

WELCOME

Yet again, we are in busy and exciting times with a number of crucial new national initiatives starting shortly and having direct implications for Lambeth schools.

The EAL pilot will mean the creation of a new post within EMAT to work specifically with 10 "pilot" schools. The DfES African Caribbean project is involving three Lambeth schools but no doubt will benefit other schools in the borough. We are planning to have further information about both these pilot projects at the EMAT conference in February.

Furthermore, the EMA grant appears to be secure for the next 2/3 years with an inflationary uplift.

The Stephen Lawrence report recommendations continue to impact with the updated Ofsted framework focusing much more on Race Equality and also EAL.

EMAT has provided training for over 250 teachers, support staff and governors on the Race Relations Amendment Act and Race Equality this term.

I very much hope that you find this newsletter helpful and informative.

As always we welcome contributions from Schools and our photographer is always keen

AIMING HIGH - NEW EMA GRANT FAVOURS LAMBETH

Lambeth schools are to benefit under a new national formula to be used by the DfES to calculate EMAG allocations to local authorities. The new formula is needs based using numbers of EAL pupils and numbers of pupils from underachieving groups weighted by free school meals. Pupils who are bilingual and from an underachieving group are only counted once. In the year 2004/05, Lambeth will receive a small inflationary lift to its grant allocation which is its first rise for a number of years. This is obviously good news for schools and EMA funded staff. The intention is that the funding changes over the next few years will allow each LEA to get its appropriate share. It does look as if the government is making a funding commitment to the EMAG for the foreseeable future.

FURTHER GUIDANCE - the standards fund circular highlights key research that the government suggests schools consider when determining priorities. These include:

- Effective data systems
- Analysing data on a regular basis, identifying patterns and trends, putting in place action to address the issues raised by the data and monitoring the impact of any actions taken
- Strategies that build the capacity of school management teams and the school workforce to support underachieving minority ethnic/bilingual pupils more effectively.
- Mutually supportive links between mainstream, supplementary and complementary schools

For further information about the use of the grant, please refer to the letter sent to schools by Amy Thompson on 24th November.

NATIONAL PRIMARY STRATEGY EAL PILOT

Lambeth has been selected to be part of a national EAL pilot being developed by the National Primary Strategy Team. This is being led by two recently appointed Regional Directors for EAL and mirrors the structure set up for the National Literacy and Numeracy Strategies. Lambeth will receive a grant to fund an EAL Consultant post. Further details will be forthcoming in December but the post is likely to involve closely linking with the national strategy on materials development, training and involvement with the local strategy & EMA teams. The post has been advertised and we hope to make an appointment for January.

A NATIONAL PILOT PROJECT TO RAISE THE ACHIEVEMENT OF AFRICAN CARIBBEAN PUPILS

Charles Edward Brooke, Bishop Thomas Grant and Lilian Baylis schools have been selected to be part of a national pilot to raise the achievement of African Caribbean pupils. Each school will receive a package of support, including resources, to free up a senior manager to work on raising African Caribbean achievement with advice and support from an expert consultant. They will also get written guidance on the best ways to raise African Caribbean achievement and support from the National College of School Leadership. Lessons learnt from the project will be disseminated nationwide.

ANNUAL EMAT CONFERENCE
MONDAY 9th FEBRUARY
MORE DETAILS TO FOLLOW SOON



THE NEW OFSTED HANDBOOK, EAL & RACE EQUALITY

The new Ofsted handbook published in May this year gives a much higher profile and greater clarity to the inspection of English as an additional language. In the handbook, EAL is highlighted in a number of areas. A key question identified on P.45 is “What is the relative progress of boys and girls, and different groups of individuals, especially those from different backgrounds and those whose home language is not English”. It further notes that inspectors should “inspect any evidence the school collects about the achievement of pupils from different groups and verify any analysis. Evaluate the achievement of pupils who speak English as an additional language, distinguishing those who are fluent from those who are at an early stage of English.”

