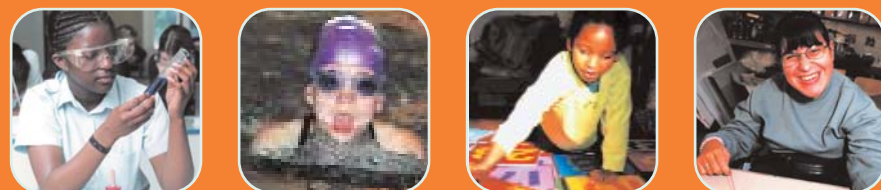


**GOOD PRACTICE FOR ETHNIC MINORITY CHILDREN
IS GOOD PRACTICE FOR ALL CHILDREN**



CEA@ISLINGTON

The Ethnic Minority
Achievement Service
The Barnsbury Centre
Offord Road, N1 1QF
t. 020 7527 5899
f. 020 7527 5556
e. joan.clarke.cea@islington.gov.uk



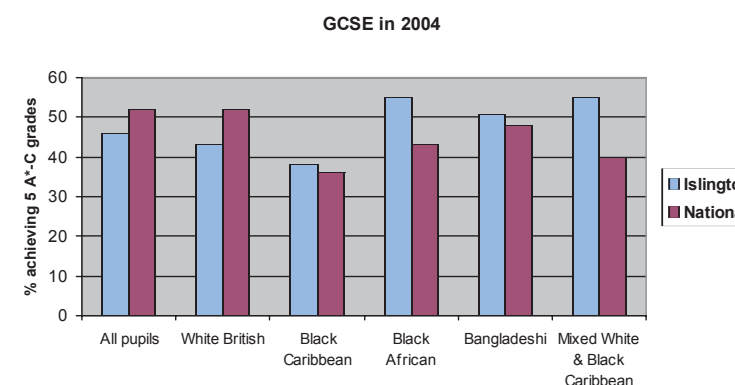
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EMAS CONTACT NUMBERS:

