



# Ensuring the attainment of Black pupils: Management guide



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# Introduction

The Government's agenda for transforming secondary education builds on high expectations and a commitment to meeting the needs of every child by ensuring their attainment. The aim is to develop inclusive schools where inequalities in attainment are eradicated by appropriate support and intervention. This is reinforced by the outcomes for children outlined in *Every Child Matters*.

- **Be healthy:** are mentally and emotionally healthy.
- **Stay safe:** are safe from bullying and discrimination.
- **Enjoy and achieve:** achieve stretching national educational standards at secondary school; achieve personal and social development.
- **Make a positive contribution:** engage in decision making and support the community and environment; develop self-confidence and successfully deal with significant life changes and challenges.
- **Achieve economic well-being:** engage in further education, employment or training on leaving school; live in households free from low income.

Promoting inclusion and tackling underperformance are important aspects of the work of the National Strategies and a range of Government initiatives have aimed to narrow achievement gaps for Black pupils. *Aiming High: Raising Achievement of Minority Ethnic Pupils* (DfES, 2003) gave greater impetus to ensuring that the needs of minority ethnic pupils are met with effective and targeted mainstream provision, and for the first time identified addressing under-attainment of Black pupils as a key priority.

*The Five Year Strategy for Children and Learners* (DfES, 2004) made it clear that Government is wholly committed to promoting equality of opportunity in our schools and to continuing to narrow the educational achievement gap that exists between pupils from some minority ethnic groups and their peers. Both the 'Aiming High: African Caribbean achievement' pilot project and the National Strategies 'London Challenge/ Key Stage 3 strategy Black Caribbean boys' pilot project aimed to support schools to raise the attainment of Black pupils. The National Strategies 'Black Pupils' Achievement Programme', launched in October 2005, builds on the lessons learned from both pilot projects and involves some 100 secondary schools in 25 local authorities. Findings from these three programmes inform these guidance materials.

## Who are our Black pupils?

In this guidance, the term Black refers to pupils of Black Caribbean, Black African, mixed White/Black Caribbean and mixed White/Black African heritage. Schools should find out about their pupils' heritage, as the various terms used to identify Black pupils incorporate a range of different cultures, histories, experiences and needs.

Like all pupils, Black pupils have a range of influences that extend beyond ethnicity. *The Diversity and Citizenship Curriculum Review* (DfES, 2007) identifies that:

***While it is important to understand a pupil's religion, culture and ethnicity in order to appreciate more fully who they are, it is simplistic to define them merely by one of these alone.***

Many Black Caribbean boys feel defined both in school and outside school solely by their ethnicity, as this quotation from a Black pupil suggests:

***When I go out I have to remember I am a Black youth. Other people see me like that. I have to be careful of what I do, say and how I behave because others are always judging me as a Black youth. Not as a youth, but a Black youth.***

(Ofsted, 2002)

It is vital that schools recognise and acknowledge these multiple influences and break the cycle of cultural stereotyping of Black pupils and their parents, which can have a negative impact on relationships, expectations and, ultimately, attainment.

The picture is complex, and pupils often juggle numerous 'identities' in their everyday lives, switching from one to the other as necessary. The words of a Year 9 pupil sum this up effectively:

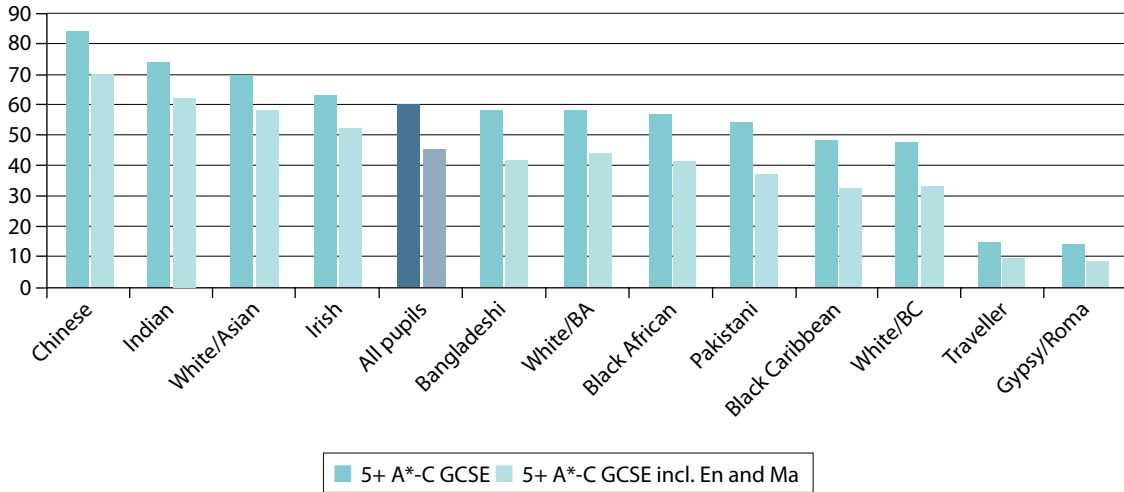
***I'm Black. I live in London – that's my home. My parents are from the Caribbean but I'm really African. I'm a Christian, but I'm E17 – that's where I hang, they're my people. That's who I am.***

*Diversity and Citizenship Curriculum Review* (DfES, 2007)

## The current context

Nationally, pupils of Black African, Black Caribbean and mixed heritage currently underperform, although the data show a mixed picture, as illustrated in the graph below. The gap is narrowing for Black pupils, but there is still a long way to go. Although average attainment is rising for Black Caribbean and Black African pupils, and pupils from these groups can, and do, attain at the highest levels, the data still present a stark picture of under-attainment. The gap between where we are and where we want to be is still significant.

