came when the Olympics were on and did a lot of work with us. They even taught us to weave.'

'We've done things on the Caribbean, Greece, Islam and Bangladesh. It's important to study other people's religions. It's fairer. You understand more about them. Then if you go to that country and made a friend, you wouldn't do anything that they might find offensive.'

'We learnt about Nelson Mandela, Martin Luther King and Mary Seacole in Black History Month.'

Care and support

'It's your second home. The teachers take the place of your mum and dad and treat you the same.'

'Our teachers make after-school classes where we go to catch up and improve.'

'When I first came to this school, everyone helped me – my friends and the teachers. The teachers gave us homework with pictures – we didn't do big work at first. The teachers also spoke clearly so that we could understand.'

'This is a caring and sharing school. It cares for our health. Like in the canteen there is healthy food – no frying, no sugars, no fat.'

The future

'School is very important. You need education. If you haven't gone to school, you're not a proper person. You might finish up as a cleaner or on the street without a job.'

Case studies

Brookland Infants School

The facts

A three-form entry, urban infant school. Most pupils from advantaged socio-economic backgrounds. Approximately half of the pupils came from a Jewish faith background. A full roll means limited mobility. Wide range of EAL need from recent arrivals to balanced bilinguals.

NOR: 270

FSM: 3.3%

SEN: 24%

Minority ethnic: 40%

EAL: 30%

Languages: English, Farsi, Urdu, Gujarati, Hebrew, Japanese, Chinese, range of European and African languages (26 languages in total).

EMAG funding: £12,236 and £2,939 LEA funding

Top-up by school: Not easily identifiable

EMA staffing:

EMA teacher – 0.2 FTE

Teaching assistant – 2 afternoons pw

Attainment: In comparison with all schools nationally, this school achieves highly. Over the past four years, all but one of the PANDA benchmarks for reading, writing and mathematics are As. At Level 2 EAL pupils generally perform on a par with peers, although fewer EAL pupils obtain a Level 3 for writing. However, this year (2003) some minority ethnic groups (Black Caribbean and Chinese) have outperformed the average for the school at Level 3.

The vision

Headteacher: 'Provision for our bilingual children is not an add-on. It is an integrated part of the whole curriculum. Inclusion is for children, families and communities. It's a family affair here.'

EMA co-ordinator: 'Bilingualism is *not* a learning difficulty.' 'Good classroom practice for pupils with EAL benefits all children.' 'You must provide support as early as possible. Time in YR is critical.'

Mainstream staff: 'It's great planning and teaching with the EMAG teacher. She's flexible in approach and always takes account of the needs of individual children. I've learnt a lot from her and she has had a big impact on my practice. We do a lot of modelling for the children and use a wide range of teaching strategies – visual, aural, kinaesthetic.'

LEA senior equalities advisor: 'Inclusion is an everyday practice here from whole-school planning to classroom delivery.'

The action

Rationale for use of EMAG funding: 'We use our funding on high-quality staffing, with a small amount going to materials production and training. When our funding was cut and there was reduced EAL support, we noticed that this had an impact on outcomes. EAL pupils' speaking and listening scores dropped.'

Top-up: 'Any additional funding is used to sustain the support work we have developed.'

Ways of working: 'There's a rolling programme of support – one year group per term. A number of children are targeted for support in each class. We're also beginning to use the support in a more focused way, for example, extra literacy support to help develop extended writing in Years 1 and 2 and oracy in Reception through games. The focus of the support reflects the overall school development plan. Another important strategy is to use our EMAG co-ordinator to deliver INSET to class teachers and non-teaching staff, to disseminate effective ways of working with EAL pupils as well as keeping up to date on new government initiatives and legislation for minority ethnic pupils.'

Specific initiatives: Translation of NC assessment tests in maths; special needs assessments in the mother tongue where appropriate; liaison with weekend community schools which use the building (Hebrew and Russian); parenting classes.

The outcomes

What works? Starting EAL support as early as possible; time spent supporting in Reception classes is valuable and effective. Careful monitoring of progress, collection and analysis of results by ethnicity to establish areas of focus. Team-teaching enables class teachers to develop shared understanding of good EAL practice. Thoughtful grouping of pupils. Reworking of QCA units to include additional resources and supportive EMA strategies.

How do you know? Regular monitoring of medium-term plans and any additional support. LEA equal opportunities co-ordinator invited to 'climate-map' the school. Pupil outcomes.

