



Excellence and Enjoyment: learning and teaching for Black children in the primary years

Introductory guide:

Supporting school improvement



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Who are our Black children?

In this guidance, the term **Black** refers to children of Black Caribbean, Black African, mixed White/Black Caribbean and mixed White/Black African heritage. These group descriptors are used in the collection and analysis of data by schools as part of the annual schools census (ASC) for ethnic monitoring purposes, and are valuable in checking the impact of what we do in our work in raising Black children's achievement.

Black child or **children** are used in this publication to refer to children with at least one Black parent, grandparent or great grandparent who was born in Africa, the Caribbean or South America (Guyana). Schools should find out about their children's heritage, as the various terms used to identify Black children incorporate a range of different cultures, histories, experiences and needs.

Like all children, Black children have a range of influences that extend beyond ethnicity. The *Diversity and Citizenship Curriculum Review* (Ref: 00045-2007) 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.'

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

Parents and carers of Black children is a term which makes clear that Black children, as defined above, may have parents who are Black or may have one parent who is not Black. In addition, the primary carer for the child might not be the parent and the primary carer may not be a Black person.

The picture is complex, and children often juggle numerous identities in their everyday lives, switching from one to the other as necessary.

Acknowledgements

We are fortunate to have been assisted in this work by many people from across the country; in particular we acknowledge the contribution of staff from the following local authorities:

Bedfordshire	Havering	Nottingham City
Birmingham	Kent	Nottinghamshire
Brent	Kirklees	Oldham
Buckinghamshire	Lambeth	Reading
Croydon	Leeds	Sheffield
Devon	Lewisham	Slough
Ealing	Manchester	Southwark
Essex	Merton	Wandsworth
Hackney	Milton Keynes	Wolverhampton
Harrow	Newham	



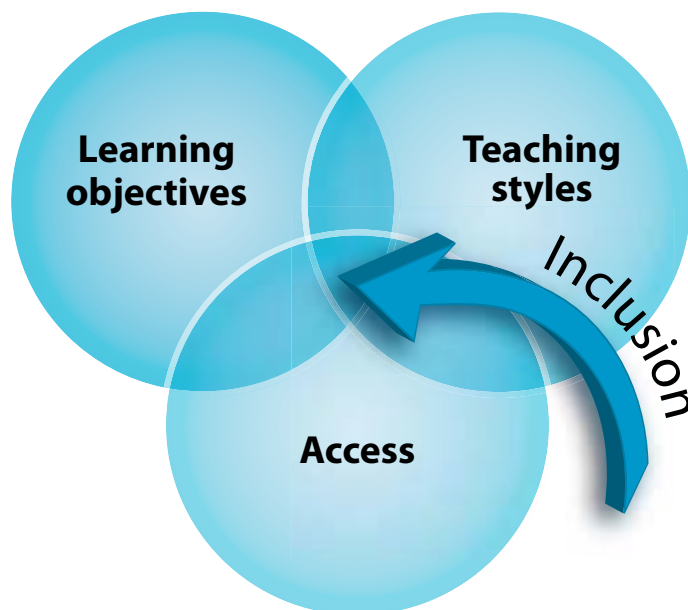
Preface

This publication aims to support schools and settings in promoting the progress and achievement of all learners.

It is underpinned by the three principles of the National Curriculum inclusion statement:

- setting suitable learning challenges
- responding to pupils' diverse learning needs
- overcoming potential barriers to learning and assessment for individuals and groups of pupils.

The Primary National Strategy model of three circles of inclusion illustrates these three principles in practice, and has been used to ensure that this publication will support the diverse learning needs of all children and in particular Black children.



Teachers will need to further adapt the materials for individual children. Some examples of how this has been done have been provided and exemplified in the elearning modules which accompany this booklet. These are examples only – the particular choice of appropriate learning objectives, teaching styles and access strategies lies with the informed professionalism of the teacher working with the children, teaching assistants, other professionals, parents and carers and community.

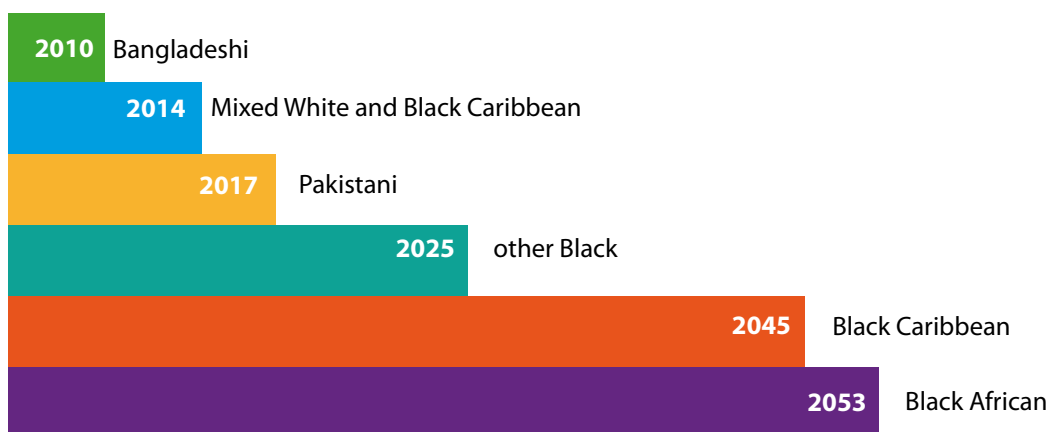
Key principles

- There is no inherent reason why Black African and Black Caribbean children should not achieve as well as the majority of other children.
- Improvements to the achievements of Black African and Black Caribbean children will occur through the combined efforts of school, child and home.
- High-quality teaching and effective Assessment for learning plus appropriate specialist interventions, supported by school leaders, are key factors in improving the achievement of Black African and Black Caribbean children, as groups and as individuals.

Progress, so far, has been too slow.

Momentum measure: educational attainment

If the achievement of 11-year-olds at Key Stage 2 continues to improve at its current rate of progress, how long will it be before children from these groups close the attainment gap in English and mathematics?



Fairness and freedom: the final report of the equalities review, Cabinet Office, 2007

General introduction

These materials have been produced as part of the DCSF focus on raising the attainment of Black African and Black Caribbean children. They support schools in meeting the requirements of the Race Relations (Amendment) Act 2000 to provide equality of opportunity. The aim is to raise standards and accelerate the progress of Black African and Black Caribbean children; to improve learning and teaching to meet their needs within a culture of professional dialogue and development. The materials aim to support school leaders in raising the confidence, skills and expertise of mainstream practitioners to better meet the needs of Black African and Black Caribbean children.

This is the introductory guide to a set of materials: *Excellence and Enjoyment: learning and teaching for Black children in the primary years*. There are links between this booklet and modules 1, 2 and 5 of the elearning materials.

The materials consist of the following:

Introductory guide: **Supporting school improvement**

- Leadership and management
- About data

Unit 1: **Conditions for learning**

- School culture
- Transition and transfer
- Partnership with parents, carers and the community

Unit 2A: **Learning and teaching: planning, assessment and the curriculum**

- Pedagogy
- Assessment for learning
- Inclusive curriculum

Unit 2B: **Learning and teaching: language and learning**

- Language for learning
- Using the Primary Framework: literacy and mathematics

36 photographs to support continuing professional development (CPD) modules and for classroom teachers

A flier: Information for school governors

A poster: **route map** providing an overview of and some guidance for using these materials

The elearning tool – www.nationalstrategiescpd.org.uk

A DVD-ROM linked to the elearning modules

Pauses for reflection and action points are included in the guidance, enabling headteachers and senior leaders to identify priorities and areas to develop within whole-school systems and classroom practice.

The photographs in this pack are intended to support professional development of teachers and practitioners and can be used in conjunction with the *Excellence and Enjoyment: learning and teaching for Black children* materials.

The photographs may also be used by classroom teachers to support and enhance children's learning and to stimulate discussion about school with children or parents and carers. The photographs will particularly support the development of effective school policy and practice to take account of Black children and what school 'feels like' for Black children, their families and the adults that work there.

These materials should be used in conjunction with other Primary National Strategy materials:

- *Excellence and Enjoyment: learning and teaching in the primary years*
- *Excellence and Enjoyment: learning and teaching for bilingual children in the primary years*
- *Excellence and Enjoyment: social and emotional aspects of learning*
- *Primary Framework for literacy and mathematics*

and with reference to the requirements of the Race Relations (Amendment) Act, 2000.



Contents

Section 1	Introduction The current context Statutory requirements Characteristics of effective schools The cycle of school improvement Supporting school improvement to raise the attainment of Black children in the primary years A route map This section summarises the context for the materials, reiterates the characteristics of effective schools in terms of raising attainment of Black learners and considers how whole-school CPD can support a cycle of school improvement.
Section 2	Raising Black achievement: an overview of research The research base Personalised learning This section provides an overview of key research available in this area
Section 3	The role of the leadership team Coordinating the provision for Black children
Section 4	About data Collecting and analysing data Setting school performance targets The audit process Identifying priorities and planning for action Realising priorities through collaborative professional development
Appendix 1	Coordinating the provision for Black children
Appendix 2	What schools need to know about standards and progress
Appendix 3	Extracts from the self-evaluation form with a Black African, Black Caribbean and dual heritage focus
Appendix 4	Management essentials Raising the achievement of Black children Essentials – prompts for audit

