

The acceptable face of racism?



Straight hair that's bleached on top and dyed dark below.

Bottle of vodka

Top of thong visible

Wide belt

Skirt that's barely wider than belt.

Average age 17 but can range up to 55.

Loud mouth
Mobile Phone
Bra straps showing

Cleavage
Tiny top

Bare tummy, whatever the weather

Belly ring

Handbag

Naked legs

Calf high boots (also available in beige.)



YOUR GRANDMOTHER IS THIRTY

Camden LA: School strategies for Raising Achievement WWC pupils



Martin Cresswell/Jo Davey: School Improvement Service

Alan Seymour: Headteacher, Gospel Oak Primary

Dave Whitney: WBFSMs lead, Haverstock School



Aims

- Who are the White Working Class?
- To share the parental view
- To introduce successful models of intervention
- To introduce a solution focused approach.

Will the real working class please stand up....

- Drink tea
 - Monarchists
 - Football enthusiasts
 - Close family & family loyalty
 - Read the Sun
 - Have no aspirations
 - Are poor
 - Respect authority
- “What is happening to our young people? They disrespect their elders, they disobey their parents. They ignore the law. They riot in the streets, inflamed with wild notions. Their morals are decaying. What is to become of them?”

Plato, 4th Century BC

The parents' view: key points

- Not sufficient praise or rewards – particularly for those who aren't regular trouble makers
- Some teachers talked down to boys – 'is there any point you being here Billy?' – lasting impact
- Schools put up barriers to parents – the language used can be confusing – want to know how well he's doing – 'give him a tenner or a clip round the ear'
- Relationships with teachers crucial – those that took an interest, said 'hello', or didn't hold a grudge, made an impact

More points...

- **Boys significantly behind girls in terms of social skills – explicit teaching of social skills would be beneficial for boys and equip them for later life – opportunities to practice**
- **Most communication negative – ‘your son’s bad = bad mother’**
- **Curriculum was deemed as boring and/or too academic – 1 boy was not allowed to do PE GCSE because he was poor at Science**
- **Some need to develop ‘resilience’ to be able to ‘bounce’ back from set backs – is there teaching of ‘resilience’?**

Gospel Oak School



Basic data about the school

- Number on roll 472
- % children eligible for free school meals 50%
- % children EAL 53%
- % of White British in school population 23.4%

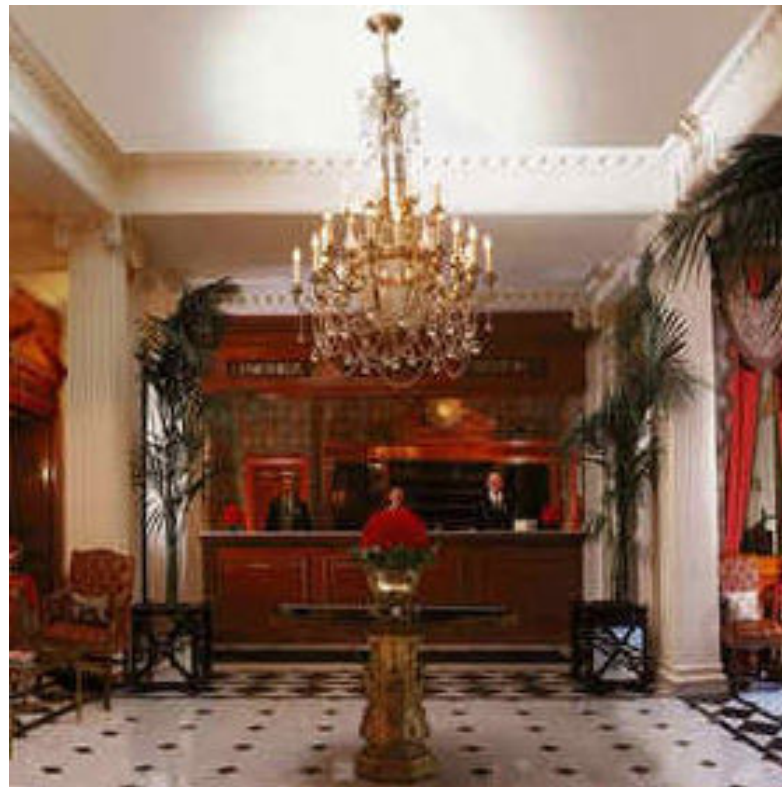
2009 Key Stage 2 SATS results (% at level 4+)