Constraints? Insufficient time to provide the necessary EMA support.

Parents' views: 'Parents and children are made to feel very welcome here. The children's home languages and culture are seen as integral to the school. Everybody has a place. This is a very special school. All the children are very proud of their origins in this school.' (Chair of PA, Iranian heritage) 'My child does not have to make himself invisible in this school.' (black parent)

HMI evaluation: This school has a clear commitment to inclusion and the achievement of minority ethnic pupils. There is a very strong sense of everybody working together. The EMA teacher is experienced, well-informed and focused. There is good evidence of joint planning and partnership teaching. Mainstream staff are clear about the support provided and positive about its impact on their own practice. The school makes good use of data at whole-school, class, individual and group level. Parents are actively encouraged to participate in the life and work of the school and their contribution is valued and respected.

Chelwood Nursery School

The facts

An inner-city nursery school which draws its children from a rich variety of social and cultural backgrounds. A small number of children arrive at early stages of learning English. The school has Beacon status.

NOR: 136 (45 FTE)

FSM: 42%

SEN: 10%

Minority ethnic: 38%

EAL: 19%

Languages: English, wide range of African languages (Lingala, Twi, Yoruba, Ibo), Vietnamese, French, Spanish, Russian, German, Tamil. Many languages have only one speaker.

EMAG funding: £6,663

Top-up by school: Money for resources met from school budget and voluntary school fund.

EMA staffing:

EMAG co-ordinator 0.3 FTE

Attainment: Attainment on entry is average, however, this covers some children who have well-developed language and social skills and others with poor levels of language and speech skills and social development. By the time pupils leave, standards in relation to national Desirable Learning Outcomes are judged A for language and literacy, B for maths and A for Personal and Social Development. There are no significant differences by ethnic group.

The vision

Headteacher: 'I feel really privileged to work in an area like this with its mixed heritage community. Everyone helps each other. Relationships with parents are of paramount importance. It has to be a partnership. Some young parents, especially those from a minority ethnic heritage, have had negative school experiences. We show them that we cherish their children and want to involve them positively with their child's education.'

EMA co-ordinator: 'I want them to be able to take part in all the learning opportunities in the nursery. This might mean giving them extra support with their English or helping them develop their social skills. It's really important for the pupils with EAL to be fluent in their first language too. I encourage parents to continue to use the home language with them. They are often surprised but I point out how lucky they are to speak two languages and how much the nursery values this. Everything I do complements the mainstream work.'

Mainstream staff: 'The EMA co-ordinator is our resource. Without her we wouldn't be able to ensure that all children got their full entitlement.' 'Her skill has been in helping us celebrate cultural diversity in a way that is relevant, not just tokenistic. She doesn't just put up a display and read a story. We get fully involved in the other cultures through games, artefacts, music and food. This helps the children to understand their own culture too.'

The action

Rationale for use of EMAG funding: 'We use all our money to retain our EMA co-ordinator, who is a valuable resource. We are unhappy that reduced funding has halved the time she can spend with us. Money put into early years support is money saved in the long run.'

Top-up: 'We top-up EMAG with money from the school budget and voluntary school fund. We use this to buy resources. We have a wonderful collection of books, artefacts and posters that we use to celebrate a range of cultures and ethnic groups.'

Ways of working: Work with small groups within the class. The groups are always mixed linguistically. All planning and curriculum development work is done jointly – in partnership. Professional development (the EMAG perspective is fed in to all staff meetings).

Specific initiatives: Curriculum development, celebrating different cultures and specific festivals. Boxes of artefacts from other cultures. Keeping an eye on images around the nursery. Wide collection of posters presenting role models from different ethnic groups. Particular focus on black heroes and heroines and successful professionals.

The outcomes

What works? Collaboration which ensures that EMA and mainstream staff are on the same wavelength. Ensuring that whatever the EMA co-ordinator does complements mainstream work. Paying attention to cultural role models.

How do you know? 'The latest Ofsted report: inspectors' judgment about the school's high standards and the progress made by all pupils. Our monitoring and tracking systems for all pupils. The pupils' self-esteem and confidence. There are no under-attaining groups. Pupils with EAL make good progress.'

Constraints? The reduction in funding which has halved the amount of additional support we can provide.

Parents' views: 'I really appreciate the way the school celebrates the cultures of all the children.' 'I have been happy to contribute dolls and artefacts from my own country.' 'We really enjoy the school's Christmas Fair when parents bring food from around the world to share with others.'