Section 1

Introduction

The current context

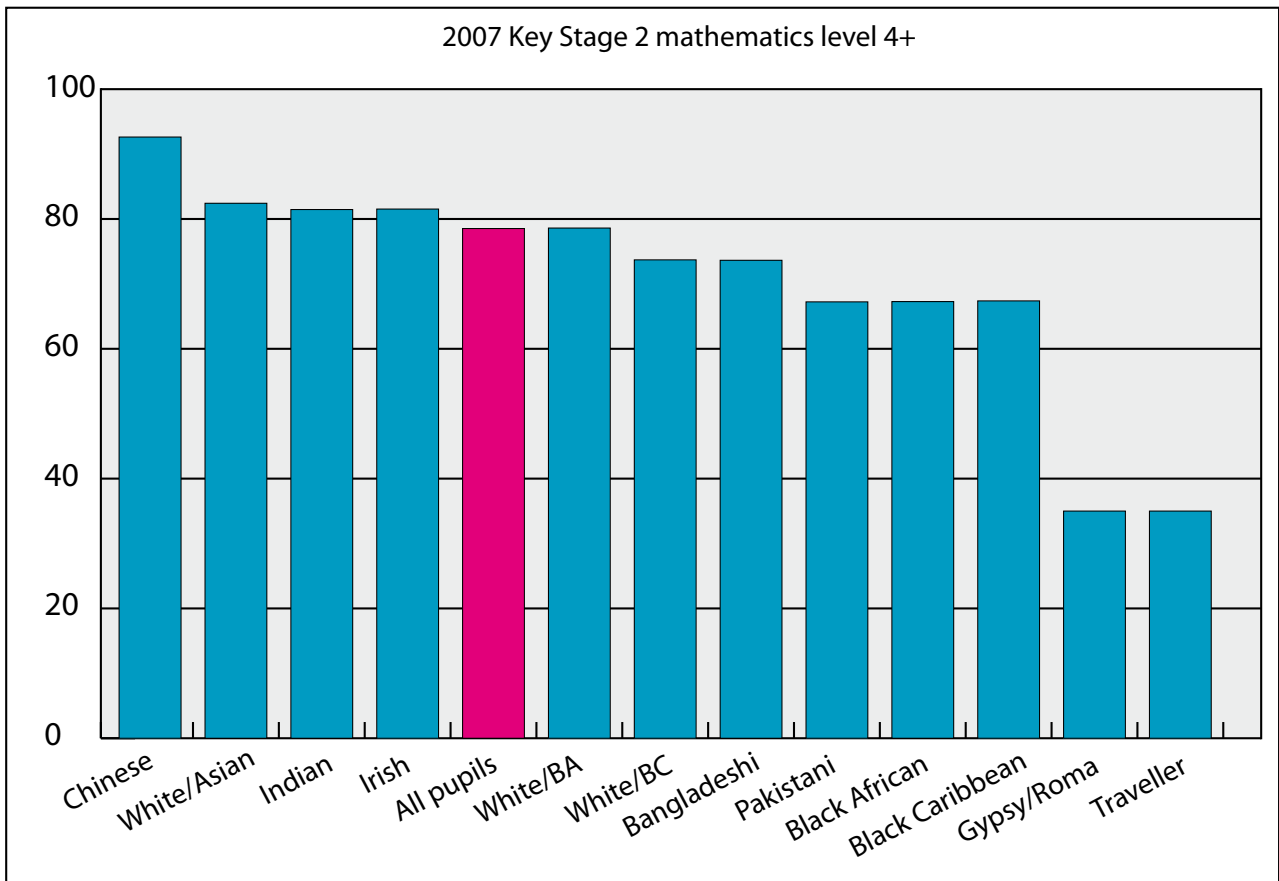
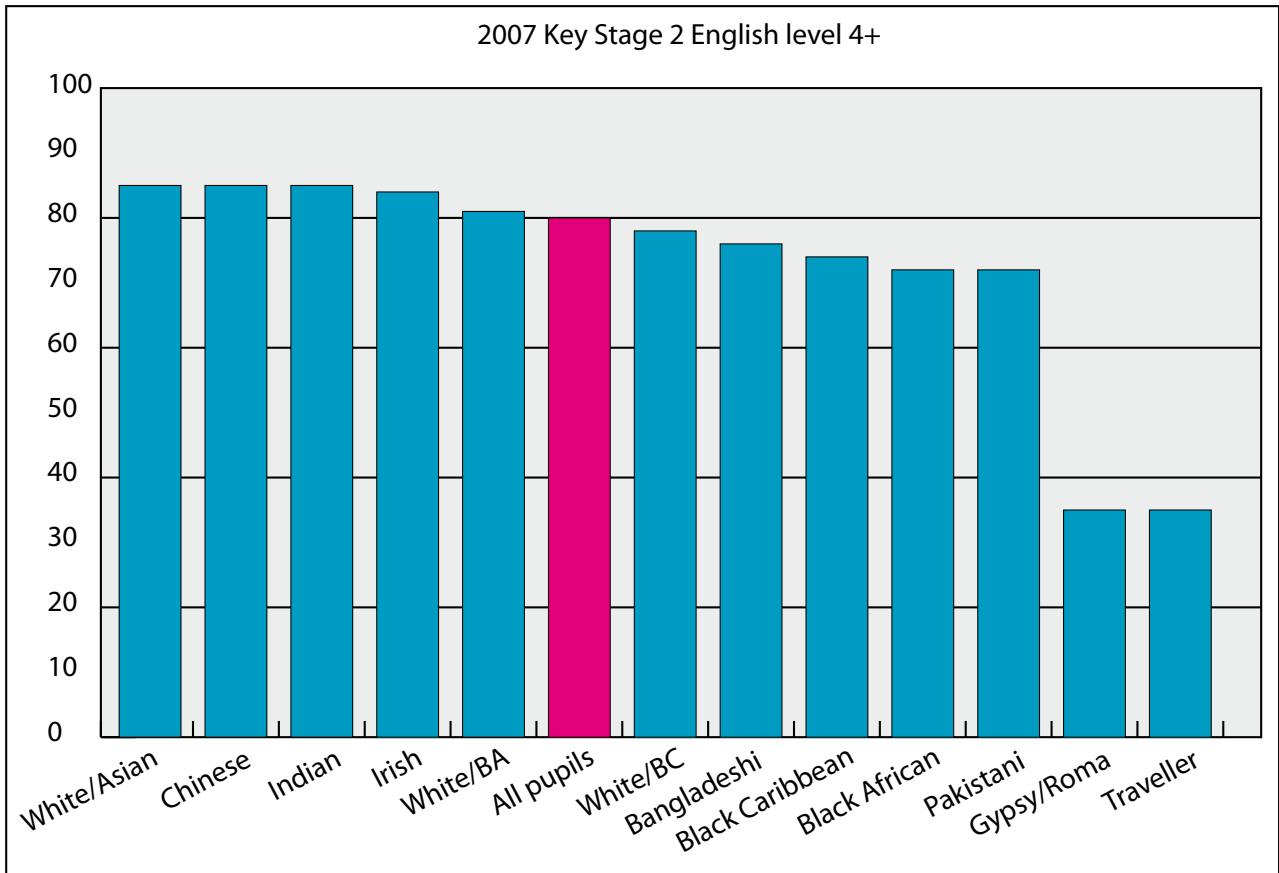
A review of research undertaken by Ofsted in 1996 revealed that schools were consistently failing children from some minority ethnic groups.

In November 2003, following widespread consultation, the DfES launched its strategy for ethnic minority pupil achievement – Aiming High: African Caribbean Achievement Project – to work with school leaders to develop a whole-school approach to raising the achievement of African Caribbean pupils in 30 secondary schools. In September 2005 this project was rolled out by the National Strategies as the Black Pupils' Achievement Programme in about 100 secondary schools. This was extended in April 2006 to the primary phase through the Black Children's Achievement Programme. Over 90 schools across the country are currently involved in the development work of the Black Children's Achievement (BCA) Programme.

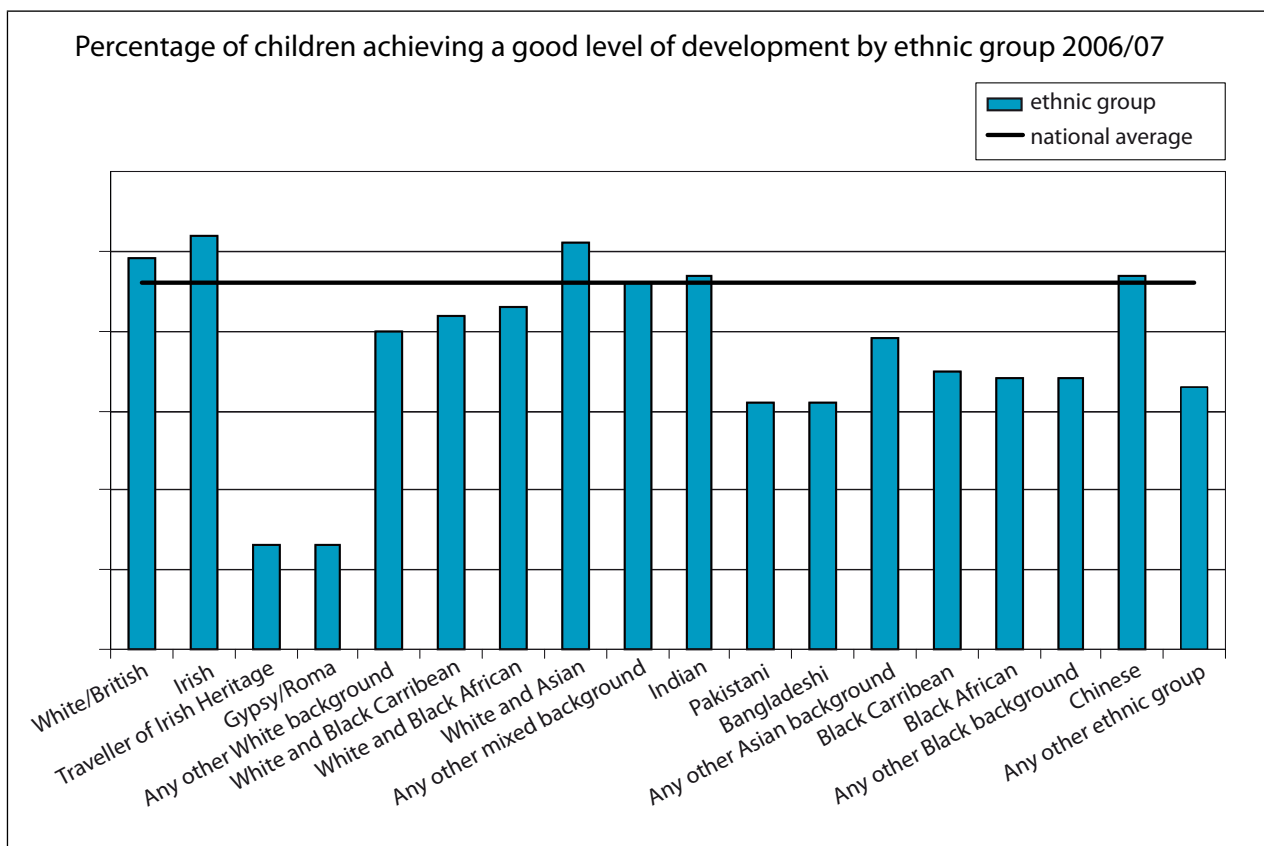


The annual school census and the updated ethnicity codes make available extensive data on differential attainment by ethnic group and other pupil characteristics. In recent years significant progress has been made in raising standards of children in primary schools. However national data continues to show disparity between ethnic groups across the primary school age range.

Excellence and Enjoyment:
learning and teaching for Black children in the primary years



School Census data on the attainment of young people confirms that there is a continuing need to accelerate the rate of the progress which Black African and Black Caribbean children make in order to close the achievement gaps between these groups and higher achieving groups.



National FSP results for 2007 indicate that children from Black ethnic groups appear to be achieving below the national average at the end of the Foundation Stage.

This information has implications for Early Years Foundation Stage provision and practice which need to be carefully considered within your school and local authority context.

NB: Some children in these groups will be learning English as an additional language which will have a significant impact on results.



'Black Caribbean, Black African and Black Other children have consistently performed below the average for all children on every scale on the Foundation Stage profile.'

Black pupils consistently have lower levels of attainment than other ethnic groups across all the key stages.'

Ethnicity and Education: the evidence on minority ethnic pupils aged 5–16 DfES 2006

The statistical information available nationally together with RAISEonline (available for analysing school data) supports headteachers, governors and leadership teams in building a better understanding at school level of the performance and needs of different ethnic groups and the areas where improvements should be made.