**Percentage of pupils achieving five or more A\*–C grades at GCSE, including English and mathematics, in 2007**



The 2007 *REACH Report* identifies that when socio-economic status (using free school meals as a broad indicator) is accounted for and data are analysed by ethnicity and gender, there are some large attainment gaps between different groups of pupils, as illustrated in the box below.

**Race and class**

In the 2006 GCSE results, 13% of pupils received free school meals. Among the majority (87%) of pupils who do not receive free school meals, the ethnic inequalities are stark.

**Pupils achieving five or more A\*–C passes, including English and mathematics**

	Boys	Girls
White	43.5%	52.0%
Mixed White/Black Caribbean	31.6%	42.7%
Black Caribbean	25.0%	39.4%
Black African	38.0%	50.4%
Other Black background	29.0%	41.5%

These statistics illustrate that there may be an ethnic penalty in the education system – that, having attempted to control for socio-economic disadvantage (by using the best available proxy of free school meals), there may remain an ethnic attainment gap.

*The REACH Report, 2007*



According to the *REACH Report*, among the majority of pupils not in receipt of free school meals, the race inequalities of attainment are pronounced: Black Caribbean boys are 18.5% points behind White boys.

Increasingly, data and schools identify concerns about the attainment of pupils of mixed White/Black Caribbean and mixed White/African heritage. Research reported by Tikly et al (2004) provides a useful insight into some of the additional barriers faced by mixed heritage pupils and the strategies that schools have used to overcome them.

Further data are explored in more detail in **Unit 1 Making use of data** in the guidance materials.

A report on special educational needs and ethnicity (Lindsay et al, 2006) indicates that Black Caribbean and mixed White/Black Caribbean pupils are also over-represented among the 'behavioural, emotional and social difficulties' category on the Special Education Needs register. There is some evidence that Black pupils are also less likely to be identified as gifted and talented. Moreover the disproportionate number of exclusions of Black pupils continues to give serious cause for concern and clearly has an impact on the attainment levels of Black pupils.

*Every year, 1000 Black pupils are permanently excluded and nearly 30,000 receive a fixed period exclusion. Although the absolute exclusions gap narrowed during the late 1990s, at a time when overall exclusions were falling, the size of the gap appears to have stabilised and shows no signs of reducing.*

*Getting it. Getting it right* (DfES, 2006)

Closing the gap – in terms of both exclusions and attainment – is a question of changing attitudes and values. The findings of the DfES priority review *Getting it. Getting it right* highlight concerns about the way the education system treats Black pupils and in particular, the way that a succession of subjective judgements by school staff appear to impact on Black pupils. The high exclusion rate for Black Caribbean and mixed White/Black Caribbean pupils (particularly boys) needs to be investigated and challenged in order that every pupil has the opportunity to fulfil their true potential. Open debate between teachers, pupils and parents is required to enable a climate of respect and understanding. This is an important feature of schools with effective race equality practices and thorough self-evaluation processes.

## Key principles

Schools that have been effective in raising the attainment of Black pupils:

- have strong and determined leadership;
- have high expectations of all pupils;
- tackle attainment gaps between groups of pupils;
- celebrate diversity and promote a sense of belonging for all pupils;
- take a strong stance on racism;
- include Black culture explicitly in the curriculum;
- promote motivational peer and adult academic mentoring;
- establish real partnerships with parents, carers and the wider community;
- establish preventative rather than punitive behaviour systems;
- discuss openly race issues and ethnic diversity within lessons and as an integral part of whole-staff professional development.

Adapted from: *Getting it. Getting it right* (DfES, 2006)

# Statutory duties

## Race Relations (Amendment) Act 2000

Government, local authorities, schools and the community have a responsibility to work together to narrow achievement gaps and ensure that all young people can achieve their potential, whatever their ethnic or cultural background and whichever school they attend.

*Gaps persist in part simply because they are difficult to rectify: the factors that contribute to them are complex and inter-related. These include individual attitudes, beliefs and expectations of pupils, parents and teachers. Closely linked to these are deep-seated social challenges, such as institutional racism, urban regeneration, economic development and migration. However the gaps also persist because, for too many pupils, school does not engage them or equip them with the skills they need.*

2020 Vision (DfES, 2006)

Although it is important to recognise that schools are not the only determinant of a pupil's progress – societal, cultural and personal factors all impact on how a pupil will progress at school – schools need to address the many factors they have the power to control. Headteachers and senior leaders must have the courage and conviction to tackle these challenging and controversial factors and to facilitate open debate and understanding of how institutional racism has an impact on the attainment of Black pupils.

*The denial of institutional racism – the way schools and/or local authorities as institutions exclude or discriminate against particular groups – is the single most destructive element in the education of Black children and young people.*

(Maud Blair, 2007)

*Ensuring the attainment of Black pupils* is rooted in race equality principles and follows the recommendations outlined in the Race Relations (Amendment) Act 2000.