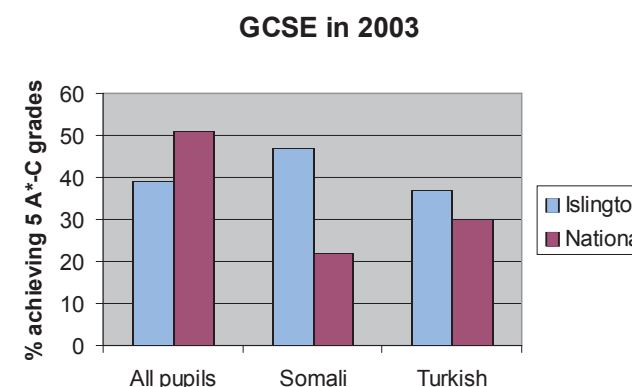
Graham Smith	School Improvement Officer, Achievement & Diversity t. 020 7527 5899 f. 020 7527 5556 e. graham.smith.cea@islington.gov.uk
Vibee Bradbury	Senior Consultant (Secondary) t. 020 7527 5634 f. 020 7527 5556 e. vibeeke.bradbury.cea@islington.gov.uk
Joan Clarke	Senior Admin Officer t. 020 7527 5899 f. 020 7527 5556 e. joan.clarke.cea@islington.gov.uk
David Davies	Consultant for Refugee & Community Education t. 020 7527 8737 f. 020 7527 5556 e. david.davies.cea@islington.gov.uk
Pam Hacker	Consultant (Cross-Phase) t. 020 7527 5850 f. 020 7527 5556 e. pam.hacker.cea@islington.gov.uk
Ann Jones	Senior Consultant (Secondary) t. 020 7527 5634 f. 020 7527 5556 e. ann-elizabeth.jones.cea@islington.gov.uk
Sara McLaughlin	Senior Consultant (Cross-Phase) t. 020 7527 5627 f. 020 7527 5556 e. sara.mclaughlin.cea@islington.gov.uk
Sue Smith	Consultant (SEN/EMA) t. 020 7527 5851 f. 020 7527 5556 e. sue.smith.cea@islington.gov.uk
Cassius Francis	Senior Learning Mentor and Policy Advisor (African Caribbean and African Heritage pupils) t. 020 7527 5852 f. 020 7527 5556 e. cassius.francis.cea@islington.gov.uk
Kathleen Walsh	Consultant (Transfer Plus) t. 020 7527 5627 f. 020 7527 5556 e. kathleen.walsh.cea@islington.gov.uk
Marc Thompson	Consultant (Minority Ethnic Boys) t. 020 7527 5701 f. 020 7527 5556 e. marc.thompson.cea@islington.gov.uk
Emma Joseph	Senior Consultant (Primary) t. 020 7527 5850 f. 020 7527 5556 e. emma.joseph.cea@islington.gov.uk
Yuksel Ferit	Consultant (Turkish & Kurdish Boys) t. 020 7527 5701 f. 020 7527 5556 e. ferit.yuksel.cea@islington.gov.uk
Dilek Gunek-McQuaid	Bi-lingual Community Worker (Turkish) t. 020 7527 5701 f. 020 7527 5556 e. communityworkers.cea@islington.gov.uk
Daniela Gutfreund	Bi-lingual Comm.Worker (Portuguese) t. 020 7527 5701 f. 020 7527 5556 e. communityworkers.cea@islington.gov.uk
Najuuma Ali	Bi-lingual Community Worker (Somali) t. 020 7527 5899 f. 020 7527 5556 e. communityworkers.cea@islington.gov.uk
Valbona Asllani	Bi-lingual Community Worker (Albanian) t. 020 7527 5899 f. 020 7527 5556 e. communityworkers.cea@islington.gov.uk
Rakhia Ismail	Bi-lingual Community Worker (Somali) t. 020 7527 5899 f. 020 7527 5556 e. communityworkers.cea@islington.gov.uk
Shiyela Jafrin	Bi-lingual Community Worker (Bengali) t. 020 7527 5899 f. 020 7527 5556 e. communityworkers.cea@islington.gov.uk
Hulya Simsek	Bi-lingual Community Worker (Turkish) t. 020 7527 5899 f. 020 7527 5556 e. communityworkers.cea@islington.gov.uk
Seher Yilbirim	Bi-lingual Community Worker (Turkish) t. 020 7527 5899 f. 020 7527 5556 e. communityworkers.cea@islington.gov.uk
Silvia Hunter	Bi-lingual Community Worker (Spanish) t. 020 7527 5852 f. 020 7527 5556 e. communityworkers.cea@islington.gov.uk
Habiba Hirsi	Bi-lingual Achievement Worker (Somali) t. 020 7527 5852 f. 020 7527 5556 e. communityworkers.cea@islington.gov.uk
Talat Chowdhury	Bi-lingual Community Worker (Bengali) t. 020 7527 5899 f. 020 7527 5556 e. communityworkers.cea@islington.gov.uk
Rose White	EMAS Advisory Teacher - Early Years Training and Advice t. 020 7527 5582 f. 020 7527 5651 e. rose.white@islington.gov.uk
Tracy Smith	EMAS Advisory Teacher - Early Years Training and Advice t. 020 7527 5582 f. 020 7527 5651 e. tracy.smith@islington.gov.uk
Sindhu Hope	EMAS Advisory Teacher - Early Years Training and Advice t. 020 7527 5582 f. 020 7527 5651 e. sindhu.hope@islington.gov.uk
Debbie Burns	Admin Officer t. 020 7527 5852 f. 020 7527 5651 e. debbie.burns.cea@islington.gov.uk

**ISLINGTON MINORITY ETHNIC PUPILS
WELL AHEAD AT GCSE**

You may have seen the recent national publicity about big improvements in the performance of minority ethnic pupils at GCSE. In Islington the news is even better. In 2004 all of our larger, key minority ethnic groups were ahead of the national average for their group. Islington Black African pupils were a full twelve percentage points ahead of the national average for Black African pupils and, with 55% achieving 5 A*-C grades, three percentage points ahead of the national average for all pupils. Dual heritage pupils from White/Black Caribbean backgrounds matched the performance of Black African pupils at 55% with 5 A*-C while the national average for pupils from White/Black Caribbean backgrounds was just 40%.



