

Our work is now at the heart of CEA@Islington's thinking

- ◆ CEA@Islington plans and policies routinely address ethnicity issues
- ◆ Termly newsletter & Annual Report
- ◆ Service brochure and website
- ◆ Bilingualism and multilingualism leaflets
- ◆ Parent information booklets
- ◆ Joint target setting meetings with link school improvement officers

We have developed a diverse funding base

- ◆ Neighbourhood Renewal Funding
- ◆ EMSAG
- ◆ London Challenge
- ◆ EiC/EMAG
- ◆ Consultancy & resource sales
- ◆ EMAG
- ◆ Parental Partnership
- ◆ Brokering additional funding for schools

We have trained 1000 staff and governors

- ◆ Accredited Course with Greenwich University
- ◆ ESL in The Mainstream in three schools
- ◆ Mother tongue/supplementary school teachers and managers
- ◆ Wide variety of short courses delivered centrally & in schools
- ◆ Race equality training in schools

We have put African Caribbean issues firmly on Islington's agenda

- ◆ African Caribbean strategy
- ◆ Extension of Role Model Project
- ◆ Year 5 and 6 Intervention project with Kokayi
- ◆ Black History Month
- ◆ Major conference on Black Achievement in December
- ◆ African Caribbean parents' focus group leading to conference attended by 80 parents in July

We have developed and sustained a range of partnerships & networks

- ◆ Ethnic Minority Achievement Steering Group
- ◆ Black Educators' Network
- ◆ Network for Governors with responsibility for Ethnic Minority Achievement
- ◆ Somali, African Caribbean, Bangladeshi & Turkish focus groups
- ◆ EMA specialists' networks

- ◆ Senior school leaders' networks and partnerships with LBI, Partnership for Mother Tongue and Supplementary Schools & Kokayi
- ◆ Developed more effective partnerships with colleagues within CEA

All of our work is underpinned by rigorous data analysis and research

- ◆ Multi-dimensional (gender, language, ethnicity, prior attainment) analysis of achievement
- ◆ Knowing where all of, for example, our Somali speakers are & sharing that data with Somali supplementary schools
- ◆ Sharing long term trends with schools
- ◆ Research into Kurdish achievement issues
- ◆ Research into Kurdish and Turkish girls at KS4
- ◆ Published booklet on African Caribbean achievement in primary schools

We have developed several new areas of work

- ◆ Mobility strategy
- ◆ Boys' issues
- ◆ Transfer and transition issues
- ◆ Mentoring

We have become a much more diverse team

- ◆ 43% of staff are from minority ethnic backgrounds (a fourfold increase in three years)

Key Outcomes

- ◆ Increases in Key Stage 1 reading, writing and mathematics for Black Caribbean, Black African and Bangladeshi pupils
- ◆ At Key Stage 2 improvement for Turkish pupils in English (an 11% increase for girls), 11% increase for Black African girls in mathematics; although Black Caribbean pupils' attainment slipped back there was a dramatic increase (15% in English and 17% in mathematics) in the attainment of dual heritage White/Black Caribbean boys
- ◆ At Key Stage 3 there were was a 16% increase for Turkish pupils in English with smaller rise in both mathematics and science; in mathematics Black Caribbean attainment passed 50% for the first time and Black African attainment passed 60%
- ◆ At GCSE the 42% target for minority ethnic pupils was exceeded by 7% with 10 percentage point increases for both Black African and Black Caribbean pupils.

