

Our work has been visible through a range of publications:

- ◆ Termly newsletter
- ◆ Annual Report
- ◆ Service brochure
- ◆ Bilingualism and multilingualism leaflets
- ◆ Parent information booklets

We have developed a diverse funding base, including:

- ◆ Neighbourhood Renewal Funding
- ◆ Children's Fund
- ◆ EIC/EMAG pilot
- ◆ Dame Alice Owen Fund
- ◆ Consultancy & resource sales
- ◆ Standards Fund

We have trained 1000 staff and governors through:

- ◆ Accredited Course for EMA specialists with Greenwich University
- ◆ ESL in The Mainstream
- ◆ Mother tongue/supplementary school teachers and managers
- ◆ Wide variety of short courses delivered centrally & in schools
- ◆ Major conferences for Turkish and Somali parents

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

- ◆ African Caribbean strategy
- ◆ Role Model Project
- ◆ Year 6 Intervention project with Kokayi
- ◆ Primary Deputy Heads' Research Project
- ◆ Black History Month

We have developed and sustained a range of partnerships and networks:

- ◆ Ethnic Minority Achievement Steering Group
- ◆ Black Educators' Network
- ◆ Somali, African Caribbean and Turkish focus groups
- ◆ Secondary HoDs and senior managers' network
- ◆ Primary EMA network
- ◆ Partnerships with LMU, CANDI, LBI, Resource Unit for Mother Tongue and Supplementary Schools and Kokayi
- ◆ SEN EMAS

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

- ◆ Multi-dimensional (gender, language, ethnicity, prior attainment) analysis of achievement
- ◆ Knowing where all of, for example, our Somali speakers are, and sharing that data with Somali supplementary and mother-tongue schools
- ◆ Sharing long term trends with schools
- ◆ Turkish and Kurdish girls at KS4

Annual Report 2002 - 2003

For the Ethnic Minority Achievement Service the last year has been a time of expansion and innovation. After successfully securing additional funding from a range of sources, including the Neighbourhood Renewal Fund and the Islington Children's Fund, we have been able to recruit Albanian, French/Lingala, Kurdish, Portuguese, Somali, Spanish and Turkish speaking community workers to work directly with parents in schools. We have also been able to enhance our work in a number of specific areas:

- ◆ Transfer and transition
- ◆ Raising the achievement of minority ethnic boys
- ◆ Raising the achievement of African Caribbean pupils
- ◆ Support for mother tongue and supplementary schools

We have sought to provide challenge and also to recognise and share the expertise that exists in our schools through the development of a good practice register.

Our work remains focused around three key strategic objectives:

- ◆ To place ethnic minority achievement at the heart of every school's strategy for raising achievement, regardless of the future of the ethnic minority achievement grant.
- ◆ To equip schools to be high achieving, autonomous and collaborative institutions in which there is no significant attainment gap between different ethnic groups.
- ◆ To ensure that our schools offer a curriculum in which the traditions and values of all our communities are visible and used to support educational achievement.

There has been recognition of our success in the London Challenge launch document that commends the clarity of our strategy and our use of data. An external evaluation by a former HMI has highlighted many strengths and described EMAS as a good service. Nonetheless, there remains much to do, and this report is intended not merely to document the last year, but also to invite schools and our community partners to let us know how we can work better together.

If you have any comments or queries about the work of EMAS please contact:

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Some highlights of the year

Two major training initiatives

Accredited Course with Greenwich University

This year saw the start of a new initiative in the form of an Accredited EMA Course, leading to a certificate in 'Meeting the Needs of Ethnic Minority Students across the Curriculum', worth 60 credit points towards an MA and accredited by the University of Greenwich. Fourteen people completed the course (12 from Islington and two from other boroughs). Attendance, participation and level of commitment was excellent and evaluations very positive throughout.

ESL in The Mainstream

ESL in the Mainstream is an Australian course aimed at mainstream teachers. The course is divided into ten units covering different issues related to the teaching of pupils with English as an Additional Language. It offers a number of practical strategies and resources, which can be readily adapted for use in the mainstream classroom. The course was delivered at Elizabeth Garrett Anderson School and Central Foundation Boys' School during the autumn term and in Holloway School and St. Aloysius' College during the spring and summer terms. It was also run centrally for primary teachers. Feedback from course participants has been very positive. One participant said, 'The course has completely transformed my practice.' In addition, OfSTED commented favourably on the high level of awareness of issues among mainstream staff in one of the target schools.

