

# RAISING THE PERFORMANCE OF UNDERPERFORMING CHILDREN: SUCCESS FACTORS



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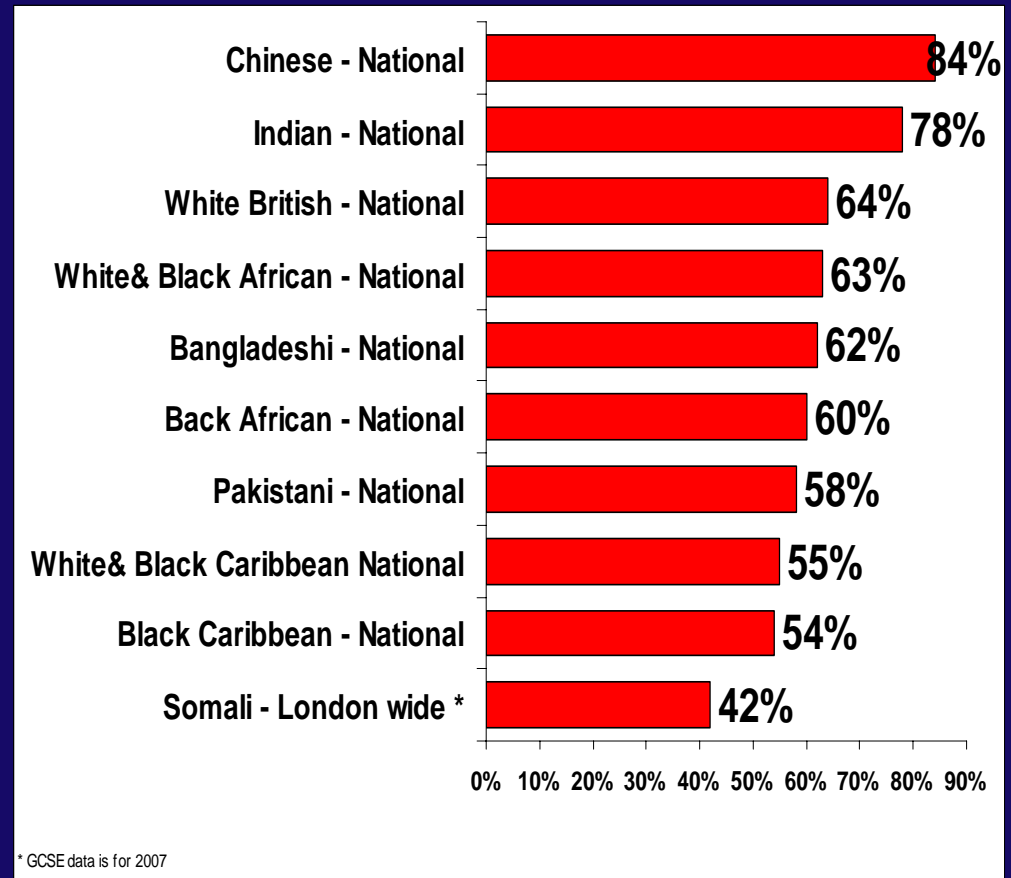
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# Outline

- 1. The Performance of Underachieving groups in England**
  - **Statistical evidence**
  - **National Concerns and Issues**
- 2. Achievement in Lambeth: Empirical evidence**
  - **The LA context**
  - **Achievement in Lambeth – All schools**
  - **Achievement in Lambeth & England by Ethnic Background**
  - **Achievement in Lambeth: Case Study Schools**
- 3. Reasons for improvement and success factors**
- 4. Conclusions and Policy Implications**
- 5. Questions for workshop discussions**

# The Performance of Underachieving Groups in England: Statistical evidence

- Research in British schools between 1965 to 2000 shows a underachievement of Black pupils' (Tomlinson 1983, Gillborn and Mirza, 2000).
- OFSTED report states that that the relative performance of Black Caribbean pupils begins high, starts to decline in KS2, tails of badly in KS3 and is below that of most other ethnic groups at KS4' (OFSTED 2002).
- Black Caribbean, African, Mixed Race pupils lag far behind the average achievement of their peers.