The Race Relations (Amendment) Act 2000 was introduced in response to the Macpherson Report into the murder of the Black teenager Stephen Lawrence in 1993. The Stephen Lawrence Inquiry identified institutional racism as a major factor disadvantaging some minority ethnic groups. The Commission for Racial Equality defined institutional racism as, 'organisational structures, policies and practices which result in ethnic minorities being treated unfairly and less equally, often without intent or knowledge.'

## Duties under the Act

The **general duty** requires all listed public authorities to take proactive steps to:

- eliminate unlawful racial discrimination;
- promote equality of opportunity;
- promote good relations between people of different racial groups.

The **specific duties** can be described as the arrangements that local authorities and schools need to make to meet the general duty. They are a means to an end which should result in an improved educational experience for all children and should not become a bureaucratic exercise. The specific duties are to:

- prepare a written race equality policy statement which sets out the school's commitment to tackling racial discrimination and promoting equal opportunity; this statement is linked to an action plan (schools had to draw up a race equality policy by 31 May 2002);
- assess the impact of its policies, including its race equality policy, on pupils, staff and parents of different racial groups, including impact on pupils' attainment levels;
- monitor the impact of such policies, in particular their impact on attainment levels.

Race equality strategies have often focused attention on inputs (what the school does) rather than on outcomes. By monitoring the outcomes of their strategies, schools are better able to identify and remove any unintended barriers to achievement for Black pupils. An evaluation of the *Aiming High: African Caribbean achievement pilot project* (Tikly et al 2006) identified that,

*When a systematic link is made between a school's legal duties to race equality and the goals of 'Aiming High', a noticeable shift in mainstream practices and school ethos is evident.*

The DVD clip 'Race equality' identifies helpful connections between the school's self-evaluation form (SEF), analysis of attainment and a legal duty to race equality.

## Community cohesion

The Education and Inspections Act 2006, which took effect from September 2007, also places a duty on all maintained schools in England to promote community cohesion through their approach to:

- **teaching, learning and the curriculum:** to promote discussion about common values and diversity;
- **equity and excellence:** to ensure equal opportunities for all pupils to succeed at the highest level possible, by removing barriers to access and participation;
- **engagement and ethos:** to provide opportunities to interact and build links with parents, communities and other schools locally, nationally and internationally.

Ofsted is required to ensure that inspection teams look specifically at the progress schools and local education authorities are making in terms of their compliance with both the Race Relations (Amendment) Act and the Education and Inspections Act.

# Learning and teaching

Implicit throughout this guidance is that all learners have a right of access to the National Curriculum, and that provision for Black pupils is not separate but is integrated within subjects. This guidance promotes a focus on learning and teaching in mainstream subjects alongside developing strategies for whole-school change. Too often, work to raise the attainment of Black pupils has adopted a pastoral approach. Whilst responding to the pastoral needs of Black pupils is important, there is no substitute for effective teaching as a powerful tool to raise the attainment of Black pupils. Effective use of data is key to identifying pupils' learning needs, setting curricular targets and planning appropriate intervention.

The DVD clip 'Raising attainment in English' exemplifies many aspects of effective teaching.

## The three waves: a common approach to intervention support

The National Strategies advocate a systematic approach to teaching based on three 'waves' of tailored support. Schools will need to use a waves approach to plan, design and tailor effective and appropriate provision. The waves are outlined below.

### The three waves: a common approach to intervention support

#### Wave 1 – Tailored teaching in classes

Wave 1 teaching is *high-quality inclusive teaching* supported by effective whole-school policies and frameworks, clearly targeted on all pupils' needs and prior learning. This needs to be based on planning and schemes of work designed to move all pupils from where they are to where they need to be. **For Black pupils, this means a curriculum that reflects their cultures, histories and experiences and provides opportunities for pupils to reflect and discuss their cultural identities.**

Where large numbers of pupils share the same learning needs, the best solution is to adjust the planning to cater for them. It means setting a new trajectory for the learning programme to take pupils to where they need to be in terms of age-related expectations. Effective wave 1 teaching anticipates the needs of pupils based on good use of yearly transition data and information.

### Wave 2 – Wave 1 plus additional time-limited tailored intervention support programmes

Wave 2 teaching is designed to increase rates of progress and secure learning for groups of pupils that puts them back on course to meet or exceed national expectations. This usually takes the form of a tight, structured programme of small-group support, carefully targeted and delivered by teachers or teaching assistants who have the skills to help pupils achieve their learning objectives. This can occur outside (but in addition to) whole-class lessons, or can be built into mainstream lessons as part of guided work. Critically, intervention support needs to help pupils apply their learning in mainstream lessons. Intervention programmes need to be closely monitored to ensure that they meet pupils' needs. The emphasis is on support for pupils who can get back to achieving age-related expectations.

**To narrow the attainment gap, Black pupils need to make faster rates of progress than their peers and hence additional support may be required.**

The outcome of wave 2 intervention is for pupils to be back on track to meet national expectations at the end of the key stage.

### Wave 3 – Wave 1 plus increasingly individualised programmes, based on independent evidence of what works

Expectations for wave 3 teaching are to accelerate and maximise progress and minimise performance gaps. This will involve support provided by a specialist teacher, highly trained teaching assistant or academic mentor. **The focus of academic mentoring to raise the attainment of Black pupils is to empower pupils to become effective and independent learners in order to maximise attainment in mainstream classrooms.** This support for pupils will be one-to-one or with small groups, to support pupils towards the achievement of highly specific targets.

