

<b>Subject:</b>	<b>Analysis of outcomes for Black Minority Ethnic (BME) children and young people in Brighton and Hove.</b>		
<b>Date of Meeting:</b>	<b>19<sup>th</sup> June 2017</b>		
<b>Report of:</b>	<b>Executive Director- Families, Children &amp; Learning</b>		
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<b>Ward(s) affected:</b>	<b>All</b>		

**FOR GENERAL RELEASE**

**1. PURPOSE OF REPORT AND POLICY CONTEXT**

- 1.1 The report contains an analysis of end of Key Stage results and some progress data for BME children and young people for the 2016 academic year.
- 1.2 The report briefs members on the interventions implemented to improve any areas of under achievement relating to BME pupils' outcomes.

**2. RECOMMENDATIONS:**

- 2.1 That the Committee note the report and endorse the focus across the city on improving outcomes for the particular BME groups highlighted in the report.
- 2.2 That the Committee agree the focus on the impact of disadvantage and the significance this has for some of the BME groups. This report demonstrates that having multiple characteristics (BME and Free School Meal (FSM)) can lead to some groups being at even greater disadvantage and thus at risk of underachievement.
- 2.3 That the Committee agree the next steps as outlined in section 6.

**3. CONTEXT/ BACKGROUND INFORMATION**

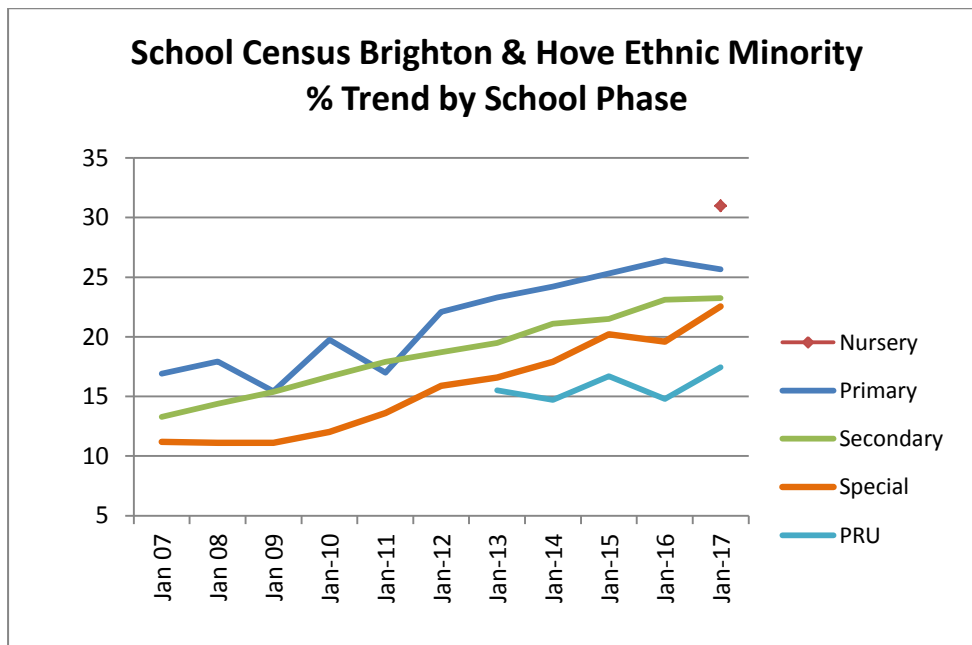
- 3.1 **The Ethnic Minority Achievement Service (EMAS)** is a school improvement service that assists and challenges schools and Early Years settings to ensure that learners of English as an Additional Language (EAL) and BME groups have access to the education opportunities they require to achieve. The team consists of specialist EAL teachers, Bilingual Liaison Assistants, Home School Liaison officers and a Parenting Practitioner. The team leader acts as an ambassador and advocate, raising awareness of BME pupils and families and the related agendas and issues surrounding achievement.
- 3.2 The home liaison and parenting work carried out through EMAS contributes towards the Early Help strategy. The EMAS Early Years team work alongside

health visitors and speech therapists to ensure early diagnosis of delay or specific difficulties in pre-school EAL pupils.

- 3.3 EMAS work with forums and groups in the city (e.g. One Voice and Brighton Table Tennis Club) that represent and/or serve BME communities. This is to hear parent and community voice and to share information about what is happening in schools with communities. This will lead to better engagement with communities for schools.
- 3.4 EMAS work with their staff, parents and stakeholders to support the Race Equality in Schools action plan resulting from the 2014 report 'The Changing Ethnic Demographic in Brighton and Hove –How prepared are Brighton and Hove schools?' By Global High Performing Organisations( Global HPO)
- 3.5 The 2011 census showed 20% of the population in Brighton and Hove are from a BME background. 44% of this group are Other White (often from European countries) and the group most increased by percentage are Black African. The BME population is young with greatest numbers in the under 24 age range. Only 8.1% of over 65 year olds are from a BME background.
- 3.6 At the time of the census one fifth of births in Brighton and Hove were to a mother born outside of the UK. The largest group of children by ethnicity in Brighton and Hove are Mixed Dual background-other
- 3.7 The language most spoken in Brighton and Hove after English is Arabic .There are over 100 languages spoken in the city.
- 3.8 It should be noted that there are very few large or settled BME communities in Brighton and Hove, but many smaller groups. The BME population has a transitory pattern and there are many newly arrived families from overseas. Brighton and Hove school BME statistics often deal with very small numbers and therefore need to be viewed with caution.
- 3.9 The school admissions form includes religion and this information can be recorded by schools on SIMS (Student Information Management System). We recommend this as good practice to schools so that they can monitor the achievement and wellbeing of pupils and students by religion. However, this information is not part of census information shared with the local authority. Therefore, we are unable to report on achievement by religion.