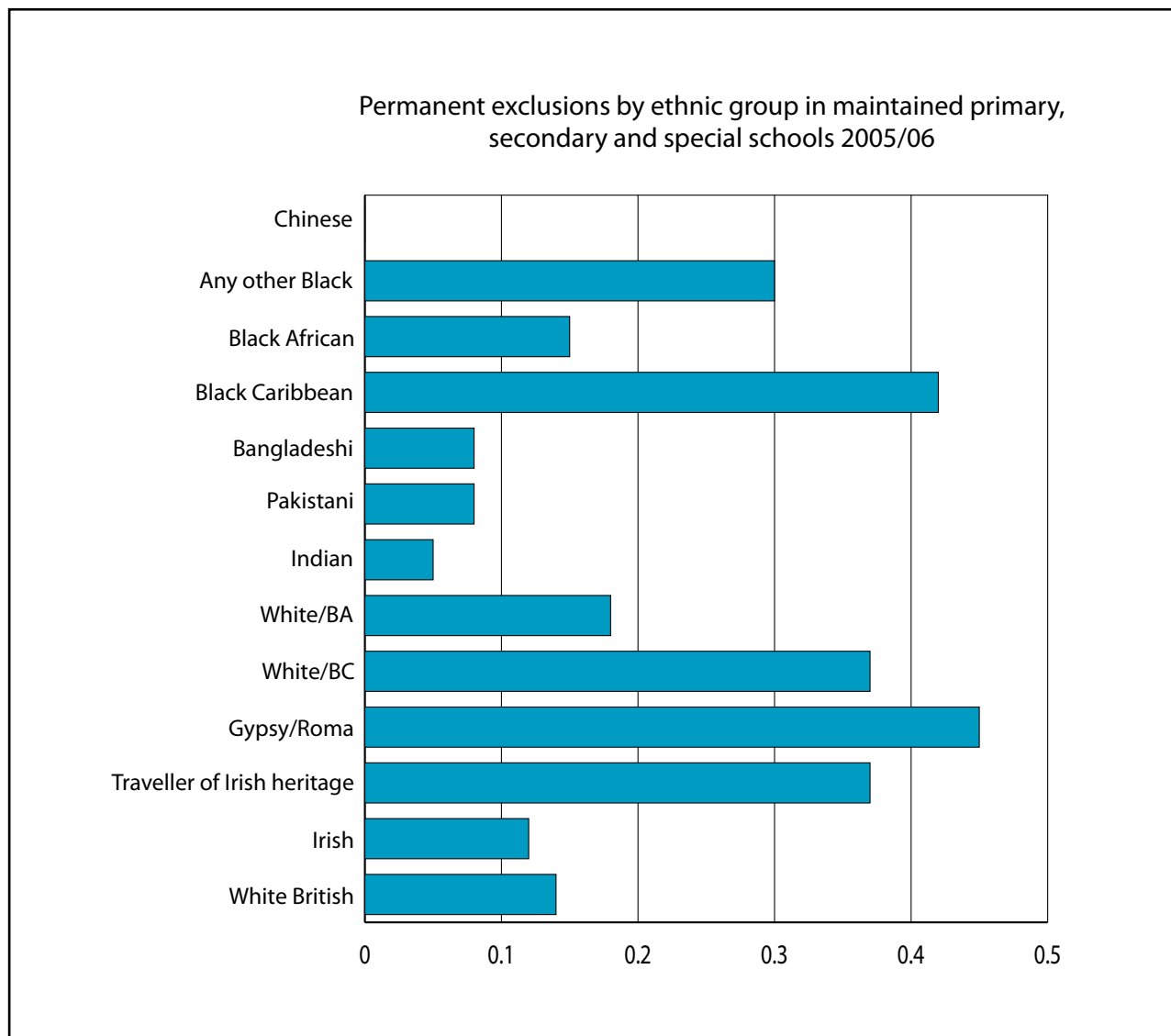
In 2003 the consultation for *Aiming High: Raising the achievement of minority ethnic pupils* identified the following factors as particularly influencing the underachievement of Black pupils:

- teacher expectations – studies have shown that low teacher expectations deter some minority ethnic pupils from doing well, particularly Black Caribbean boys
- institutional racism.

'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.'

'Getting it': The challenge of raising Black pupils' achievement in schools and local authorities.
Maud Blair, 2007

The rates of both permanent and fixed period exclusions for Black Caribbean, Black Other and dual heritage White/Black Caribbean children are disproportionate compared with other groups. The graph below shows the number of excluded pupils expressed as a percentage of the school population of compulsory school age and above in each ethnic group. The 2006 DfES review *Getting it. Getting it right* identified 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 differently on Black children.



The long-standing underachievement and lower attainment of Black children relates to the group of Black children in primary schools across the country as a whole. It has to be emphasised that this does not mean that all Black children do not do well enough at school, nor does it mean that Black children do not excel at school.

Statutory requirements

The Race Relations (Amendment) Act 2000 (RR(A)A) places a statutory duty on schools to:

- provide equality of opportunity
- tackle unlawful racial discrimination
- promote good relations between members of different ethnic communities.

Each one of these duties supports the other two. In schools and settings the duties include making sure that every child has the opportunity to achieve the highest possible standards and leaves primary school well equipped for the next stage of his or her education. Central to the statutory duty is a requirement to collect and analyse attainment and other data by ethnic group and to put in place strategies, including target setting and monitoring, to close gaps in achievement and attainment. All schools and settings must assess the impact of their policies on minority ethnic pupils, staff and parents.

'Schools must monitor the impact of their policies on pupils, parents and staff from different racial groups. In particular, schools should monitor the impact of their policies on pupils' attainment levels.'
RR(A)A, 2000

School leaders have a statutory duty to promote race equality and to focus on the positive contributions made by Black children. Effective leadership on inclusion and race equality is vital to ensure an effective whole-school approach to raising the achievement of Black children.

The Education and Inspections Act 2006 introduced a duty on all maintained schools in England to promote community cohesion, and on Ofsted to report on the contributions made in this area. The duty came into effect in September 2007. Schools will contribute to 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.

The Children's Act (2004) and Every Child Matters: change for children (2003) encourage schools to respond to the lives of children in an holistic way and to develop approaches to ensure that all children and young people are supported in overcoming potential barriers to learning and achievement and are able to realise their potential.

Characteristics of effective schools

Research into effective schools (Ofsted 2004), into effective leadership in multi-ethnic schools (NCSL 2005) and particularly into effective leadership which results in high achievement of Black Caribbean children in three primary schools (Ofsted 2002) found that schools which have successfully implemented strategies to raise the achievement of Black children have the following common features:

- **leadership and management which demonstrates:**

- a clear and uncompromising vision for the school based on high expectations for all and shared by all staff
- a strong commitment to principles of social justice
- a clear stand on racism including unambiguous and direct policies against racism
- a focus on data collected and analysed by ethnicity and gender
- ambitious targets for attainment and achievement
- effective strategies to raise Black children's achievement applied across the whole school or setting.

- **an approach to learning and teaching which demonstrates:**

- high expectations where every child is expected and encouraged to achieve their potential by teachers and parents
- high reliability in teaching English, mathematics and science
- a personalised approach which is flexible to the needs of children
- a curriculum which is broad and rich, inclusive and relevant
- a respect and value of diversity for its impact on children's learning and personal development
- the effective use of Assessment for learning.

- **a culture and ethos within which the following are demonstrable:**

- mutual respect where children are able to have their voices heard
- a strong sense of community where all feel safe and valued
- children are encouraged to be confident and believe in themselves and take responsibility for their learning
- clear and consistent approaches to tackling racism, bad behaviour and bullying across the whole school with a focus on prevention
- willingness to experiment and take things on in a reflective and forward thinking manner
- parents, carers and families are seen as partners and positively encouraged to play a full part in their children's learning.

The cycle of school improvement

The school improvement cycle sets out key questions which help to organise the way in which progressive school improvement might occur.

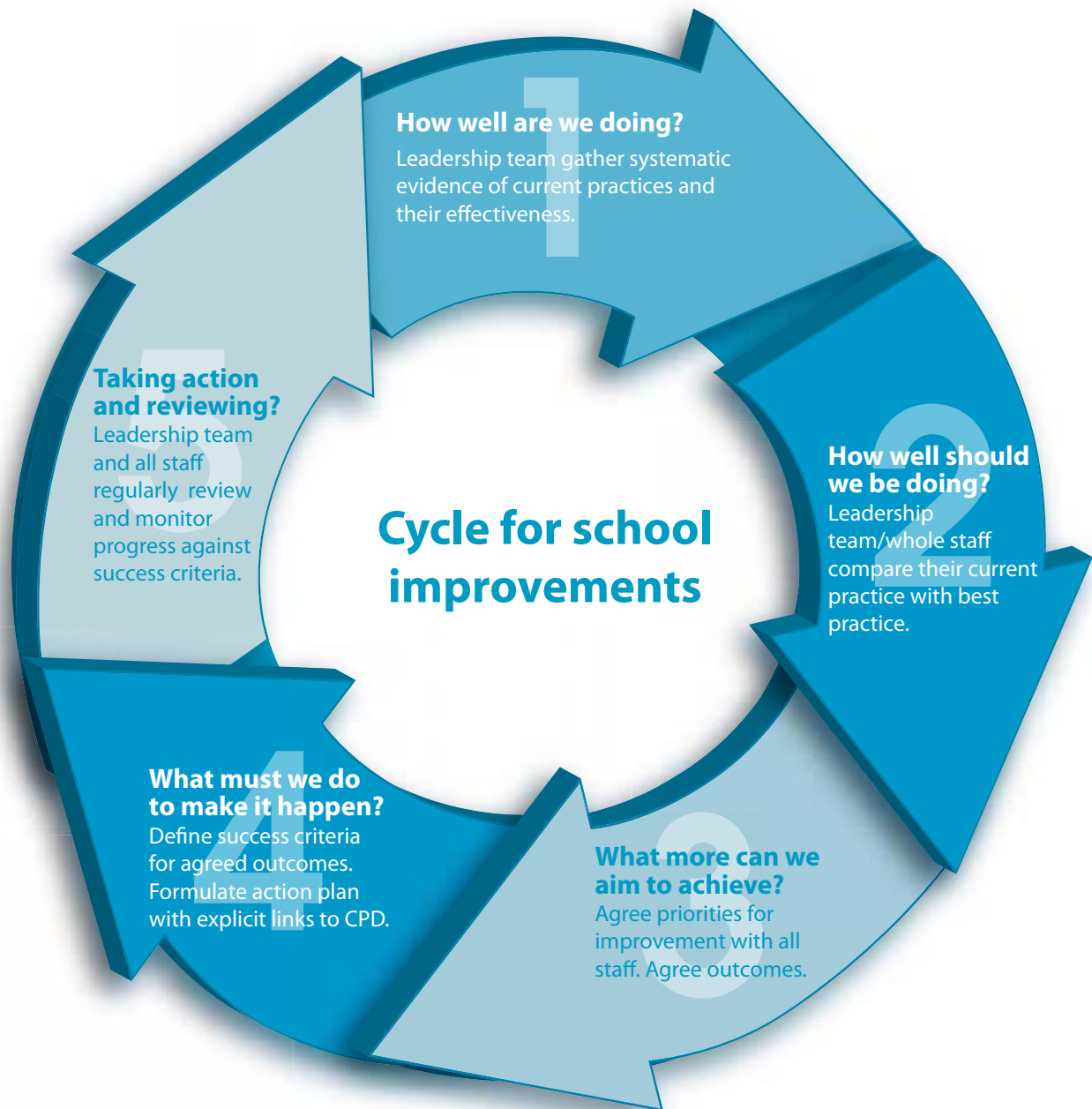
How well are we doing?