Annual Report 2003 - 2004

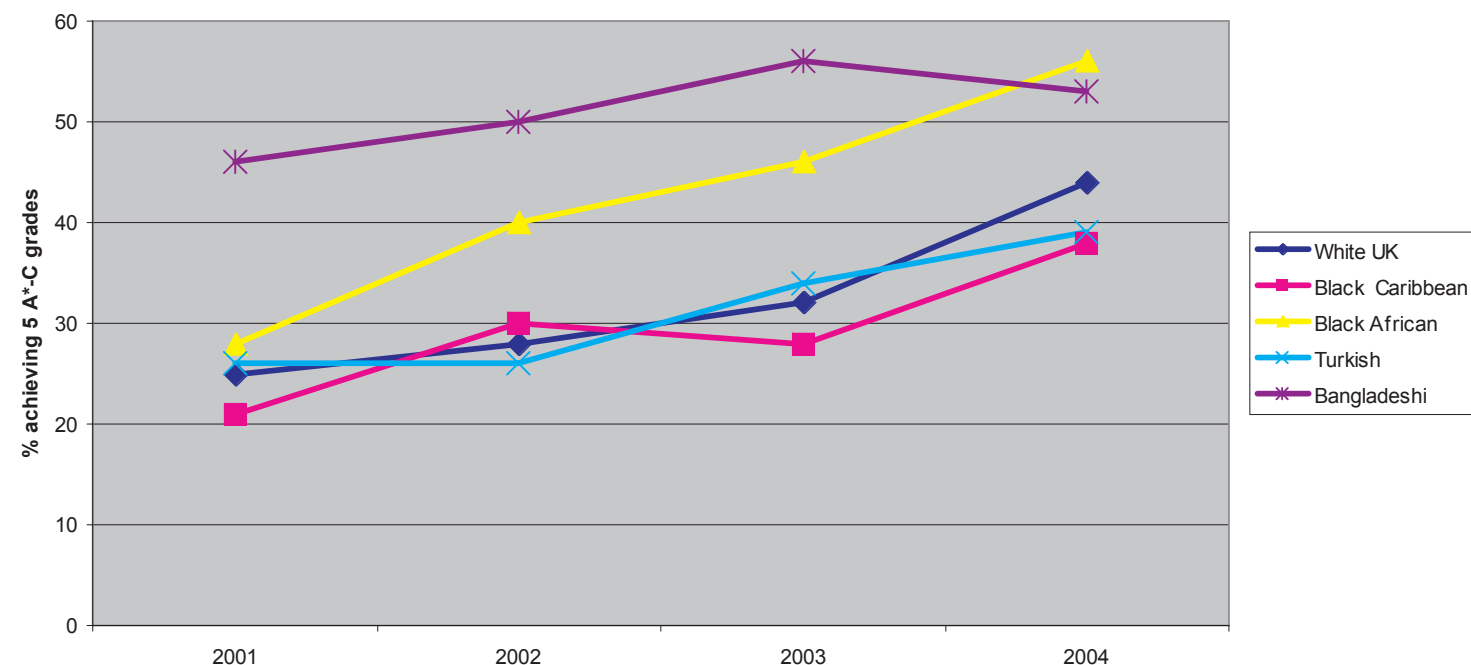
Introduction

The year has been notable for the development of new areas of work which began in 2002 - 03. This report focuses in particular on initiatives aimed at African Caribbean pupils and minority ethnic boys.

There has also been some outstanding progress for particular groups of minority ethnic pupils. As the graph below shows, the proportion of Black African pupils achieving 5 A*-C grades has doubled in the last four years and now exceeds the national average.

There has been recognition of our success in the Best Value Review of Services for Asylum Seekers and Refugees and by schools through the Audit Commission Survey, which rates EMAS in the top quartile nationally on each of the three relevant measures. Nonetheless, there remains much to do, and this report is intended not merely to document the last year, but also an invitation to schools and our community partners to let us know how we can work better together.

GCSE results 2001 - 2004



For more copies of this report or just to tell us what you think, please contact Joan Clarke:

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Training

We have continued to deliver an extensive training programme including:

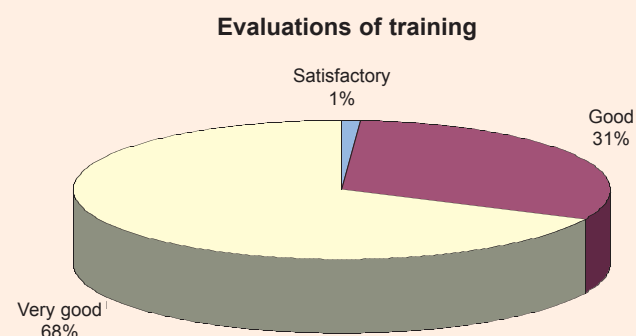
- ◆ short courses delivered centrally or in schools
- ◆ two major conferences
- ◆ the 10-session ESL in the Mainstream course
- ◆ the accredited EMA course (accredited by the University of Greenwich), Meeting the Needs of Ethnic Minority Students Across the Curriculum.