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# Raising Achievement: National concerns

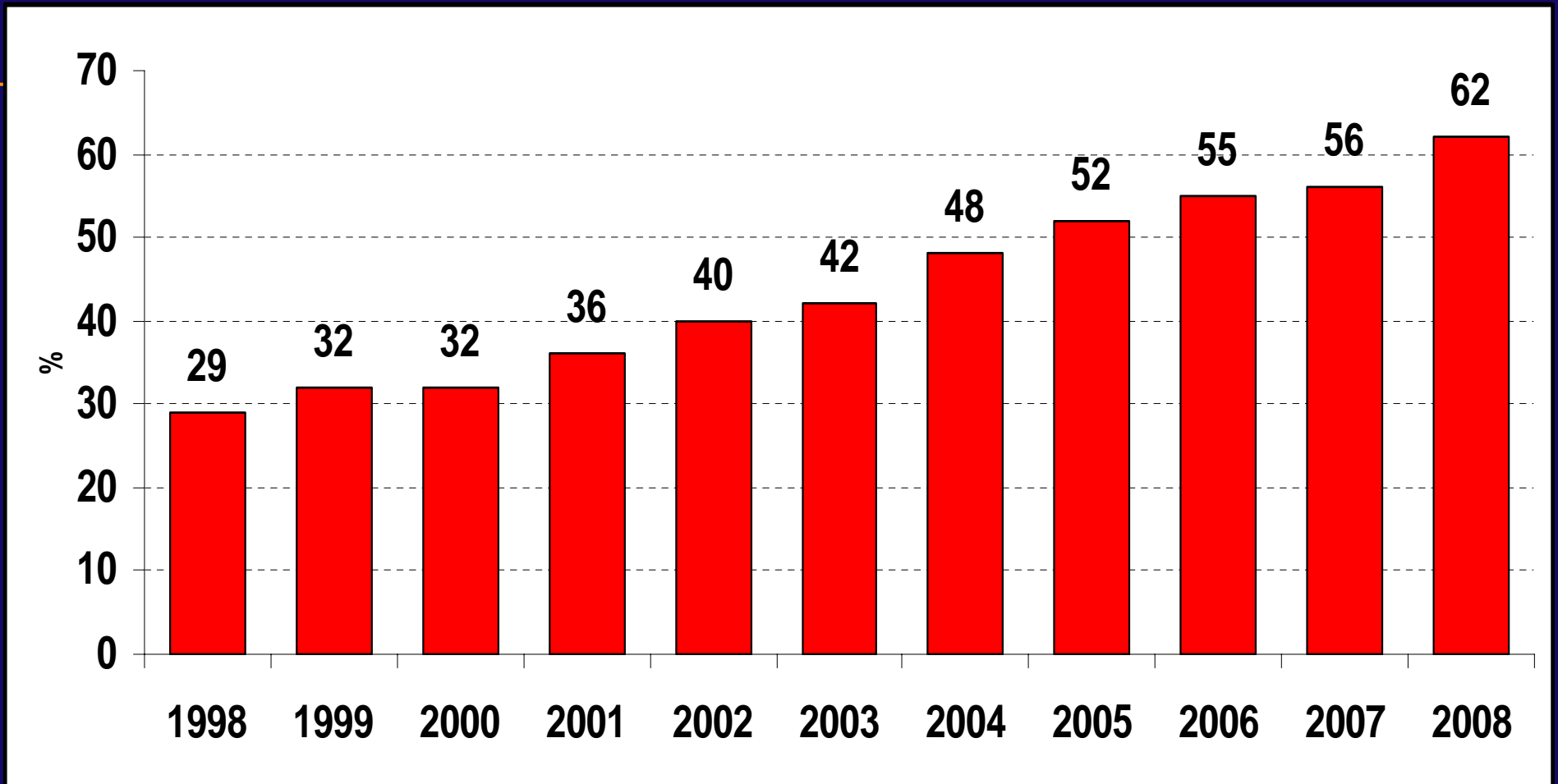
- Previous research has focused on issues of black underachievement.
- The emphasis on underachievement of pupils in national research overshadows those who do achieve and has resulted in black pupils being labelled as educational underachievers.
- Policy makers and schools need more evidence ‘**on what works**’ which are relevant to teachers practical concern.
- However, there is little research into **good practice in schools**.