How well should we be doing?

What more can we aim to achieve?

What must we do to make it happen?

What will it look like when we have succeeded and how will we know?



Excellence and Enjoyment: learning and teaching for Black children in the primary years will help schools address the basic questions in the school improvement cycle. The materials contained in this introductory guide and the accompanying units, elearning tool and DVD-ROM will provide support for the process of identifying priorities, considering the key features of effective practice, agreeing priorities for action, defining success criteria and monitoring progress with the ultimate aim of ensuring that Black children receive the support they need to reach the standards of which they are capable.



The five-stage model for using self-evaluation and CPD to address areas for improvement can be used to address the achievement of Black children.

How well are we doing for our Black children?

School self-evaluation including use of assessment and other data analysed with reference to ethnicity and gender. Use the school audit to gather evidence of current practice and its effectiveness in raising the attainment of Black children.

How well should we be doing?

Use school self-evaluation procedures and information to compare current practice with best practice. Include comparison of standards and progress with national standards for Black Caribbean and Black African children and standards for similar schools.

What more can we aim to achieve for our Black children?

The identification of strengths and areas for development focusing on learning and teaching. Agree priorities for improvement and outcomes with stakeholders, including Black children and their parents.

What must we do to make it happen?

Formulation of sharply focused Raising Attainment Plans (RAP) with clearly defined outcomes and explicit CPD links included.

Taking action and reviewing – what will it look like when we have succeeded and how will we know?

Evaluation of progress and impact on Black children's achievement against success criteria set out in the Raising Attainment Plans and the School Improvement Plan.

At each point in the process there is a responsibility for school staff to seek out partners who can support the work and provide challenge. Often the supporters and challengers can come from within the school; governors can play both roles.

Pause for reflection

Consider the questions below to help shape the work that is done in school.

- How can we do even better?
- What should we be doing next?
- Is this the best way?
- How do we know?
- Who is leading on this?
- What support have they been given?
- Who is checking on progress?
- How much progress have we made?
- What are we learning?



Supporting school improvement to raise the attainment of Black children in the primary years

These materials aim to support primary schools to secure an appropriate context for raising the achievement of Black children.

The intended outcomes for children are:

- greater progress, higher achievement and attainment to close the current attainment gap
- acquisition of the literacy and mathematical skills necessary to equip themselves for life in secondary school and beyond
- to be effective and successful learners
- improved attendance and reduced exclusions.



These materials are designed to support improvement in schools where raising the achievement of Black children is a priority. They will help schools to:

- develop the role of the leadership team in leading this school improvement priority
- develop and establish effective school self-evaluation processes which will foster sustainable high standards and excellence for Black children
- collect, analyse and interpret data in order to target action and resources effectively
- build ethnic monitoring and race impact assessments into mainstream monitoring and policy development and review processes
- review their current practice, for example school policies, learning and teaching, whole-school ethos, in order to set priorities and develop a cycle of continuing self-review and improvement
- provide materials and approaches to support school-based continuing professional development to develop key knowledge, understanding and skills for all staff.

The guidance and resources provided by these materials build further on the Primary National Strategy CPD materials: *Excellence and Enjoyment: learning and teaching in the primary years* and *Excellence and Enjoyment: social and emotional aspects of learning*. They are a partner set of materials to *Excellence and Enjoyment: learning and teaching for bilingual children in the primary years*.

Case study

A Primary Strategy Manager said that the five key areas set out in the renewed Framework – encouraging flexibility, structuring learning, raising expectations, making more effective use of assessment and broadening and strengthening pedagogy – were exactly the same aims which the Authority had identified in its work in raising the achievement of Black children. He acknowledged that it was a good example of how the National Strategies was aligning its work to bring about clarity of action and improved standards in schools.

Comment on *Leading improvement using the Primary Framework*, 00484-2007BKT-EN

These materials aim to support practitioners and schools to:

- explore learning and teaching approaches which maximise the achievement of Black children
- provide conditions for learning which value diversity and build and promote self-confidence
- challenge racism and promote race equality and racial harmony through the curriculum
- develop effective partnerships with parents, carers, families and communities.

The greater part of the guidance refers to learning and teaching within Key Stages 1 and 2; there is also, throughout the guidance, exemplification from and reference to the Early Years Foundation Stage as part of the Primary National Strategy.

School leaders and practitioners should refer to curriculum guidance for the Foundation Stage, *Practice guidance for the Early Years Foundation Stage setting the standards for learning, development and care for children from birth to five* (00012-2007BKT-EN) and *Supporting children learning English as an additional language; guidance for practitioners in the Early Years Foundation Stage* for detailed guidance.



I was explicit that it was about outcomes for the children.

It's about good practice – that's what we're talking about, good practice for all pupils.

All aspects addressed in these materials are relevant to schools where there are few Black children on roll.



A route map

This route map has been provided as an A3 poster to guide schools through these materials. By using this map which shows possible starting points, schools will be able to identify their own pathways through these materials to match their own circumstances and priorities.

The National Strategies

Primary

Excellence and Enjoyment: learning and teaching for Black children in the primary years


Getting started

The Introductory guide and elearning modules will help you to establish the current areas of strength and the priorities that need to be addressed to improve the attainment of Black children in your school. They provide advice on the systematic review and monitoring of school policy.

Introductory guide: Supporting school improvement

The **Introductory guide: Supporting school improvement** provides a context for the materials within the cycle of school improvement.


- Statutory requirements
- Characteristics of effective schools
- Raising Black achievement: an overview of research
- The role of the leadership team
- About data
- Coordinating the provision for Black children



eLearning modules

Module 1 Introduction
Module 2 Where are we now?
Audit and self-evaluation
Module 3 Where do we need to be?
Analysis of data

The modules are a tool to be used by the senior leadership team or with all staff to establish areas for development. They can be used in conjunction with the introductory guide.




Taking action

Different schools will choose different pathways through the materials. The booklets and module 4 have been designed so that schools can use the sections appropriate to their areas of development. The audit will help you to identify these. For example, a school where mathematics is the current priority would find Unit 2B and elearning module 4 section 7 mathematics particularly useful.


Unit 1: Conditions for learning

Unit 1 explores how the school ethos can support children's diverse cultural identities to ensure they feel safe and valued.




Unit 2A: Learning and teaching: planning assessment and the curriculum

Unit 2A addresses key principles underpinning effective planning and assessment for Black children and how the curriculum can support children's cultural identities.



Unit 2B: Learning and teaching: language and learning

Unit 2B explores how a focus on language and learning can raise the attainment of Black children. There are clear links to the Primary Framework for literacy and mathematics.



eLearning modules

Module 4 provides professional development modules to support individual or whole school CPD; available at www.nationalstrategiescpd.org.uk or on DVD-ROM they can be used alone as a starting point for discussion and exploration of key themes.

Section 1 Culture
Section 2 Transitions and transfers
Section 3 Partnerships
Section 4 Language for learning
Section 5 Literacy
Section 6 Use of cultural language
Section 7 Mathematics





Photo pack

36 photographs to support CPD and for classroom teachers



department for
children, schools and families

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Section 2

Raising Black achievement: an overview of research

The research base

There has been a great deal of research over the past 30 years into the underachievement of Black children – international, national and local including local authority and classroom-based action research. Key research which underpins the development of these materials is listed below. The practical ideas, supporting materials and approaches included have been developed and trialed with the support of local authorities and schools as part of the Primary National Strategy during 2005–07.

Research has looked at:

- **how well children from ethnic minority backgrounds are doing in schools**

Including:

- *Achievement of Black Caribbean pupils: three Successful Primary Schools*. HMI 2002
- *Educational inequality: mapping class, race and gender*. Gillborn, D. and Mirza, H. Ofsted 2000
- *Ethnicity and Education: the evidence on minority ethnic pupils aged 5 – 16*. DfES 2006
- *Evaluation of Aiming High: African Caribbean Achievement Project*. Tikly, L., Haynes, J., Caballero, C., Hill, J. and Gillborn, D. DfES 2006
- *Making the difference: teaching and learning in successful multi-ethnic schools*. Blair, M. and Bourne, J. DfEE 2000
- *Recent research on the achievements of ethnic minority pupils*. Gillborn, D. and Gipps, C. HMSO 1996

- **promoting race equality**

Including:

- *Born to be Great: A Charter on Promoting the Achievement of Black Caribbean Boys*. NUT 2007
- *Complementing teachers: a practical guide to promoting race equality in schools*. The Runnymede Trust 2003
- *Duty to promote race equality: the statutory code of practice and non-statutory guides for public authorities*. Commission for Racial Equality, 2002
- *Race equality in education: good practice in schools and local education authorities*. HMI 2005
- *Toolkit for tackling racism in schools*. Dadzie, S. Trentham books 2000



Personalised learning

There is a strong emphasis in *Excellence and Enjoyment: A strategy for primary schools* on personalising learning to meet individual children's needs and on ensuring that the education system is not discriminating against any particular group of children.

'Ensure every child succeeds: provide an inclusive curriculum within a culture of high expectations.'

Excellence and Enjoyment: A strategy for primary schools (DfES 2003)

'No longer will it be acceptable for young people to be denied the opportunity to achieve their full potential, whatever their abilities and talents; or for artificial barriers to prevent choice and diversity from playing its full part in delivering a good education for every child.'

Higher Standards, Better Schools for All (DfES 2006)

'Personalisation is a matter of moral purpose and social justice: pupils from the most disadvantaged groups are the least likely to achieve well and participate in higher levels of education or training... expectations of what all children and young people could and should achieve must be raised, along with schools' capacity to ensure that outcomes for pupils match these expectations.'

2020 Vision Report of the Teaching and Learning in 2020 Review Group (DfES 2006)

'Planning learning experiences and matching teaching approaches to learning needs is at the heart of personalised learning and is inclusive of all learners. However, there are further factors that will influence the pedagogic approaches adopted by teachers and other practitioners when planning.'

Pedagogy and Personalisation (Ref: 00126-2007DOM-EN)

'...personalising learning means... engaging with children, young people and their parents as respected users of the education service, giving them choices about how they access learning, listening to what they think about the service they receive and even designing those services with them.'

2020 Vision Report of the Teaching and Learning in 2020 Review Group (DfES 2006)

Pause for reflection

- As a school, how familiar are we with this research and what aspects do we need to explore further?
- How will developing a personalised approach to education make a difference to the achievement of Black children in our school?



Section 3

The role of the leadership team

'Not a day goes by when I am not asked by some young Black person what they should do and how they should succeed in a culture which appears closed to them, a culture which takes as read that they have been poorly educated, and that their ambitions are low. Because it's these and myriad other assumptions about young Black people in the UK today that shape the reality of their lives.'