#### **4. ANALYSIS & CONSIDERATION OF ANY ALTERNATIVE OPTIONS**

- 4.1 The graph below shows the changing ethnic demographic in Brighton and Hove Schools. Over the past 10 years there has been sustained growth in percentages of BME pupils across all school phases. The percentages are highest in nursery and primary age ranges. This shows that the BME school age population is growing steadily and is largest in the younger age groups.



4.2 Across the school types (nursery pupils were included for the first time in 2017), including academies and free schools, the ethnic minority percentages of pupils were:

- Nursery 31.00% (National not yet published)
- Primary 25.70% (National 31.4%\*)
- Secondary 23.30% (National 27.9%\*)
- Special 22.60% (National 27.1%\*)
- PRU 17.40% (National 26.9%\*)

4.3 The three biggest groups (other than White British) represented were:

- Mixed dual background – other 3.20%
- White - other 3.17%
- Mixed dual background - white & Asian 2.66%

4.4 Schools that purchase an EMAS specialist teacher and bilingual support demonstrate higher levels of BME and EAL pupil progress across key stage 2 (appendix 1) in reading, writing and maths than schools without EMAS support.

4.5 Free School Meal (FSM), EAL and BME pupils in schools with EMAS teaching and bilingual support achieved at higher levels in reading, writing and maths and their reading, writing and maths progress was also higher than in schools without EMAS support.

E.g. EAL, FSM writing progress in schools with EMAS support: 4.09 and without - 3.88

4.6 **Early Years Foundation Stage (EYFS)** (appendix 2)

BME data in the EYFS demonstrates gaps with national data for a Good Level of Development (GLD). Brighton and Hove has an overall negative gap of 3% with national however some gaps are more significant: Chinese (22% lower) and Black (8% lower). EMAS use EAL data at a local level to analyse where support is needed.

51% of EAL pupils achieved a good level of development. This is significantly lower than the not EAL group (69% GLD.) EMAS consider the 2016 EYFSP EAL data to be an anomaly and not a trend. A more detailed analysis and responses to this data have been included in the Early Years Strategy.

4.8 Some language groups have shown significant positive change from 2015 EYFSP GLD data. These are Czech (66.7% GLD); Oromo (100% GLD) and Hungarian (42.9% GLD). Some languages : Spanish 75% ; Romanian 75%; Russian 75%; Gujarati 100% are all performing above LA total average of 65.9%. This indicates the language groups supported by EMAS are correctly targeted.

4.9 **Key Stage (KS) 1 BME data**

Most BME groups at KS1 are in line with or above national benchmarks for reading, writing and mathematics. However, pupils in the Black categories had the lowest attainment in each subject and were lower than national in reading, writing and maths.

4.10 **KS1 BME and Disadvantage** (appendix 3)

Looking at BME groups and data for FSM/ not FSM combined reading, writing and maths expected or above (RWMEXP+) there are many groups that demonstrate negligible difference according to deprivation status. However Any Other Black (20% gap), Bangladeshi (21% gap) , White and Black African (30% gap) and White and Black Caribbean (27% gap ) have significantly lower achievement for those FSM eligible.

4.11 **KS2 BME data**

All of the BME groups achieved above the national average percentage for the combined RWM Exp+ except Bangladeshi which was 4% lower. All the groups including Bangladeshi demonstrate positive progress data; higher than LA progress across all three areas of reading, writing and maths.

4.12 The groups more poorly achieving and demonstrating poorer progress when compared to Brighton and Hove All (not national) are Black Caribbean; Black Sudanese Other and Black African. It is significant that these groups are all from the Black categories. The White and Black Caribbean group also show poor progress when compared with national White and Black Caribbean in writing and maths although achievement is the same when compared nationally.

4.13 **KS2 BME and Disadvantage** (appendix 4)

Analysing BME groups and results for FSM/not FSM percentage achieving combined RWM Exp+ more groups than in Key stage 1 demonstrate significant gaps. All the Mixed ethnicity groups are negatively affected: Any other Mixed (44% gap with non FSM same ethnicity)), White and Asian (17% gap), White and Black African (23% gap), White and Black Caribbean (30% gap) and Bangladeshi (45% gap) these disadvantaged BME groups: Black Caribbean; Black African; White and Black African and White and Black Caribbean, demonstrate poor progress compared to their non-disadvantaged peers. The deprived White and Black Caribbean group have poorer progress than deprived White British. None of these groups are EAL.

#### 4.14 **KS4 data BME** (appendix 5)

Every BME group (but one) demonstrates higher levels of progress in the Attainment 8 measure than for all pupils nationally (+0.10). Indian pupils despite having achieved the same as all pupils nationally (67 % A-C including English and Maths) have -0.01 progress which is -10% .

#### 4.15 **KS4 BME and disadvantage** (appendix 6)

When looking at disadvantaged pupils by ethnicity group many are outperforming national for the Average Progress 8 score and a few are significantly above national. These include Pakistani and White Other. There are a few groups significantly below national average Progress 8. These are Mixed White and Asian; Mixed White and Black Caribbean, Black Caribbean and Black African. This continues the pattern seen across KS1 and 2. Mixed White and Black Caribbean disadvantaged are also below White British Disadvantaged.