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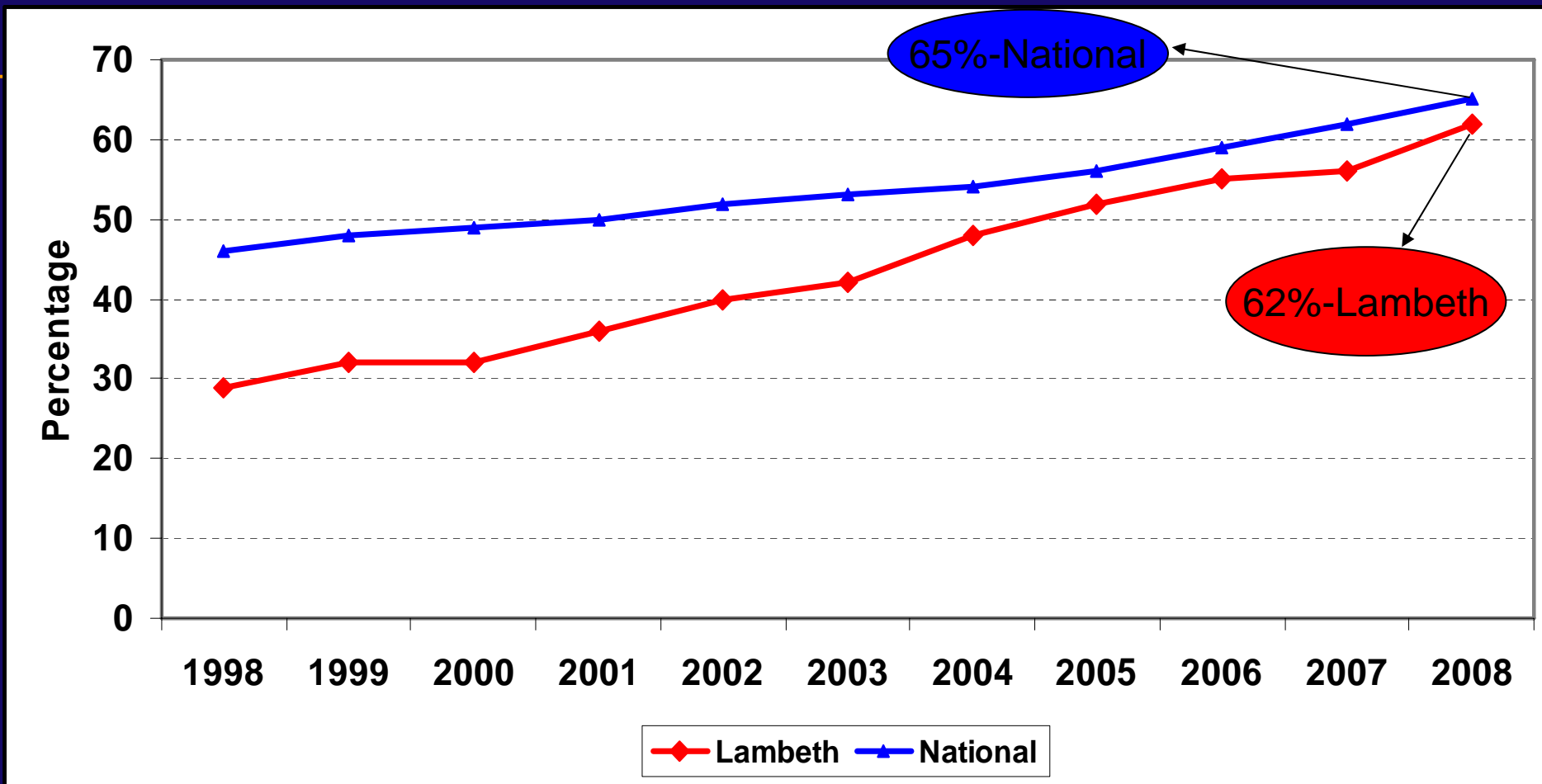
# Achievement in Lambeth: LA Context

- Lambeth is one of the most ethnically and culturally diverse boroughs in Britain (e.g. 81% ethnic minorities & 145 languages spoken at home).
- Black African pupils formed the largest ethnic group with 24%, followed by 19% Black Caribbean and 17% White British, 12% Mixed race, 7% Other White, 5% Other Black and 5% Portuguese.
- 46% EAL pupils and about 30% not fluent in English.
- 40% of pupils are eligible for free school meals.
- Pupil mobility is high -21%.
- Attainment of African and Caribbean heritage pupils at KS2 and GCSE has been consistently high for many years and above national and LA averages.