Bonnie Greer, in *The New Review*, *Independent on Sunday*, 4 November 2007



This section outlines the pivotal role played by the school's leadership team in raising the achievements of Black children in schools. While it is essential that the headteacher drives the improvement agenda, it is anticipated that the leadership team will draw upon the expertise of the literacy and mathematics coordinators as well as any colleague(s) responsible for leading on inclusion and specifically on the achievement of Black learners in the school. This section is particularly linked with elearning modules 1 and 5.

'Leadership is crucial to school success. No part of our strategy for primary schools will be successful without excellent leadership from headteachers and their leadership teams.'

Excellence and Enjoyment: A strategy for primary schools (DfES 2003)

Research published in 2005 by the National College for School Leadership (NCSL) into the characteristics of effective leadership in multi-ethnic schools also highlights the articulation and implementation of explicit values that promote an agenda of equality, fairness and respect as an important aspect.

'In sum, the head teachers involved in the study were realistically proactive. They held strong personal beliefs about what they and their schools were attempting to do, they openly expressed and put into practice their values using a range of strategies. They were transformers — who demanded action and commitment — rather than tolerators (Minnesota Independent School Forum, 2001) or tinkerers; they strongly believed that they could make a difference in their schools but were realistic about the influence of their context on what could be achieved – in other words, they recognised the inherent tensions of their job. They differentiated themselves from other cohorts of principals through their dedication to tackle aggressively disadvantages related to ethnicity, racism, culture and poverty. In short, they were committed to implementing in a very practical or 'hands-on' way the principles of social justice.'

Priorities, strategies and challenges: proactive leadership in multi-ethnic schools. NCSL, 2004

'The headteachers in the schools involved in the study held a clearly articulated and unwavering commitment to attacking ingrained societal inequalities, particularly racism and poverty, which they saw as inexorably linked to their students' achievements. They did not rest on their laurels or the rhetoric of their values and beliefs but loudly proclaimed them and expended considerable strategic and practical energy toward their realisation.'

Effective leadership in multi-ethnic schools. National College for School Leadership 2005.

Six key priorities for embedding their values in the life of their schools emerge from the NCSL research:

- All staff should be equally committed to redressing inequalities.
- All staff should demonstrate a willingness to learn about the cultures and background realities of the children and their families.
- Improving the quality of learning and teaching is crucial to raising achievement and addressing inequality.
- Every effort should be made to recruit staff who come from the same ethnic, linguistic and cultural background as the children in the school.
- Developing partnerships with parents, carers and communities is essential if children are to achieve their potential.
- Realising these values requires the construction of an inclusive school culture.

These priorities reinforce the key findings of other research into effective multi-ethnic and multilingual schools.



In order to make a difference to the educational outcomes of Black children, schools need a strong and determined lead focused on raising the attainment of these groups of children within the context of an inclusive and relevant curriculum and pedagogy.

This lead is given by the headteacher and supported by the whole leadership team. Expectations for Black children are high. Continued effective support for Black children is seen as a whole-school responsibility and is not dependent on additional funding. A policy for race equality is implemented, monitored and reviewed. Leadership responsibilities are distributed and there are explicit and accountable structures and processes for coordinating the provision for Black children and monitoring its impact.

The Black Children's Achievement Programme is an integral part of our school improvement programmes and has given us a clearer direction for ethnic minority achievement.

Leaders in schools which are effective in raising the attainment of Black children recruit staff who have key knowledge and expertise of these communities. They support the professional development of other staff who are also expected to develop their knowledge of the linguistic, social, cultural and religious backgrounds of the children and to understand and empathise with the political, social and cultural factors that affect the lives of their learners.



Coordinating the provision for Black children

The leadership team along with the designated coordinator with responsibility for raising the attainment of Black children plays a leading role in establishing policy and practice and in developing priorities to raise standards and accelerate progress for Black children across the school.

The role of the leadership team includes four main aspects:

- a strategic leadership and management role
- a learning and teaching role
- a curriculum development role
- a role in building partnerships with parents, carers, families and communities.

Appendix 1 identifies the key tasks and duties within each of these areas, which schools may find useful.

Our Ethnic Minority Achievement coordinator is now included on our senior leadership team and we have a dedicated Ethnic Minority Achievement governor.

Joint professional development for the Ethnic Minority Achievement, mathematics and literacy coordinators has had a real impact on strengthening middle management.

Pause for reflection

- Who takes the lead in raising the attainment of Black African and Black Caribbean heritage children in our school?
- How do we address these four aspects of leadership in our school?



Section 4

About data

The features which are common to successful and effective schools include the attention which is given to collecting suitable data, analysing it well and then making good decisions as a result of that analysis (Ofsted 2006). In schools which are particularly effective for Black children there is active compliance with the Race Relations (Amendment) Act 2000.

'There are no mere gestures to multiculturalism in these schools. Action to respect and celebrate diversity is concerned with how the school operates through its relationships and interactions, structures and routines and through its daily work on pupils' learning and personal development. It is informed by sophisticated analysis of data to check the participation and the achievement of individuals and groups. In examining the culture and the success of the school, the staff are constantly vigilant.' (Ofsted, 2002)

'In the most effective schools senior managers used attainment data, qualitative evidence and contextual factors, effectively in their drive to raise the attainment of under-achieving groups.' (Ofsted, 2005)

eLearning Modules 2, 3 and 5 explore data in more depth.



Collecting and analysing data

The Race Relations (Amendment) Act 2000 places a duty on schools to 'monitor and evaluate how their policies affect ethnic minority pupils, staff and parents.' Monitoring by ethnicity and language allows us to compare the performance of different ethnic groups and assess the needs of those who seem to be underachieving.

Monitoring by ethnicity involves the analysis and understanding of the data that has been collected. Specificity in analysing data is vital to ensure that underperformance of some minority ethnic groups is not masked. We know that, as groups, Black Caribbean and Black African (and within Black African there are many different groups of children) perform differently, it is important therefore that schools look at the achievement of children from different Black groups separately as looking at the overall achievement of Black children could mask underachievement of Black children from a particular ethnic group. Black children come from a range of backgrounds, including different socio-economic backgrounds. It was noted in the NCSL research into effective leadership in multi-ethnic schools (2005) that, although staff talked a lot about White working-class and White middle-class pupils, minority ethnic groups were only described in terms of their ethnicity.

We've been looking at pupil progress on an individual level and when you really dig deep you can see that Black children are coming from a lower baseline and their progress was slower. If we can intervene at an early stage and put strategies in place we can raise their attainment and self-esteem.

Targeted intervention has raised attainment significantly for our Black Caribbean pupils.

Proper analysis and understanding of data will make it possible to gain a better insight into the many and complex issues that may contribute to variations in attainment of Black African and Black Caribbean children and to individuals within those groupings.

Appendix 2: What schools need to know about standards and progress suggests some questions around data that will help schools evaluate how different groups are performing in their school in order to help identify how gaps in achievement can be closed. Module 3 of the elearning materials also looks at standards and progress for Black Caribbean and Black African children.

It is also important to collect and analyse data beyond attainment data to give a more complete picture of the achievement of Black children in school.

Setting school performance targets

Understanding data and setting performance targets for specific minority ethnic groups and individual children within the wider school community are crucial aspects of leadership and management which will make a significant difference to the achievement of Black children.

*'Many young people from **Black and minority ethnic backgrounds** achieve at the highest level but a significant number, particularly those from Black, Pakistani and Gypsy, Roma and Traveller of Irish heritage backgrounds, have unacceptably low levels of attainment. A key priority [...] is to ensure that schools have the necessary guidance and support to reduce the gaps in attainment, particularly for Black and minority ethnic pupils.'*

Guidance for local authorities on setting education performance targets, part 2, 2007

School performance targets for Black African and Black Caribbean children should be ambitious. The national guidance on target setting signals the high expectations that schools should have for the progress of individual children. Schools should set targets which build on children's previous performance and, given the data on the progress of Black children, particular attention should be paid to these children, whether as individuals or within specific ethnic groups to accelerate progress to address underperformance across the key stages.

Targets should be set with equity as well as excellence in mind. Nationally we know the improvement in children's attainment over the last five years has not been spread evenly across all groups of children. The achievement gap of some Black groups, compared to the performance of all children, remains too wide and in some cases, it has increased, for example between 2003 and 2005 for White and Black Caribbean children in both English and mathematics at Key Stage 2. The main challenge for schools is to focus on closing the achievement gaps as well as raising overall standards when setting targets.

'Setting ambitious targets linked to a tailored plan of teaching and learning support is an illustration of how schools are complying with the Race Relations (Amendment) Act 2000, in particular the production, implementation and monitoring of a Race Equality statement which sets out what they are doing to ensure equality of educational and other opportunities for all pupils.'

Guidance for local authorities on setting education performance targets, part 2, 2007

*'Local authorities' targets for Black and minority ethnic groups must be set and reported not only for achievement at the end of the key stage but also to ensure that pupils are making at least 2 levels progress between key stages. In setting the threshold and progression targets [local authorities are expected] to demonstrate that the achievement gap **is narrowing** between lower achieving Black and minority ethnic groups and the average for all pupils in the local authority. ...targets [should] reflect appropriately ambitious expectations both for individual pupils' outcomes and for improving rates of progression.'*

'Targets should not be based on prior attainment alone, since this may not be a reliable predictor of future progress or outcomes. Pupils from these groups can demonstrate underachievement from an early age and targets should therefore build in accelerated progress to ensure that they are helped to reach the nationally expected level for their age.'

Guidance for local authorities on setting education performance targets, part 1, 2007

Case study

One local authority in the Black Children's Achievement programme amended schools' national assessment results to demonstrate what the difference would have been if all of the children in the target group had met or exceeded their targets, or attained national expectations. This provided real impetus to take action and showed what being successful might look like, especially when the difference was large.

The actual and amended data for one school is shown below.

Ethnicity	No. of pupils	Reading Level 4+	Writing Level 4+	English Level 4+	Mathematics Level 4+
Actual data					
All pupils	55	84%	64%	84%	78%
Amended data					
All pupils	55	87%	76%	87%	85%

Pause for reflection

- Are your Black children's targets appropriately challenging to narrow achievement gaps?
- What would the difference be in your school if all Black children met or exceeded their targets?
- understand the impact of learning and teaching on the achievement of Black children.
- review the quality and relevance of the whole curriculum to the needs and interests of Black children?
- recognise the impact of transition and transfer within and between schools, particularly for vulnerable children, and plan carefully to ensure all children make appropriate progress within and between key stages?
- expect all staff to have knowledge of the linguistic, social, cultural and religious background of Black children and provide CPD to support?
- actively seek to recruit staff who have key knowledge and expertise of the communities which reflect the school population?
- engage parents, carers and communities in all aspects of children's learning and recognise the contribution they can make to children's achievement?

Termly a lot of people get together to look at the progress data for each class; the class teacher, phase leader, SENCO, ethnic attainment coordinator and the deputy headteacher looking at each child so no one falls through the net.

The audit process

An effective way of evaluating and reviewing areas of practice within the school is to organise an audit of school provision. The audit process is an in-depth examination of aspects of school where they have an impact on the achievement of children of Black African and Black Caribbean heritage. The audit process can all be completed or it can be done in sections, dependent on what information is already available.

