

SLOUGH BOROUGH COUNCIL

REPORT TO: Education and Children's Scrutiny Panel **DATE:** 12th October 2011

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WARD(S): All

PART I

FOR INFORMATION, COMMENT AND CONSIDERATION

REPORT ON ATTAINMENT OF PUPILS FROM ETHNIC MINORITIES

1 Purpose of Report

To inform Members about the attainment of pupils from ethnic minorities at Key Stage (KS) 2, age 11, and Key Stage 4, age 16, in comparison with the whole pupil population at those Key Stages. Please note that the data attached relates to 2011 for Key Stage 2, but to 2010 for Key Stage 4, as 2011 data for this Key Stage has not yet been released nationally.

2 Recommendation/Proposed Action

Members are requested to note the report.

3 Community Strategy Priorities

This report links to the following priorities as it is about the provision of education for the children and young people of Slough, now and for the future, given the changes taking place in how the schools and Local Authority are organised and funded.

- **Celebrating Diversity, Enabling inclusion**
- **Adding years to Life and Life to years**
- **Prosperity for All**

4 Other Implications

(a) Financial:

Funding compromises and reductions associated with central government reducing the funding allocated to Local Authorities (LA) could mean that a Dedicated Schools Grant (DSG) funded newly commissioned post, directly related to the achievements of Vulnerable Groups can no longer be funded.

(b) Risk Management:

As more schools move to Academy status, it is important that the LA continues to access data relating to the performance of all vulnerable groups, so that the LA maintains an understanding and overview across the Borough and intervention with specific groups can be implemented, in conjunction with Academies, as appropriate.

(c) Human Rights Act and other Legal Implications

There are no immediate Human Rights Act or other legal implications arising from this report

(d) Equalities Impact Assessment:

This report is in itself an assurance that equalities issues are being monitored.

(e) Workforce:

As Finance above

5 Supporting Information

5.1. Background Information

The Ethnic Minority Achievement (EMA) grant was Government funded as part of the National Strategies to help to raise standards for pupils from ethnic minorities. This grant no longer exists, and has been superseded by the Pupil Premium which goes direct to schools to support pupils with a variety of disadvantage and/or learning needs. The term pupils with English as an Additional Language (EAL) is now accepted nationally as a better descriptor for pupils from ethnic minorities, because there is no relation to any EMA grant.

- 5.2 The additional educational needs and outcomes of a wide number of vulnerable groups in Slough needs to be considered and monitored. This includes not only those pupils for whom English is an additional language (EAL), but additionally those on Free School Meals (FSM) with Special Educational Needs (SEN), Looked After Children (LAC), excluded pupils and persistent absentees, teenage parents, Roma Gypsy Traveller children and those known to the Youth Offending Team (YOT). There is a national imperative to close the gap in achievement between these groups and all other pupils. In response, the LA Children's Services team has commissioned an education expert in this field to work in Slough to investigate the attainment of these groups and make recommendations regarding models of working to schools, in order to better support these pupils and improve their progress and attainment – thus 'closing the gap'.

The number of pupils with English as an additional language attending a Slough School at KS2 has been increasing steadily over the years from 724 in 2008 to 857 pupils in 2010. Overall in Slough Schools at KS2 English speaking pupils tend to achieve slightly higher than EAL pupils by 3.4% in 2010 (EAL 70.6%; English 74%). However, Slough EAL girls consistently outperform Slough EAL boys by 4.8% in 2010 (EAL Girls 73.1%; EAL Boys 68.3%).

Looking at the achievement of the schools currently in OfSTED Special Measures category, EAL pupils tend to achieve higher than English speaking pupils. The exceptions are Iqra Slough Islamic Primary School and James Elliman Primary School, both of which have proportionally small numbers of English speaking pupils. The outcomes for other schools in Special Measures in summer 2011 indicate that it is not the EAL pupils in those schools that are underachieving as they are either in line or above the overall achievement of all pupils in Slough.

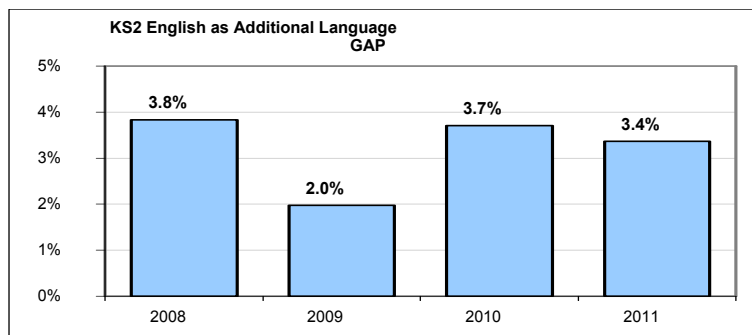
The aim of the Local Authority must be to support Headteachers in ensuring that all vulnerable groups of pupils have access to the highest quality teaching and learning

opportunity so that all pupils in Slough can progress and achieve the best possible outcomes at both KS2 and KS4.