HMI evaluation: This is a very effective school. There are high standards of teaching and learning and good support for pupils' personal and social development. The curriculum is rich and challenging. All pupils make very good progress and display good levels of confidence and self-esteem. There are excellent opportunities for children to learn about other cultures. Parents are very much part of the school community and successfully involved in supporting their children's learning. There is genuine celebration of the school community's linguistic and cultural heritage. This approach, strongly led from the top, is ably supported by the work of the EMA co-ordinator.

Cheetham Primary

The facts

A large voluntary-aided school in an urban setting with predominantly social housing in the area. The school is a Beacon school for good practice in teaching EAL and for achieving high standards. The intake covers the full ability range. Urdu, Punjabi and Arabic are the main languages spoken by 87% of the pupils on school roll. Although the school roll remains stable, the population is very transient.

NOR: 407

FSM: 41%

SEN: 8.4%

Minority ethnic: 98%

EAL: 87.5%

Languages: English, Bangla, Punjabi, Urdu, Malay, Czech.

EMAG funding: £66,877

Top-up by school: No earmarked funds but substantial sums raised through donations.

EMA staffing:

Co-ordinator 1.0 FTE

Bilingual instructor 1.0 FTE

Bilingual support worker 1.0 FTE

Attainment: Average point scores consistently well above national average. Value added is particularly high in mathematics. A significant proportion achieved Level 5 in 2003. Pupils arriving from overseas, halfway through Key Stage 2, attain high standards.

The vision

Headteacher: 'In educating our children we believe there should be no barriers between parents, children and staff. We are one community, all committed to the same high ideals and values. The parents here value learning and are learners themselves. We nurture this by making this school a family school. No child here loses out on the curriculum by the mere fact that he or she can't speak English. We seek to redress all those situations, both in and out of school, that cause disadvantage.'

EMA co-ordinator: 'I have worked in schools that feel 'hit' with second language learners. It's not an issue here. We believe everyone can do well.'

Mainstream teacher: 'We try everything to allow children to express themselves culturally. Poetry reading in their home languages, songs, stories and performances. They have gifts and talents that we want to encourage. We don't want them to feel failures.'

The action

Rationale for use of EMAG funding: 'The emphasis is on all-round achievement and a strong team approach is encouraged to meet the needs of all children at all times. EMAG funding is seen as part of overall resources and the support bought in is well integrated into mainstream management of teaching and learning. It is not an add-on.'

Top-up: 'There is no top-up funding earmarked. We raise funds to support the out-of-school learning programmes for pupils and their families.'

Ways of working: The EMA co-ordinator is a teacher and an adviser. The EMAG team reviews progress and priorities each half term. It contributes to joint planning across year groups to ensure that teaching is well matched to pupils' needs. The co-ordinator works closely with the assessment co-ordinator and the team makes a major input into the work with parents and community.

Specific initiatives: Substantial links with local communities, significant involvement in supporting 'supplementary' schools for minority language and religious groups, bilingual teaching in Key Stage 2, parent education programmes, mother tongue teaching, music and art from around the world.

The outcomes

What works? Partnership teaching; clarity that raising standards is a top priority; high levels of support in the early years; employment of multilingual staff at all levels; excellent relationships with parents; detailed analysis of pupils' strengths and development needs; good induction support for pupils.

How do you know? Tracking of pupils' progress and attainment; external and internal feedback from parents, pupils, staff and LEA officers; feedback from local community (a waiting list of 850); strong school self-evaluation system.

Constraints? 'We find solutions to most challenges that come our way.'

Pupils' views: 'This school is like our home but the teachers feed you a lot of information.' 'This school pushes us hard and makes us achieve high grades.' 'We share everything in this school. We teach each other our languages and co-operate. They teach us about our and other religions and a lot of people come into our school to talk to us and work with us.' 'We get lots of help with extra things. It isn't all about work. Teachers make even hard work fun and see that we don't get bored.'

HMI evaluation: Standards are high in this school and pupils make very good progress despite a low baseline and high mobility. Links with parents, community and supplementary schools are outstanding. The quality of teaching is very good. The multilingual and multicultural staff contribute positively to the school's inclusive ethos. Expectations are high. Strong leadership and the effective management of multiple initiatives to provide for the specific needs of bilingual pupils result in positive outcomes for all pupils. Effective EMA staff have developed team-working strategies with all staff which have been successful in mainstreaming EMAG work.

