

Narrowing the Gap in schools with  
low numbers in the gaps  
Principles and Practice

Judith Longstreth

Head Of EMAS

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# Workshop will include:

- Case study :Planning the EMAS service – adapting National Strategy approaches to fit circumstances
- Principles of narrowing the gap for minority ethnic pupils and how these could be extended to meet the needs of others
- Share experiences

# Case Study – developing the new EMAS service 2007

- 3 LAs
- 150 + schools using the service regularly
- 8 FTE
- Most schools having minority ethnic populations between 7 – 20%. Some above 20%, quite a few 0 – 6%
- Over 3,500 minority ethnic pupils across the 3 LAs from very varied ethnic and linguistic backgrounds. Not one in a cohort of 30 + for a particular ethnic group.

# Different agendas

- **Schools** — mainly wanting support for new arrivals and preferring direct pupil and family support. Keen on bilingualism, less comfortable around Black Achievement
- **Local Authorities** — wanting school improvement work, viewing direct pupil support as developing a dependency culture, central data suggested look at Black Achievement issues.
- **National Strategies** — Separate programmes on Black Achievement, Advanced Bilingual Learners, New Arrivals, Moslem Education etc. Programmes based on intensive support programmes for failing schools. Programmes required a high level of input sustained over a long period. Schools should not be eligible for the programmes until they had reached a certain level. None of the schools at that level. Many were band 1. Staffing did not exist etc!!

# What did we do?

- Merged the audit tools from New Arrivals, Black Achievement and Advanced Bilingual Learner programmes
- Started developing a leadership programme with higher user schools, irrespective of banding
- Started where schools were and devised planned support in line with their priorities
- Provided additional projects to address other LA priorities while EMA leader programme settled in
- Continued to provide case work to other schools

# Where are we now?

- 100 schools have EMA leaders in 3 LAs
- Primary National Strategy Lead for the South West Hub for EAL
- Many primary schools with EMA leaders now at developing and establishing stages, secondary practice following suit.
- [www.emas4success.org](http://www.emas4success.org) acclaimed nationally
- Still lots to do, but clear evidence of progress

The principles behind the National Strategy programmes did apply but sometimes recommended approaches had to be modified

- Use of self evaluation
- Use of data and pupil tracking (see school based data sheet)
- Raise aspirations and expectations.  
Targeted support where needed.
- Developing sound core practice that is then extended to meet the needs of individuals and groups.

# Schools that make the difference for groups in narrowing the gap

- Strong leadership on equalities agendas- focus on respect, fairness and social justice
- Good use of data to track different groups and to ensure high expectations and aspirations
- Good use of resources to focus on the needs of individuals and groups
- Explicit teaching of academic language forms
- Positive relations between pupils, staff, parents and communities within transparent systems.
- Curriculum and ethos that reflects all aspects of diversity positively.

# Discuss in relation to your own school

- Which groups do you have in your school in relation to narrowing the gap? BME, GRT, FSM, LAC
- What needs do they have in common and what are different?
- How are you currently planning to raise their attainment? What is working well?
- How could the principles in the presentation be used to support you in your planning?

Further exemplar

# Teaching and Learning

- Oracy into literacy. Valuing Children's first languages
- High emphasis on teaching of academic language within mainstream
- Use of key visuals
- Building on prior learning. Good assessment for learning .

# Ethos and curriculum

- Focus on diversity of experience and the contribution of all
- Plan for diversity within all aspects of the curriculum
- School environment reflects diversity in society positively at all times.
- Teaching includes examination of bias, social justice and equalities issues as well as global links

# Engagement with families and communities

- Good communication systems in place, including bilingual approaches
- Minority ethnic parents able to understand school systems and know how to help their children improve
- Minority ethnic adults and communities contribute to the life of the school
- School has good understanding of community and relevant faith issues.