5.3 Attainment at Key Stage 2 – pupils age 11 reaching Level 2+

5.3.1 KS 2 EAL Gap

The data provided in the attached spreadsheet (A) enables us to examine trends over time, showing outcomes from 2008 to 2011. Ethnic groups with under 30 pupils are not included, and it must also be remembered that for some pupils from ethnic minorities, English is their first language.



5.3.2 English as an Additional Language and Non EAL trends and gaps

- EAL boys are bucking the trend for Slough at end of KS2 attainment. There is a 4 year upward trend in attainment for EAL boys showing consistent and sustained improvement. The gap between EAL boys and non EAL has not only closed but has been reversed. This is an excellent achievement.
- EAL girls are not keeping pace with gains for girls in Slough at the end of KS2. There is a variable 4 year trend in their attainment and the gap between EAL girls and non EAL girls has widened since 2010.

5.3.3 Ethnicity

- Slough's largest ethnic group cohorts in descending order are White British, Asian Pakistani, Asian Indian, White other, Black Caribbean and Mixed White Asian, Mixed White African.
- Asian Indian pupils are generally the highest performing group, consistently above the national average attainment threshold. Mixed White Asian is a much smaller cohort but again is consistently above the national average and in 2010 outperformed the Asian Indian group.
- White British are the next highest performing group. This group has been consistently at or above the national average attainment threshold for the past 4 years.
- The Asian Pakistani group, which is only second in size to White British, has been consistently underperforming when compared to national average attainment threshold for the last 4 years.
- The White Other and Black African groups are also sizeable underperforming groups, which have been consistently underperforming over the last 4 years.
- Black Caribbean and Mixed White African are both smaller groups, which again have been consistently underperforming over the last 4 years.
- When gender is taken into account, in general girls perform consistently higher across the ethnic groups, the exceptions are with the smaller ethnic cohorts such as Black Caribbean, Mixed White Asian and Mixed White African. The attainment of Black African girls, however, which is a sizeable ethnic group, dipped below that of boys in 2010.

5.3.4 Issues to address at KS2:

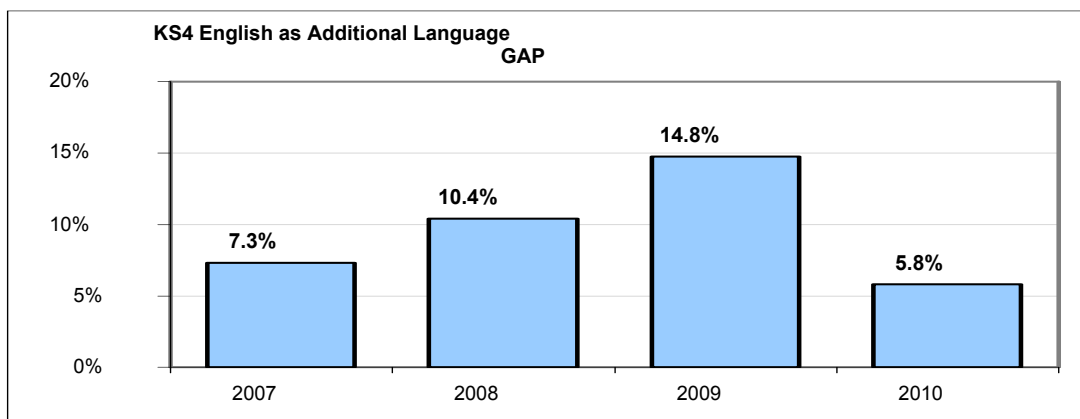
1. After a significant narrowing of the attainment gap in 2009, it grew again in 2010, but has shown a pleasing improvement in 2011. This must be sustained and closed further.
2. The attainment of EAL boys has improved, and the progress of girls needs to be monitored closely to ensure that they do not dip further.
3. Asian Pakistani pupils continue to outperform White British pupils, and there is consistent underperformance by Black Caribbean pupils.
4. The performance of girls of Black African ethnicity has fallen below that of boys, which is a new concern.