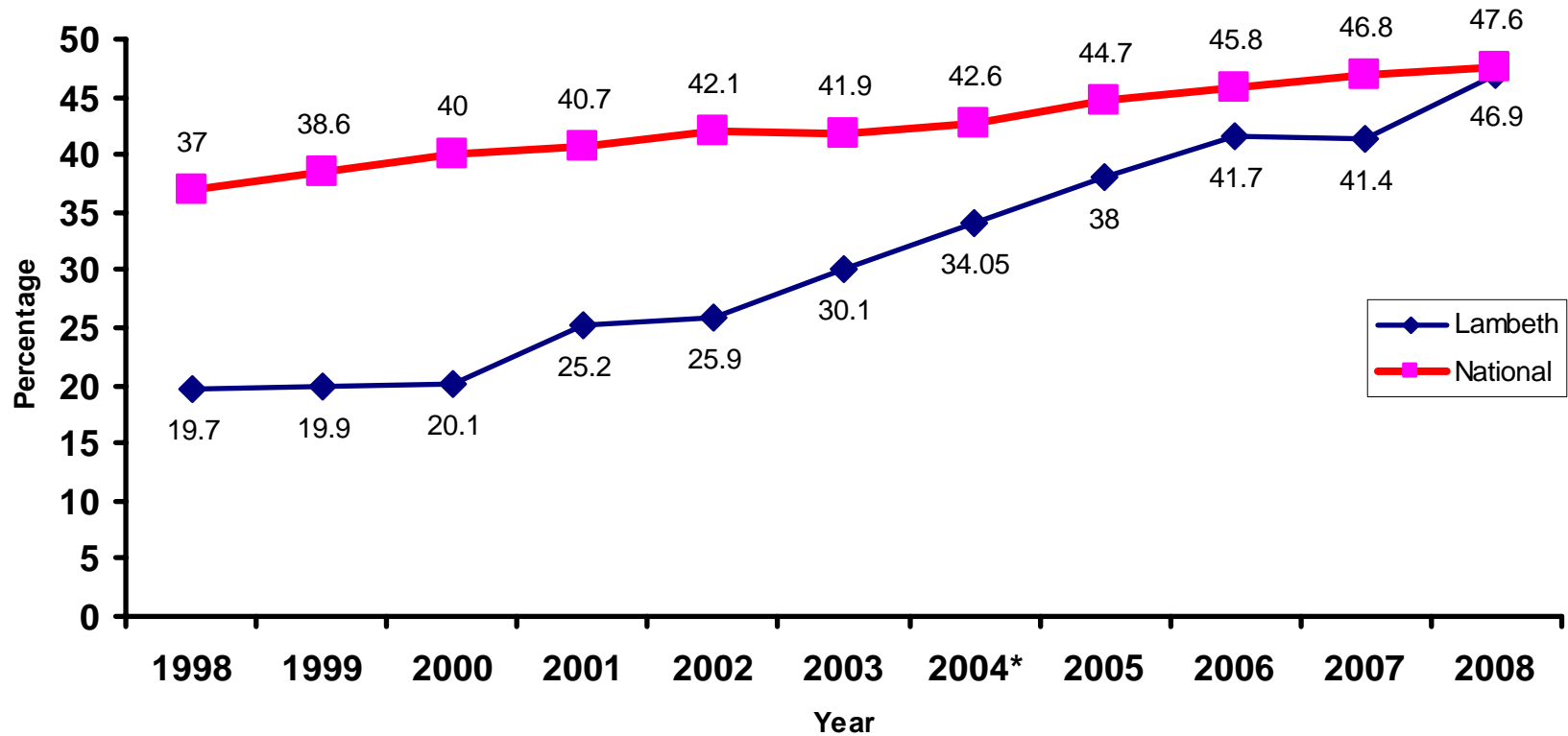
# Achievement in Lambeth: 5+A\*-C GCSE, 98-08