### 5. **Conclusion and Next Steps**

5.1 Schools will be presented with an in-depth local authority BME data set which specifically highlights the BME groups that demonstrate poor progress and outcomes. These groups may be very low in numbers in individual schools and so not appear as concerns in their individual data. As part of our School Improvement offer schools will be supported and challenged with regard to the underperformance of these specific groups.

5.2 EMAS will ensure that BME groups are a specific focus in the 'Reducing Differences Strategy' as the impact of disadvantage is noted as being significant in some of the BME groups. It seems that having multiple vulnerabilities (BME and FSM) can lead to this group being at even greater disadvantage and thus risk of underachievement.

5.3 An event has been organised to refresh the focus on the strategies in the city for supporting the positive identity of the BME pupils and therefore their potential to achieve. These strategies include: developing a team of BME mentors for BME students; Equalities and Diversity walks in schools; recruitment of BME school staff; training for staff around meeting the needs of Muslim pupils in schools and the impact of Brexit and recent terrorist events upon well-being of pupils.

5.4 EMAS will devise and circulate a checklist of most recent research and key recommendations for schools to refer to when considering improving outcomes for pupils of dual heritage (appendix 7). There is not a pedagogical approach, as there is for EAL pupils, and the changes needed are around ethos and whole school policy work. There are many implications for the curriculum and the school environment.

5.5 EMAS will publicise the significant impact on the outcomes of BME pupils in schools of appointing a lead teacher able to drive change. The teacher will share their expertise and will develop an ethos of celebrating difference; equipping school staff with awareness of the importance of knowing the individual background and history of BME pupils; able to train staff in language aware teaching and recognise SEN in EAL pupils. It is expected that this will have significant impact on the outcomes for BME pupils in the school.

- 5.6 To address the gaps in the EYFSP an EMAS Early Years Action Plan was developed which has included delivering information and training to all school SENDCOs( Special Educational Needs and Disability Coordinator) and speech and language therapists in how to identify SEND (Special Educational Needs and Disability) for a child who is also EAL. EMAS aim to support improved early identification of SEND in EAL pupils and have provided guidance for Reception teachers. This has been distributed (see appendix 8). All EMAS bilingual assistants have had updated training in how to assess for the EYFSP.
- 5.7 BME and EAL EYFS performance data will be presented to early years providers and EMAS will run a workshop to specifically discuss refugee families and best practice. EMAS has devised a new course, running in June, exploring the needs of trilingual children.
- 5.8 EMAS will target school clusters to provide relevant training for teachers. EMAS will also provide training for Early Years practitioners; health visitors and student teachers to support diminishing differences for the identified groups.
- 5.9 EMAS will target training for school governors to strengthen the knowledge base and capacity of governors to challenge and support their own schools to improve outcomes.
- 5.10 EMAS will ensure that BME groups are a specific focus in the Special Educational Needs and Disability (SEND) guidance document which is being developed.

## **6. FINANCIAL & OTHER IMPLICATIONS:**

### Financial Implications:

- 6.1 The contribution towards the programme of governor events has been factored into the 17/18 budget. The remaining new activities do not have financial implications

*Finance Officer Consulted: Steve Williams*

*Date: 3/5/17*

### Legal Implications:

- 6.2 There are no legal implications arising from this report

*Lawyer Consulted:*

*Serena Kynaston*

*Date: 11/5/17*

### Equalities Implications:

- 6.3 The equalities implications are addressed directly within the report. The report identifies the ways in which BME pupils achieve and how schools can work to diminish the attainment differences identified. EMAS will continue to use data to identify differences in terms of multiple identities and take appropriate action.

Sustainability Implications:

6.4 Not applicable

Any Other Significant Implications:

6.5 Not applicable

**SUPPORTING DOCUMENTATION**

**Appendices:**

1. KS 2 2016 BME pupils in schools EMAS supported or not

**Documents in Members' Rooms**

1. None

**Background Documents**

1. None

EMAS support	Pupils	% Reading Exp+	% Reading High	% Writing Exp+	% Writing High GDS	% Maths Exp+	% Maths High	% SPAG Exp+	% SPAG High	% RWM Exp+	% RWM High	Reading Progress	Writing Progress	Maths Progress	Included in reading progress	Included in writing progress	Included in maths progress
EMAS supported schools	380	65.5	17.9	73.4	15.0	65.0	13.7	73.2	20.3	52.6	6.1	1.13	1.28	0.32	318	321	318
Other schools	202	71.8	24.3	71.8	23.3	75.7	15.3	80.7	26.7	57.4	6.4	0.75	0.19	-0.42	180	181	181
Grand Total	582	67.7	20.1	72.9	17.9	68.7	14.3	75.8	22.5	54.3	6.2	0.99	0.89	0.05	498	502	499

### 1. KS2 2016 EAL pupils in schools EMAS supported or not

EMAS support	Pupils	% Reading Exp+	% Reading High	% Writing Exp+	% Writing High GDS	% Maths Exp+	% Maths High	% SPAG Exp+	% SPAG High	% RWM Exp+	% RWM High	Reading Progress	Writing Progress	Maths Progress	Included in reading progress	Included in writing progress	Included in maths progress
EMAS supported schools	228	53.9	11.8	67.1	11.0	62.7	11.8	67.1	18.0	46.1	3.9	1.53	2.80	2.05	169	172	171
Other schools	69	59.4	18.8	63.8	21.7	73.9	17.4	75.4	18.8	44.9	8.7	0.71	0.98	1.16	52	53	53
Grand Total	297	55.2	13.5	66.3	13.5	65.3	13.1	69.0	18.2	45.8	5.1	1.34	2.37	1.84	221	225	224