5.4 Attainment at Key Stage 4 – pupils age 16, gaining 5 GCSE or equivalent at grade A*-C, including English and mathematics.

The data provided in the attached spreadsheet (B) enables us to examine trends over time, showing outcomes from 2007 to 2010. Ethnic groups with under 30 pupils are not included, and it must also be remembered that for some pupils from ethnic minorities, English is their first language.

5.4.1 KS4 EAL Gap

- The gap between EAL and non EAL has been significantly reduced between 2009 and 2010.
- There is an upward 4 year trend in numbers of EAL pupils, and therefore attainment for this group is therefore showing a consistent and sustained improvement.
- EAL boys outperformed non EAL boys for the first time in 2010. As with KS2 the gap for EAL boys has not only been closed but has been reversed.
- EAL girls are not keeping pace and are showing a falling 4 year trend. The gap between EAL girls and non EAL girls is therefore widening year on year. This feature is again consistent across KS2 and KS4.



5.4.2 Ethnicity

- The largest ethnic group at KS4 is White British followed by Asian Pakistani, Asian Indian, and recently White Other has become a sizeable ethnic group. Black African, mixed heritage other, Black Caribbean, and other heritage are smaller groups but all with numbers exceeding 30 students in 2010.
- As is the case with KS2 performance, the Asian Indian group has been consistently the highest achieving group over the last 4 years. This is significantly above (+15 percentage points - ppts) the national average, which was 74.8% in 2010.

- The gap in 2010 between this Asian Indian group and the next highest performing, which is Asian other, is almost 20 pts and in 2009 was a full 20 pts.
- The Other Heritage group is the next highest performing group in Slough. This cohort is relatively small (47 students in 2010) although, it has been increasing in size in recent years. The data for this group is also showing a 4 year upward trend.
- White British pupils are underperforming along with the Asian Pakistani group which each have the largest ethnic cohorts and account for almost half of the entire student cohort for 2010. The 4 year trends for both are variable.
- The Black African group whilst underperforming by around 26pts in 2010 is showing a rising 4 year trend and the gap is beginning to narrow for this group.
- The worst performing groups in descending order, are Mixed Heritage Other, White Other and Black Caribbean. All are showing a variable 4 year trend.
- When gender is taken into account in 2010, with the exception of Black Caribbean, White British and White Other girls, boys in Slough are bucking the trend nationally for gender difference and are outperforming girls. This appears to be a developing trend in Slough when reviewing outcomes over 4 years. The widest gender gaps in favour of boys are in the Asian Other group and Other Heritage groups where the gap is 17.3 and 15.6 pts respectively.

5.4.4 Issues to address:

1. Maintain the focus on achievement of pupils with EAL to ensure that the gap in attainment continues to close.
2. Ensure schools and Academies have relevant information to prioritise key groups of underperforming pupils, so that their improved attainment contributes to the overall improvement in EAL attainment.

5.4.3 Strategies in place in September 2011 to address key issues raised by EAL data and gender information

Core Provision for schools:

- Comprehensive data pack sent to each school with a breakdown provided for all ethnic and other vulnerable groups which compares each of these to the Slough and National averages for end of KS attainment threshold measures.
- Autumn Term challenge visit has a focus on all vulnerable groups and the school's own understanding of and capacity for school self-evaluation. Telephone contact in Spring and Summer terms with follow up visit if appropriate
- Training sessions provided for school leaders about data available and the use of this data
- Training sessions for Newly Qualified Teachers (NQTs) will include assessment for learning, which is key to effective teaching for vulnerable groups
- Briefing and 'good practice' information sharing, which will include vulnerable groups.
- Facilitation of school to school support to disseminate best practice and development of some web based resources such as best practice case studies and solutions found either locally or nationally.

Focus schools (those that are satisfactory, below the national threshold measures or floor standard or in an OfSTED category), receive the following in addition to the above core provision.

- Monitoring visits that will include a focus on vulnerable groups.
- Advice and guidance on priority action planning and support for school self-evaluation, that will include a focus on vulnerable groups.

6 **Conclusion**

It should be recognised that the number of pupils from ethnic minorities, and thus the number of EAL pupils, will continue to grow and will be a dominant feature of education in Slough. Consideration therefore needs to be given regarding the role of the LA in ensuring that, along with other vulnerable groups, their achievements are monitored and gaps in attainment continue to close, so that the opportunities for these pupils are maximised.

7 **Appendices Attached**

'A' Attainment at Key Stage 2

'B' Attainment at Key Stage 4

8 **Background Papers**

None