# GCSE Performance in England & Lambeth, 98-08



# GCSE Performance in Lambeth and England, 5+A\*-C incl. Maths and English

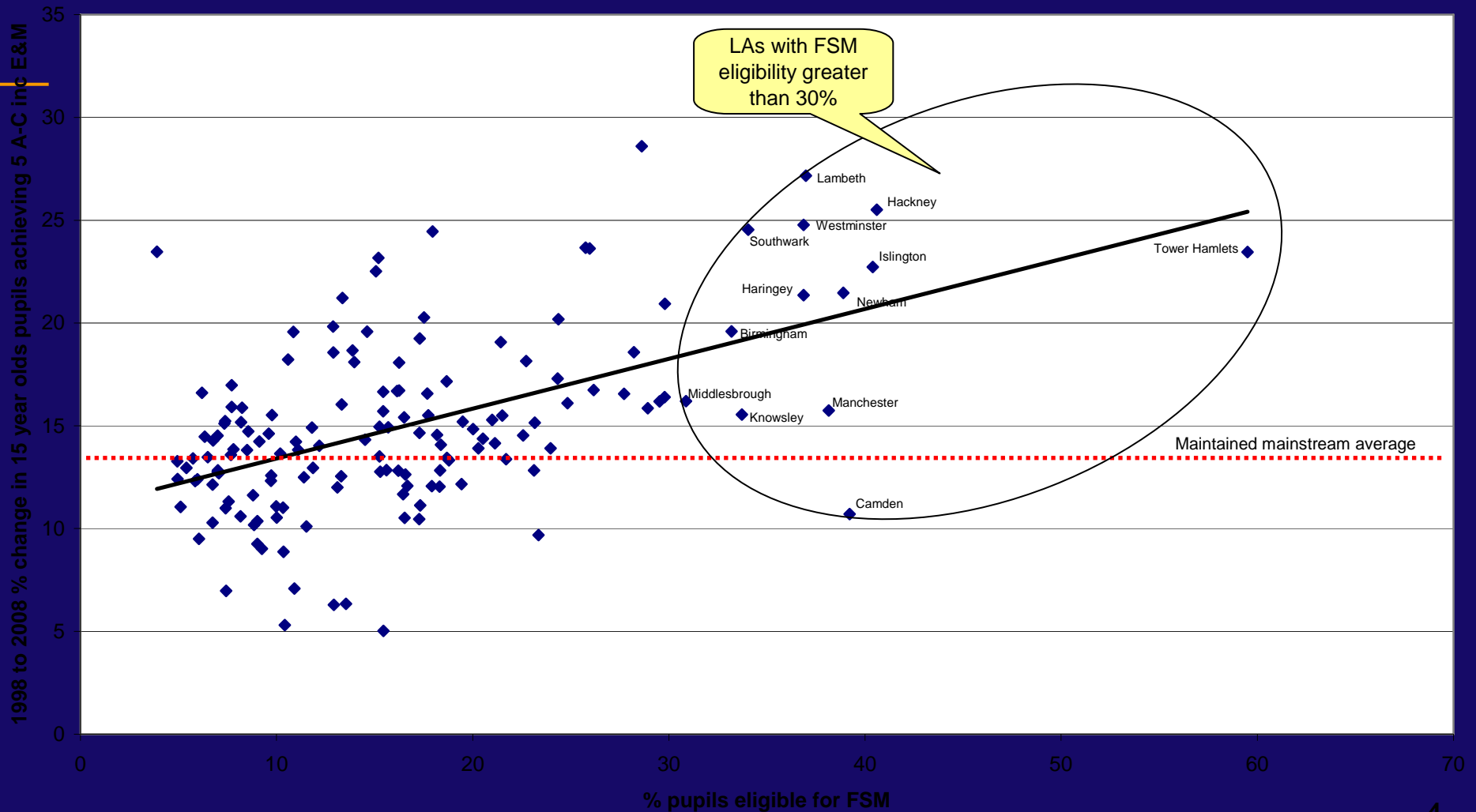




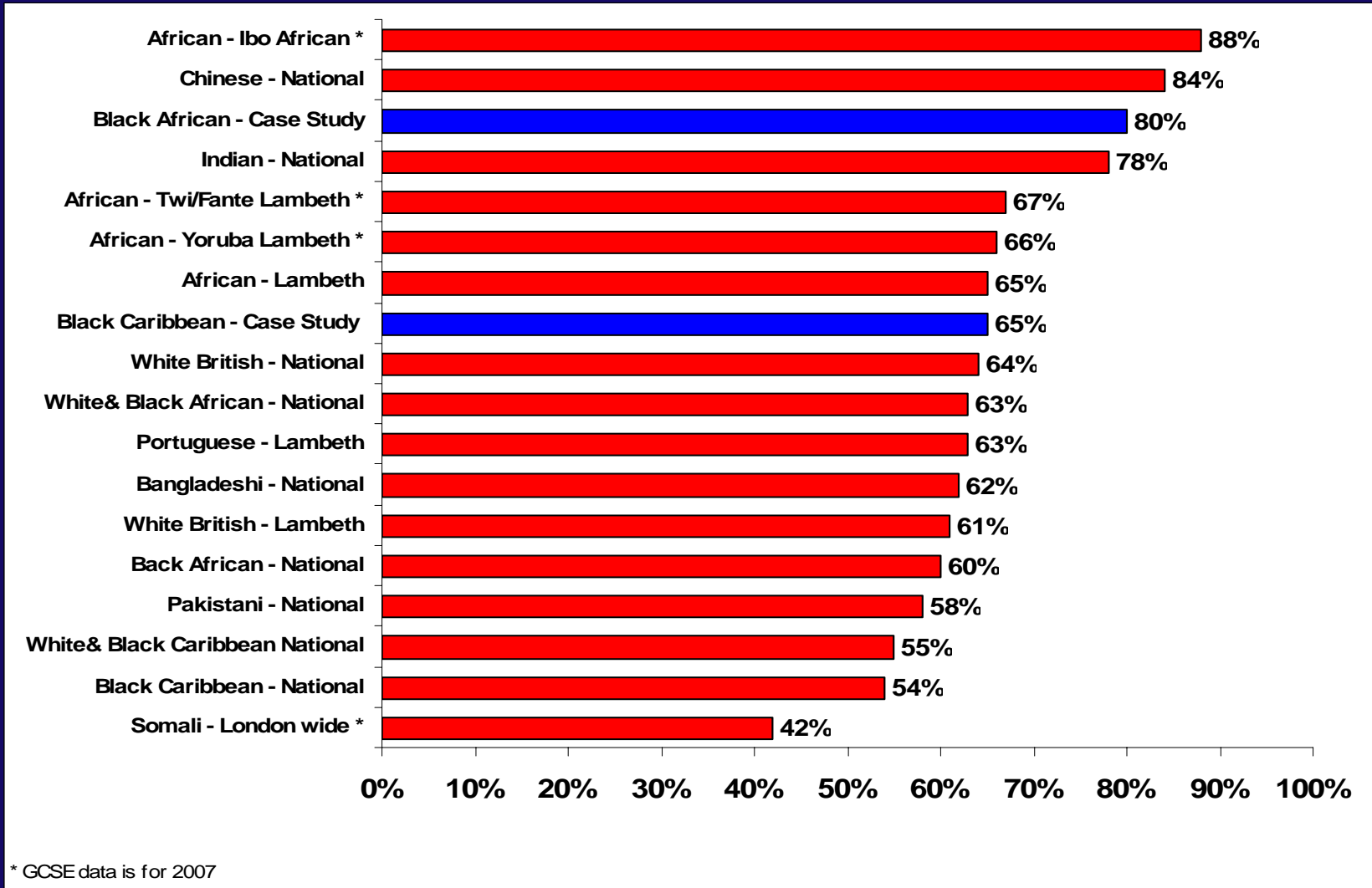
# Lambeth GCSE Improvement compared to 20 Top Performing LAS in England, 98-08