	Number	English	Mathematics	Science
School	57	86%	84%	95%
White British	19	84%	89%	89%
White British – fsm	8	88%	88%	88%
White British – not fsm	11	82%	91%	91%

2008 Key Stage 2 SATS results (% at level 4+)

	Number	English	Mathematics	Science
School	60	80%	68%	88%
White British	24	71%	58%	83%
White British – fsm	11	55%	55%	82%
White British – not fsm	13	85%	62%	85%

The Chesterfield Planning Day



The Chesterfield Planning Day

Who went?

- Headteacher (father worked in shipyard on Tyneside)
- Female teacher (grew up in Kentish Town)
- Male teacher (attended local secondary school)
- Female learning mentor (lots of local connections)
- Female nursery nurse (local family)
- Female teaching assistant (local family)
- Male governor (former pupil and school failure)

Key points to emerge from the Chesterfield Planning Day

- The only criterion that should be used to measure success is attainment (except for nursery).
- Free school meals is a fairly accurate proxy indicator of the target group but some children are from families who pay for meals.
- We decided to write individual projects for 16 children, one in every class, chosen because they were on course not to achieve national expectations for their ages.
- The projects would run from January 2009 to July 2010.
- Work with parents will be crucial.
- A common issue is poor attendance, not so much the low level but the numbers of different short absences.
- Many of these children do not have much resilience.

An example of an individual project



Gospel Oak School: White British Achievement Project

Individual plan and record

Name of child	D	
Class	3T	
Names of adults involved in writing and implementing this plan	Devised during planning meeting by range of staff and parent governor. Implemented by Kelly, Nazmin, Rachael, Mother (M) & Father (F)	
What are the current attainment levels of this child?	Reading Writing Mathematics EYFS (selected areas of learning)	
Are there any issues with this child's attendance and/or punctuality?	No	
What does PASS data tell you about this child?		
What are the main concerns about this child?	<ul style="list-style-type: none"> •low self esteem •attention seeking behaviour •poor image within school •specific skills in literacy which affect confidence and attainment (handwriting, spelling, reading confidence/persistence.) 	

What are the success criteria for this project (at least one must be about attainment)?

By the end of Y3 for D to achieve:

- 2A in reading and writing.
- Improved self esteem and image within the school.
- Greatly reduced attention seeking behaviour.
- M & F feel confident and positive about the school and their role in supporting D.

What are you going to do?

- 10 hour block of 1:1 tuition with D out of school hours to work on the specific areas of weakness in literacy.
- Speak to key staff about ways we can help to reduce D's attention seeking behaviour and improve his image within the school.
- Explore ways to engage D with creative activities eg drama, cooking.
- Meet with M & F to discuss the plan and their role within it.
- Find ways for M & F to enjoy positive experiences within school and to value their role in D's success (charity event, trips and ongoing discussions)

Use the next boxes to review progress towards each of the success criteria and to describe next steps by the deadline dates shown.

21.05.09

12/5/09: Very successful meeting with M & F.

- Spoke about the risks of D under achieving and the reasons behind this. Discussed the strategies in school being used to reduce attention seeking behaviour and suggested ways to try at home. M understood that every time she reacts negatively she feeds this behaviour but I also said that this will be a long process and will not always run smoothly.
- Looked at D's work and agreed that a focus on handwriting and spelling will help improve confidence. Dad suggested that lack of confidence was a big issue for D and behaviour was to cover this. Agreed to blocks of 1:1 tuition with me over this term and beginning of Y3 to cover literacy skills.
- Agreed with D present that for every 5 minutes of school work at home he will get 10 minutes of special activity with mum or dad. Made a list of ideas and gave D a bag of resources for drawing etc. D would like a tool box of cleaning materials which mum will get. Dad suggested that if this works treats can get longer. We talked about all the time wasted when D is making bad choices and how this could be used.
- F was keen that we discuss bed times and D agreed that he will try hard to stick to 8 – 8.30. I suggested a bath in the evening would help with this and that it would reduce the rush and bad start in the morning.
- Mum and dad both keen to come on trips and will look into fund raising ideas for Southend trip.
- Will meet again in a few weeks to review.
- Levels remain the same (R: 1A, Wr. 1B, Num: 2C) but D is making good progress in his confidence with writing.