Appendix 3 identifies how the audit can contribute to the school self-evaluation form. Module 2 of the elearning focuses on the audit process.

The audit consists of four parts:

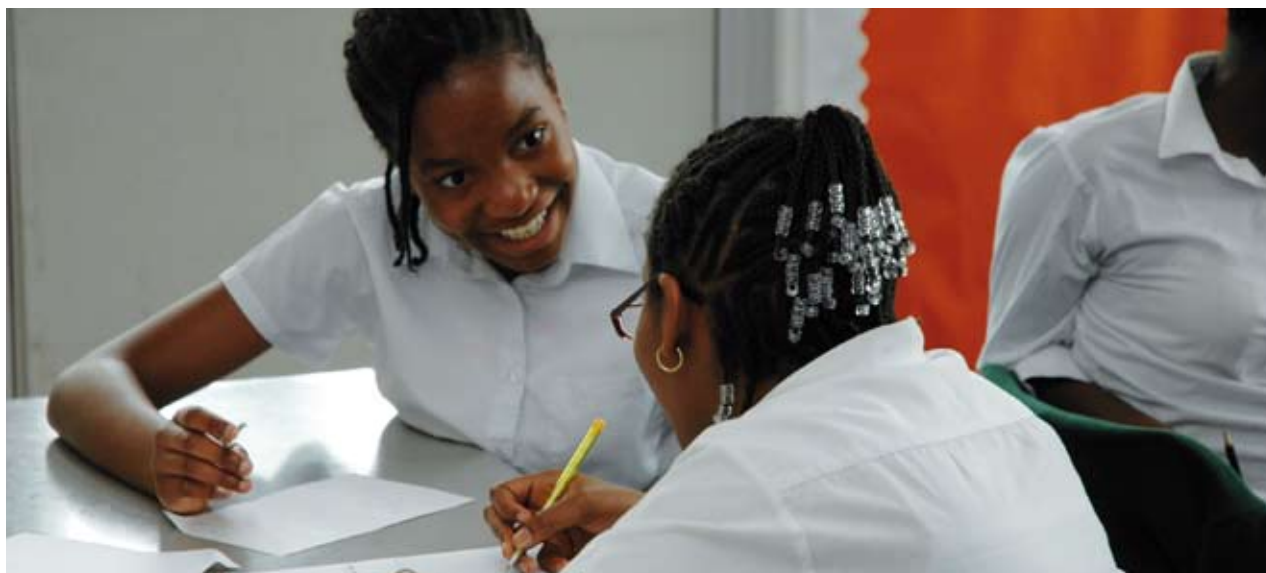
- partnered classroom observation
- learning environment walk
- review of school planning
- completion of school audit forms.

Partnered classroom observation

It is helpful to evaluate what is currently happening in classrooms, and set this information alongside other information. Before doing a partnered classroom observation you will need to make sure that your observation partner is clear about the purpose of the observation.

In the classroom, it is helpful to look at planning to identify:

- effective roles for additional adults
- identification of language demands and language development opportunities
- opportunities for children's ethnic and cultural contexts and experience to be explored
- opportunities to contribute to social and emotional aspects of learning
- evidence that specific needs of Black children are being met.



In the classroom, you will be evaluating:

- teaching and learning – including active listening, speaking, reading and writing
- the teacher or practitioner's work with the whole class
- the teacher or practitioner's work with groups or with individuals
- the use of Assessment for learning approaches
- the pedagogy and structure of the lesson including the plenary.

Learning environment walk

I found the learning walk very helpful. It made me as the headteacher really reflect on the work of the school.

The learning environment walk is the part of the audit that evaluates some of the features of school culture. It can indicate who is in this school, what or who do we value here, who or what is welcome here and what or who gets priority here?

The learning environment walk covers:

- the whole-school environment
- displays and the wider print environment
- organisation of learning and teaching areas
- reading and literacy.



Review of school planning

This can take a number of forms but it should include an examination of how achievement of children of Black African and Black Caribbean heritage is planned for across the school.

- Medium-term plans – the extent to which:
 - plans and key resources reflect African and Caribbean heritage (key texts, authors...)
 - opportunities to challenge bias, racism and stereotyping are created.
- Lesson or unit plans – the extent to which they take account of:
 - children’s linguistic and cultural backgrounds and their prior experience
 - different learning styles
 - subject-specific vocabulary and linguistic structures
 - discussion of different forms of English
 - opportunities for language development as well as for speaking and listening
 - roles of additional adults.

- Lesson or unit plans – include methods and approaches which support the learning of children of African and Caribbean heritage.
- Opportunities for the use of Creole/patois/patwa:
 - sharing explicitly the reasons for using a particular type of language.

Auditing practice is the focus of Module 2 of the elearning. Appendix 4 provides some essentials which are useful to assess as prompts before completing the full audit.



Some lessons from local authorities

Case study 1: The use of the audit process and action research

The local authority expanded the group of schools involved in raising Black children's achievement through a careful process of school self-analysis which resulted in a research question about Black achievement being formulated by each school. The schools use a supported action research approach to work on their research question, with the expectation that actions are put in place to improve the achievement of targeted Black children.

The first meeting of the schools involved in this work with the local authority drew out a common core of issues which were the concern of all: older boys' lack of ambition for their own futures and the impact on children's learning of specific teaching and learning styles. The group then built on this beginning by offering practical responses to their joint concerns. The local authority uses headteachers of two pilot schools as consultants.

The action research is a joint enterprise between the local authority and a local university.

Case study 2: Assisted auditing linked to school improvement planning

The local authority has drawn together school leaders who are working to improve the achievement of Black children. The first network meeting was attended by headteachers and local authority lead staff including the head of primary education. Each school discussed the progress which had been made. All schools are able to identify the extent to which the work has had an impact. All schools felt able to share their school progress notes with all colleagues who attended.

One school identified that ten girls and four boys of Black Caribbean and Black African heritage in Year 6 were at risk of under-attaining. The school chose to look carefully at the work which the children were offered. It used a member of staff for one half-day a week to review the work which the children had done, to identify trends and to suggest actions which would bring about improvement. This focus worked very well and monitoring of interventions has shown impact: one of the girls in the target group moved from level 3c to 4c in mathematics in about a term, and she was very clear that her confidence had improved as had her performance as a result of the skilled support which school staff had given to her. She went on to attain level 4 in English and mathematics at the end of Year 6. Her mother was delighted and wrote a letter of thanks to the school stating that her daughter had always thought that she was silly, and what a difference had been made to how she saw herself and to what she could do.

Leadership of the work was jointly held by the headteacher and the special educational needs co-coordinator.

Identifying priorities and planning for action

Once the school has identified how well it is doing in meeting the needs of Black children through its own school self-evaluation process using data analysis tools and audit information and having carried out a review of current practices, it will be ready to identify key priorities and actions for improvement. This can be developed further in elearning Modules 2 and 4.

One way of linking key priorities together is through the development of a raising attainment plan (RAP). The Raising Attainment Plan is a key instrument that links together operationally the aspects of a school's focus under the seven focus strands:

1. leadership and management
2. about data
3. partnership with parents, carers and the community
4. teaching and learning
5. children's interest and involvement in school
6. transition and transfer
7. school culture.

All are related to meeting the needs of Black children.

As a focused short-term operational plan identifying specific improvements at classroom and whole-school levels to support the achievement and attainment of Black children, the Raising Attainment Plan effectively underpins the school improvement plan. In order to achieve this, a Raising Attainment Plan includes:

- specific **targets** related to children's learning, progress and attainment (whole-school and specific group level)
- a limited number of **objectives** and **actions** linked to the target. **Objectives** identify what has to be achieved by the end of the term. **Actions** identify the tasks which need to be undertaken (by whom and when) to achieve success
- **success criteria** which are linked to the targets and used to evaluate **outcomes/impact** of the actions. The success criteria describe what the outcomes will look like when they are achieved
- the **monitoring arrangements**, timescale and who is to be involved. Monitoring focuses on making sure agreed actions are undertaken
- evaluation at the end of term by considering the evidence to check how well the objectives are being achieved.

For an example of a Raising Attainment Plan see the CD-ROM accompanying *Excellence and Enjoyment: learning and teaching for bilingual children in the primary years* (Ref: 0012-2006DCL-EN)

Realising priorities through collaborative professional development

'There is now a strong consensus, emerging from research and practice, about how important it is that all those who work in schools and other settings learn and develop their professional expertise throughout their careers. It is recognised that engaging staff in collaborative enquiry can be a powerful factor in school improvement and raising standards...The most effective schools recognise fully the value of good CPD for their staff and ensure that all staff have regular access to a range of suitable opportunities.'

Excellence and Enjoyment: learning and teaching in the primary years; Introductory guide: continuing professional development (Ref: 0243-2004 G)

Planned professional development supports all staff in realising the ambitions set out in the school's performance targets and priorities for action.



The CPD approach within these materials includes:

- five elearning modules, designed to be delivered in meetings for whole staff or for individual personal study:
 - Module 1: A guide to the programme, routes through the materials and aspects of leadership and management which will make a difference to the achievement of Black children
 - Module 2: Support for audit and targeted self-evaluation
 - Module 3: Guidance on analysis of audit data and identifying areas for action
 - Module 4: A focus on action planning, implementation and review. Specific strands identified as particularly relevant for Black children include: culture; partnerships with parents, carers and community; transition and transfer; learning and teaching; children's interest and involvement in school
 - Module 5: A resources library, including an additional focus on data and school self-evaluation.
- the leadership team working collaboratively to develop their expertise in areas such as data collection and analysis, action planning, supporting and monitoring planning, learning and teaching and the evaluation of the impact of actions.

Although modules can be used by individuals to support their own personal and professional development, the main aim of these materials is to support whole-school staff and leadership teams working collaboratively to develop their expertise in school improvement processes focused on raising the achievement of Black children.

This model of CPD is one found by research to be most likely to result in sustainable improvements. By engaging the whole staff in a cycle of audit, action planning, CPD and review, an ethos of collaborative learning and a reflective approach to practice are engendered which can really make a difference.

Timetabled professional development meetings, held regularly, are at the heart of this work as they will help to maintain the initiative and all staff should be enabled to attend. The module themes are drawn from the key strands of the piloted Black Children's Achievement programme and are designed to establish effective aspects of practice which should be in place.

The photographs from the photopack can be used effectively with adults, in pairs or small groups to stimulate discussion as part of the professional development meetings focusing on effective school policy and practice. The leadership team should choose as appropriate photographs for each task.

Details of the content of each elearning module can be found on the DVD which accompanies this publication and on the Primary Framework website.



Pause for reflection

How effective is our planned CPD programme in improving learning and teaching for Black children?

- How do we identify the CPD needs of all our staff?
- Is the process effective and does it engage all relevant staff?
- What are the key priorities in terms of CPD to improve learning and teaching of Black children?
- How do these priorities relate to the current whole-school CPD programme?
- What is the impact of the CPD programme on the quality of teaching of Black children?
- What is the impact on the attainment and progress of Black learners?
- What else is needed to improve the quality of teaching and the attainment and progress of Black children in our school?

And how do we know?

- What is our evidence base and who contributes to it?