Local Authority	%pt increase (5+A*-C inc E+M)	Local Authority	%pt increase (5+A*-C inc E+M)
Kensington & Chel	28.6	Derby	23.2
<b>Lambeth</b>	<b>27.2</b>	Islington	22.7
Hackney	25.5	Slough	22.5
Westminster	24.8	Newham	21.5
Southwark	24.5	Haringey	21.4
Halton	24.5	Wakefield	21.2
Wandsworth	23.7	Hammersmith &F	20.9
Lewisham	23.6	Sunderland	20.3
Rutland	23.5	Brent	20.2
Tower Hamlets	23.5	Milton Keynes	19.8

# Achievement in Lambeth compared to most deprived LAs in England Over last 10 years



# Achievement in Lambeth and in England by Ethnic Background (5+A\*-C)



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# Achievement in Lambeth Case Study Schools: Raising Achievement Research Projects

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## 1. Projects completed:

- Raising Achievement of Portuguese Pupils-2001
- Raising Achievement of Black Caribbean Pupils-2003
- Raising Achievement of Mobile Pupils-2004
- Achievement of African Heritage Pupils-2006
- Raising Achievement of Somali Pupils-2007 & 2008

## 2. Projects in Progress 2008/2010:

- Raising Achievement of White British Pupils 2008/2009

# Achievement in Lambeth Case Study Schools: Statistical Evidence

GCSE 5+A*-C	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008
<b>Black Caribbean- Case Schools</b>	<b>32%</b>	<b>35%</b>	<b>37%</b>	<b>55%</b>	<b>47%</b>	<b>56%</b>	<b>58%</b>	<b>71%</b>	<b>56%</b>	<b>65%</b>
Black Caribbean - All schools	24%	20%	23%	33%	33%	39%	43%	52%	44%	53%
<b>Black African- Case S Schools</b>	<b>48%</b>	<b>56%</b>	<b>60%</b>	<b>61%</b>	<b>72%</b>	<b>64%</b>	<b>80%</b>	<b>73%</b>	<b>79%</b>	<b>80%</b>
Black African – All schools	35%	38%	44%	42%	49%	48%	57%	57%	65%	65%
LA Average	32%	32%	36%	40%	42%	48%	52%	55%	56%	62%
National Average	48%	49%	50%	52%	53%	54%	56%	59%	62%	65%

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# Achievement in Lambeth: Case Study Schools

- Overall the case study school data shows that pupils reach exceptionally high standards and bucking national trends. This is despite a national trend of underperformance .
- Lambeth's Black Caribbean school children buck national trend' **South London Press, 4 March 2003**
- Top of the Class: Black African children buck the trends of poor results' **Evening Standard.**
- 'African heritage pupils in Lambeth are outperforming most of their peers throughout the country' **Streatham Guardian 21st July 2006.**
- 'Government figures may show pupils of Black Caribbean origin achieved the worst GCSE results nationally last year but 13 Lambeth schools have bucked the trends' **BBC News, 4 March 2003.**
- Key questions:
  - Why are the case study schools achieving well?
  - What are the factors that contribute to this success?

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# Reasons for improvements in case study schools?

