

## ETHNIC MINORITY ACHIEVEMENT SERVICE

This self-review document is based on a broad sample of current proven strategies and recommended good practice for raising the achievement of boys, of which some groups of 'minority ethnic' boys constitute the most striking underachievers. As advisory teacher for raising the achievement of minority ethnic boys it seems pointless attempting to tackle the few very specific issues surrounding certain groups of minority ethnic pupils, without first addressing the general issue of the widening achievement gap between boys and girls.

In a shire authority in 2001 for example;

73% of Bangladeshi girls achieved 5+ A\*-C  
41% of Bangladeshi boys achieved 5+ A\*-C

In the same authority;

88% of Chinese girls achieved 5+ A\*-C  
64% of Chinese boys achieved 5+A\*-C

Whilst it is worth remembering that year on year examination success has risen steadily for all pupils, from 22.6% in 1974/75 to 49.2% in 1999/00, boys only out performed girls over this period on one occasion; in 1977/78 and the margin was 0.1%. The gap currently stands at 10% and rising.

It is also worth noting that the new OFSTED guidelines for inspection clearly state that,

***'Inspectors must interpret and report on, where applicable:***

- ❑ *the school's results and other performance data, reporting any variations between different subjects and groups of pupils,*

*....assessing, as appropriate:*

- ❑ *any differences in standards in different courses, subjects or areas of the curriculum*
- ❑ *the relative achievement of boys and girls, and different groups and individuals, especially those from different ethnic backgrounds and those whose home language is not English'*

**(Section 3.1 OFSTED guidelines for inspections)**

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The 'Self Review' document can be used as a simple 'Yes /No' review to give senior managers and departments a feel for where they stand on tackling this area of underachievement, or it can be used as a more detailed tool, for establishing a structure for action plans at both whole school and departmental level.

As an analytical tool each question can be answered by allocating a score from 1 to 5 or schools may choose to follow OfSTED guidelines and respond using;

- Emergent
- Established
- Embedded

I have attached a draft policy statement, which I believe addresses and acknowledges the key issues around boys underachievement. I recommend its adaptation and explicit use. You may of course, wish to make these issues implicit in other policy documentation.

However you choose to use this pack, I sincerely hope it proves useful.

Marc Thompson  
(Advisory Teacher EMAS)

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GCSE Results 2002. Islington Schools.  
(Source Graham Smith. Inspector for EMA)

