



## Introduction

In the course of the year EMAS ran four major conferences, each attracting substantial interest both within Islington and on a national basis. These events addressed the achievement of:

- ♦ Black pupils
- ♦ Turkish, Kurdish and Turkish Cypriot pupils
- ♦ Bangladeshi pupils
- ♦ Boys

Each conference featured a mix of key national speakers and the showcasing of leading initiatives from Islington.

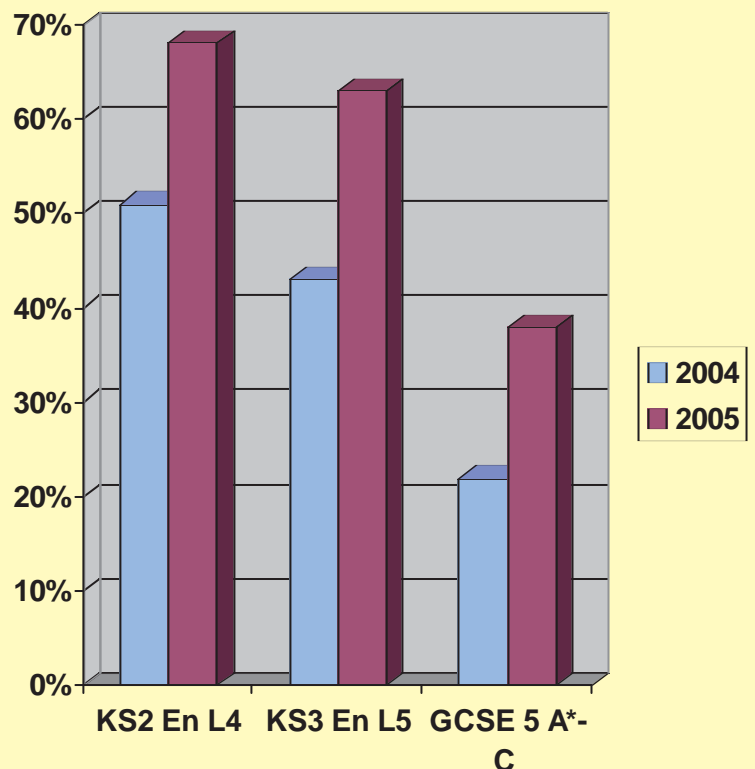
As the Annual Report went to print, we received the results of the Audit Commission schools' survey and were delighted to hear that for the second consecutive year EMAS has received a top quartile rating from schools.

## Successful year for Black Caribbean boys

2005 saw big increases in the attainment of Black Caribbean boys in Islington.

Graham Smith, School Improvement Officer or Achievement and Diversity, said:

"The boys and their schools can be very proud of these achievements. Across the country there is major debate about raising the achievement of Black boys. I'm pleased we have found some of the answers in Islington, but we still have a long way to go."



## Mother tongue & supplementary schools

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Over the last year the number of community organisations based in Islington has risen to over sixty. Most of these organisations provide information and advice to their clients on immigration, housing, health and education issues. Some offer translation, interpreting and advocacy services as well as organising cultural events, sports and holiday activities.

The majority of these organisations also run small educational projects. These are usually mother tongue lessons or classes supporting attainment within the core curriculum, particularly literacy and numeracy. Mother Tongue and Supplementary classes usually take place on weekends or after school on weekdays. Although, as yet, there is little direct data to support the contribution that community schools make to the educational achievement of black and minority ethnic children, project evaluation over the last academic year would suggest that students have benefited, particularly in raising self esteem, building confidence and promoting a sense of identity through mother tongue and cultural classes.

During the academic year 2004/2005, the Ethnic Minority Achievement Service, in partnership with the LBI Adult and Community team, organized two training courses for teachers, managers and those involved in running supplementary and mother tongue schools. The courses were free and each took place over five, two-hour sessions at the Barnsbury Centre. The aim of the courses was to improve teaching skills, increase knowledge and understanding of the English education system and to develop the skills and knowledge needed to be able to support the educational achievement of children in our community schools and at home.

## Do parents make a difference?

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Over the last two years EMAS has been helping primary schools to establish Black parents' groups. One of the key questions asked about these groups is: do they make any difference to achievement? We can never say for certain and increases in achievement often have complex causes. But what happened in these schools?

At Ashmount the proportion of Black pupils achieving level 4 in English rose from 50% (3 out of 6) in 2003 to 80% (12 out of 15) in 2004 and to 85% (11 out of 13) in 2005. The figures for mathematics are identical for 2003 and 2004 and show 77% of pupils (10 out of 13) achieving level 4 in 2005.

At St John's Upper Holloway 58% of Black pupils (7 out of 12) achieved a level 4 in English in 2003 and 33% (just 4 pupils) managed level 4 in mathematics. In 2004 75% of Black pupils (6 out of 8) achieved level 4 in English with 100% reaching level 4 in mathematics. In 2005 there was further improvement in English with 85% of pupils (11 out of 13) attaining level 4, though the mathematics figure fell to 62% (8 out of 13).