Clifford Road Primary

The facts

A large, predominantly white primary school in a residential area of a market town. The intake covers the full ability range but is not particularly advantaged.

NOR: 392

FSM: 13%

SEN: 6.5%

Minority ethnic: 13% – significant numbers of dual heritage pupils

EAL: 7%

Languages: 14 but no one dominant language group. Tagalog, Bengali, Portuguese, and Greek each have at least 3 speakers.

EMAG funding: £14,000

Top-up by school: £14,000

EMA staffing:

Co-ordinator 0.525 FTE

Bilingual assistant 0.325 FTE

Attainment: School consistently performs above LEA and national averages. Minority ethnic pupils share equally in these good results. PANDA data at end of Key Stage 2 – A in all subjects in national, prior attainment and similar school comparisons.

The vision

Headteacher: 'Our vision is the same as for all our children. We want them to work to their full capacity in all school activities. I firmly believe that our multi-racial mix is a strength of the school. I tell the parents this. In London you can have the whole world sitting in front of you in the classroom. In this area, that is rare. Our white children are lucky to have the opportunity to meet children from a wide range of cultures. This is good preparation for the world they will live and work in.'

EMA co-ordinator: 'My main aim is for the children to be able to access the curriculum and do as well as everybody else. I also want them to be at ease with themselves. To be proud of themselves.'

Mainstream teacher: 'Our EMA teacher is one of our icons.'

The action

Rationale for use of EMAG funding: 'We use the funding to keep highly qualified and experienced staff. I want a specialist who can act in an advisory capacity, support and train mainstream staff. Our bilingual assistant helps settle our younger children, using Bengali where appropriate. Her work with parents is also highly valuable.'

Top-up: 'I double the EMA grant with money from school funds to sustain our key staff. With reducing funding, this is getting progressively harder to sustain.'

Ways of working: 'The way we work is both wide-ranging and flexible. Our main thrust is in-class, partnership teaching, but we also use small-group withdrawal and one-to-one teaching on occasion. We are also involved in curriculum development, policy development (anti-racism, equality and diversity), PSHE, assemblies (Divali, Eid), homework clubs.'

Specific initiatives: Home/school liaison, racism survey of children's experiences and views, achievement tracking, attendance monitoring, persona dolls, translators for parents, links with the mosque, homework clubs for pupils with EAL (but open to all), courses for minority ethnic parents (IT skills, 'keeping up with maths').

The outcomes

What works? 'In-class partnership working, joint lesson planning, keeping withdrawal to a minimum and, when it occurs, making sure it is always a mixed group who follow the same content as the mainstream – with additional differentiation, liaison with parents.'

How do you know? 'Close tracking of attainment and attendance enables us to ensure pupils are reaching their full potential. Failure is not an option. If minority ethnic pupils are not keeping up with the pace of the class and achieving their objectives, we build in extra support.'

Constraints? 'General lack of awareness of race issues in this predominantly white area. The school has to tread gently – there is always the possibility of a backlash. Parents have, in the past, complained about 'special treatment' for minority ethnic pupils. Also, we would like to recruit more minority ethnic mainstream staff as role models, but there are very few in this area.'

Pupils' views: 'You can always ask if you want help. This is good.' 'They teach us about other people's religions. It's fairer. You would understand more about them. If you went to that country and made a friend, you would not do anything to upset them.' 'School is important. You could get an important job like being a copper. This school takes bullying, especially racist bullying, very seriously.'

HMI evaluation: An inclusive school, with a clear vision for all its children. Strong leadership in the area of minority ethnic attainment and anti-racism. A commitment to retaining EMA expertise despite the cost to the school. Excellent EMA support, a strong focus on achievement and valuable tracking and assessment procedures.

Shawclough Community Primary School

The facts

This school is much bigger than other primary schools. It has designated community facilities and extensive pre- and post-school care is offered to pupils. The socio-economic circumstances of the area are very broad and mobility of pupils into and out of the school is higher than usually found. Most pupils are White British but increasing numbers are from minority ethnic families, mostly Pakistani heritage plus a small number of Chinese origin.

NOR: 479

FSM: 21.4%

SEN: 16.4%

Minority ethnic: 21.2%

EAL: 20.9%

Languages: English 79%, Urdu 19%, Chinese 0.5%

EMAG funding: £19,136

Top-up by school: None

EMA staffing:

1 full-time EMAG bilingual teaching assistant

1 (monolingual) teaching assistant – 1 term contract (autumn term 2003 only) to work with EAL pupils in nursery and reception classes.

