



RAISING ACHIEVEMENT IN SCHOOLS: A STUDY OF SUCCESSFUL PRACTICE

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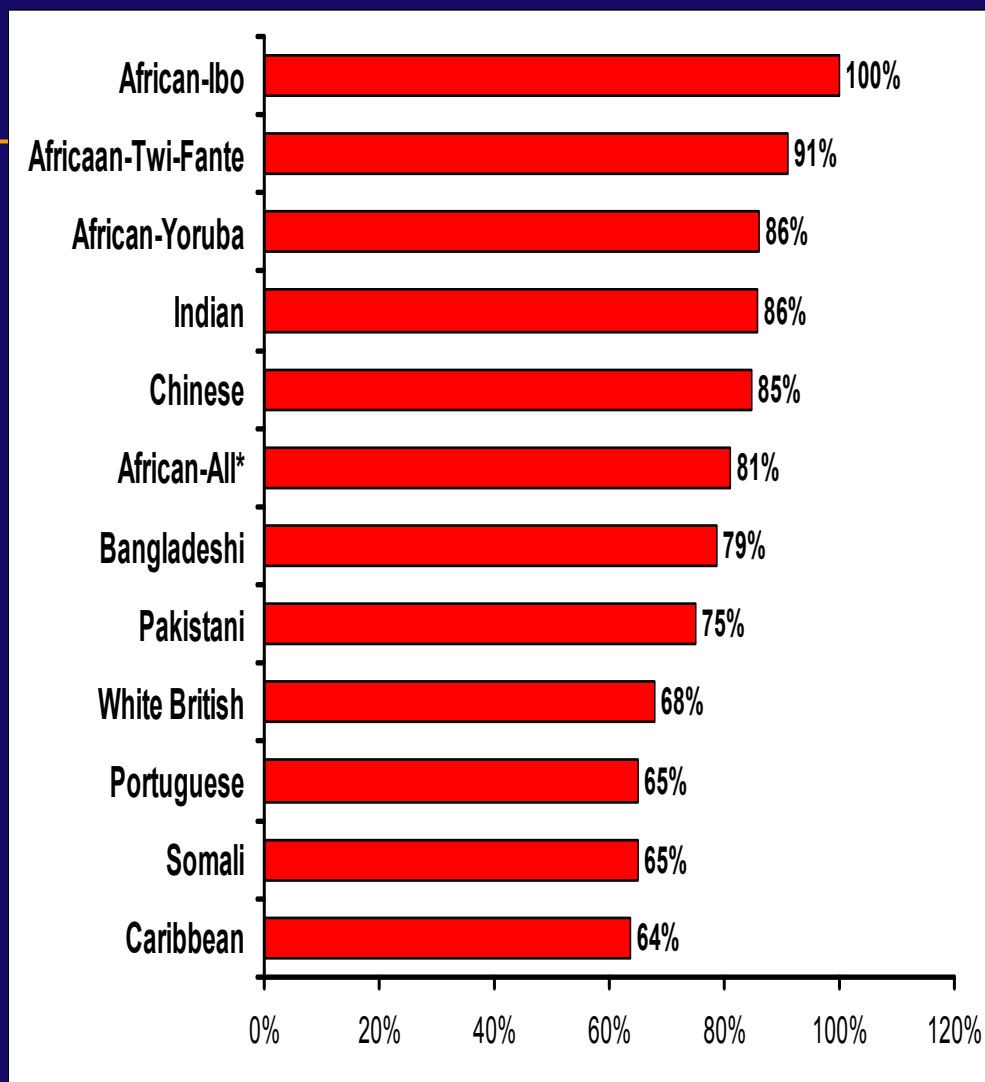
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Outline

1. Raising Achievement: National concerns
2. Achievement in Schools:
 - Achievement in all schools in England
 - Achievement in Case Study Schools
3. Successful Practice and Reasons for improvement
 - **Common characteristics of successful schools**
 - **Other** success factors - critical for ethnic minorities' pupils
4. Conclusions and Policy Implications

Achievement in Schools: Statistical evidence (GCSE 5+A*-C)



- 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 off 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. However, in Lambeth they are achieving better. Key question- why are they doing better in LA and not nationally?

Raising Achievement: National concerns

Lack of research into what works in schools

- 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.

Lambeth Raising Achievement Research Projects

- 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
- Raising Achievement of White British Pupils 2008/2009

Research Questions

1. The aim of the Research

This study aims to draw lessons from a decade of good practice research into what works in schools. Specific objectives are:

- To investigate how schools have helped groups of pupils to achieve high standards
- To identify significant common themes for success in raising achievement.

2. Research Questions

- Why are the case study schools achieving well?
- What are the factors contributing to this success?
- Is there any difference in the success factors between different groups?
- What are the implications for school improvement?