20/05/09: First 1:1 session for half an hour. Mixture of reading, handwriting and spelling. D extremely motivated and hard working. Have found special place in classroom to keep our special things. Will use "Not Me!" said the Monkey for starter next time.

19.07.09

The sessions are going extremely well. We have worked together for a total of 3 hours (1/2 hour sessions). D's attitude to work has improved considerably and this is most apparent in his recent writing throughout the curriculum. He still says that he is not reading much at home and says this is because mum is at work and dad 'can't read'. I will hand this info over to Tamsin. In general attention seeking behaviour is greatly reduced.

I will carry on working with D next year either taking him during after school club or from 12.10 – 12.40 if this is ok with Tamsin.

M was excellent during our trip to Southend and made sure that the children got ice creams the following week.

Levels from end of Year report/SATs: Reading: 1A Writing: 1B (but evidence of 1A/2C in recent weeks) Numeracy: 2B

22.10.09

I have now worked 1:1 with D for a total of 6 hours. I hope to be able to continue to work with him until Christmas. As D is now not attending after school club I work with him on a Tuesday while M (sister) is working with George and this is working well.

D had a tricky transition to Y3 but Tamsin says that he is now becoming more settled and that attention seeking behaviour has reduced. She says that the amount and quality of work that he produces is varied but he has shown some at level **1A in writing** and that he is **reading at level 1A**.

During sessions he is now far more confident in his reading skills but still relies heavily on prompts to support his writing. In the remaining sessions I am going to focus on him writing with increased independence, accuracy and stamina. I am giving D key words to learn to spell but he reports that he is not reading much at home and that mum and dad are too busy to help him learn the spellings. I will speak to M and emphasise the importance of time to practise key skills at home.

I spoke to M on 1/10/09 and she said that she wants D tested for ADHD. I said that I thought she also needed to consider going back to the Tavistock clinic for more support. The family have been once already but M was not happy with the work. However, she did contact them that day and a therapist rang me on 2/10/09 to say that they are happy to work with the family again. She also said that they would be able to arrange ADHD assessments if M wanted this. I will check with M to see if any appointments have been planned.

11.12.09

D has settled well into Year 3 now and his attention seeking behaviour is much more low key. Overall his behaviour in class is good. His concentration is still patchy but he is beginning to work more independently and to really want to succeed. He has made real progress across the board.

Following his 1:1 sessions with Kelly we have continued to really focus on D's writing. He is now able to write consistently at a **1A** level, his December test is clearly a **2C**.

D's **current attainment levels** overall are:

Reading 2B

Writing 1A/2C

Maths 2B

I am getting to know D's Mum who seems cheerful and relaxed. I am hoping that she will come on a trip with us in the Spring. We are working on getting D reading every night.

12.02.10	
31.03.10	
27.05.10	
16.07.10	

How effective has the project been so far?

- Almost all children have made some degree of accelerated progress.
- There is a very good chance indeed of about 50% of targets being met.
- The remaining 50% targets are all possible to varying degrees but it is inevitable that a number will not be met.

What are the lessons so far?

- Everyone finds it incredibly useful to focus in depth on one child in this way, and the regular reviews are vitally important.
- Each child needs a highly personalised plan and almost all of the plans require a commitment to go more than the extra mile.
- Staff must have a deep personal commitment to equality of opportunity and a passionate belief that inequalities can be changed.

More lessons...

- Work with parents is vital and needs to be maintained.
- Many of them have said how grateful they are that at last 'something is being done for us'.
- If this work is to be sustained beyond the end of the project there are serious implications for senior leadership who must ensure that time is provided for this kind of work.

WBFSM at Haverstock

David Whitney: Head of WBFSM achievement since Apr 2009.