Attainment: In the 2002 tests, the standards achieved by pupils at the end of Key Stage 2 compared with all schools was above average (B) in English and well above average (A) in mathematics and science. In comparison with schools with similar intakes, results were in the top 5% of schools in mathematics and science (A*) and well above average in English (A).

The vision

Headteacher: 'We offer an education that is inclusive. We aim to ensure the cultural, religious and linguistic heritages of pupils are not left at the door of the school, but welcomed inside and valued within the school curriculum. As a school we want an ethos based on love and kindness, where pupils and parents feel safe, secure and confident. The school recognises racism exists and negatively impacts upon the lives of many people. We challenge racism, supporting the victims and challenging the perpetrators. We respect all parents and value their contribution by striving to work in partnership with them.'

EMA staff: 'We want teaching to be high quality, collaborative, and culturally sensitive so that children achieve high standards.' 'We want to promote a sense of belonging to the school community.'

Mainstream staff: 'We want pupils to mix well together so their horizons are widened.' 'First and foremost we want children to get a good education. We aim for high standards for all in a culturally sensitive environment.'

The action

Rationale for use of EMAG funding: 'The school receives a modest amount of funding (less than £20,000), so we opted for a full-time bilingual assistant, rather than a part-time teacher. With increasing numbers of bilingual pupils entering the nursery and reception classes, it was decided to recruit a bilingual member of staff capable of: supporting children in English and home language; improving links with parents and involving them fully in school life and their child's education. Some money is used to purchase multi-racial resources and additional staffing on a short-term basis to work with Foundation EAL children.'

Ways of working: A senior member of staff co-ordinates the EMAG work in the school and line manages the bilingual assistant. Partnership teaching; 1:1 teaching of new arrivals; assessment of pupils in English and home language; supporting parents by planning and prioritising translation and interpreting services; EMA staff attending training; EMA staff disseminating this training to mainstream staff; home/school liaison; researching and making resources; involvement in local networks and links with other schools.

Specific initiatives: Multi-cultural celebration with contributions from parents; Eid Fashion Show; Ramadan Club; Asian Music project; Urdu project; home/school liaison work; family literacy sessions on occasion; wide range of extra-curricular provision; before and after-school provision.

The outcomes

What works? Focused language work in small groups. 1:1 work with new arrivals; use of pupils' home languages to aid understanding and promote knowledge, skills and understanding; resource production improving multi-racial materials in school; training to improve staff expertise and teaching methods to better cater for EAL pupils' needs.

How do you know? Results compared with similar schools show pupils achieve well at the end of each phase; effective use of data to track pupils' progress over time. Analysis of results by ethnicity and gender shows which pupils are achieving well and identifies where further improvement is required. PANDA data show minority ethnic pupils achieve well; value-added indicators paint a similar picture.

Constraints? The uncertainties of grant provision make long-term development and planning difficult. Reduced budget has meant loss of staff and reduced overall provision. Difficulties in recruiting and retaining staff with necessary EAL expertise. Little time for EMA co-ordinator to lead and manage EAL work.

Pupils' views: 'We are happy here. People mix well together. Sometimes there is name-calling and teasing but it is dealt with quickly by the teachers.' 'There is lots to do in school and outside. Nobody is stopped from joining something they want to do.' 'We learn about different countries and religions. We can use our own language in school but we speak mainly English in class.'

HMI evaluation: This is an inclusive school, where teachers are committed to combating racism and ensuring equality of access and opportunity for all. The school has a clear vision, high aspirations and a commitment to ensuring all pupils achieve as well as they can. The effective teaching by the EMA classroom assistant ensures targeted pupils achieve well. Her bilingual skills are used to the full and this leads to positive gains in pupils' learning in more than one language. The school is data rich and there is excellent monitoring of pupils' achievement by gender and ethnicity in each phase. Effective use is made of performance data alongside internal self-assessments to target support, review pupils' progress and identify where further action needs to be taken. Good links have been forged with parents and they like what the school provides for them and their children.

Torriano Junior School

The facts

A two-form entry inner-city junior school. Locally, there is considerable unemployment and social and economic deprivation. The pupils in the school come from a range of cultural backgrounds – 18 languages are spoken in addition to English. The school is part of a cross-borough EAZ and LEA EiC programme.