### 2. List of schools buying an EMAS teacher:

Benfield Primary  
Brunswick Primary  
Carden Primary  
Carlton Hill Primary  
Coombe Rd Primary



**Cottesmore St Marys Catholic Primary**  
**Downs Infants**  
**Downs Juniors**  
**Fairlight Primary**  
**Goldstone Primary**  
**Hangleton Primary**  
**Hertford Infants**  
**Middle Street Primary**  
**Mile Oak Primary**  
**Queens Park primary**  
**Rudyard Kipling Primary**  
**Saltdean Primary**  
**St Andrews C of E Primary**  
**St Bartholomew's C of E Primary**  
**St John the Baptist Roman Catholic Primary**  
**St Joseph's Roman Catholic Primary**  
**St Mary Magdalen's Roman Catholic Primary**  
**St Mary's Roman Catholic Primary**  
**St Nicolas C of E Primary**  
**Stanford Infants**  
**West Blatchington Primary**  
**West Hove and Connaught Infants**  
**Cardinal Newman Catholic School**

**Appendix 2**  
**EYFS Profile GLD for BME 2016**

EYFSP 2016: A good level of development		White		Mixed		Asian		Black		Chinese		All pupils <sup>4</sup>		Total Included in Ethnicity Data	Pupils With no Ethnicity Data
		Number of eligible pupils <sup>2</sup>	Percentage achieving a good level of development	Number of eligible pupils <sup>2</sup>	Percentage achieving a good level of development	Number of eligible pupils <sup>2</sup>	Percentage achieving a good level of development	Number of eligible pupils <sup>2</sup>	Percentage achieving a good level of development	Number of eligible pupils <sup>2</sup>	Percentage achieving a good level of development	Number of eligible pupils <sup>2</sup>	Percentage achieving a good level of development		
E92000001	England	469,032	70	37,862	71	61,999	68	30,676	68	2,928	69	669,052	69	602,497	66,555
E06000043	Brighton and Hove	2,252	68	279	67	110	62	55	60	19	47	2,849	66	2,715	134

## Appendix 3

### Key stage 1 BME and Deprivation

KS1 2016 Ethnicity Description	FSM Eligible	Pupils	% Reading EXS+	% Writing EXS+	% Maths EXS+	% Reading, Writing & Maths EXS+
<b>Any Other Asian Background</b>	No	37	67.6	62.2	64.9	51.4
	Yes	x	66.7	66.7	100.0	66.7
<b>Any Other Black Background</b>	No	x	75.0	50.0	50.0	50.0
	Yes	5	60.0	60.0	40.0	40.0
<b>Any Other Ethnic Group</b>	No	53	67.9	60.4	79.2	58.5
	Yes	11	54.5	45.5	45.5	36.4
<b>Any Other Mixed Background</b>	No	82	80.5	74.4	82.9	70.7
	Yes	17	58.8	47.1	52.9	41.2
<b>Any Other White Background</b>	No	191	75.4	66.5	77.5	61.8
	Yes	12	66.7	66.7	66.7	50.0
<b>Bangladeshi</b>	No	27	81.5	77.8	74.1	63.0
	Yes	7	42.9	14.3	28.6	14.3
<b>Black - Sudanese</b>	No	20	60.0	55.0	60.0	55.0
	Yes	x	100.0	66.7	100.0	66.7
<b>Black Caribbean</b>	Yes	x	100.0	100.0	100.0	100.0
<b>Chinese</b>	No	15	86.7	80.0	93.3	66.7
	Yes	x	100.0	100.0	100.0	100.0
<b>Indian</b>	No	19	94.7	94.7	78.9	78.9
<b>Information Not Yet Obtained</b>	No	16	43.8	43.8	50.0	31.3
	Unknown	x	0.0	0.0	0.0	0.0
	Yes	x	66.7	33.3	66.7	33.3
<b>Other Black African</b>	No	21	71.4	66.7	71.4	57.1
	Yes	x	75.0	100.0	100.0	75.0
<b>Pakistani</b>	No	x	66.7	66.7	66.7	66.7
	Yes	x	100.0	100.0	100.0	100.0
<b>Refused</b>	No	x	33.3	0.0	0.0	0.0
<b>Traveller of Irish Heritage</b>	Yes	x	50.0	50.0	50.0	50.0
<b>White - British</b>	No	1720	77.7	70.6	77.0	63.7
	Yes	301	60.8	45.8	56.5	41.9
<b>White - Irish</b>	No	15	93.3	86.7	93.3	80.0
<b>White and Asian</b>	No	57	80.7	63.2	77.2	59.6
	Yes	7	71.4	57.1	71.4	57.1
<b>White and Black African</b>	No	44	86.4	75.0	79.5	70.5
	Yes	22	63.6	45.5	50.0	40.9
<b>White and Black Caribbean</b>	No	33	75.8	72.7	72.7	60.6
	Yes	12	50.0	41.7	66.7	33.3
<b>Brighton &amp; Hove Total</b>		2774	74.8	66.6	73.9	60.2