The 'waves' model provides a useful tool for schools to support efficient curriculum planning, inclusive teaching and personalised approaches to address diverse pupil needs and to raise the attainment of Black pupils.

# How to use this guidance

This *Management guide* supports senior leaders in tackling underperformance through rigorous self-evaluation and targeted action, closely linked to other aspects of school improvement. It will support senior leaders to:

- review key aspects of the school overall, for example whole-school management systems, school policies, learning and teaching, intervention, parent/carer and community partnerships, and whole-school ethos;
- to review the performance of all pupils from the target groups and identify underperforming groups or individuals;
- to use the review findings to improve key aspects of the school and to ensure the attainment of the target groups;
- to monitor and evaluate the implementation of these changes, and track pupils' progress, to ensure that attainment is maintained.

Before using this guidance, senior leaders will need to:

- complete the accompanying self-evaluation grid (pages 12–21 of the guidance materials);
- identify key priorities and actions;
- agree a time line for tackling the identified priorities (an example time line is provided on pages 26–27 to help with this process).

The guidance is divided into the five sections:

- Section A: Using data to identify and tackle underperformance
- Section B: Developing school policy and practice
- Section C: Developing learning and teaching
- Section D: Considering other areas of school improvement
- Section E: Support materials for reviewing progress

Example time line

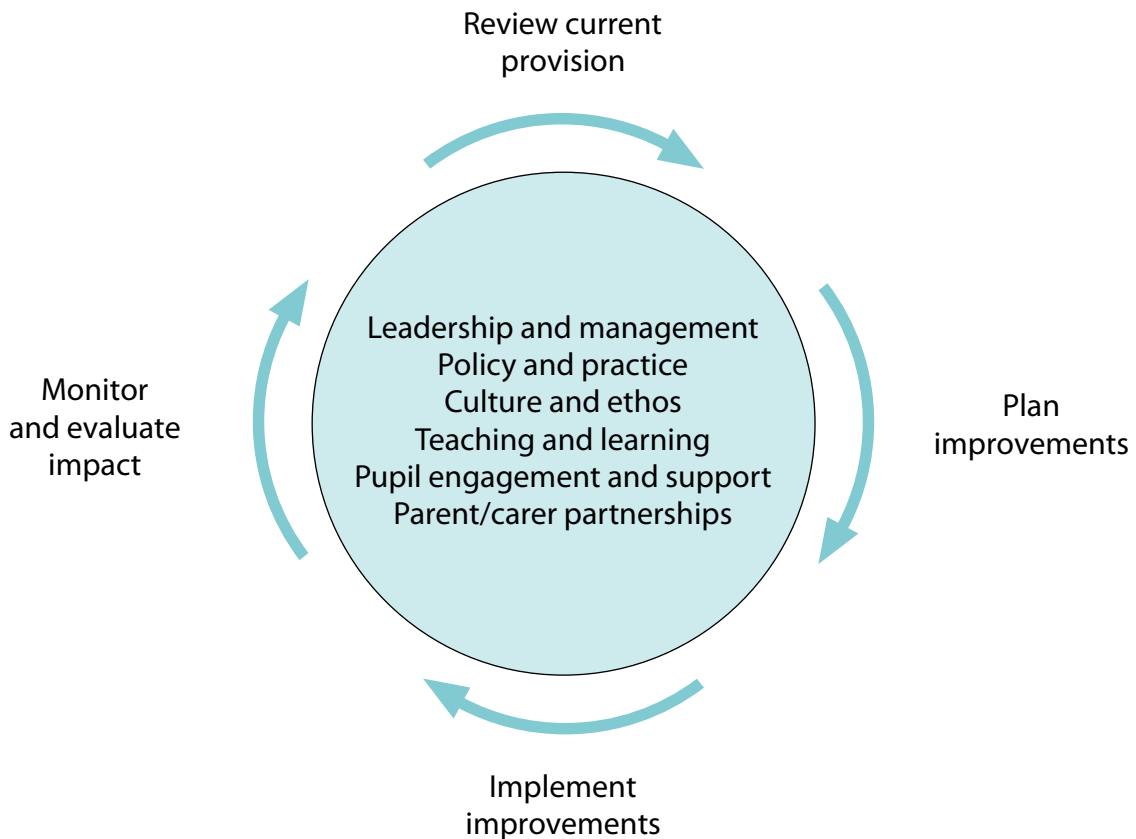
Evaluation milestones

School progression grids

Each section provides advice on how senior and middle leaders can identify priorities and improve practice.

## Tackling the underperformance of Black pupils

The diagram below illustrates a typical school improvement cycle of 'review, plan, implement, monitor and evaluate'. Each section of the guidance illustrates how this process can be used to identify and tackle common areas of weakness and how these can be evaluated and monitored over time.



This is a cyclical process: the result of monitoring and evaluating leads schools into reviewing again particular school processes and practices, and planning and implementing further improvements. The time line, evaluation milestones and progression grid provided in this booklet should prove helpful in planning the process over the year and reviewing key actions on an annual basis.



# Section A: Using data to identify and tackle underperformance

This section offers guidance on improving the collection and use of data, to ensure the attainment of Black pupils. Having completed the relevant section of the self-evaluation document, senior leadership teams will have an informed view of how data are used at senior and middle management levels. This section of the guidance will support senior leaders in improving the use of data.

