

**EMAS  
Ethnic Minority Achievement Service**

**ANNUAL REPORT**

**September 2007 - July 2008**



## **Glossary:**

**EMAS** - Ethnic Minority Achievement Service

**EAL** - English as an Additional Language

**BME** - Black and minority ethnic

**EMA** - Ethnic Minority Achievement

**EMAG**- Ethnic Minority Achievement Grant

**DCSF**- Department for Children, Families and Schools

**LA** - Local Authority

**EY**- Early Years

**BLA**- Bilingual assistant

**HSL** - Home School/setting liaison

**NQT**- Newly qualified teacher

**NRF**- Neighbourhood Renewal Fund

**CF**- Children's Fund

**FSP**- Foundation Stage profile

**INSET**- In Service Education and Training

**CPD**- Continuous Professional Development

**PGCE**- Post Graduate Certificate of Education

**NALDIC**- National Association for Language Development in the Curriculum

**MT** - Mother Tongue

**NAEP** - New Arrivals Excellence Programme

### **1. The National Context**

English as an Additional Language and Black and minority ethnic achievement is now part of the DCSF National Strategies programme, to address achievement of EAL pupils and minority ethnic groups who nationally and locally are at risk of underachievement.

### **2. Change of name**

In April 08 we changed our name from SEAL (Service for English as an Additional Language) to EMAS - Ethnic Minority Achievement Service to avoid confusion with the recent curriculum area of SEAL - social and emotional aspects of learning. EMAS is the nationally understood term, which emphasises our role in raising standards and narrowing the achievement gap.

### **3. Change in structure**

Since LA re-structuring in April 08, we are located and managed within the School Improvement Advisory Service.

#### **4. Support in Schools**

EMAS is a 'buy in service'. 100% primary schools now buy EMAS in. One secondary school and 2 special schools 'opt out.' Support from EMAS in schools is provided on a flexible pupil need basis. This means that budget allocations do not always match input. Schools report back to us that they value this flexible response, as it allows us to respond flexibly when pupils arrive unpredictably throughout the school year.

Support is one or more of the following:

- Direct teacher input for target pupil(s)
- Bilingual assistant support for target pupil(s)
- Home school liaison support for families speaking Arabic and Bengali
- Advice guidance and training for schools and staff

#### **5. Pupil numbers and spread**

Pupil numbers have continued to rise, with a total of 599 pupils in schools and 165 pre-schoolers supported this academic year. This reflects overall increased numbers of EAL/BME pupils across the city, an increase in the number of pupils from Eastern Europe and a higher rate of referral for Early Years (EY) support.

Pupils are widely spread over different schools, which puts pressure on resources. For example, Reception pupils are in 47 schools, compared to 27 last year.

#### **6. Staffing**

Staffing levels have decreased this year, due to the loss of the NRF grant in March which was a loss of 1.8 fte teaching staff. This has come at a time when there is a higher than ever demand for EMAS services in schools. This has continued to put pressure on the service. Teaching staffing is currently 11.9, funded from EMAG, the LA and external projects, due to reduce to 11.1fte in April 08 due to temporary funding to compensate for the loss of NRF. In June we successfully bid for match-funded ERF- European Refugee funding Phase III for an additional 0.5 teacher time for refugee pupils in KS4. HSL staff at 0.8 fte and BLA staff at 5.5 fte have remained constant.

#### **7. Languages spoken.**

Arabic and Bengali still account for 43% of EMAS supported pupils. However, there is a slight decrease this year, with an increase in languages from Eastern Europe. There is also a slight increase in African languages, including Oromiffa, spoken by the Gateway refugee pupils from Ethiopia and Shona, spoken in Zimbabwe.

The bullet points below show the differences between last year and this year. 2006 figures are also shown in brackets to see trends. (See pie chart - **appendix 2**)

- Arabic has decreased from 28% to 26% (30%)
- Bengali has decreased from 19% to 17% (19%)
- Polish has increased from 5% to 6% (2%)
- Portuguese has stayed the same at 4% (mainly from Brazil) (4%)
- Oromiffa has increased from 3% to 4% -this is spoken by children who came as part of the Gateway Protection Programme from Ethiopia. (0%)
- Farsi has remained the same at 4% (3%)
- Spanish has decreased to 3% from 4% (3%) from South America
- Lithuanian is now 2% - not measurable last year. (0%)
- German has remained constant at 2% - Arabic / German speaking families from Sudanese backgrounds.
- (0%) Russian is slightly increased - not measurable last year. (0%)

## **8. Ensuring quality and performance of SEAL support**

a) **The Audit Commission School Survey Analysis** in summer 07 reported in autumn term 08. EMAS ranked highly with both primary and secondary schools for satisfaction.

b) **School OFSTEDs** also judges quality of EAL support in schools. Occasionally EMAS staff are interviewed and/or observed.