Gillian Cant: Deputy Head teacher

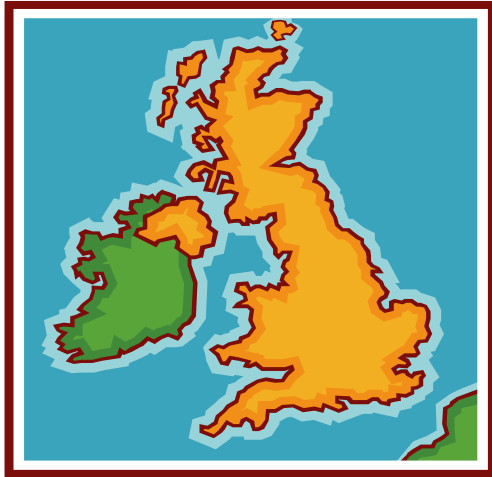
Jo Davey: Camden LEA

Haverstock Context

- 1277 pupils, 255 in sixth form.
- Two thirds male.
- 52% FSM
- 274 White British pupils
- 91 WBFSM: 8.9% of school population yr7-11.
- 6 WBFSM pupils in sixth form: 2.3% of sixth form population.

Evidence of the Issue

Free School Meals (FSM) is the most commonly used indicator of disadvantaged background based on income



Nationally:

NOT FSM

5+ A*-C (incl Eng and Math) = 51.3%

FSM

5+ A*-C (incl Eng and Math) = 23.5%

Attainment Gap = 27.8%

Haverstock:

Not FSM

5+ A*-C (incl Eng and Math) = 43.3%

FSM

5+ A*-C (incl Eng and Math) = 30.3%

Attainment Gap = 13%

White British Free School Meals

When including ethnicity into the picture we find that White British pupils on FSM's have a wider attainment gap.

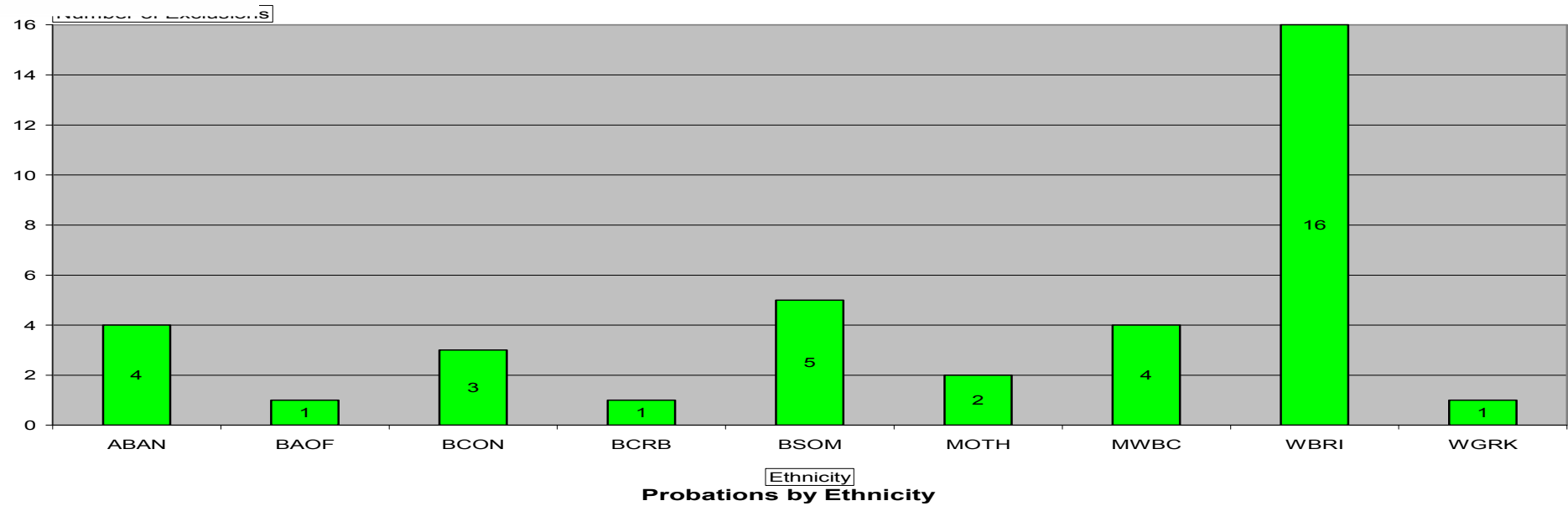


Attainment gap = 32.8% between WBFMSM's and WB non FSM's.