## Appendix 4

### KS2 BME and deprivation

Ethnicity Description	FSM Eligible	Pupils	% Reading Exp+	% Reading High	% Writing Exp+	% Writing High GDS	% Maths Exp+	% Maths High	% SPAG Exp+	% SPAG High	% RWM Exp+	% RWM High	Reading Progress	Writing Progress	Maths Progress
<b>Any Other Asian Background</b>	Yes	x	66.7	33.3	10.0	0.0	10.0	33.3	10.0	33.3	66.7	0.0	4.64	3.84	7.12
	No	26	65.4	26.9	73.1	23.1	65.4	11.5	65.4	26.9	61.5	7.7	4.64	3.93	2.70
<b>Any Other Black Background</b>	Yes	x	10.0	0.0	10.0	0.0	10.0	0.0	10.0	0.0	10.0	0.0	-0.62	2.25	0.50
	No	9	66.7	0.0	66.7	11.1	77.8	0.0	10.0	11.1	33.3	0.0	-0.07	-0.22	0.32
<b>Any Other Ethnic Group</b>	Yes	9	55.6	22.2	66.7	22.2	44.4	0.0	66.7	22.2	33.3	0.0	1.39	1.46	-0.54
	No	24	75.0	12.5	70.8	25.0	79.2	37.5	83.3	29.2	66.7	8.3	0.74	2.64	2.45
<b>Any Other Mixed Background</b>	Yes	10	30.0	20.0	50.0	10.0	50.0	10.0	30.0	20.0	20.0	10.0	-1.96	0.23	-0.02
	No	55	78.2	30.9	89.1	23.6	78.2	9.1	85.5	21.8	63.6	7.3	0.94	1.12	-1.73
<b>Any Other White Background</b>	Yes	5	40.0	0.0	40.0	20.0	40.0	0.0	60.0	20.0	40.0	0.0	-4.82	-5.54	-6.58
	No	149	68.5	21.5	74.5	17.4	74.5	16.1	75.8	22.8	57.0	6.7	2.36	1.69	0.95
<b>Bangladeshi</b>	Yes	x	33.3	0.0	0.0	0.0	33.3	0.0	33.3	0.0	0.0	0.0	4.84	-0.98	-1.12
	No	31	54.8	16.1	54.8	12.9	58.1	3.2	74.2	9.7	45.2	0.0	1.60	1.16	0.93
<b>Black - Sudanese</b>	Yes	x	25.0	0.0	50.0	0.0	25.0	0.0	50.0	0.0	25.0	0.0	-1.70	3.27	-0.42
	No	15	46.7	6.7	60.0	0.0	53.3	6.7	60.0	20.0	33.3	0.0	-2.15	-1.15	1.78
<b>Black Caribbean</b>	Yes	x	0.0	0.0	10.0	0.0	10.0	0.0	10.0	0.0	0.0	0.0	-6.56	1.10	-3.97
	No	6	50.0	33.3	33.3	16.7	16.7	16.7	50.0	16.7	16.7	16.7	3.92	-3.25	-2.90

<b>Chinese</b>	No	6	66.7	16.7	10.0	33.3	83.3	33.3	10.0	50.0	66.7	16.7	-2.90	0.99	0.55
<b>Indian</b>	Yes	x	10.0	0.0	10.0	0.0	10.0	0.0	10.0	0.0	10.0	0.0	0.38	2.25	0.50
	No	15	60.0	26.7	73.3	20.0	80.0	33.3	93.3	40.0	53.3	20.0	0.09	0.98	4.23
<b>Information Not Yet Obtained</b>	Yes	x	50.0	0.0	50.0	0.0	50.0	0.0	50.0	0.0	50.0	0.0	-	-	-
	No	8	37.5	0.0	25.0	0.0	37.5	12.5	37.5	12.5	25.0	0.0	-2.29	-4.83	-0.77
	Unknown	x	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	-15.60	-11.06	-10.58
<b>Other Black African</b>	Yes	6	83.3	16.7	66.7	16.7	83.3	0.0	83.3	16.7	66.7	0.0	2.06	0.55	0.94
	No	21	47.6	4.8	71.4	4.8	33.3	14.3	66.7	9.5	23.8	0.0	-2.27	0.13	-1.11
<b>Pakistani</b>	Yes	x	10.0	0.0	10.0	0.0	0.0	0.0	50.0	0.0	0.0	0.0	0.46	1.79	-3.32
	No	x	10.0	50.0	10.0	50.0	10.0	0.0	75.0	50.0	10.0	0.0	3.27	4.43	-1.54
<b>Refused</b>	No	x	10.0	33.3	10.0	0.0	10.0	33.3	10.0	10.0	10.0	0.0	0.49	-2.40	-0.47
<b>Traveller of Irish Heritage</b>	Yes	x	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	-	-	-
<b>White - British</b>	Yes	274	52.2	11.3	55.5	8.0	44.2	3.3	50.0	8.4	29.2	1.8	0.00	-0.63	-2.22
	No	1550	80.0	30.4	80.5	23.7	75.4	19.4	78.3	24.3	64.2	8.9	1.44	0.25	-0.50
<b>White - Irish</b>	No	15	86.7	46.7	86.7	46.7	86.7	13.3	93.3	33.3	73.3	13.3	2.02	1.28	-0.95
<b>White and Asian</b>	Yes	x	75.0	25.0	75.0	25.0	50.0	0.0	75.0	25.0	50.0	0.0	-1.26	-0.06	-5.82
	No	55	85.5	23.6	83.6	21.8	80.0	23.6	89.1	27.3	67.3	9.1	1.03	0.67	0.70
<b>White and Black African</b>	Yes	14	57.1	0.0	35.7	0.0	42.9	0.0	50.0	0.0	35.7	0.0	-2.71	-5.37	-3.40
	No	48	72.9	12.5	81.3	12.5	75.0	8.3	75.0	20.8	58.3	0.0	1.34	2.22	-0.38
<b>White and Black</b>	Yes	10	30.0	10.0	40.0	20.0	30.0	20.0	40.0	10.0	30.0	10.0	-	-	-