There is also a greater focus on teaching and learning as it affects bilingual pupils. The handbook notes that:

“Inspectors should evaluate whether the planning and teaching take account of the language and learning needs of pupils for whom English is an additional language. This involves identifying those that need additional support, not just when they are at the early stages of learning English, but also when their level of English fails to keep pace with their academic potential in other subjects” (It also means drawing on the advice of EAL specialists—addition in secondary handbook). Inspectors are also asked to look for:

- Specific development of speaking and listening skills
- Provision of effective models of spoken language (for example, through writing frames)
- Use of the first language when appropriate to support learning
- High quality, culturally relevant visual aids and other resources
- Partnership teaching, involving EAL specialists (mentioned in Secondary document)
- The use of bilingual support assistants who are well qualified and briefed appropriately

“In inspecting EAL, consider whether the work provides proper access to the National Curriculum (or sixth form programmes of study). Withdrawal of pupils from lessons, if it takes place, should be based on a rationale that can show clear benefits to the pupils involved.”

SCHOOL RACE EQUALITY TRAINING

Lambeth EMAT has commissioned an extensive programme of training with schools on race equality in response to the Race Relations Amendment Act (2000). Pictured left are Jo Clarke, acting Headteacher of Clapham Manor Primary School and Peter Nathan, after a successful session at the school. Peter is delivering training covering racist incidents, race equality policy and action planning and awareness raising. Training takes place at twilight staff meetings, half or whole day inset days or at governor meetings. Support has also been offered on developing policy with senior staff. By the end of the Autumn term, Peter will have delivered training at;

- 10 primary school staff meetings
- 5 nursery/primary half-day inset days
- 2 nursery/primary whole day inset days
- 2 action planning meetings (half-day)
- 3 training sessions with individual governing bodies and 1 central governing training session

If you are interested in having Peter come into your school to deliver a training event, please contact him on 0773-6227550.

RESOURCES

- A) “Refugees: We left because we had to” - the third edition of this best selling text compliments the National Curriculum KS 3 and 4 Citizenship and History courses, KS5 Citizenship, General Studies and non-statutory Religious Education. It costs £19.95p and is available through the Refugee Council on 020 7820 3042.
- B) “Black Children Count” - Dark Star Publishing. A range of excellent posters of famous black historical figures. Contact Dark Star on 020 8409 0000 for a catalogue.
- C) “Colour Blind Training Pack” - The Colour Blind training pack covers the key themes of identity and being British, citizenship and racism with young people. The pack consists of a video and comprehensive training notes with lesson plans and worksheets linked to the Citizenship Programme of Study and the PSHE framework. Available free from the DfES on 0845 6022260.
- D) “The Learning Journeys: guides for parents to the school curriculum”(ages 3-7,7-11 and 11-16) The colourful and popular Learning Journey booklets have been updated. They have fun and easy tips for parents about how to support children with learning. Contact the DfES (DfES/0124/2000).
- E) UNICEF - has a wide range of education resources for primary schools and KS3. These focus on human rights, citizenship and development issues. For a catalogue, contact UNICEF on 0870 606 3377.
- F) SHAP calendar website with dates for most festivals.
www.support4learning.org.uk/shap/index.htm



EMAT POST-BLACK HISTORY MONTH SEMINAR



Lambeth EMAT held a very interesting and informative post black history month seminar at International House on 5th November attended by 30 people. The session was led by former Headteacher Rosemary Campbell (pictured above) who is currently advising the DfES Ethnic Minorities Team with its "Aiming High" strategy. Her presentation focused on an advice document she has prepared for Lambeth schools entitled "The Language and Literacy Needs of Caribbean Heritage Pupils". A draft was discussed which looked at:

- Languages issues relating to Creole or Patois as spoken in Jamaica
- Literacy and Caribbean communities in Britain
- Newly arrived Jamaican children
- Achievement and good practice

The second half of the seminar gave participants the opportunity to look at a range of video and support materials developed by Tony Sewell (with further materials from Peter Nathan) from his recent work with Lambeth schools. These included "Working Together" which looked at the development of social skills through the use of story telling and role play and "Workin' It Out" which looks at strategies to resolve conflict. Participants were able to take away copies of the two packs.

LAMBETH REFUGEE & ASYLUM SEEKER SURVEY

Thank you to all schools who participated in our survey in April this year. Fifty out of eighty schools (62%) responded of which 9 schools gave a nil return. The figures indicated below are not a totally accurate reflection of the true position since very few of the schools specifically ask for refugee/asylum seeker identification. The majority of the returns were based on language and ethnicity. Only one primary school was able to make returns which identified Refugee, Indefinite Leave to Remain or Exceptional Leave to Remain status for every pupil (note categories have changed since April 2003). In the secondary sector, the returns showed there were 139 refugee and asylum-seeker pupils in 6 schools. In the primary sector from 34 returns, 447 pupils were identified and 6 pupils were identified in special schools. The largest number of pupils from the returns are at Bishop Thomas Grant School with 106. Somali and Spanish speakers from Ecuador are the largest group according to the figures returned.