The DfES has yet to publish 2004 data for Turkish and Somali pupils. However, it has recently published 2003 data, which also shows an excellent performance by Islington secondary schools, with Turkish pupils beating their national average by seven percentage points and Somali pupils probably achieving the best Somali performance in the country by achieving at more than double their national average.



One Day Conference
'Raising the Achievement of Boys in Inner City Schools'

Key Note Speaker
Gary Wilson
Author of the DFES 'Raising Boys Achievement Toolkit'

The conference is aimed at Early Years, Primary and Secondary practitioners with workshops for Teachers, Senior Managers, Teaching Assistants and Mentors

23rd May 2005 9.30 to 4.00
Barnsbury Complex

For more information and a booking form contact
Joan Clarke on 0207 527 5899 or
joan.clarke.cea@islington.gov.uk

PEER MENTORING AT EGA



Turkish and Somali students at EGA Languages College receive their certificates on completing a Peer Mentoring project. They are pictured here with deputy head, Margaret Wilson, and Somali Achievement Worker, Habiba Hirsi.

WHAT HAVE SCHOOLS IN WALES GOT TO OFFER US IN ISLINGTON?

Vibee Bradbury and Ann Jones, Senior EMAS consultants, went on a study tour of three schools in the county of Gwynedd, North Wales, in February. In this predominantly Welsh-speaking area, bilingual education has been in practice for the last 20 years, and we were interested in finding out how this works in the classroom for pupils who are new to Welsh.

Two secondary schools were seen - Ysgol Syr Hugh Owen in Caernarfon, and Ysgol Botwnnog on the Llyn peninsula. Ysgol, by the way, means school. At Syr Hugh Owen, 95% of the 1200 pupils come from Welsh-speaking homes. We observed a French lesson with Year 7 which was delivered in French and Welsh. In the top Year 10 Maths set all pupils were working in Welsh, but had access to the same textbook in English. The school enables its pupils to become proficient in English as well as Welsh through making sure that certain units in all subjects are delivered in English.

At Ysgol Botwnnog there is a higher percentage of pupils from non-Welsh speaking homes - approximately 20%. The school delivers the curriculum primarily in Welsh, but lesson presentation and resources are also available in English. This means that students are always able to work in their stronger language. We spoke to Hannah, in Year 11, and her brother Alex in Year 9, whose family had moved from Birmingham to Llyn six years ago. In Maths both of them chose to do their work in Welsh, saying that they felt comfortable with the terminology. However, when discussing the work Hannah prefers to speak English, while Alex is happy to speak Welsh or English.

In Ysgol Llanybi, a primary school, we worked with the reception and Year 1 class (as it was a snowy day, they were all drawing snowballs and describing snowmen). Here, in a class of 20, two were recent arrivals, joining the school less than 6 months ago with no Welsh. Lisa, aged 6, told Vibee proudly that she had "learned Welsh in a week". Teachers and teaching assistants routinely use Welsh, but will switch to English if the child needs more explanation. Clearly, the bilingualism of the teacher is an enormous asset to pupils who are in the process of learning Welsh - and it is not something which the majority of EMA teachers are able to offer here in Islington. However, making resources available in the child's first language is something we can plan for.

There is one big difference between schools in Welsh-medium Gwynedd and Islington: there is one primary and a secondary language unit for children. Pupils stay for a term, following a specially designed course based on drama. Other curriculum areas, such as Maths, Science, History and Art, are linked to it. It's important to note that pupils in the language unit share playtimes, mealtimes and assemblies with the rest of the school. Teachers from the unit follow up pupils when they join their local school, advising teachers on how to adapt work in Welsh for the beginners.

So - in conclusion - we found a range of strategies in place in primary and secondary schools, all of which helped monolingual English new arrivals to become confident bilingual learners. A fuller report with recommendations will be available from EMAS in the Summer Term.

NEW WEBSITE GUIDANCE ON PUPIL MOBILITY

CEA@Islington EMAS, in partnership with North Islington EAZ and Islington schools, have developed website guidance to assist schools' management of pupil mobility. The guidance provides schools with ideas for good practice, case studies of good practice in Islington schools and up-to-date links to other useful guidance and resources.