<b>Caribbean</b>			0	.0	0	.0	0	.0	0	0	0	.0	3.0	3.0	3.8
	No	25	76.	28	72.	24	68.	20	80.	32.	60.	16	0.6	-	-
			0	.0	0	.0	0	.0	0	0	0	.0	2	0.9	1.7
														8	9

## Appendix 5

### KS4 BME

KS4 2016 Results - Brighton & Hove - Ethnicity														
Ethnicity	Pupils	% A*-C in English & maths	Entries	Attainment 8 score	Score achieved in English	Score achieved in mathematics	Score achieved in Ebacc slots	Score achieved in open slots	Pupils included in progress	Pupil progress 8 score	Progress 8 score for English	Progress 8 score for mathematics	Progress 8 score for Ebacc slots	Progress 8 score for open slots
Any Other Asian Background	36	63.9	9.5	4.92	4.92	4.86	4.82	5.07	27	0.74	0.37	0.94	1.03	0.55
Any Other Black Background	8	37.5	9.3	4.53	5.00	3.75	4.08	5.17	5	0.05	0.27	-0.19	0.10	0.02
Any Other Ethnic Group	27	63.0	9.6	5.04	4.96	5.52	4.88	4.95	17	0.41	0.02	0.83	0.71	0.08
Any Other Mixed Background	61	72.1	9.6	5.19	5.23	5.18	5.10	5.26	56	0.23	-0.02	0.32	0.56	0.00
Any Other White Background	99	63.6	10.0	5.28	5.32	5.22	5.29	5.29	76	0.40	0.21	0.42	0.71	0.18
Bangladeshi	31	61.3	9.5	5.02	5.29	4.84	4.66	5.32	30	0.36	0.30	0.33	0.47	0.31
Black - Sudanese	16	50.0	9.6	4.43	4.75	4.44	4.19	4.46	15	0.56	0.42	0.81	0.89	0.15
Black Caribbean	x	66.7	9.3	4.67	5.33	4.33	4.33	4.78	2	-0.12	0.38	-0.53	0.18	-0.47
Chinese	x	75.0	9.8	5.54	5.50	5.50	5.94	5.21	3	0.68	0.83	0.87	0.67	0.47
Indian	10	60.0	8.7	4.82	5.00	5.10	4.60	4.73	8	-0.19	-0.29	0.29	-0.06	-0.56
Other Black African	14	57.1	8.9	4.86	4.86	4.50	4.90	5.05	13	0.36	-0.02	0.19	0.90	0.18
Pakistani	6	66.7	9.5	4.81	5.17	4.67	4.22	5.25	5	0.48	0.51	0.68	0.48	0.32
Refused	x	##	9.0	6.13	5.67	6.33	6.22	6.22	2	1.07	0.37	1.19	1.80	0.73
White - British	1690	64.9	9.1	5.00	5.31	4.94	4.64	5.20	1640	-0.03	-0.01	0.00	0.02	-0.12

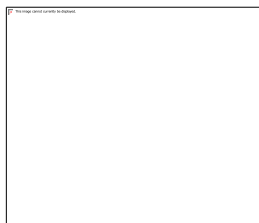
White - Irish	14	## ##	10 .1	5. 92	6. 14	5. 86	5. 88	5. 86	12	0. 11	0. 14	0. 00	0. 40	- 0. 14
White and Asian	40	72. 5	9. 6	5. 42	5. 44	5. 58	5. 30	5. 42	31	0. 21	0. 01	0. 37	0. 41	0. 04
White and Black African	43	51. 2	9. 2	4. 67	4. 88	4. 40	4. 59	4. 78	40	- 0. 07	- 0. 18	- 0. 15	0. 25	- 0. 27
White and Black Caribbean	39	71. 8	9. 5	5. 13	5. 46	4. 90	4. 96	5. 23	36	0. 20	0. 23	0. 07	0. 38	0. 10