Research Methodology

Three methodological approach were adopted to explore the views of headteachers, teachers, parents, pupils and governors

1. **Case studies and observations:** Case studies were carried out in a number of schools. A detailed questionnaire was used to interview headteachers, staff, parents and pupils to gather evidence on the experience of white working class pupils in the school
2. **Focus groups:** Headteacher, parent, pupil and governor focus groups were carried out to ascertain their views about the experiences of white working class pupils in the borough
3. **Attitudinal survey:** Questionnaires were used to get the views of pupils

KS2 Achievement in Lambeth (level 4+)-%

	English		Maths		Science	
	Lambeth	National	Lambeth	National	Lambeth	National
2000	68	75	65	72	79	85
2001	68	75	66	71	84	87
2002	68	75	67	73	81	86
2003	72	75	67	73	81	87
2004	76	78	70	74	80	86
2005	76	79	68	75	82	86
2006	78	79	70	76	83	87
2007	77	80	71	77	85	88
2008	80	81	74	78	86	88
2009	79	80	78	79	86	88

GCSE Achievement in Lambeth

5+A*-C (2000-2009)

	5+ A* - C		5+ A* - C incl English + maths	
	Lambeth	National	Lambeth	National
2000	32	49	-	-
2001	36	50	-	-
2002	40	52	-	-
2003	42	53	-	-
2004	48	54	-	-
2005	52	56	38	45
2006	55	59	42	46
2007	56	62	41	47
2008	62	65	47	48
2009	72	70	53	50
2000-09	+40	+21	-	-
2008-09	+10	+5	+6	+2

	GCSE Achievement Gap 2009	Lambeth	National	Gap
	African-Ibo	100%	n/a	
	Africaan-Twi-Fante	91%	n/a	
	African-Yoruba	86%	n/a	
	Indian	86%	82%	3%
	Chinese	85%	88%	-3%
	Mixed White/Black African	83%	70%	13%
	Any other group	82%	69%	14%
	African-All*	81%	70%	11%
	White other	81%	67%	14%
	Bangladeshi	79%	70%	9%
	Black other	78%	64%	14%
	Pakistani	75%	67%	8%
	Mixed other	70%	73%	-2%
	White British	68%	70%	-2%
	Mixed White/Black Caribbean	67%	63%	4%
	Somali	65%	n/a	
	Portuguese	65%	n/a	
	Caribbean	64%	63%	1%
	Total	73.0%	70%	3%

Achievement in Lambeth Case Study Schools: GCSE Statistical Evidence

GCSE 5+A*-C	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009
Black Caribbean - Case Schools	35%	37%	55%	47%	56%	58%	71%	56%	65%	72%
Black Caribbean - All schools	20%	23%	33%	33%	39%	43%	52%	44%	53%	64%
Black African - Case S Schools	56%	60%	61%	72%	64%	80%	73%	79%	80%	89%
Black African – All Schools	38%	44%	42%	49%	48%	57%	57%	65%	65%	81%
LA Average	32%	36%	40%	42%	48%	52%	55%	56%	62%	73%
National Average	49%	50%	52%	53%	54%	56%	59%	62%	65%	70%

Achievement in Case Study Schools

KS2 Statistical evidence (Level 4+)*

	Case schools	Lambeth	Nat
Caribbean	86%	76%	76%
Black African	87%	78%	76%
White British	96%	89%	83%
Portuguese	85%	74%	N.A

* Average for English, Maths and Science

KS2 Case study schools:

- Black African Case Study- 6 Primary Schools
- Black Caribbean Case Study-10 Primary schools
- White British Case Study- 10 Primary Schools
- Somali Case Study- 10 Schools in London

Achievement:

- Despite underachievement at national level, evidence in the case study schools shows Portuguese, African, Black Caribbean pupils in buck national trends
- The improvement rate of pupils in the case study schools between 2000 and 2009 is impressive.
- The value-added by the schools are also very impressive. Pupils in the school progress much higher than similar pupils nationally in maths, English and science.

Achievement in Lambeth: Case Study Schools

1. 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 .
2. Key questions:
 - Why are the case study schools achieving well?
 - What are the factors that contribute to this success?