The advice below follows the 'review, plan, implement, monitor and evaluate' cycle described on page 12.

## Stage 1: Review

A thorough review of the prior attainment of Black pupils and progress over time will identify the groups or individuals who are not making the expected progress. To do this, the following data should be collected and analysed by subject, year and class:

- prior and current attainment and progress data;
- attendance data;
- other data, including data on exclusions, rewards and sanctions.

The following processes will help ensure effective review and analysis of data.

**Senior and middle leaders** to:

- establish a time line for the collection and analysis of data;
- analyse the data by ethnicity and gender and decide how well Black pupils are doing in each year group;
- compare performance of Black pupils in individual subjects and teaching groups with that of their peers and identify any significant differences;
- share feedback and analyse collated evidence on pupils' progress and attainment.

**Middle leaders** to:

- discuss analysis of results and any further evidence about the progress and attainment of Black pupils, for example group and pupil curricular targets;
- undertake lesson observations and work sampling to evaluate the progress of targeted pupils;
- collect a sample of Black pupils' views of their progress and attainment.

The results of this review will help senior leaders to plan appropriate actions to redress any underperformance that has been revealed.

## Stage 2: Plan

The following actions will support senior leaders to establish a plan to tackle the underperformance of Black pupils identified in the review process.

### **Senior leaders to:**

- plan, discuss and agree with middle leaders a coordinated whole-school approach to intervention;
- coordinate all group and individual pupil curricular targets;
- agree some key elements of the intervention plan, for example academic tutoring, improving parent/carer partnerships, regular monitoring of pupils at risk of underperforming;
- ensure that the intervention plan is aligned to other whole-school initiatives such as Assessment for Learning and Social and Emotional Aspects of Learning, and matched to pupils' needs.

### **Middle leaders to:**

- review content, focus and target groups for intervention within their subject;
- plan a coordinated approach to intervention and deployment of additional adults;
- ensure that schemes of work provide the appropriate level of challenge and meet the needs of Black pupils;
- support staff in revising group and individual pupil curricular targets in their subject.

## Stage 3: Implement

### **Senior leaders** to:

- ensure appropriate continuing professional development (CPD) is provided;
- help subject leaders, year leaders and additional staff to work collaboratively to implement agreed actions in the intervention plan to ensure that Black pupils are supported effectively;
- prioritise the implementation of the plan during subject meeting time;
- meet the parents/carers of targeted pupils to explain the purpose of the plan and to actively engage them in supporting its implementation.

### **Middle leaders** (including ethnic minority achievement (EMA) coordinators and inclusion lead teachers) to:

- engage subject colleagues in tailoring teaching plans to the needs of Black pupils;
- ensure collaboration between colleagues (including EMA staff) in planning for targeted Black pupils;
- ensure that emerging good practice is shared;
- ensure that appropriate curricular targets are set and shared with pupils and parents;
- ensure that pupils know and recognise the attainment standards they are aiming for and, more importantly, know how to achieve them;
- gather and share information in order to maintain an overview of the support provided for the target group of pupils.

Having established these interventions, it is important that they are kept under review in order to ensure maximum and continuing impact.

## Stage 4: Monitor and evaluate impact

### Senior leaders to:

- work with all appropriate staff to evaluate group and pupil targets, to ensure that targets remain realistic and sufficiently challenging;
- ensure that progress is closely monitored, at both classroom and whole-school level;
- work with subject leaders to monitor the implementation of revised schemes of work through sampling plans, selective lesson observations and pupil interviews;
- arrange review meetings with middle leaders to collate information, discuss progress and impact, and agree revisions to the intervention plan;
- consider any CPD requirements in light of review findings;
- share the findings of the reviews with staff, parents/carers and pupils as appropriate.

### Middle leaders to:

- work with the subject or year teams to ensure that pupil targets are reviewed termly and followed up appropriately;
- regularly review with teachers the progress of Black pupils at subject level and across the curriculum;
- review plans and schemes of work through lesson observations, work sampling and discussion with teachers and pupils;
- collect and analyse attainment data regularly, in order to measure the progress of Black pupils and ensure that their progress is accelerating.

## Section B: Developing school policy and practice

Developing school policy and practice is a second key area of focus for school leadership teams when seeking to ensure the progress of their Black pupils. A thorough review of the management of key policies and systems can significantly contribute to the attainment of Black pupils.

It is likely that the self-evaluation process will have identified some of the school's policies as being in need of development or revision, and it is recommended that these policies are the focus of this section. Relevant policies that will be key in raising the attainment of Black pupils relate to: curriculum, assessment, attendance, rewards, behaviour, pupil groupings, working with parents/carers, performance management, and equalities.

Having completed the self-evaluation, select the three most important policies in need of review in your school. The actions outlined below will be helpful.

### Stage 1: Review

#### **Senior leaders to:**

- meet with middle leaders to review each of the policies, in particular focusing on how they support the attainment of Black pupils;
- seek pupils' and parents/carers' views on school policies and practice, to inform a review of relevant aspects of the policy;
- define key actions to improve the chosen policies in order to ensure that they focus adequately on the performance and experience of Black pupils.

#### **Middle leaders to:**

- review each policy in relation to their subject or year focus.