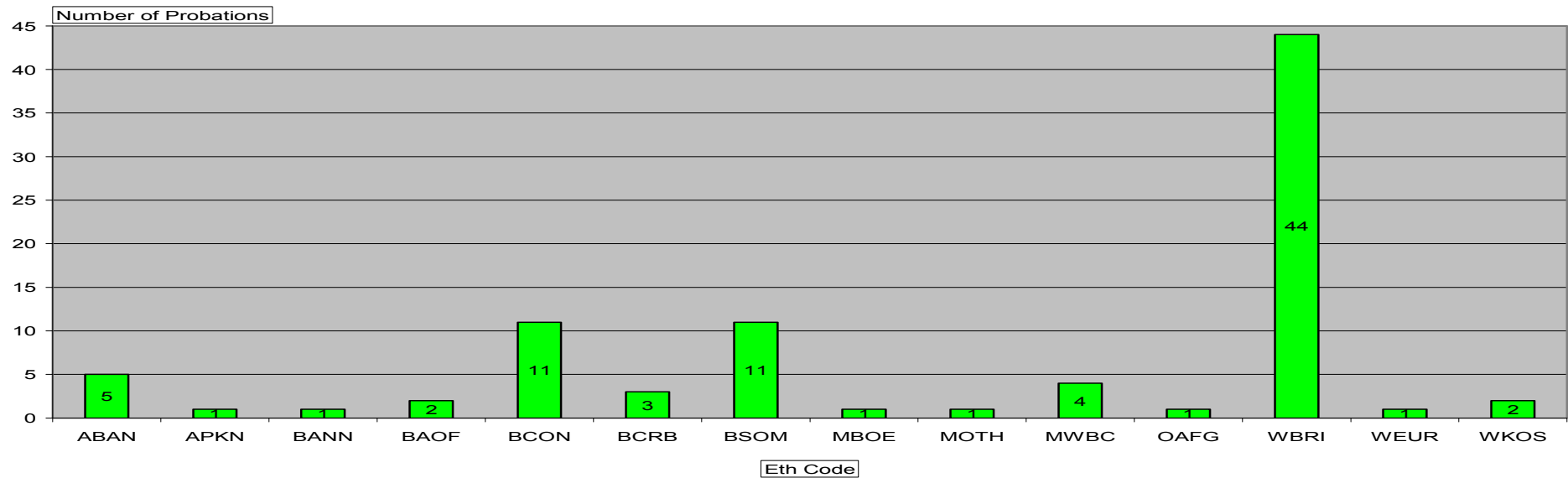
Attainment gap = 30% between WBFMSM and WB non FSM
Population = 50 White British pupils took GCSE's in 2009.

White British pupils from disadvantaged backgrounds at Haverstock reflect the national picture which shows a growing attainment gap.