Appendix 1

Coordinating the provision for Black children

The strategic leadership and management role

- Setting up and reviewing the effectiveness of systems to monitor provision for Black children
- Collecting, interpreting and analysing data in order to know about the standards and progress of Black children
- Using data to inform priorities for action designed to raise standards, accelerate progress and address gaps in achievement, including by:
 - setting ambitious targets
 - developing a Raising Attainment Plan which sets out time-limited priorities for action, with clear success criteria and strategies for monitoring and evaluation (this plan should sit within the school's race equality plan and link to priorities in the school improvement plan)
- Planning specific provision for underachieving Black children – targeting resources, organising and designing interventions, etc.
- Evaluating the impact of provision
- Planning relevant CPD for all staff to ensure that whole-school responsibility is taken for supporting the needs of Black children
- Keeping up-to-date with current developments in best practice in curriculum and pedagogy for Black children
- Securing effective Assessment for learning processes to inform planning and ensure the needs of Black African and Black Caribbean children are recognised and addressed
- Meeting with parents, carers and families to inform the development of strategies to meet the social, emotional, language and learning need of Black children.

Additional support for leadership and management and for ICT, literacy and mathematics coordinators, including timelines for actions, can be found in *The Primary Leadership Programme* (Ref: 0236-2003), *Learning and teaching using ICT: leadership team toolkit* (Ref: 0369-2004).

Learning and teaching role

- Modelling and promoting values, attitudes and behaviour supportive of race equality
- Working with curriculum coordinators to use a range of qualitative and quantitative data to identify specific aspects of learning which require focused work
- Planning and teaching with colleagues in order to develop expertise in meeting the language and learning needs of Black children, including developing colleagues' knowledge and ability to:
 - use strategies which engage and motivate their learners
 - ensure learning builds on children's previous experience
 - use a range of day-to-day assessment strategies to assess progress and identify next steps for learners
 - identify language demands and language development opportunities in planning
 - use a range of strategies for scaffolding language and learning
 - provide opportunities for speaking and listening for a range of purposes and audiences across the curriculum
- Supporting the adaptation of intervention programmes as appropriate to meet the needs of Black children
- Supporting colleagues in planning to meet any gaps in learning, particularly for those children who are not making good progress across the key stage.

For further guidance on developing learning and teaching, see *Excellence and Enjoyment: learning and teaching in the primary years* and *Excellence and Enjoyment: learning and teaching for bilingual children in the primary years*.

Curriculum development role

Supporting the design and delivery of a culturally inclusive curriculum and the development of a whole-school ethos and environment which reflects the ethnic, cultural and religious diversity of the school and promotes a sense of belonging by:

- supporting colleagues to develop their knowledge of the linguistic, cultural and religious backgrounds of Black children
- supporting colleagues in teaching about global issues, human rights, bias, prejudice, racism and stereotyping
- working with coordinators/whole staff to ensure that the heritages of Black cultures are valued and reflected in:
 - choices made from the programmes of study
 - schemes of work and medium- and short-term planning
 - opportunities across the curriculum to celebrate achievements of people from diverse backgrounds
 - resources for learning and teaching
- providing guidance on the purchase of materials for use across the curriculum and in displays.

More detailed guidance and relevant case studies on developing an inclusive curriculum can be found in Unit 2A.

Partnership role with parents, carers, families and communities

Developing partnerships, including:

- ensuring that parents and carers from Black backgrounds feel welcome and respected and establishing effective two-way communication
- devising and enacting strategies to ensure that parents and carers understand the school's approach to learning and teaching and can participate as key partners
- supporting the development of links with supplementary schools, including Saturday schools
- ensuring that, where appropriate, parents and carers from Black communities know that the first language, including Creoles and patois, has a significant and continuing role in their child's learning, that the school values bilingualism and considers it to be an advantage.

Successful schools support parents and carers by ensuring that they are consulted regularly about issues that affect their children's learning, that supportive admission and transfer arrangements are in place and that the timetable responds to communities' religious and cultural events. All stakeholders, including the school governors, have a key role in leading a whole-school approach to raising the achievement of Black children and that all understand the importance of identifying and meeting their needs, recognising the central role of relationships in effective learning and teaching.

More detailed guidance and relevant case studies on developing partnerships with parents, carers and the wider community can be found in Unit 1.

Pause for reflection

This section is intended to support you in reflecting on your own school's approaches to raising the achievement of Black children and to start to identify possible areas for further exploration and development.

The leadership role

As can be seen from the above, there is wide acknowledgement that headteachers and school leadership teams play a vital role in securing high levels of achievement for all their learners. When considering specifically the achievement of Black children, the following prompts may help in reflecting on your specific leadership approaches and effectiveness.

To what extent does our school leadership team:

- take shared responsibility for securing the achievement of Black children?
- promote a whole-school approach to securing equality and countering disadvantage and discrimination, based on a belief that an effective school is an inclusive school?
- set high expectations for Black children as identified ethnic groups whilst recognising the particular and specific needs of individual children within those groups?
- agree, implement, monitor and review a policy for race equality which addresses the needs of Black children?

How do we coordinate whole-school provision for Black children and how effectively do we do it?

- Who takes the strategic leadership role for ensuring the achievement of Black children?
- Who leads on ensuring learning and teaching meets the needs of these groups and individual children within the ethnic group?
- Who oversees the curriculum content and resources used for learning and teaching from the perspective of Black children?
- Who leads on planning, implementing and reviewing CPD programmes to meet the needs of staff and children alike?
- How do we gather the views of Black children and their parents/carers on the quality of our provision?
- Who leads on building partnerships with parents, carers, families and Black communities?
- How effective are we in securing high quality whole-school provision for Black children?



Appendix 2

What schools need to know about standards and progress

Schools need to know exactly how different ethnic groups are performing in order to be able to narrow any gaps in achievement.

- a. *highlight any differences in attainment between pupils from different racial groups;*
- b. *ask why these differences exist, and test the explanations given;*
- c. *review how effective their current targets and objectives are; and*
- d. *decide what further action may be needed ...and to improve the performance of pupils from different racial groups.*

Race Relations (Amendment) Act 2000

They also need to know about the performance of individuals within those groups to ensure the personalised learning that lies at the heart of the Government's vision for education which is delivered through the Primary Strategy. National Curriculum test data and data from optional tests should be analysed by ethnicity and gender. School census data also enable schools to map English as an Additional Language and Free School Meals data onto their ethnicity data.

Mapping by ethnicity and gender:

- What are the standards achieved by Black African and Black Caribbean heritage children at the end of the Foundation Stage, Key Stage 1 and Key Stage 2?
- Are the standards of Black children in your school high enough?
- How do the standards of children from Black African and Black Caribbean heritages compare with other ethnic groups at a national and local level?
- Do boys perform less well than girls in particular ethnic groups?
- Are the gaps between boys and girls wider in some groups than others?
- Are the gaps wider for some subjects than for others?
- Are these static, rising or falling profiles?
- Are we looking beyond headline data at the data for groups and individuals within groups?

The point of monitoring in this way is that it will help schools to:

Map English as an Additional Language onto data:

- How many of the Black African and Black Caribbean heritage children speak English as an additional language?
- Are these children achieving national standards in English and mathematics?
- Are these children achieving high standards matching their abilities?

Map free school meals (FSM) onto data:

- Is there a higher incidence of Free School Meals in Black African and/or Black Caribbean groups?
- Is this true year on year?
- Do the children with Free School Meals achieve as well as other children in these groups?
- Is that true for all groups?

At the end of Key Stage 1, schools need to pay attention to whether Black African and Black Caribbean children achieve 2a, 2b or 2c.

Schools also need to consider value-added data – data that show the progress between the Foundation Stage, Key Stage 1 and Key Stage 2.

- Are the rates of progress different for children from Black African and/or Black Caribbean heritages?
- What proportion of Black African and Black Caribbean children make two levels of progress in English and mathematics?
- Do Black African and/or Black Caribbean children do less well in some years or classes?
- Are there differences in achievement in English and mathematics?
- Do Black African and/or Black Caribbean children do better at reading than writing?
- Are there gender differences between reading outcomes and writing outcomes? Are these the same across all ethnic groups?
- What percentage of Black African and Black Caribbean children convert their end of Key Stage 1 attainment to level 4+ compared to national norms?
- Does curriculum/question level analysis reveal difficulties in particular aspects of reading, writing and mathematics for Black African and Black Caribbean children?
- What is the progress of Black African and Black Caribbean children towards curricular targets?

Rolling averages over three or five years give a more reliable picture of any patterns emerging than does a snapshot of a single year's results, although schools need to be sensitive to changes in the school populations and communities.

Schools should regularly interrogate their data in this way in order to use them effectively to inform action, direct resources, target interventions and adjust learning and teaching. Children's attainment should be tracked continuously and challenging targets set for individual children in order to raise attainment and close gaps.

See the pupil achievement tracker handout and slides on the CD-ROM accompanying *Excellence and Enjoyment: learning and teaching for bilingual children in the primary years* (Ref 0013-2006DCL-EN), the Intensive Support Programme pupil tracking: a self-study tutorial, www.standards.dcsf.gov.uk/primary/casestudies/isp/target_setting/cs_isp_pupil_tracking/ as well as Raiseonline, introduced in autumn 2006.

In addition schools should collect other aspects of data:

- Which Black children have been identified as being gifted or talented? Is the number of such children in line with the proportion of the group of children in the school? What are the children's areas of excellence?
- Which Black children are identified as having special educational needs? Is the number of such children in line with the proportion of the group of children in the school? Which special needs are most represented amongst children of Black African and Black Caribbean heritage?
- Are there differences in the rates of special educational needs reported between Black girls and Black boys?
- What are the fixed term and permanent exclusion rates for Black children?
- Are there differences in the rates of fixed term and temporary exclusions reported between Black girls and Black boys?

Pause for reflection

- What does your school data show about the achievement of Black children?
- Are Black children **working in line** with age-related expectations?
- Are Black children being **set targets in line** with age-related expectations?
- Are any patterns emerging that show that, in one or more year groups, Black children have targets which are below what is expected for their ages? What might that suggest about the impact of teaching and learning on this group?
- As a group, do Black children achieve at different levels from subject to subject?
- Where Black children are achieving in line or above age-related expectations do you know why this is happening? Can the effective practice be transferred to improve the achievement of other children of Black African and Black Caribbean heritage?
- Where Black children are not achieving at typical expectations for their ages, what is holding them back and what can be done?
- In general, are Black children being placed in the correct groups or sets and how do we know?



Appendix 3

Adapted from the Ofsted self-evaluation form (SEF) with a Black African, Black Caribbean and dual heritage focus

This adaptation is intended to focus attention on Black African, Black Caribbean and dual heritage children. In the full Self Evaluation Form the responses will include the full range of children.

1a – the main characteristics of your Black African, Black Caribbean and dual heritage learners, including:

- their attainment on entry and how you know this.

3a – what are Black African, Black Caribbean and dual heritage learners’ achievements and standards in their work?