## Stage 2: Plan

### Senior leaders to:

- define key actions to improve the chosen policies, particularly in relation to the underperformance of the identified Black pupils;
- establish a time line and line management arrangements for this revision (the time line provided with this guide may help with this process);
- share with middle leaders the time line and management arrangements for each policy.

### Middle leaders to:

- disseminate to their teams the key actions that have been agreed and the time line and management arrangements for each policy.

## Stage 3: Implement

### Senior leaders to:

- work with middle leaders to redraft selected policies;
- meet with parents/carers and pupils to share and discuss redrafted policies.

### Middle leaders to:

- ensure that policies are disseminated and implemented in their areas of work.

## Stage 4: Monitor and evaluate impact

The monitoring cycle of each policy should be agreed in order to ensure that the selected policies continue to be relevant and effective in raising the attainment of Black pupils.

### Senior leaders to:

- agree the monitoring and evaluation process of each policy;
- ensure that the monitoring and evaluation of each policy is embedded in whole-school systems, for example performance management.

### Middle leaders to:

- ensure that the monitoring and evaluation of each policy is planned for and embedded into relevant team monitoring systems.

## Section C: Developing learning and teaching

Effective intervention to raise the attainment of Black pupils uses mainstream pedagogical approaches appropriately, and empowers pupils to become active and independent learners. Ultimately, Black pupils, like all pupils, need engaging teachers. Senior leaders have a crucial role to play in making teaching and learning effective.

Effective whole-school change that has an impact on classroom practice requires a thorough and ongoing analysis of the learning needs of Black pupils.

Effective teachers recognise that learning has both cognitive and affective dimensions, and that factors such as identity, self-esteem and feeling valued are important in creating the right environment for learning. The Ofsted report into successful practice in secondary schools highlighted the features of effective teaching.

*Most teaching observed was distinguished by teachers' positive relationships with pupils. Like others, Black Caribbean pupils respond best in lessons which offer intellectual engagement and where there are well-defined classroom routines and clear outcomes of work.*

(Ofsted, 2002)

## Stage 1: Review

**Senior leaders** to meet with middle managers to review:

- the level of expectation and challenge reflected in schemes of work and lesson plans;
- teacher expectation and the level of challenge and support in lessons;
- the attainment and progress rates of Black pupils in their subject, including any mismatch between prior and current attainment;
- the rationale for tier entry and non-entry of Black pupils at Key Stage 3 and GCSE;
- the appropriateness of curriculum resources and schemes of work;
- use of Assessment for Learning (AfL) strategies to support planning and teaching;
- use of Social and Emotional Aspects of Learning (SEAL) in promoting social and emotional skills that underpin effective learning and positive behaviour;
- perceived barriers to attainment for Black pupils;
- opportunities for Black pupils to reflect upon their learning, collectively or individually;
- opportunities for Black pupils to use higher order thinking skills;
- opportunities for Black pupils to contribute to the curriculum.

**Middle leaders** to:

- organise work sampling of targeted pupils in their subject area;
- carry out lesson observations, focusing on teaching and learning opportunities as identified in the list above;
- carry out pupil interviews or surveys on the learning experiences of Black pupils.



## Stage 2: Plan

### Senior leaders to:

- meet with middle leaders to agree subject and pedagogical focuses for intervention;
- consider and plan the CPD implications of the pedagogical focuses;
- identify the support mechanisms for middle leaders and their teams;
- identify the target group of pupils;
- identify mechanisms for involving pupils and parents/carers in their learning;
- draft a time line for agreed actions;
- consider how emergent learning and outcomes can be shared;
- agree desired outcomes.

### Middle leaders to:

- plan a collaborative approach between staff;
- discuss with staff the possible milestones on the way to achieving the desired outcomes;
- consider possible changes to schemes of work and lesson planning;
- consider and plan support to address the CPD needs of staff;
- identify mechanisms to review progress;
- plan any change of resources.

## Stage 3: Implement

### Senior leaders to:

- ensure that appropriate CPD is available to key staff;
- make sure internal CPD resources are available, for example peer observation of effective practice, coaching, team teaching and planning;
- ensure that the programme informs performance management targets.

### Middle leaders to:

- ensure that emerging good practice and learning are shared within the subject area.

## Stage 4: Monitor and evaluate

### **Senior leaders to:**

- agree the monitoring and evaluation process with middle leaders;
- ensure that the processes align with other whole-school systems, such as performance management and departmental review;
- carry out joint data reviews, lesson observations, work sampling and pupil interviews with middle leaders to moderate judgements;
- share the results of the monitoring and evaluation processes with governors, staff, pupils and parents/carers.

### **Middle leaders to:**

- carry out the agreed monitoring processes, give feedback to staff and agree appropriate action;
- discuss learning progress with targeted pupils and give feedback to relevant staff.

## Section D: Considering other areas of school improvement

This section highlights some key areas for review when considering school systems and policies in relation to the achievement of Black pupils. These may have been identified through the initial self-evaluation process.

It is recommended that senior leaders carefully prioritise the areas to be improved and that the same improvement cycle of review, plan, implement, monitor and evaluate is applied to these aspects of school systems and policies.

### Governors

To improve the impact of the leadership of the governing body on the attainment of Black pupils, the following areas should be reviewed by senior leaders:

- the process for governor recruitment, particularly in relation to the local community;
- the constitution of the governing body in terms of ethnicity;
- a training programme for all governors;
- the effectiveness of the lead governor for race equality in monitoring the school's compliance with the Race Relations (Amendment) Act 2000 and the attainment of Black pupils.