NOR: 224

FSM: 51%

SEN: 32%

Minority ethnic: 60%

EAL: 40%

Languages: English, Bangladeshi, Somali, several African and European languages (19 in total).

EMAG funding: £21,675

Top-up by school: £8,000

EMA staffing:

EMA co-ordinator 0.6 FTE

Attainment: Key Stage 2 analyses show year-on-year improvements between 1998 and 2003. From underperforming compared to LEA figures, the school now significantly exceeds borough figures. In comparison with schools in similar contexts, the school achieves As in all core subjects. The attainment of Bangladeshi pupils, who previously underachieved, has improved dramatically.

The vision

Headteacher: 'We believe there is no limit to a child's potential. All children have an unlimited appetite for learning and social development. It is our job to provide them with a challenging, rich and broad curriculum based on effective monitoring and targeted resources.'

EMA co-ordinator: 'To paraphrase Pauline Gibbons, our aim in this school is to promote pupils' fluency in English by enabling them to learn English, learn through English and learn about English. My job is to help them achieve this throughout the whole curriculum.'

Mainstream staff: 'We aim to provide all minority ethnic pupils with the learning opportunities and experiences they need to realise their full potential. Through our policies and practice we aim to encourage a recognition by them that their own experiences, language skills and varied cultures provide additional strengths and benefits enriching the whole school community.'

The action

Rationale for use of EMAG funding: 'All of our allocated funds are used to employ an experienced practitioner, reflecting our priority – the quality of the learning experience for our minority ethnic pupils.'

Top-up: 'We subsidise our EMA teacher's salary and purchase quality resources to make the curriculum accessible. We also provide opportunities for continued professional development for EMA and mainstream staff.'

Ways of working: 'Our emphasis is on partnership teaching. EMAG resources are allocated on a needs basis following analysis of assessment data, language acquisition, behaviour and attendance data. We have moved away from a rolling programme of support for those at early stages of English to more strategic provision with block-timetabling for year groups and classes with the greatest needs.'

Specific initiatives: Strong commitment to inclusion and curriculum enrichment through a wide range of initiatives including celebration of Black History Month, Refugee Week, UNICEF. Community groups regularly visit the school: African drumming; Indian dancing; and story tellers from different minority ethnic backgrounds. School receives funding for an Albanian class run by two mothers and a Bengali class (after school). Coffee mornings for parents (LEA home/school liaison worker). Communication with home in first language if appropriate.

The outcomes

What works? Partnership teaching based on reviewing our pupils' strengths and weaknesses and choosing a clear focus for development such as 'improving writing skills'. Goals are set and results reviewed. Good practice is then shared with colleagues together with any materials produced.

How do you know? Checking progress; monitoring outcomes; PANDA results; Ofsted report; LEA inclusion of our EMA teacher in a local directory of good practice. Pupils motivated and achieve well above borough averages.

Constraints? Cut in EMAG funding (from four days to three days).

Pupils' views: 'School is important because we could learn, grow up and get a better job.' 'You learn how to socialise, you learn about friends.' 'If we were all the same, the world would be boring.' 'You can tell the teachers about racist incidents. They sort it out.' 'We learn about Nelson Mandela, Martin Luther King, Mary Seacole.'

HMI evaluation: The school has a strong commitment to inclusion and a clear focus on the achievement of minority ethnic pupils and those with EAL. There is a well-judged rationale for the use of EMAG funding. Staff understand the support strategies in place and are positive about its quality and impact on their own practice. Excellent partnership teaching is embedded in school practice – joint planning and review are well established. Good use is made of data to track and monitor progress. A significant strength is the school's emphasis on the continuing professional development of all staff in relation to ethnic minority achievement issues.

Wilbury Primary

The facts

A very large primary school which serves an urban area of socio-economic deprivation. There is a high level of pupil mobility due to surrounding temporary housing used by several local councils. One fifth of the pupils are refugees or asylum-seekers. Half of all pupils start school with no pre-school experience.

NOR: 864

FSM: 54%

SEN: 45%

Minority ethnic: 81%

EAL: 58%

Languages: English, Turkish, Somali, Twi (51 in total)

EMAG funding: £123,027

Top-up by school: £74,061

EMA staffing:

EMA co-ordinator, plus 4 teachers and 2 bilingual support workers 4.2 FTE

Attainment: At entry to the school, pupils' attainment levels are well below average. Pupils make good progress during their time at the school and standards have risen steadily over the past few years. More recently (2002/03) standards have risen strongly.