Working with communities

A successful bid for Neighbourhood Renewal Funding has greatly enhanced our ability to link into Islington's diverse communities. We have been able to employ Lingala, Portuguese, Spanish, Turkish, Kurdish, Somali and Tigrinya speaking staff to support parents and schools. Staff have made contact with over 1000 parents and organised over 100 meetings and training sessions for parents. In addition this funding has enabled us to work with African Caribbean parents and to provide support and advice for supplementary and mother tongue schools.

What the inspector said...

An external evaluation of our work by former HMI Silvine Wiles praised:

- ◆ our strategic vision
- ◆ our excellent documentation
- ◆ the quality of ethnically analysed data provided
- ◆ the wide range of innovative initiatives we have set in train
- ◆ our careful prioritisation of resources to address the clearly identified needs of specific groups
- ◆ our range and quality of CPD on offer
- ◆ our services accessibility to schools
- ◆ the quality of much of our advice available for schools
- ◆ our commitment to engaging parents and local communities with educational issues, as exemplified through the work of advisory teachers and the new community worker posts
- ◆ our approach to ensuring that funding is transparent and as linked to need as possible
- ◆ our success in drawing on a range of funding streams to enhance the provision we make.

The evaluation also gave us a sharper focus on the key areas to develop. We need to:

- ◆ seek to improve our monitoring and evaluation procedures so that we have a clearer idea of what works and why, and the contribution we are making to raising standards
- ◆ strengthen relationships with other Service Areas. Examples would be links with the Early Years Team, QLI, the Educational Psychology Service
- ◆ review our assessment guidance in the context of Islington's planned focus on assessment in the coming academic year.

CEA@Islington should:

- ◆ review the school link adviser strategy to enable joint visits to schools by key members of QLI and EMAS on issues relating to minority ethnic achievement
- ◆ ensure that attendance data by ethnicity and gender become available at the earliest possible date.

Conferences for Turkish and Somali parents

Somali Education Day

Somali Education Day turned out to be a very successful occasion when 100 parents and community leaders took advantage of the many opportunities (and the crèche) to find out more about education and training provision in Islington. A wide range of education specialists and training providers were available to offer advice and information ranging from early years and school provision for children, to college courses and employment and training opportunities for adults.

One of the real strengths of the event was that that our Somali community workers and community contacts played a large part in the planning and organisation, using their experience and knowledge of community needs to determine what information should be on offer and which services should be represented to best serve the community. The event was successful not only in creating links between service providers and the Somali community but also in creating opportunities for networking between the numerous Somali community organisations present from Islington and from neighbouring boroughs.

Turkish Education Day

In May Islington Central Library once again played host to over three hundred members of the local Turkish speaking community from Cypriot, Turkish and Kurdish backgrounds. They had come to learn more about the work of Islington's schools and to get advice on how to support their children's educational achievement.

In order to improve the already high standard of these events, and build upon the success of last year, EMAS responded to the suggestions and requests from those who had attended last year's Turkish Education Day by increasing the number of service providers for 2003. Thus we were able to provide more focussed information than on previous occasions and cover a wider range of educational, training and work related areas as identified by the community.

Buses were provided to pick up parents from school gates to ensure they got to the Central Library after dropping off their older children. Our English, Turkish and Kurdish speaking crèche workers dealt with a steady stream of young children whose parents took the opportunity to seek out advice and information from stall holders in the main hall. Our team of interpreters was kept busy throughout the day.

Raising Black Boys Achievement at Key Stage 2

A major success this year has been our partnership with Kokayi Supplementary School, City & Islington College and Learning Plus. A successful pilot project involving over 50 Black boys in Years 5 and 6 from seven Islington primary schools gave extra support in English, maths and personal development.

The results from the pilot scheme, shown on the graph, indicate that the Kokayi Project has contributed significantly in improving the KS2 results for the boys involved.