### Culture and ethos

To improve the culture and ethos of the school in relation to Black pupils, the following areas should be reviewed by senior leaders:

- the school's code of conduct;
- monitoring of racist incidents;
- the staff's views on the ethos of the school and its promotion of inclusion.

In addition, the following areas should be reviewed by middle leaders:

- pupils' awareness of the race equality policy, its implementation and impact;
- pupils' view of the school and their relationships with staff and pupils from other ethnic groups;
- pupils' opinion of the public language and displays of the school;
- parents/carers' views on the ethos of the school and its promotion of inclusion.

## Parent/carer partnerships

To improve the partnerships with parents/carers of Black pupils, the following areas should be reviewed by senior leaders:

- the school parent/carer partnership policy;
- attendance of parents/carers of Black pupils at parents' evenings and at school events;
- the relevance of events to parents/carers of Black pupils;
- regularity and effectiveness of contact with parents/carers of Black pupils about their children's progress and attainment;
- opportunities to ensure that parents/carers of Black pupils are well equipped to support their children's education;
- the effectiveness of partnerships with the wider Black community.

## Pupil engagement and support

To improve the engagement and support of Black pupils, the following areas should be reviewed by middle leaders, in particular heads of year:

- the number of Black pupils on the gifted and talented and special educational needs registers;
- the support given to Black pupils identified as 'at risk' on transfer to the school;
- active support given to vulnerable Black pupils;
- the frequency and quality of opportunities given to Black pupils to discuss issues of race and identity;
- careers and vocational advice offered to Black pupils.

# Section E: Support materials for reviewing progress

## Example time line

The following example time line shows how a school could plan to monitor and evaluate school systems and policies regularly, in order to sustain improvement for their Black pupils. As senior leaders you could consider how you might adapt this time line to suit your own context and circumstances and to ensure that focused work with Black pupils is embedded within your overall school improvement cycle.

## Example time line

Focus	Staff	January	February	March	April	May	June
<b>Use of data</b>	<b>Senior leaders</b>	Analysis of Year 11 mock results		Analysis of attendance data			Review of incoming Year 7 data
	<b>Middle leaders</b>	Progress check on Year 9 and Year 11	Adjustment of Year 11 plans after mocks	Analysis of behaviour data	Adjustment of plans in relation to attendance behaviour		Use of Year 7 data to inform Year 7 schemes of work
<b>Policy and practice</b>	<b>Senior leaders</b>		Analysis of work placement choices	Review of staffing expertise and profile	Review of staffing plans to inform next year's recruitment and timetabling		Review of impact of additional funding/support, e.g. EMAG, G&T
	<b>Middle leaders</b>			Analysis of Year 9 option choices			Impact of policies reviewed
<b>Teaching and learning</b>	<b>Senior leaders</b>	Analysis of exam entries/ tiering			Sampling of pupil progress	Review of school development plan	Review of lesson observations
	<b>Middle leaders</b>	Scheme of work reviewed in view of pupil progress review	Ongoing lesson observation	Ongoing lesson observation	Ongoing lesson observation		Review of schemes of work for September
<b>Governors</b>	<b>Senior leaders</b>						
	<b>Middle leaders</b>						
<b>Ethos</b>	<b>Senior leaders</b>						
	<b>Middle leaders</b>			Review of school displays	Displays improved in light of review	Review of pupils' engagement/opinions	Pupils' opinions inform plans for September
<b>Pupil support</b>	<b>Senior leaders</b>						Review of intervention
	<b>Middle leaders</b>					Senior leaders review impact of intervention	
<b>Parents/ carers</b>	<b>Senior leaders</b>	Year 10 progress check with parents/carers	Year 8 progress check		Interim progress check for all years		Full review of parent/carer involvement
	<b>Middle leaders</b>		Year 10 teaching plans reviewed	Year 8 teaching plans reviewed			

## Example time line

Focus	Staff	July	August	September	October	November	December
<b>Use of data</b>	<b>Senior leaders</b>	Review of data use and impact	Analysis of Year 11 and Year 9 results	Presentation of analysis to staff			
	<b>Middle leaders</b>	Analysis of Year 9 results		Ensure that Year 9 analysis informs Year 10 teaching plans	CPD on data analysis begins		
<b>Policy and practice</b>	<b>Senior leaders</b>	Impact of policies reviewed		Performance management programme begins		CPD on Black pupils' attainment begins	Analysis of vocational/post-16 study choices
	<b>Middle leaders</b>						
<b>Teaching and learning</b>	<b>Senior leaders</b>	Review of pupil groupings					
	<b>Middle leaders</b>	Review of pupil groupings		Curricular and pupil targets set			Review of pupil progress
<b>Governors</b>	<b>Senior leaders</b>	Governors and senior leaders review impact of race equality policy		Senior leaders and governors analyse all data	Review of governing body/recruitment		
	<b>Middle leaders</b>			Governors' visits arranged			
<b>Ethos</b>	<b>Senior leaders</b>						
	<b>Middle leaders</b>	Review of school displays		Pupil input on race equality policy			Review of school displays
<b>Pupil support</b>	<b>Senior leaders</b>						
	<b>Middle leaders</b>	Plan for improved intervention plan					
<b>Parents/carers</b>	<b>Senior leaders</b>	Meeting to welcome new Year 7			Information meeting for Year 7	Review meeting for Year 9	Review meeting for Year 10
	<b>Middle leaders</b>						Interim progress check – all years

## Evaluation milestones

The tables below give some suggested milestones for the first and second years against which you might monitor and plot your progress.