- **St Joseph's – Autumn 07** - 'Good links with outside agencies ensures that pupils such as those with English as an additional language receive the specialist help they need.'
- **West Blatchington Junior - Spring 08** - 'Bilingual assistants provide good in-class support for pupils at an early stage of learning English by ensuring they understand the lesson content'.....'.these pupils find the vocabulary of maths difficult, even with a translator, which impacts on their achievement. '.....'EAL support staff make effective contributions in this context.
- **St. Bartholomews - Spring 08** - the close liaison with external agencies has strengthened provision for pupils with EAL. This ensures their learning needs are met. Bilingual assistants, small group work and individually tailored programmes support pupils well. Consequently pupils are quickly integrated, which is a strong feature of this inclusive school.

### **c) Caseload monitoring**

Teachers' caseloads are formally reviewed twice yearly with EMAS leadership team. to ensure equity of support across schools, set pupil targets, and monitor progress.

### **d) Service to school review**

We ask schools to complete a review of the service they have received over the past year, as evidenced by the progress of the children and the training delivered to staff. We received 20 responses this year, with 16 rating EMAS as the highest, rating, 'very good' and 4 rating EMAS as 'good'. There were no negative ratings.

## **9. Externally funded Projects**

a) **Plateauing project / transition (NRF/CF) NRF** - this project to support more advanced EAL pupils in KS2 and 3 ended at the end of the summer term. Sustainability is via INSET sessions to disseminate effective strategies.

**b) The Vulnerable Children's Grant (asylum-seekers)** -This allows us to provide BLA and HSL support to all referred refugees and asylum-seekers and gives us extra value as it enables us to have 50% match funding for our ERF project. This year, 38 pupils and their families have benefited.

**d) Partnership teaching / Mother Tongue support in Maths and Science** (Cardinal Newman) – we continued to support KS2 pupils at St. Mary Magdalen school via provision of Arabic Mother Tongue support to consolidate maths and science learning in KS2. SATS results showed the benefit of this support with all targeted pupils achieving level 4 or 5.

**e) ERF-** European Refugee Fund - we have recently been successful in bidding for 0.5 fte teacher to enable the EMAS team to track and monitor 15 refugee pupils as they move through KS4 and onto FE. This project started in June 08.

## **10. EMAS Early Years Provision**

This has been a transitional year with the end of our Sure Start local area project. Settings. Children in the central Sure Start area have been absorbed into EMAS existing EY caseload. There is now an equal level of support across the city. 201 pre school children have been supported this year in 19 languages in 53 EY settings

Increasing numbers of BME children in pre-school settings has put pressure on resources, so we have focussed on Arabic and Bengali speaking children, the two main language groups, and groups most in danger of educational underachievement. We are also developing support for Black African children and families. We have tracked progress of children who have previously had EMAS pre-school support using FSP scores and results in KS1 and KS2.

The EMAS EY teachers have promoted the good practice outlined in the new Primary National Strategy guidance document on supporting children learning English as an additional language in the Early Years Foundation Stage. This emphasises how a high quality Early Years setting provides the ideal environment for language development and English acquisition. Information has been sent to every setting (over 120) on how they can best support bilingual children and families.

EMAS BLAs have developed their observational skills and are using photos to record children's progress. We have been running a pilot project to develop assessment and record keeping skills This supports our work to raise achievement of bilingual children by fully recognising the skills children demonstrate in their home language and enable early identification of SEN.

Support for Bangladeshi families has developed well this year, with firm links with health visitors, women's groups, settings and pre-school special educational needs services. Work with Arabic families has been limited due to long-term staff absence.

Our work at the One O'clock club for bilingual pre-schoolers and their parents has been a great success, with over 100 families attending. We have a dedicated One O Clock club staff to support similar groups in West Hove and Hangleton.

Our EMAS Early Years Equalities Conference at Hove Town Hall in February was funded by the Transformation Fund and attended by Equalities Reps from 89 settings across the private, voluntary and independent sector. Professor Iram Siraj Blatchford, related research findings to real contexts for practitioners, author Trish Cooke ran a workshop and EMAS EY teachers showed a film of their own modelled sessions to demonstrate both language development and cultural sensitivity. The day finished with a slideshow of photos from many different settings in Brighton and Hove, highlighting the good work in promoting and celebrating diversity. All participants who completed an evaluation form were given a copy of Trish Cooke's children's book, so we had 99% response, all of which was positive.

We have just started on a project to focus on bilingual children from underachieving groups who are most at risk of scoring below 6 across the Foundation Stage Profile (FSP). An EY consultant has been funded for half day per week to work alongside teachers in key schools to look at strategies to support bilingual learners and to find out areas of the FSP that teachers find particularly difficult to assess for bilingual children.