HMI REPORT 453 - THE EDUCATION OF ASYLUM-SEEKERS PUPILS

Produced in October 2003, this is a very positive report about the progress that asylum seeker pupils make in schools. It also emphasises the good quality of support and teaching provided by schools and by LEA EMA teams. HMI visited 37 schools in 11 LEAs over a two year period and this report focuses on admission and induction arrangements, ethos and curriculum provision, meeting pupils learning needs, teaching provision and progress and some case studies. Some of the main conclusions were as follows:

- School staff funded through the EMAG made a vital contribution in supporting asylum seeker children and their families. They also provided valuable advice, training and teaching support for class teacher
- Many schools have not had any training to enable them to identify pupils with severe psychological distress and trauma.
- The quality of teaching and support for the great majority of asylum-seeker pupils was at least satisfactory and often good. The teaching was its most effective when there was close collaboration planning and support between class teachers and EMAG staff.
- Schools committed much time, effort and resources to integrating the asylum seeker pupils in a positive and supportive manner. Several schools had well established and effective arrangements for the admission and induction for newly arrived pupils.

The full report is available via the Ofsted website under publications on www.ofsted.gov.uk

Pictured below are Ngau from Vietnam and Natalya from Ukraine, pupils at Norwood School for Girls, enjoying a science lesson. Both are former pupils from the European Refugee grant funded EMAT induction programme.

The Refugee Support Teachers also work in Charles Edward Brooke and Stockwell Park High Schools where pupils from the programme are also enrolled.





London Borough of Lambeth

Ethnic Minority Achievement Team
6th Floor, International House
Canterbury Crescent
London SW9 7QE

Phone: 020 7926 9850

Fax: 020 7926 9362

Email: mlobo@lambeth.gov.uk

“Striving for Equality”.

LONDON-WIDE TEENAGE POETRY SLAM WINNERS 2003 CHARLES EDWARD BROOKE



A group of Year 10 pupils from Charles Edward Brooke swept all before them at the London-wide poetry slam in June. Competing against eight schools, the girls won a trip to Chicago to meet other young poets, visit schools and perform. The key teacher was English teacher Jennifer Watson who is also Head of Year 10 and supported the students developing their poems. She was supported by poet-coach Malika Booker who worked with the girls in five after school sessions and on two Saturdays.

The competition was organised by Lynk Reach Ltd who are also organising “Multilingual Month” in March. For further details contact Sachi Nehra on 020 8432-0691. The girls have agreed to perform at the EMAT conference in February which will certainly be something to look forward to.

A CD of the performance and a copy of a book of the poems is available from jo@lynkreach.co.uk at £7.

“AIMING HIGH: RAISING THE ACHIEVEMENT OF GYPSY TRAVELLER CHILDREN

As part of the “Aiming High” strategy, the DfES have produced a guide to good practice focusing on the achievement of Gypsy Traveller pupils. There are about 350,000 Gypsy Travellers in this country of which a large percentage live in housing. Others live on local authority or privately owned caravan sites or are resident on their own plot of land. About 20%, have no secure place to stay and move between unauthorised encampments.

A number of key recommendations are made in this report to address issues of equality of opportunity and to raise achievement for Gypsy Traveller pupils. These include to:

- Ensure that you have mechanisms in place to monitor the impact of your policies, in particular those policies which have an impact on attainment and achievement.
- Ensure that within the National Curriculum subjects, particularly Citizenship, every opportunity is taken to positively reflect Gypsy Traveller history, culture, language and life-style

The report recommends that schools have a written action plan relating to Gypsy Traveller pupils and that key action points are included within the LEA’s EDP.

The report contains a range of good practice examples and is available from DfES publications. Just call 0845 6022260 and ask for a copy quoting the reference DfES/0443/2003.

ST SAVIOUR’S BLACK HISTORY MONTH DISPLAY

A wonderful display for black history month was mounted by pupils at St Saviour’s Primary School. The display looked at the lives of a number of famous black figures from History including Martin Luther King (pictured below), Kofi Annan, Grace Nichols, Nelson Mandela and many more. The display included a quiz and some famous quotes from speeches such as this from Nelson Mandela:

“A vision without action is just a dream
Action without vision passes the time
A vision with action can change the world”