At Highbury Quadrant between 1996 and 2004, for example, just 29% of the 35 Black Caribbean pupils finishing Year 6 achieved a level 4 in both English and mathematics. In 2005, however, 71% of Black Caribbean pupils (10 out of 14) managed level 4 in English and 57% (8 out of 14) in mathematics. For all Black pupils performance in English rose from 47% (7 out of 15) in 2004 to 56% (14 out of 25) in 2005 and in mathematics from 27% (4 out of 15) in 2004 to 44% (11 out of 25) in 2005.

Whatever the causes of increased achievement, it does seem to happen in schools with Black parents' groups.

# Turkish & Kurdish issues



In September term 2004, a major national conference was held at the Barnsbury Centre, highlighting good practice in Islington schools and from further afield. This was also an opportunity to launch three major pieces of work concerning the Turkish and Kurdish communities in Islington: Hasan Sahan's analysis of the data, showing that the majority of pupils registered as 'Turkish' in Islington schools are in fact of Kurdish origin; Ann Jones' Best Practice Research into the aspirations of Turkish and Kurdish girls at secondary school; and the launch of the Turkish and Kurdish Role Model Project.

Other major developments this year included the Turkish and Kurdish Literacy Project with 25 primary schools receiving books in Turkish/English, funded through Awards For All and Islington Regeneration.

Finsbury Library held Turkish lessons after school every Monday, funded by EC1 New deal. This project was subsequently moved to Hugh Myddelton School, where pupils from this and neighbouring schools continue to learn Turkish.

Other EMAS initiatives have included the Turkish and Kurdish girls' Aim Higher groups which were held in Yr 7 and Yr 10 at Highbury Grove School.

9 Year 6 pupils and their parents at Newington Green School studied for Turkish GCSEs, with the A\*-C pass rate at 90%, mostly A or A\* grades.

In April 2005, EMAS hosted a week long delegation of education professionals from Turkey, enabling them to tour schools and discuss a range of issues with CEA colleagues.

The three Turkish and Kurdish bilingual community workers, funded by NRF, worked with primary schools throughout the borough to raise the achievement of Turkish and Kurdish pupils, helping Turkish and Kurdish parents to become more involved in their children's education. This included arranging parents' meetings with schools in order to listen to parents concerns and explain how schools work.

The Turkish Focus group also met twice and continues to provide a valuable forum for consultation.

## Contact details

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# Summary of Achievements: September 2004 - August 2005

## Ofsted inspections of Islington schools

- ♦ Found that provision for English as Additional Language was good or better in all schools inspected
- ♦ Praised the commitment to inclusion and found much effective race equality work

## Continued development of a diverse funding base

- ♦ Neighbourhood Renewal Funding
- ♦ Ethnic Minority Achievement Grant & LSC
- ♦ London Challenge
- ♦ Consultancy, conference & resource sales
- ♦ Brokering additional funding for schools

## Training

- ♦ Third year of Accredited Course with Greenwich University
- ♦ ESL in The Mainstream in a further four schools
- ♦ Mother tongue/supplementary school teachers and managers
- ♦ Race equality training for senior managers
- ♦ Training Teaching Assistants in our Fast Track Literacy programme
- ♦ Invited to speak at a range of national and regional events

## Rigorous data analysis and research

- ♦ Multi-dimensional (gender, language, ethnicity, prior attainment) analysis of achievement
- ♦ Sharing long term trends with schools
- ♦ Developing capacity to use ethnic monitoring in Special Educational Needs services

## We have become a much more diverse team

- ♦ 52% of staff are from minority ethnic backgrounds (a fivefold increase in four years)

## Conferences

- ♦ Black pupils
- ♦ Turkish, Kurdish and Turkish Cypriot pupils
- ♦ Bangladeshi pupils
- ♦ Boys

## New resources to support schools

- ♦ Mobility section of website
- ♦ Primary toolkit
- ♦ School self-evaluation process
- ♦ Curriculum resources on website
- ♦ RAP for Year 6
- ♦ Black performers in London booklet written by pupils

## Partnerships & networks

- ♦ Black Educators' Network
- ♦ Network for Governors with responsibility for Ethnic Minority Achievement
- ♦ Somali, African Caribbean, Bangladeshi & Turkish focus groups
- ♦ EMA specialists' networks
- ♦ LBI, Resource Unit for Mother Tongue and Supplementary Schools & Kokayi
- ♦ Developed more effective partnerships with colleagues within CEA
- ♦ Worked with LBI colleagues to bring an effective minority ethnic dimension to family learning, including introducing Turkish GCSE for Year 6 pupils alongside their parents

## New strategy for ethnic minority achievement for 2005-08

### Key outcomes

- ♦ Very big increase (from 48% L2 to 65%) in Turkish performance in Reading at Key Stage 1
- ♦ At Key Stage 2 the attainment of Black Caribbean boys rose by 17 percentage points in English and 13 percentage points in mathematics; Turkish and Bangladeshi girls both had significant increases in mathematics, but the performance of both Turkish and Bangladeshi boys dropped and causes concern.
- ♦ At Key Stage 3 there was a 20 percentage point improvement for both Bangladeshi and Black Caribbean boys in English; Turkish pupils continue to be the key priority.
- ♦ At GCSE there was a 14 percentage point improvement for Black Caribbean boys after three years of no improvement and two thirds of Bangladeshi girls got 5 A\*-C grades.