The vision

Headteacher: 'Investing in an experienced EMA team is central to my thinking in ensuring equality and the achievement of all our pupils. I expect the EMA team to take a full part in all aspects of school life, for example, effective teaching and learning, initiating projects, working with parents, contributing to the School Plan. Racism is not tolerated, there are clear systems to monitor and manage racial incidents.'

EMA co-ordinator: 'Our unique role within the school is clearly understood and respected. We have the freedom to contribute to all areas of school life. Our role is central and flexible. This allows us to respond promptly and effectively to changing patterns in the local community.'

EMA staff: 'We're not an add-on. We're right at the heart of the school.'

Mainstream staff: 'Together we make inclusion happen.' 'I know now that good practice for bilingual pupils is good practice for all pupils.' 'The EMA staff have ensured that we have a global perspective in mind when planning and that we place value on pupils' identity, languages and experiences.'

The action

Rationale for use of EMAG funding: 'The school believes that the most effective use of EMAG funding is on teachers who are able to contribute directly and significantly to the curriculum through their input into curriculum planning for inclusion, partnership teaching and assessment. This has an impact across the school, it is not an add-on.'

Top-up: 'We have used this to support the deployment of more teachers across the school, so that every year group has a designated EMA teacher.'

Ways of working: Teachers attached to year groups, with a central role in planning, delivery and assessment; partnership teaching; EMA staff working with the curriculum teams; joint curriculum projects (for example, Turkish Cypriot Writing Project); contribution to data analysis; attendance at EMA training.

Specific initiatives: Home/school liaison work; home visits in Reception and pre-school; use of translation and interpreting services; ESOL classes for parents; family learning (literacy and numeracy); Turkish/Somali Surgeries; Turkish reading project; focus on higher attainers of African Caribbean heritage; Black History Month; multicultural maths week; links with local Islamic Association. (20 initiatives listed in total)

The outcomes

What works? Partnership teaching, planning and evaluation; inclusive curriculum delivery; getting all staff to recognise their responsibility for raising minority ethnic achievement – not just the EMA team; flexibility in responding to need; specific projects; use of interpreters; working with families.

How do you know? Monitoring of teachers' planning and lesson observations by SMT. Work scrutiny. Evidence of pupil progress and inclusivity. Parental and pupil responses. Ofsted report's comment on the effectiveness of the EMA team. The LEA annual review of the school which praised the ethos, inclusive environment and curriculum, and good progress of the pupils.

Constraints? Decrease in funding in real terms, making it more difficult to retain specialist staff. The resulting job insecurity does not build up a pool of specialist staff from which to draw for recruitment. The continuing uncertainty of EMA funding does not help.

Pupils' views: 'We learn about different things and different countries. It helps us as we need to know about our own languages and countries.' 'Everyone helped me to learn English.' 'I feel safe and valued.' 'Sometimes I talk and write in my own language in school. If you can use your own language, it helps you to understand.'

HMI evaluation: The school is very well led and has a clearly articulated vision of inclusive practice. It is strongly committed to raising the attainment of minority ethnic pupils. This vision is shared by all the staff and is understood by the children. There is a strong focus on achievement and excellent use of data to identify need and deploy resources. The well-qualified, high status EMA team is involved in all aspects of school life. Mainstream staff value the quality of the partnership planning and teaching which is well integrated with government initiatives on literacy and numeracy. This is a global school with excellent curriculum development that reflects and builds on the pupils' cultural heritages. Results for all minority ethnic groups are rising strongly in the school.

William C Harvey Special School

The facts

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

NOR: 73%

FSM: 44%

SEN: 100%

Minority ethnic: 81%

EAL: 52%

Languages: Turkish, Somali, English

EMAG funding: £12,897

Top-up by school: £3,346

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

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

The vision

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

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

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

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

The action

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

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

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

The outcomes

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

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

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

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

Annex A: the schools visited

Brookland Infants, Barnet

Chelwood Nursery, Lewisham

Cheetham Primary, Manchester

Clifford Road Primary, Suffolk

Kentish Town Primary, Camden

Nelson Mandela Primary, Birmingham

North Primary, Ealing

Quarry Mount Primary, Leeds

Shawclough Primary, Rochdale

Spotland, Rochdale

Torriano Juniors, Camden

Wilbury Primary, Enfield

William C Harvey Special, Haringey