Reasons for improvements in case study schools

Common characteristics of successful schools that makes difference for All Pupils:

- strong leadership
- effective use of data
- good parental support
- strong links with the community
- Use of an innovative curriculum
- strong commitment to equal opportunities

Additional success factors that are make a difference for ethnic minorities' pupils:

1. Diversity in school workforce
2. Celebration of cultural diversity,
3. Effective targeted support through extensive use of:
 - Teaching assistants,
 - EAL teachers
 - learning mentors and
 - community language classes

Success factors: Strong and inspirational leadership

- **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: Effective Use of Data for Self-Evaluation

- Data is used as a driving force to raise standards. All schools have high quality assessment and tracking, target setting procedures for individuals and groups.
- 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 used to decide priorities- planning, reviewing activities including resourcing priorities, school improvements 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)*

SUCCESS FACTORS: Strong Partnership with parents and Community

- **All schools have strong links with parents and the communities. Partnerships with parents is a key component of the schools success.**
- **The schools reflects the local community it serves and responds to their needs**
- **Parents feel valued and respected by the school and describe it as 'family'.**
- **Very strong in equal opportunities and value cultural diversity**
- **Large number of staff and learning mentors are recruited from local communities**

Success factors that are particularly critical for ethnic minorities' pupils

The research identified the following other success factors that are particularly critical for ethnic minorities' pupils:

1. Diversity in school workforce
2. Celebration of cultural diversity,
3. Use of an innovative curriculum
4. Effective targeted support through extensive use of:
 - Teaching assistants,
 - EAL teachers
 - learning mentors and
 - community language classes



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
- Cultural diversity is celebrated through organising heritage days, Black History Month, International days, Family learning days and the Achievement Award Ceremony, assemblies, language of the week and use of mother tongue in class *'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.'*

SUCCESS FACTORS: Effective Use of Diverse Multi-ethnic Workforce

- **Schools have a diverse workforce. Schools actively recruit from the local community. Promotes racial harmony and shows loyalty to the community.**
- **Staff of African and Caribbean heritage are represented across the school and within the leadership team.**
- **Diverse workforce shows an understanding of pressures of wider society and how this impacts families and pupils.**
- **Role models in the curriculum- Barack Obama, Nelson Mandela, Lewis Hamilton.**

SUCCESS FACTORS: Effective Use of Relevant Inclusive Curriculum

- The schools are good in using an inclusive *curriculum that is that reflects/ uses the pupils' heritage, culture and experience.*
- Principles of Black History month into mainstream curriculum-
- 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



Success Factors: Effective Support for EAL

- The schools recognised that proficiency in English was the key to educational success for their bilingual learners.
- Schools take strong actions to help pupils to acquire fluency of English as soon as possible
- Teaching strategies to engage EAL learners have been carefully planned in all the case study schools. One member of staff confirmed that:
“The EAL pilot project which promotes talk partners, talking first and talking frames has moved the school and the Somali pupils on. Talking models and the school ethos encourages them to talk in Somali which they are not embarrassed to do.” (Teacher).

Pupils Views about Education: How important do you think it is to get a good education?

	Number	%
Very important	763	90.9
Important	52	6.2
Quite important	21	2.5
Missing	2	0.2
Not important	1	0.1
Total	839	100

Pupils Voice: Pupils experience in schools and views about teachers and lessons

Pupils' experience of school, including their attitude to their school, teachers and lessons	Strongly agree	Agree /quite agree	Disagree	Strongly disagree	Missing
This is a successful school	27.3	65.9	2.5	2.1	2.1
Most of the teachers expect me to do well at school	56.5	39.1	1.2	0.8	2.4
I enjoy learning	33.5	57	4.1	2.1	3.3
The teachers seem to expect the best of me	48.3	44.1	2	1.4	4.2
Most of my teacher expect me to do my homework and chase me for it	47	41.6	6.6	2.5	2.5
Most of my teachers really care about my achievement	42.8	49.7	3.1	2.1	2.3
The school shows respect for students of all races and culture	42.4	44	3.7	3.6	4.3
The school takes a strong stand against racism	47.1	41.9	3.7	2.6	4.8
Most lessons are interesting	21.8	55.1	14.1	4.4	4.3

Conclusions

1. 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 .

2. Reasons for Bucking National Trends

The study identified the following :

Common characteristics of successful schools:

- strong leadership
- effective use of data
- good parental support
- strong links with the community
- strong commitment to equal opportunities

other success factors that are critical for ethnic minorities' pupils:

1. Diversity school workforce
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Policy Implications

1. Key Messages for Policy Makers

- The study argues that there is no 'pick and mix' option. An effective school will seek to develop all these characteristics underpinned by practical use of data to monitor the achievement of particular groups to pinpoint and tackle underperformance.
- Based on this study it is argued policy makers should sustain research, design strategies and programmes to raise achievement in schools.

2. Key Messages for Researchers

- **Policy makers and schools need more evidence 'on what works' which are relevant to teachers practical concern. Much of previous research focussed on underachievement issues.** An increase in research of this type which focuses on what works and challenges perceived notions of underachievement in schools, will provide positive messages.

End of Presentation - Thank You

QUESTIONS?

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