70 courses featured in the short course programme covering a range of topics were taught this year covering a wide and diverse range of topics. Increasingly we deliver our training in partnership with colleagues from across CEA@Islington and from schools.

ESL in the Mainstream, a course developed in Australia to focus on the needs of more advanced bilingual learners, offers practical strategies and resources and encourages teachers to try out and reflect on their new learning between sessions. It has been very popular with teachers and senior managers and has been reported as making a real difference to teaching and learning. To date the course has been taught in seven secondary schools with an increasing uptake by primary schools too.

Meeting the Needs of Ethnic Minority Students Across the Curriculum ran weekly throughout the academic year and a second cohort has now successfully completed the course.

Overall, approximately 1100 people attended our conferences and training during the year with 99% of the evaluations pronouncing our events good or very good.



Raising Minority Ethnic Boys' Achievement

- ◆ Macho Values Workshops have been successfully piloted at Highbury Grove, Holloway and Islington Green schools. Worksheet packs are available on our web site
- ◆ A reading project was targeted at boys in Year 5 and 6 who had been difficult to engage in reading .
- ◆ An audit of current provision and good practice was completed and is now on our web site.
- ◆ New resources designed to gain quick engagement from boys have been developed on Medieval Realms, Rivers, Renaissance Man, Tollund Man. We also have a local history project on the Cally Market and its clock tower.
- ◆ We have been able to target additional funding from the Ethnic Minority Student Achievement Grant on boys at risk of not achieving 5 A*-G grades in 2005.
- ◆ Boys from six schools were able to access benefit from the Navy DNR Project, a personal development programme focussing on inter-personal skills, team building, individual responsibility, communication and enhancing confidence.

African Caribbean Strategy 2003 - 04

This year has seen some exciting new developments in our approach to raising African Caribbean attainment and the good news is that African Caribbean pupils' achievement is improving (see graph below).

However, there is no room for complacency as some of our pupils, especially boys at KS4, are still achieving well below national expectations.

Work with schools has included: a Black History Month placement by Pam Hacker at Holloway School examining the lives of early Black British footballers; Marc Thompson's 'Challenging Macho Values' workshops for secondary school boys; Cassius Francis' mentoring groups and support for existing mentors; the establishment of African Caribbean parents' groups at Ashmount Primary and more recently at St John's Upper Holloway, based on the Race Equality Unit's 'Strengthening Families Strengthening Communities' course. Work is also underway in St Mark's Primary School on a pilot project tracking and supporting the school with strategies to prevent the underachievement of targeted African Caribbean pupils in Yrs 3 and 4.

In addition, the EMAS team is focussed on ensuring that all schools are equipped to meet the requirements of the Race Relations (Amendment) Act 2000. This includes support for the development of Race Equality Policies and Action Planning and on-site training for school staff on dealing with racist incidents. Training has also been delivered on curriculum planning for race equality, both as part of the EMAS Accredited Course and at schools.

In 2003 we held a major conference for educators, 'Educating Our Black Children: learning from success'. This was extremely successful in raising the profile of good practice both here in Islington and nationally. Evaluations showed that there was a further need for a conference specifically for parents of pupils of African Caribbean heritage. We are particularly proud that this second, highly successful conference was largely organised and delivered by our growing African Caribbean Focus Group, under the direction of Cassius Francis and Pam Hacker. Pam hosts the Focus group for parents and community every month and Cassius runs the Black Educators' Network, a support and development group for Black educators, who also contributed to the conference.

Finally, Islington's celebration of Black History Month has grown beyond recognition over the last two years. What began with limited funding has now blossomed into an exciting and vibrant month of events which can be accessed by all young people and their families in Islington.

Extract from the Best Value Review of Services to Asylum Seekers and Refugees published in March 2004

The service to refugees and asylum seekers provided through EMAS is one of the best in the country, with clear evidence of improved performance and good results and positive inspection.

EMAS has strengths in relation to strategic vision, data collection and engagement with communities which could be used to help the Council .

Visit the EMAS web site at:
www.islingtonschools.net/p/T&L/EMAS/EMASindex