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The research identified the following success factors and reasons for improvement

- Strong leadership and vision
- Effective use of data
- Effective use of diverse workforce
- Inclusive curriculum
- strong links with the black community
- Parents, pupils and staff value diversity
- Effective Support for EAL

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# **Success factors: Strong and inspirational leadership**

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- **Excellence of leadership/ moral drive for equal opportunities and social justice**
- **Focus on high standards and the needs of the individual child**
- **Listen to student voice- ‘a learning school’**
- **Explore balance of individual needs and community cohesion**
- **Build strong cohesive but diverse teams**
- **Personal contact with parents**



# Success factors: Genuine Partnership with Community and Parents and Shared Values

- All schools have strong links with African and Caribbean communities. Partnerships with African parents is a key component of the schools success. Strong sense of school and home being a continuum  
**‘We need them and they need us’ (Parent)**
- Reflect about how to engage with parents- no such thing as ‘hard to reach’
- The school is seen as **‘one family’**- a cohesive community with a common vision- **‘learning for all’**. The reflects the local community it serves and responds to their needs- displays etc build up trust
- Respect aspiration of African and Caribbean parents- sacrifices parents make for their children’s education
- Large number of staff and learning mentors are recruited from local communities- liaise with parents in ‘partnership and trust’

# Success Factors: Valuing Cultural Diversity

- Case study schools are truly multi-cultural schools where the diversity of ethnic origin, languages spoken and cultural heritage, brings real life to learning. See cultural diversity as an asset adding enormous depth to school life.
- Aware of the negative stereotypes in media.
- The celebration of diversity is embedded into school life through assemblies, language of the week and use of mother tongue in class, International Days, Family Learning Days, this led to a culture of acceptance and empathy across the schools. *'Its about widening horizons.'*
- Displays include Black Caribbean, Mixed race and African contribution to history, cultural artefacts, cultural and language background of people of Africa and historical and political maps of Africa and Black history month activities  
*'Displays are a reflection of our community. They are not put up to fill wall space. They are part of an ethos of expectations.'*

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# SUCCESS FACTORS: Effective Use of Diverse Multi-ethnic Workforce

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- Schools have a diverse workforce. Schools actively recruit from the local community and Promotes racial harmony.
- Staff of African, Caribbean and Mixed heritage are represented across the school and within the leadership team:  
*‘Our staff are ethnically diverse and we have a good number of African teachers from Ghana, Nigeria, Uganda, Somalia; a Greek Cypriot, Irish, Maltese, a Welsh teacher and two South Americans who speak Portuguese and Spanish, Polish, Hungarian, Indian, Cuban, A number of staff form Caribbean, Mauritius, Colombia, Morocco and Portugal, British, White and Mixed Race teachers....’*  
(Headteacher, 2006)
- In another primary school over 75% of the school workforce is of ethnic minority origin. There are currently 92 members of staff, of these:  
34% are Black Caribbean, 25% White British, 21% Black African, 4% Portuguese, 2% Mixed White and Black Caribbean, 2% White Irish, 2% South American, 2% Romanian, 1% Polish, 1% Hungarian, 1% Bangladeshi, 1% Indian, 1% Other Asian, 1% Other Black, 1% Cuban and 1% Lebanese.
- Schools diverse workforce shows an understanding of pressures of wider society and how this impacts families and pupils.

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# **SUCCESS FACTORS: Effective Use of Role Models and Black History Month in the Curriculum**

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- **Black History Month held to promote knowledge of black history, culture and heritage. All schools have a good range of material on black and mixed race people background in UK and other parts of the world**
- **The black presence in Britain.**
- **Historical black figures: Francis Barber, Samuel Coleridge, Ira Aldridge (African performer 1846), Olaudah Equiano (African Voice 1789), Nelson Mandela, Martin Luther King.**
- **11 November remembrance day assembly- The African, Caribbean and people of commonwealth contributions in the first and second World war.**
- **Mixed race role models in the curriculum- Barack Obama, Lewis Hamilton and Bob Marley.**

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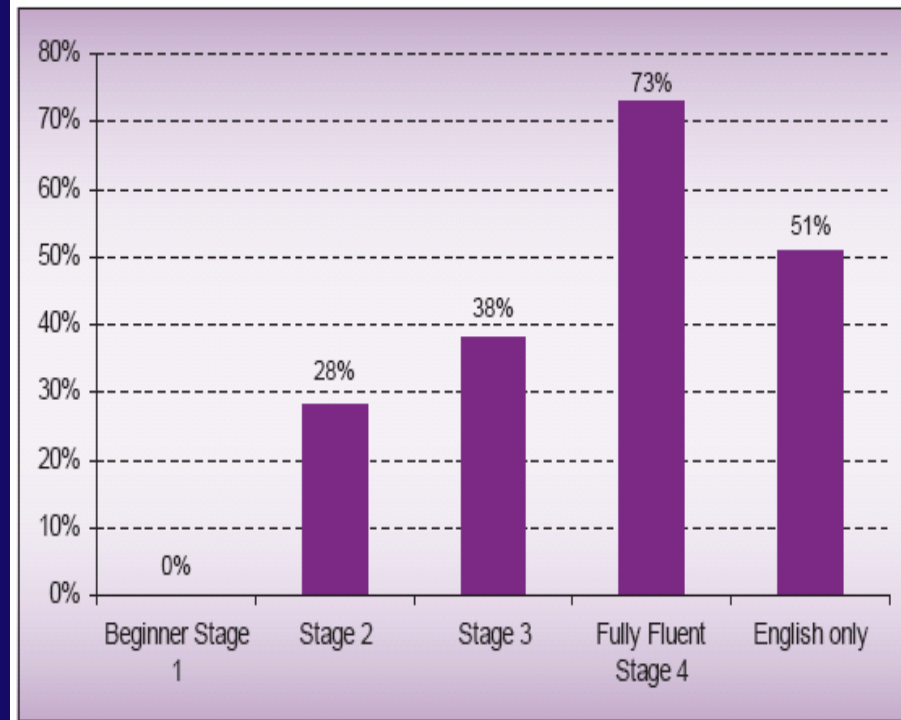
# SUCCESS FACTORS: Effective Use of Relevant Inclusive Curriculum