## **11. Strategic development in schools – building capacity**

We have continued to deliver an INSET programme for schools, based both at Tilbury House and in situ at schools for Foundation Stage, Primary and Secondary phases. 85% evaluations were 'very good' in evaluation, and 15% 'good'.

We have delivered:

- Primary INSET for teachers at St. Paul's, Carlton Hill, Fairlight
- TA INSET - at West Hove Juniors, Goldstone, Somerhill & West Blatchington Junior
- Secondary INSET - at Varndean, Cardinal Newman, Blatchington Mill, Patcham
- Modelled sessions for NQTs at Davigdor, West Hove Infants, Cardinal Newman

- Training for trainee teachers at Sussex and Brighton Universities, as well as school based PGCE training
- Training for PNS consultants on the CPD materials available to schools
- An information session for Governors on the School Governor Training programme
- Meetings for primary EAL co-ordinators in schools, in order to disseminate CPD materials from the DSCF
- An input for the 'Brilliant Readers' volunteer reading scheme, working in schools throughout the city
- Support for EAL co-ordinators in schools through network meetings

We have started a pilot project for 4 primary schools - Goldstone CP, St Mary Magdalen RC, Fairlight CP and Benfield Juniors this year, based on the 'Excellence and Enjoyment - learning and teaching for Bilingual Pupils' CPD materials. This will be continued over the next academic year.

## **12. Team achievements this year include:**

- 'Partnership Teaching' projects at St. Bartholomew's, St Mary Magdalen and Davigdor schools. This is when EMAS teachers and class teachers work together to plan and deliver lessons which are differentiated for EAL learners
- EMAS involvement in International Weeks at Cottessmore, Carlton Hill, Goldstone, West Blatchington Junior, Carden and Mile Oak. The contribution made by EMAS Bilingual Assistants and HSL staff is much appreciated, e.g. through taking 'taster language lessons' and artefacts.
- EAL Audit / Learning walk on cultural diversity completed at Aldrington, Carlton Hill, Fairlight, West Hove Junior, St Joseph's.
- Contribution to LA Community Cohesion Heads meeting on 'Hands' project which has taken place in Goldstone and Davigdor schools
- Resource development:
  - Continued production of fiction and non-fiction packs
  - Maths and Science resources made
  - INSET packs made for new arrivals
- EAL students identified as Gifted and Talented students by EMAS staff in conjunction with school staff



### **13. CPD - EMAS team**

This continues to be a priority, with the production of new materials from the DCSF and the need to align with the national strategies. The INSET programme for EMAS staff this year has included:

- Renewed Primary and Secondary Frameworks
- Speaking and Listening through Art
- Talk Partners (primary)
- Clicker 5 workshop
- Solution Focussed Approach
- Language functions and structures
- DCSF Excellence and Enjoyment for Bilingual Learners
- DCSF New Arrivals Excellence Programme

Individual staff members have attended the following local and national events:

- Attachment difficulties course
- Performance Management
- Global Citizenship
- SASEA meetings
- SE EAL Hub meeting
- Bangladeshi achievement Conference
- NALDIC conference
- DCSF NAEP conference
- Beyond Induction - Islington
- Raising achievement of Somali pupils
- DCSF New Arrivals excellence programme- Maths
- EMA cross phase network meeting

### **14 Support for parents**

A major initiative this year has been the training of HSL staff in the LA 'Triple P' parenting skills programme. This was a large training commitment, which required further study at home. As a result, our Bangladeshi HSL Officer has successfully completed the course and is now qualified to run groups. She has been putting this to immediate use by 1-1 parenting sessions with one parent.

Our HSL Officers have worked with over 20 different schools, assisting with reviews, parent-teacher consultations, multi agency meetings, and assessments. Information on adult English classes has been passed on. There has been regular home visits and phone contact to support

initiatives at school. A Bangladeshi women's group at Moulsecoomb has been supported, in conjunction with the Inclusion project, which has been very successful.

The HSL Officers have also regularly attended the One O Clock club, which has proved to be a hub for onward referrals and a major step forward in engaging with and accessing services for many bilingual families. Our HSL Arabic has been limited this year due to factors beyond control, but here are some examples of the work done with parents and families.

- Working with PRESENS, Early Years visitors, Health Visitor and the extended family to provide package of support for a vulnerable Mother in understanding child's needs, finding pre-school and school places
- Helping a mother to understand her daughter's homework and suggesting ways in which it could be done.
- Supporting parents at a SEN annual review, to ensure full understanding of the process and recommendations
- Making home visits to newly arrived families, to gather background educational information and accompanying parents on school visits

## 15. Pupil Achievement

The EMAS pupil cohort changes every year, and reflects only pupils receiving support. The LA data on BME achievement reflects the achievement of all pupils in the city. EMAS numbers may be too small to be statistically reliable so are used as an indication.