## Appendix 6

### KS4 2016 Results - Brighton & Hove - Ethnicity for Disadvantaged Pupils

Ethnicity	Pupils	% A*-C in English & maths	Entries	Attainment 8 score	Score achieved in English	Score achieved in mathematics	Score achieved in Ebacc slots	Score achieved in open slots	Pupils included in progress	Pupil progress 8 score	Progress 8 score for English	Progress 8 score for mathematics	Progress 8 score for Ebacc slots	Progress 8 score for open slots
Bangladeshi	10	50	9.25	4.39	4.90	4.30	3.70	4.78	10	0.05	0.16	0.21	-0.12	0.03
Indian	x	100	10	4.80	5.00	5.00	4.67	4.67	x	-0.18	-0.29	0.09	0.13	-0.61
Any Other Asian Background	13	53.8	9.13	4.22	4.31	4.08	4.03	4.45	8	0.63	0.55	0.70	0.76	0.52
Pakistani	x	0	9.5	2.98	3.50	2.00	1.83	4.42	x	0.49	0.58	0.27	0.14	0.91
Other Black African	5	60	10.8	5.94	5.80	5.40	6.07	6.27	5	1.01	0.55	0.55	1.60	1.03
Black Caribbean	x	50	9.5	4.55	5.50	4.00	4.17	4.67	x	-1.05	0.31	-2.13	-0.93	-1.37
Any Other Black Background	x	25	8.75	3.73	4.50	3.00	3.08	4.33	x	-0.45	0.12	-0.72	-0.57	-0.54
Black - Sudanese	6	33.3	9.5	4.12	4.33	4.17	3.50	4.56	6	0.86	0.48	1.34	1.00	0.67
Any Other Mixed Background	18	50	9.11	4.44	4.94	4.33	4.02	4.58	18	0.04	0.14	0.09	0.21	-0.23
White and Asian	12	75	9.72	5.37	5.25	5.50	5.39	5.33	12	0.40	-0.04	0.63	0.90	0.06
White and Black African	20	45	8.55	4.14	4.55	3.95	3.90	4.23	19	-0.55	-0.54	-0.55	-0.29	-0.82
White and Black Caribbean	13	53.8	8.77	4.10	4.69	3.85	3.56	4.42	13	-0.75	-0.51	-0.87	-0.83	-0.76
Any Other Ethnic Group	12	66.7	9.25	5.08	5.17	5.58	4.81	4.94	7	0.40	0.23	0.59	0.69	0.10
Refused	x	100	9	6.00	5.50	6.50	5.83	6.17	x	1.12	0.37	1.69	1.64	0.73
White - British	441	36.5	8.07	3.77	4.30	3.66	3.17	4.10	428	-0.60	-0.47	-0.50	-0.67	-0.69
White - Irish	x	100	10	5.20	5.00	5.00	5.33	5.33	x	0.03	-0.45	-0.11	0.57	-0.10
Any Other White Background	22	36.4	10.1	4.76	5.05	4.27	4.62	5.04	18	0.50	0.38	0.37	0.71	0.46



## Supporting the Achievement of Dual Heritage Children

The 2011 census revealed that the UK's ethnic minority population has grown from 9% to 14% since 2001. It shows that the numbers of dual heritage young people have increased substantially and it is the fastest growing group, predicted to be the largest ethnic minority in the near future. This group's unique experiences and potential merit specific consideration in schools. Dual heritage children are likely to have had significantly different experiences compared to their peers-both black and white. This can put them at greater risk of experiencing difficulties, particularly at secondary school age. It is a common experience for children not to experience racism at primary school but to be confronted with it for the first time at secondary school.

As 'dual heritage' is a hugely diverse group of children it is even more important to focus on the individual needs and experiences of the child. There are no universal messages; it is not a homogenous group and encompasses many different experiences. It does not allow for a 'one size fits all' assessment of needs- this is the challenge for practitioners.

Other influencing factors are geographical area, family structure, class and poverty (FSM). Research suggests outcomes are more strongly linked to poverty than ethnicity for mixed race children.

Nationally dual heritage children are:

- over represented in every child welfare service (e.g. child protection, LAC and CAMHS). For example, while making up around 3.5 per cent of the population as a whole, dual heritage children and young people account for:  
7.4 per cent of children on the child protection register;  
8 per cent of children in care (2011)
- significantly over represented in the youth justice system.

### **Issues raised by research**

**Mixed Experiences Growing up mixed race –mental health and well being** (Dinah Morley and Cathy Street ISBN 9781909391154)

- There is an 'invisibility' of dual heritage pupils in schools. This is highlighted by the lack of terminology to describe pupils of dual heritage.

- There can be unrealistic expectations that dual heritage children will be experts on both sides of their cultural heritage
- Dual heritage children may have to deal with racism and prejudice from both black and white peers and to balance their 'white' heritage against the stereotyping of their 'black' or 'other' identity. These are experiences other young people do not share.
- Although identities are becoming more fluid in today's Britain, young people of dual heritage are more likely to be confused about their identities during adolescence.
- Adolescent experiences are often difficult. Dual heritage young people may feel marginalised and find it difficult to find their place in social groups. Staff need to be alert to these specific difficulties and, where possible, provide support. This research shows this distress, once experienced, is likely to have an enduring effect.
- The majority of interviewees emerged as confident adults, happy and proud of their mixed identity. The difficulties faced and resolved in adolescence added to an increased resilience in most cases.

### **Understanding the Educational Needs of Mixed Heritage Pupils**

Leon Tikly, Chamion Caballero and John Hill (DFE Research Report RR549)

Tikly notes that the educational attainment of mixed heritage children is below average and that there is an above average rate of exclusion for these children particularly males. This is true in Brighton and Hove

1. Mixed heritage children are often 'invisible' in school policy. Until recently, many schools classified dual heritage children as Black and did not recognise them as a group with unique characteristics and needs
2. The low socio-economic status of many of the families of mixed heritage children
3. Low teacher expectations of dual heritage children
4. Racism from both White and Black peers aimed at their mixed heritage in the form of name calling and exclusion
5. Boys in particular, may experience considerable pressure by their peers to adopt to the norms of an "urban" or "street" subculture in which academic achievement, interest and success are seen as undesirable and useless

### **Family**

Family relationships can be subject to intense scrutiny from wider family and beyond, unlike mono-racial relationships. Siblings can have very different ideas and experiences depending on their preferences, affiliations and physical resemblances to either parent. The main difficulty anticipated by families is the reaction their children will get from the outside world. They call for changes in social policy and practice to better reflect the diversity of their family.