- The schools are good in using an inclusive and '*mesmerising curriculum that is academically robust that reflects/ uses the pupils' heritage, culture and experience and adds to their growing pride in being African*'
- Principles of Black History month into mainstream curriculum- family histories, human rights, movements of people, International conflicts, '*the world is not a secret to children*'
- Schools use the richness of their local communities to bring greater relevance for students e.g. Olympics 2012/ Royal ballet- broadening horizons
- Staff use their creative intuition to deepen the quality of learning. Powerful arts based curriculum e.g. digital media
- International links- broadening horizons

# Success factors: Effective support for EAL

1. The schools recognised that proficiency in English was the key to educational success for their bilingual learners.
2. EMAG funding was used to meet the needs of early stage learners of English.
3. Schools take strong actions to help pupils to acquire fluency of English as soon as possible:
  - Vision of school
  - Engagement of all teachers in responsibility of developing pupils' language
  - Teaching and learning strategies

Figure 12. GCSE 5+ A\*-C attainment in 2007 by fluency in English



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# Success Factors: Effective Use of Data for Self-Evaluation

- Data is used as a driving force to raise standards. Use data to *drive down to the individual*.
- Background data such as ethnicity, language spoken, EAL level of fluency in English, date of admission, attendance rate, free school meals, SEN stage, mobility rate, years in school, teacher's class, attendance rate, types of support and postcode data.
- Use robust data from a range of tests and assessments e.g. CATs, KS2, KS3 and GCSE assessment data to set targets/ appropriate lessons
- Data is made available across the school and is used to help review the pupils' progress and set targets- Pupil progress meetings. Data is used to decide priorities- planning, resourcing priorities, monitoring, evaluating, reviewing effectiveness of initiatives and strategies:

***'Data should be used as a lever for change. We are a school that is effective in the use of data, is responsive, and able to act on what data tells us.'*** (Headteacher)

# Conclusions

1. The national statistics shows that the performance of Black Caribbean, African, Mixed race pupils consistently lags behind that of their peers at national level .
2. **However in Lambeth they buck the national trends. Evidence from case study schools confirm that:**
  - 80% percent of African heritage pupils in the case study schools achieved 5+A\*-C. Black African pupils in all Lambeth schools are performing above national averages. They achieve better than White British pupils at national level.
  - 71% percent of Black Caribbean pupils in the case study schools achieved 5+A\*-C GCSE's.
3. **Reasons for bucking national trends:**
  - African and Caribbean parents value education very highly.
  - The leadership in schools is outstanding & celebrates diversity.
  - An Inclusive 'mesmerising' curriculum adds to their growing pride in being African and Caribbean.
  - A strong link with the parent and local community.



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## Key messages- **“We are all achievers”**

- Despite underachievement at national level African, Black Caribbean, Somali and Mixed Race pupils are achieving high grades at all levels in Case study schools in Lambeth. The key words of pupils in all interviews are **‘We are all achievers’**.
- The Case Study Schools have experience and expertise to share with the rest of the country.

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# End of Presentation - Thank You

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## QUESTIONS?

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# QUESTIONS FOR DISCUSSION

- 1. The Lambeth study confirms the key factors for high achievement are strong parental support, an innovative curriculum that meets the needs of African and Black Caribbean pupils and strong links with African / Caribbean communities. To what extent do you agree or disagree with the main reasons identified in the Lambeth research for good performance in schools?**
- 2. What strategies are used to address underachievement of BME groups in your school or LA? Please share any good practice evidence used in your authority or school to raise achievement.**
- 3. What can be done to improve training for teachers in understanding the roots of African & Caribbean culture and black pupils as learners - how and why some underachieve and what teachers can do about it?**