This website can be accessed at: http://www.islingtonschools.net/p/T&L/EMAS/mobility_home.htm

The guidance includes:

A title page, introducing the website and suggesting that it be seen very much as a 'starter pack' where Islington schools can contribute their good practice as additional case studies for dissemination.

A further five sections with guidance on: school policy; school self-evaluation; induction procedures to support curriculum access; supporting new arrivals and their families; teaching about refugees.

Each page has free downloads available that schools may find helpful. These include: a draft school policy; audit forms to support school self-evaluation; a flow chart of a school's induction procedures; a checklist for staff receiving new arrivals in the classroom; forms for the tracking and review of early progress with short-term targets; a welcome booklet; a reward certificate for settling in; descriptions of Refugee Week curriculum activities in Islington schools with teachers' notes.

We do hope you will find this new resource helpful.

GRAFTON CELEBRATES 9 As IN GCSE TURKISH (INCLUDING 8 A*s) FOR ITS YEAR 6 PUPILS

Last year 9 pupils and 9 parents worked with Ali Ozguven towards Turkish GCSE.



A lot of parents were quite anxious to begin with, as the thought of sitting an exam was quite daunting although they were competent in Turkish. However, the parents managed to get a total of 7 As (6 A*s and 1A)

A FANTASTIC OUTCOME!

In addition all of the children passed with As and A*s. We are very proud of them all for their efforts and commitment to education. What the results have shown is the great strength of our bilingual parents in their own home language and the desire to do well. It was very positive to see both parents and children working towards the same goal.

Grafton is continuing to work with the present Year 6 pupils and their parents towards their GCSE Turkish. We celebrate their achievements so far and wish them every success in the future.

WORK WITH MOTHER TONGUE SUPPLEMENTARY SCHOOLS IN ISLINGTON

In Islington's schools there is a large number of black and minority ethnic pupils, speaking more than 110 languages. Some of these ethnic groups have been in Islington for a while, such as the Black Caribbean and West African communities, while others, like Kurdish and Turkish people, have arrived more recently.

Underachievement in mainstream education is a considerable issue within some black and minority ethnic communities. To tackle this issue, the London Borough of Islington has been providing a wide range of support to children and parents of these communities. One of these supportive projects is the partnership of Adult & Community Learning Team with the voluntary and community organisations, which run Mother Tongue and Supplementary Schools for the children and young people of said communities. More than 20 different organisations have been granted funds to run extra educational support projects for children. These projects are run either after school or on a weekend basis. Apart from financial support, some of these groups have been allocated premises within mainstream settings.

Free in-house and central training is also organised for the Mother Tongue and Supplementary Schools to improve the quality of provision and make them more efficient in fulfilling their aim, which is the improvement of children's achievement. These courses have proved extremely popular, attracting teachers from a wide range of communities.

The creation of my post as Development Officer for Supplementary & Mother Tongue Schools is another aspect of the support the local authority gives to these groups. I was appointed to this post in November 2003 and my main role is to work with the MTSS on an individual and small group basis to improve the quality of their provision.

At present more than 900 children attend the twenty schools funded by Adult and Community Learning, more than 75% of whom are from Islington mainstream Schools.

The Ethnic Minority Achievement Service

A date for your diary

Conference

Monday 27th June 2005

9.00am - 4.00pm

Target audience : Senior Managers, teachers and all educators in Primary, Secondary & Special Schools

The Achievement of Bangladeshi Heritage Children: Ensuring Success

Guest speakers to include:

Asiya Kazmi, Project Director, Ethnic Minority Achievement, DFES - reporting on Bangladeshi Project

Jamal Uddin, Director, Mother Tongue Project, London Borough of Tower Hamlets

Graham Smith - School Improvement Officer for Achievement and Diversity

Representative of East London mosque

Also - dance and drama contributions from Islington Bangladeshi students

Workshops to cover:

Family Learning in primary schools
Gender issues: factors influencing boys and girls disproportionately

Development of Bengali language skills

Good practice in primary & secondary schools in Islington

Access to higher education and career guidance
Education welfare—attendance and related issues

For bookings, please contact Joan Clarke on 020 7527 5899

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At a special Whittington Time Exchange meeting, a group of Turkish speaking parents prepared some traditional dishes for all participants to enjoy.