### **Promoting good practice in schools**

	Good practice suggestions	Actions
<b>Staff issues</b>		
Is the staff team diverse?	Positive action for recruitment allowing staff to reflect pupils and family it serves	
Is the governing body diverse and representative?	Positive action for recruitment allowing governing body to reflect pupils and family it serves	
Are teachers aware of potential vulnerability of mixed race pupils?	Update at a staff meeting with statistics	

<b>Identity</b>		
Are staff delivering PSHE confident to talk around issues of identity and the language surrounding this?	Staff audit Training input	
Are staff equipped with skills to discuss identity	Training input Peer support	
How is a pupil profiled to take account of their unique identity?	Review details held	
Are dual heritage pupils needs taken into account at times of transition? How are these pupils supported? What systems are set up to liaise between schools?	Use of Vulnerability Index Detailed information collected on all pupils and families Systems to share with all staff	
<b>Policy</b>		
Is there a robust anti-racist and behaviour policy?		
Are dual heritage pupils and families visible in school policies?		
<b>Pastoral support</b>		
Do pupils have opportunities to discuss issues of identity when they arise?	Celebration of and value given to the open-ended possibilities and plurality of identity and how to negotiate them. E.g. Tiger Woods describes himself as 'Cablinasian'. Discussing vocabulary to define identity. Is training needed to support this?	
Are dual heritage pupils given opportunities to develop self-esteem and resilience?	Pupil roles with status are actively allocated to dual heritage pupils showing due regard and awareness of need to support self-esteem	
Are pupils identified and supported who are at risk of emotional difficulties surrounding their identity?	Robust system for understanding a pupil's identity Mentor system to support identity work with pupils	
Is pupil voice used to gauge feelings and experiences of dual heritage pupils in school?	Set up project to hear those voices and demonstrate positive actions Does school council represent these pupils?	
<b>Curriculum</b>		
Are there positive role models promoted in curriculum areas eg history	Audit of role models used Curriculum cluster groups could share ideas and resources	
Are opportunities in the PSHE curriculum to address identity issues with all pupils?	Audit of PSHE curriculum. Can this be worked on in clusters across schools?	

<p>Are there discussions around belonging? Many of today's young people move fluidly from group to group, modifying languages and behaviour from classroom to peer group and from home to other social settings. However, the adolescent phase can be a period where their desire to fit in creates 'in-groups' and 'out-groups'. Pupils need support to negotiate this and develop positive feelings towards differences.</p>	<p>Time allocated in form time to discuss identity?</p>	
<p><b>Engaging families</b></p>		
<p>Are there support systems for families that allow them to discuss issues of identity?</p>		
<p>What is the system for taking account views of dual heritage pupils, parent and families?</p>		

## Achievement of Children with EAL in Reception

We had a significant gap in our EYFSP results for EAL in Brighton and Hove in 2016.

We have good data to show that children with EAL at EYFSP catch up by KS1 and KS2, and the fact that they are not achieving a good level of development in Communication and Language and Literacy fits in with research into the time it takes to become fluent in English. However, what is concerning is our gap for EAL children is larger than our statistical neighbours.

There was a high level of SEND in our cohort this year. Children need time to settle in to school but there were children with EAL who had their needs identified as funded 2 year olds who were not identified and on the SEND register.

### Summary of Good Practice

- Collect information on entry to Reception not only of a child's home language/s but also the levels. It is important to know which language a child uses to whom, and their strongest language, particularly for trilingual children.
- Reassure parents that bilingualism is an asset and it is good for children to use their Mother Tongue at home and school. Share research on the benefits of being bilingual with parents. A strong Mother Tongue will also help them to learn English
- Effective transition and support for children with EAL entering Reception with additional needs e.g. inclusion of children with EAL with delay in their Mother Tongue (**not just new to English**) in speech and language groups
- All areas of the EYFSP (**except Communication and Language and Literacy**) can be assessed in Mother Tongue. Focus on children who are still emerging but with support in Mother Tongue may reach expected levels. Teachers need to plan effectively for bilingual assistants to assess in these areas and record their observations. EMAS provide planning diaries for this purpose
- Build meaningful links with families so they can support learning at home. If bilingual support is not available discuss with parents/carers if the child demonstrates some of the behaviours in Mother Tongue in the areas you are having difficulty assessing. There would need to be consistent evidence for this
- Accurate and reliable observational assessment demands a stimulating learning environment with a balance of adult led and child initiated activities. Children with EAL need meaningful play based activities to successfully acquire language.

Enabling children to accurately demonstrate their skills in the EYFSP should not be at the expense of the principles of the EYFS e.g. narrow task-based learning.

## Support Available from EMAS

Bilingual support in community languages (details on our website). Our bilingual assistant team are highly skilled at assessing children in Mother Tongue and liaising with families

Specialist TAs working in Reception to support the children with their acquisition of English

Support from EMAS teachers with assessing children with EAL. EMAS Early Years teachers can visit and observe children of concern to support with identifying their needs

Home liaison officers to support families. Many of our HSL team are trained in Triple P parenting

EMAS courses on Supporting Children with EAL in the EYFS and identifying SEND in children with EAL



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