### a) KS2 SATS.

A level of 'B' indicates working below the level of the test, and includes those EAL pupils who have been identified as having special educational needs and recent arrivals. 'N' indicates the pupil was not assessed, and includes new arrivals.

<b>Pupils Achieving Expected Levels and Above by Percentage</b>	<b>Current year 2008</b>	<b>Last year 2007</b>
Number of Y6 pupils supported	67	70
% Of those achieving level 4 English	60	53
% Of those achieving level 5 English	6	1

% of those achieving level 4 Maths	52	57
% Of those achieving level 5 Maths	15	4

There has been an increase in pupils achieving age related expectation or above - this reflects EMAS increased emphasis on supporting more advanced learners.

A higher percentage of Bangladeshi pupils achieved level 4 English than Level 4 Maths.

Arabic speaking pupils achieved equally at level 4 Maths and English.

7 Y6 pupils supported from Albania, Russia, Lithuania and Poland who arrived in KS2 were supported in SATS for Maths, which allows them to show their ability. They achieved extremely well, as follows:

- English - 5 children attained level 4 in English, 2 'B' levels.
- Maths - 2 children attained level 5 and 4 attained level 4.

The appendix tables compare achievement of pupils in our two main language groups Arabic and Bengali, compared to all other EMAS supported pupils in English and Maths.

## **b) GCSE achievement**

The majority of this year Y 11 cohort arrived in the UK less than 3 years ago.

- 12 students out of 33 Y11 (36%) achieved 5 A-C grades. This is an improvement on the percentage of 27% students last year.
- 36% (12/33) achieved 5 A-C grades, compared to 27% last year.
- 21% (7/33) achieved 5 A-C grades including Maths and English. This is a new statistical measure recently brought in, so there is no figure for last year.
- 100% (33/33) students achieved at least 1 GCSE A-G, as last year.
- Two students who arrived in Y 11 did outstandingly well, achieving 5 A\*-C grades, including English and Maths
- 10 EMAS students took GCSE in Mother Tongue, with the following results: Arabic: 2 - A and A\*, Chinese: 2 - A\*, Dutch: 2- A\*, C, German: 2 -A\*, Turkish: 1- A, Urdu: 1- D

### **Individual EMAS supported pupil achievement**

- 2 C grades for early entry English
- 2 nominations in year book at school
- 9 on Gifted and Talented register in 3 schools
- 1 prefect
- 1 Sussex under 16 cricket team player
- 1 senior student for Year Group
- 1 in top 5 students in French and German
- 1 elected as Chair of local Muslim Youth Council

## **Conclusion**

On a strategic level, there has been continued support and development at the DCSF in EAL and BME issues. We have had guidance and support from the National Strategies, with training materials produced at all phases. At Foundation stage, we now have 'Supporting children learning English as an additional language - guidance for practitioners in the early years Foundation Stage'. At primary phase, the 'Excellence and Enjoyment for Bilingual Learners,' is still being used to address more advanced learners. This year has seen the development of the primary and secondary New Arrivals Excellence Programme'. Specific to secondary, we have the ' Making the Grade Programme' aimed at advanced learners. Further materials for raising achievement for Black children in the primary years have just been published. The key message is the need to align with the strategies to ensure effective classroom practice, targeted support and whole school policy development. Local networks have been established to support LAs in developing their practice.

EMAS has worked with the LA and schools to raise awareness of the issues, disseminate CPD materials, and support EAL co-ordinators in schools in building their own capacity. The pressures of establishing the renewed strategy framework in schools has put pressure on time available for school training and it is recognised nationally that time is now needed to disseminate them fully to schools over the next 3- 4 years. We have attended central EMA /EAL network meetings as well as local 'Hub' events. We are working actively to embed and align EAL/BME issues in all areas of school development.

On an operational level, it has been another very busy year, with increased demands made on the service at the same time as reductions in staffing. There has been an increase in pupils with challenging or difficult circumstances needing a high level of intervention, and an increased need to work across different agencies to address different areas of need. We have worked with parents and communities to increase participation in education and training. We have worked with many different schools and settings, contributing to school improvement and development through our interventions.

EMAS staff, whether admin staff, Bilingual classroom assistants, EAL specialist teachers or Home Liaison staff have all continued to show energy and commitment, despite considerable pressures, to ensure the pupils and families they support are given the opportunities to access and participate in the curriculum and in school / setting life. We would like to thank the LA, CYPT, and schools for their continued support.

**Cathy Lyth – Head of Service, October 08**