### By the end of the first year we aim to:

- have identified (a) cohort(s) of Black pupils for targeted intervention and support, and have developed specific strategies for monitoring impact on attainment;
- articulate a culture of achievement and high expectations for all pupils, with particular reference to Black pupils;
- be developing a range of teaching and learning strategies that raise attainment for Black pupils;
- have established sustainable whole-school structures and processes for raising the achievement of Black pupils;
- have mechanisms in place for monitoring achievement and other data by ethnicity;
- be developing an ethos of respect for all – manifest in the relationships between staff, pupils and parents;
- be developing curriculum materials that reflect the diversity of the UK;
- have increased the level of positive involvement with parents/carers of Black pupils and enabled parents/carers to feel comfortable in approaching the school to raise issues with staff;
- have a race equality policy and action plan in place, and have developed systems to monitor its impact (as well as the impact of other policies) in line with the Race Relations (Amendment) Act.



**By the end of the second year we aim to have:**

- created a culture of success and high expectations;
- developed teaching and learning strategies that raise attainment for Black pupils;
- established an ethos of respect for all – manifest in relationships between staff, pupils and parents/carers;
- curriculum materials that reflect the diversity of the UK;
- raised attainment for a targeted cohort(s) of Black pupils and used emerging good practice to develop whole-school strategies to raise the attainment of Black pupils;
- increased the proportion of Black pupils achieving five A\*–C GCSEs, including English and mathematics;
- succeeded in reducing exclusions of Black pupils compared with previous years;
- more parents/carers involved with the school and engaged in their children’s education;
- in place a race equality policy and action plan that is monitored regularly and informs practice.

## School progression grid

This progression grid will be useful in judging progress.

	Focusing	Developing	Establishing	Enhancing
Leadership and management	<p>The SLT has reviewed strengths and weaknesses in the teaching of targeted pupils.</p> <p>The SLT has clear understanding of the nature and purpose of raising the attainment of Black pupils and has used data rigorously to identify underperforming/ 'at-risk' pupils to target and actions to prioritise.</p> <p>Respective roles and responsibilities within SLT are clear.</p> <p>The SLT is proactive in seeking support for development from the local authority and/or other schools.</p>	<p>An appropriate member of the SLT has attended programme briefings/network meetings.</p> <p>School has worked with consultants to agree local authority/school support, if appropriate. Action planning and responsibilities in the school are clear.</p> <p>Raising the attainment of Black pupils has a high profile in the school, and time and resources have been secured to enable development.</p> <p>Building on the work done, a more detailed programme of development and systems for monitoring and evaluating impact and progress has been agreed with subject leaders.</p>	<p>SLT ensures that work with Black pupils continues to have high profile.</p> <p>Progress with the programme and its impact on school ethos, teaching and learning and standards is evaluated systematically and used to inform future planning.</p> <p>The SLT has woven development into the school improvement plan in discussion with subject leaders.</p> <p>Departments are being supported to develop the achievement of Black pupils, for example through time for planning, networking and coaching.</p>	<p>A culture of whole-school collaboration is working across the school and with other schools.</p> <p>Coaching and cross-department networking of practice are proactively supported and facilitated by the SLT.</p> <p>The SLT has a detailed understanding of the progress of various groups of Black pupils across the school and is supporting continuing professional development to enhance practice.</p> <p>The impact of the programme on the standards of Black pupils is scrutinised rigorously and shared with stakeholders in order to plan future developments.</p>

	Focusing	Developing	Establishing	Enhancing
Practice	All staff have been briefed on raising the attainment of Black pupils, and all subject leaders have a clear understanding of their part in its development.	Subject leaders in identified departments are initiating development work. Different subject leaders, teachers and EMA support teachers work collaboratively to develop improved learning and teaching.	A significant proportion of subject leaders are managing and supporting the development of the programme, working collaboratively with EMA staff and others to support networking and coaching.	Coaching and cross-department networking of practice is routine, and all new staff are quickly inducted into school systems and practice for working with Black pupils (e.g. using programme materials) and are given targeted support as appropriate.
	Some subject leaders are beginning to evaluate the early impact of developments on teaching and learning and standards.	Subject leaders are beginning to evaluate the early impact on teaching and learning and standards.	Subject leaders are systematically evaluating impact on teaching and learning and standards in order to inform focus of development.	All new teaching and learning developments are evaluated routinely in order to consider their impact on the attainment of Black pupils.
	Some staff are aware of the development work underway and receive feedback about development of approaches and progress of identified pupils.	All staff are aware of the development work underway and receive feedback about development of approaches and progress of identified pupils.	Several departments have advanced practice in teaching and maximising attainment of Black pupils.	Advanced practice in working with Black pupils is an integral part of everyday teaching in every department.
		Some teachers are developing practice in maximising the attainment of Black pupils.	All teachers are developing practice in maximising the attainment of Black pupils.	Advanced practice in maximising the attainment of Black pupils is an integral part of everyday teaching in every department. Attainment standards and rates of progress for Black pupils are high.

EMA, ethnic minority achievement [staff]; SLT, senior leadership team.

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