- the standards Black African, Black Caribbean and dual heritage learners reach as indicated by their test and examination results, taking account of any significant variations between groups of learners, subjects,[...] and key stages; comparisons with other schools; whether Black African, Black Caribbean and dual heritage learners are reaching challenging targets
- the standards of Black African, Black Caribbean and dual heritage learners’ current work in relation to their learning goals (noting any significant differences between current work and recent results)
- Black African, Black Caribbean and dual heritage learners’ progress relative to their starting points and capabilities, with any significant variations between groups of learners (making it clear whether there are any groups that are underachieving and could be doing better).

3b – how well do Black African, Black Caribbean and dual heritage learners achieve in the Foundation Stage?

3c – on the basis of your evaluation, what are your key priorities for Black African, Black Caribbean and dual heritage learners’ development?

5a – how good is the quality of teaching to and learning of Black African, Black Caribbean and dual heritage learners?

- how well teaching meets the needs of the full range of Black African, Black Caribbean and dual heritage learners
- the suitability and rigour of assessment in planning learning and monitoring of Black African, Black Caribbean and dual heritage learners’ progress
- the diagnosis of, and provision for, individual learning needs
- the involvement of parents and carers in Black African, Black Caribbean and dual heritage children’s learning and development.

5b – the extent to which the curriculum or activities match Black African, Black Caribbean and dual heritage learners’ needs, aspirations and capabilities, building on prior attainment and experience.

B2 – ethnic background of learners

...Mixed – White and Black Caribbean... Black or Black British – Caribbean...

B4 – support for Minority Ethnic learners

Number of Black African, Black Caribbean and dual heritage learners supported through specific funding.

B5 – English as an additional language

Number of Black African, Black Caribbean and dual heritage learners for whom English is not their first language and who are at an early stage of English acquisition.

B7 – the nature of Black African, Black Caribbean and dual heritage learners' learning difficulties and/or disabilities**B8 – Black African, Black Caribbean and dual heritage learners for whom the National Curriculum is disapplied****B9 – learner mobility****B10 – looked after children****C1 – statutory targets**

Target percentage of:

- Black African, Black Caribbean and dual heritage learners expected to achieve level 4 or above in English (Year 6)
- Black African and Black Caribbean and dual heritage learners expected to achieve level 4 or above in mathematics (Year 6)
- Black African, Black Caribbean and dual heritage learners expected to achieve level 5 or above in English (Year 6)
- Black African, Black Caribbean and dual heritage learners expected to achieve level 5 or above in mathematics (Year 6).

D1, D2, D3 – exclusions and transfers of learners

...Mixed – White and Black Caribbean... Black or Black British – Caribbean... Black or Black British – A.O.B.B.

F2 – support teachers for minority ethnic learners

Support teachers funded through EMAG working with Black African, Black Caribbean and dual heritage children.

F6 – support staff for minority ethnic learners

Support staff funded through EMAG working with Black African, Black Caribbean and dual heritage children.

Appendix 4

Management essentials

Raising the achievement of Black children

Essentials – prompts for audit

eLearning Modules 1, 2 and 5 focus on the audit process in more detail.

Leadership and management and About data

(1 – point for action, 2 – developing practice, 3 – embedding practice)

Essentials	School current context	1	2	3
<p>The leadership team</p> <p>The senior leadership team (SLT) is established and the group meet regularly and work in collaboration. The team includes the headteacher, the ethnic minority achievement manager, and the literacy and mathematics leaders. There is close liaison with the assessment coordinator. The support and monitoring role of the leadership team is clearly identified.</p>				
<p>The Race Relations (Amendment) Act (2000)</p> <p>The school is meeting its statutory requirements under the Race Relations Amendment Act (2000). Race equality policy is in place and being implemented. Racist incidents are recorded, monitored and managed effectively. Racism awareness and tolerance is taught within the curriculum. Race equality training needs have been audited and CPD has been planned or has taken place.</p>				

¹ This document was originally used in the Intensifying Support Programme, and has been adapted by the Primary National Strategy EAL programme and also by Brent and Haringey local authorities. This is the most recent adaptation, for the BCA programme.

learning and teaching for Black children in the primary years

Essentials	School current context	1	2	3
<p>Establishing priorities, action planning and review</p> <p>An audit has been carried out of literacy, mathematics and minority ethnic achievement across the curriculum, of staff expertise and professional development needs and of quantitative outcomes in terms of standards and progress for Black children’s learning. As a result, key priorities for action have been identified.</p>				
<p>Knowing about standards</p> <p>Attainment and achievement data is collected, monitored and analysed by ethnicity, gender, Free School Meals and first language or dialect. The information is used to inform school improvement plan priorities and to direct resources.</p> <p>The school-based CPD cycle includes a focus on Ethical Minority Achievement provision (in addition to Eenglish as an Additional Language initiatives). CPD focuses on inclusion and achievement of Black Minority Ethnic communities.</p>				
<p>Monitoring and evaluating provision, teaching and learning</p> <p>The inclusive provision for Black Caribbean, Black African and bidialect learners is effectively monitored and evaluated.</p> <p>This includes checking the quality of planning and teaching, reviewing curriculum content and the use of a variety of child-centred teaching strategies that support and involve learners in all subjects taught in school. This structure effectively identifies key priorities for improvement.</p>				

Essentials	School current context	1	2	3
<p>Whole-school commitment to CPD and improvement</p> <p>The school improvement plan identifies, as a priority, raising the attainment and accelerating the progress of Black Caribbean, Black African and dual heritage learners through literacy, mathematics and across the whole curriculum.</p>				
<p>Additional support – effective use of adults</p> <p>The expertise and skills of additional adults (including their language skills) have been identified. Additional adults are used to provide effective support to raise children’s attainment and to accelerate their progress.</p>				
<p>Additional support and accelerated programmes</p> <p>There is a clear understanding of the range of support and intervention programmes available to support literacy, mathematics and other areas of learning. Their use and impact is reviewed at least annually to ensure that the appropriate Black children get suitable support, adapted to meet needs of individual learners.</p>				

Teaching and learning

(1 – point for action, 2 – developing practice, 3 – embedding practice)

Essentials	School current context	1	2	3
<p>Planning</p> <p>Agreed medium- and short-term planning is in place across the school. Unit plans identify the language demands of objectives and activities and the opportunities for language development for dialect speakers.</p> <p>Curriculum and language development targets are taken into account in planning, teaching and learning and are clearly expressed to children, parents and carers.</p>				
<p>Quality of teaching</p> <p>The main features of inclusive and effective teaching for Black and minority ethnic learners are in place.</p> <p>Additional adults are used effectively in lessons. Teaching strategies to raise attainment of Black children are used confidently by all staff.</p>				
<p>Quality of learning</p> <p>Children are confidently involved in a range of active and collaborative activities. There are opportunities for children to work with a variety of partners. They learn with confidence using their first language or dialect.</p>				
<p>Tracking children's progress</p> <p>A tracking system which identifies underachieving groups and individuals, and tracks their progress on a regular basis, is in place across the school. Staff are supported in setting realistic but challenging targets for Black African and Black Caribbean heritage learners in each group.</p>				

Essentials	School current context	1	2	3
<p>Development of speaking and listening</p> <p>All staff understand the importance of oracy for developing language, and there is good evidence of its application in planning, teaching and learning. Black Caribbean, Black African and dual heritage children's home languages (Patois/ Creole/ urban dialect) are recognised, valued and used to develop esteem and demonstrate differences and similarities between home and academic language systems. Staff have good understanding of effective practice in developing speaking and listening which they apply in planning, teaching and learning.</p>				
<p>Setting curricular targets</p> <p>Assessments and other work samples and records are analysed in order to set termly curricular targets (class/group/individual as appropriate) for literacy, mathematics and language acquisition. All staff use these to assist in planning and teaching, to contribute to curriculum targets in daily teaching. Children are aware of their language development and curricular targets.</p>				
<p>Day-to-day assessment</p> <p>Some strategies for day-to-day assessment are planned for and used in lessons and learning activities. This includes focused questioning to check children's understanding of specific concepts and linguistic items.</p>				
<p>Use of ICT to support language acquisition and involvement in the curriculum</p> <p>Staff are beginning to use ICT to widen access to the curriculum for children's different learning styles.</p>				

Essentials	School current context	1	2	3
<p>The school as a learning community</p> <p>Subject knowledge in literacy and mathematics is secure and sufficient to teach the age-related objectives in the Primary Framework for literacy and mathematics. Early Years Foundation Stage staff have secure and sufficient knowledge to implement the curriculum guidance for the Early Years Foundation Stage. Knowledge and understanding of issues affecting Black children's achievement; understanding of effective pedagogy in teaching mathematics and language and literacy across the curriculum are secure.</p>				

Children's interest and involvement in school and school culture

(1 – point for action, 2 – developing practice, 3 – embedding practice)

Essentials	School current context	1	2	3
<p>Children feel safe, settled, secure, and valued and this is reflected in children's behaviour, learning confidence and relationships between children and teachers. Parents and carers feel welcomed into the school environment and all teaching staff actively encourage good home-school relationships.</p>				
<p>The Race Relations (Amendment) Act 2000</p> <p>The school is meeting its statutory requirements under the Race Relations (Amendment) Act (2000). Race equality policy is in place and being implemented. Racist incidents are recorded, monitored and managed effectively. Racism awareness and tolerance is taught within the curriculum. Race equality training needs have been audited and staff development opportunities have been planned.</p>				

Essentials	School current context	1	2	3
<p>Behaviour leadership</p> <p>A whole-school behaviour management policy is in place and shared with whole-school community. It is consistently implemented and seen to be fair, and is used by all the adults. Staff have a good knowledge and understanding of the Child Protection Act and implications of the Every Child Matters agenda.</p>				
<p>Establishing an effective learning environment: culture and identity</p> <p>Displays, resources and curriculum choices reflect the ethnic, linguistic, cultural and religious diversity of the school. The school and classroom environments provide essential prompts and displays to support the teaching and learning of literacy, mathematics and the wider curriculum.</p>				
<p>Establishing an effective learning environment: culturally inclusive curriculum</p> <p>Fiction and non-fiction texts, particularly in literacy, reflect the cultural diversity of the school and include authors from a range of cultures. British people from diverse backgrounds are represented in positive ways. Schemes of work across the curriculum take account of children's cultural and religious heritage and interests. Children confidently use names and situations from their own cultures and contexts in their writing. Opportunities are found to emphasise diversity, similarities and differences.</p>				

Partnership with parents, carers and the community

(1 – point for action, 2 – developing practice, 3 – embedding practice)

Essentials	School current context	1	2	3
<p>Parents and carers: standards and progress</p> <p>Strategies are in place to ensure that all parents and carers of Black children understand their children's standards and progress in the context of national expectations. This includes information about children's targets and their progress towards these.</p>				
<p>Parents and carers as partners</p> <p>Parents, carers and practitioners share information about children's learning. Strategies are in place to enable all parents and carers to support their children's learning. These strategies are effectively communicated and received by parents and carers.</p>				
<p>Useful opportunities are provided for parents and carers of Black children to meet and discuss concerns as a group.</p>				
<p>Routine and inclusive strategies are in place for parents to approach the school to discuss issues and concerns.</p>				
<p>Wider community</p> <p>Community culture and home language is recognised and viewed as an asset to learning and achievement. Parents, carers and children know that the school values community languages and education.</p>				

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