



Cambridge
Education
@Islington

Narrowing the gap: patterns for success

Graham Smith

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The plan

- Context
- The no model model
- Case studies
 - Unaccompanied asylum seekers arriving in Year 11 or late in Year 10
 - Key Stage 2 mathematics for Turkish & Bangladeshi pupils
 - Secondary EAL: transforming the staff room conversation about pedagogy
 - Mentoring potential high attainers

Islington Context

- 22,000 pupils in 56 schools
- Over 70% of pupils from black and minority ethnic backgrounds
- 45% have English as an additional language
- 5-10% in the very early stages of acquiring English
- 23% refugees or asylum seekers
- High mobility
- Huge variation between schools
- LA staff that don't just work in Islington

The no model model or the no magic model

- Consultants in schools
- Local knowledge & hunches
- Data analysis
- Partners in action
- Impact evaluation (quantitative & qualitative)

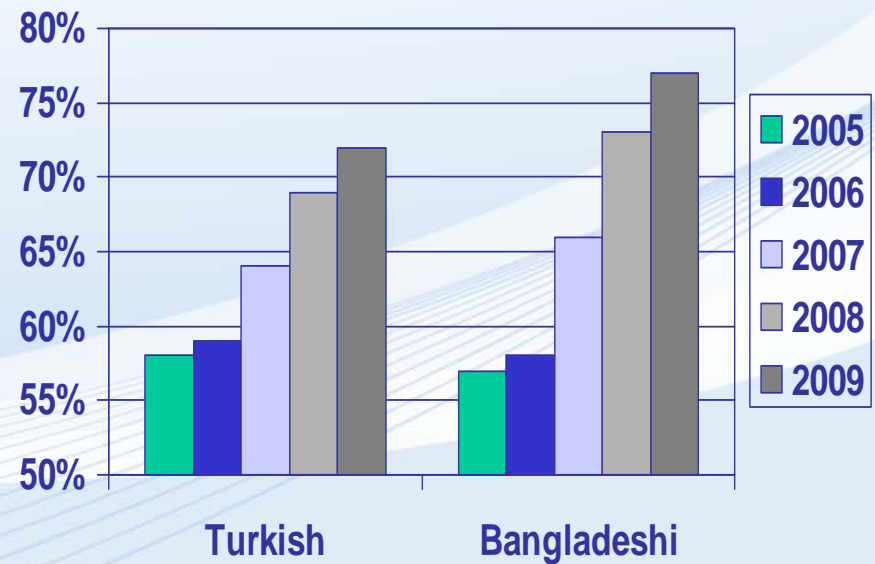
Unaccompanied asylum seekers arriving in Year 11 or late in Year 10

- End inappropriate, ineffective & expensive FE placements
- Redirect funding to specific schools
- Bring key players together
- Infrequent, informal but thorough monitoring
- Outcomes focused (LAC target)
- First year: all 5 A*-G and one 5 A*-C
- Student: ‘I love where I am now.’
- School: “The student who was a complete beginner at English when she arrived has made very fast progress.”

Key Stage 2 mathematics for Turkish & Bangladeshi pupils

- Schools identified need and funded project through DSG
- Bilingual TAs and teachers recruited & trained
- School placements organised
- Bilingual support for pupils
- Bilingual sessions for parents
- REAL project

L4 Ma 3 yr rolling average

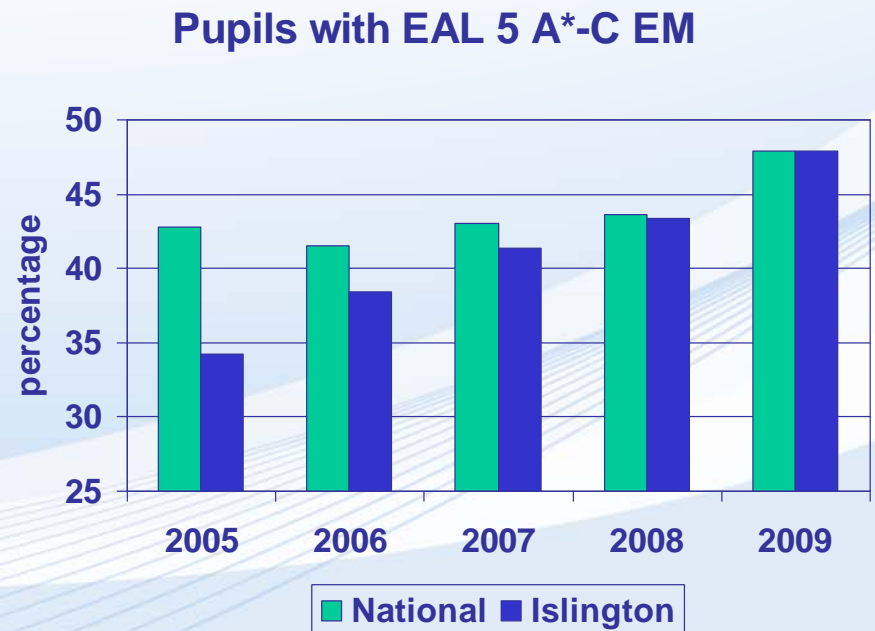


Key Stage 2 mathematics for Turkish & Bangladeshi pupils



Secondary EAL: transforming the staff room conversation about pedagogy

- Shift from PDC to school based training
- Extended training packages
- Senior leader engagement
- Focus on advanced learners and academic language
- Opportunities for consultants to follow up in class
- “Most rapid transformation from awful to excellent I’ve ever seen.” Ex-HMI



Mentoring potential high attainers

- Data tell us highest attaining Black pupils at KS3 make less progress than peers
- Black pupils who do succeed say a mentor “like me” would help
- Mentors identified, trained & allocated
- School relationships brokered
- Half of cohort got 3 A*-A, including three with <L5 at KS2
- Unexpected outcomes



Finding out more

- <http://www.islingtonschoolsemas.net/>
- <http://islington.camb-ed.com/Home/tabid/483/Default.aspx>
- <http://www.realproject.org.uk/>
- graham.smith.camb-ed@islington.gov.uk
- 020 7527 5899