Exclusions by Ethnicity



Probations by Ethnicity



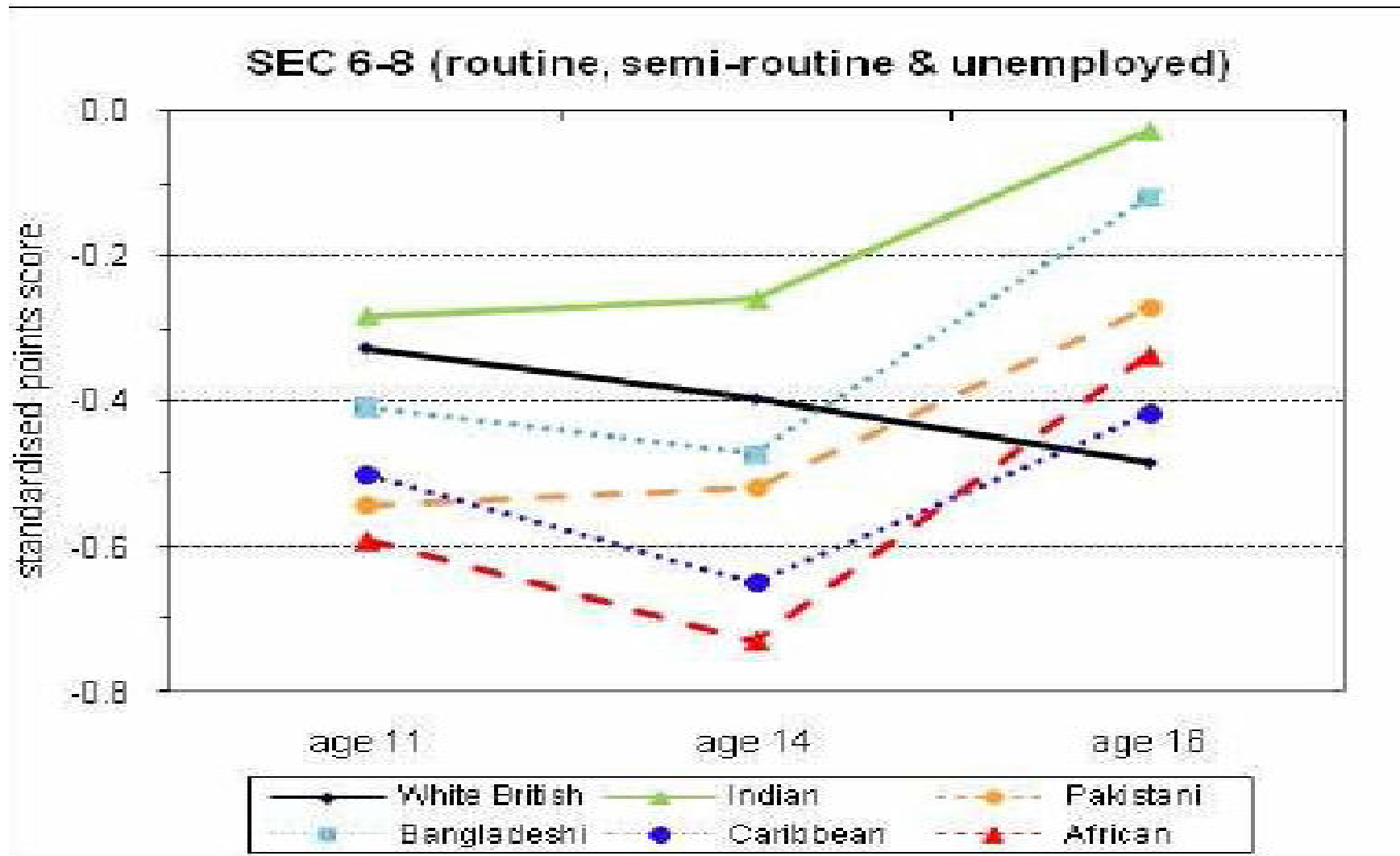
Interventions

- Two projects which are part of DCSF Extra Mile 2.

Matched Peer Mentoring.

- Year 10's mentor year 7's once a week for 40mins.
- All WBFSM and gender matched.
- Why? The usual impacts of good mentoring plus to support transition points.

Supporting Transition



Impact: year 10's:

- Taking on more responsibility.
- Raised self esteem.
- Sense of belonging to the school.

Freddie 'I have to be careful around school now because if William is around and he see's me messing about with my mates that's not the image I want him to have of his mentor'

Impact: year 7's:

- Increased confidence in new school.
- Increased aspiration.

William 'I love seeing Freddie every week, especially when my friends are about and he comes over and says hello'.

Aspire 'Parent Engagement' Project

<u>Title</u>	<u>Focus</u>	<u>Date</u>
Aspire Introduction	Highlighting the purpose of Aspire.	19 th October 2009
Family Employment Introduction	Introduction to what is needed to pass first project.	16 th November 2009
Family Employment Pass Evening	Taking in project and understanding engagement successes.	14 th December 2009
Bird Table Introduction	Introduction to DT project with Ben Scanlan	11 th January 2010
Bird Table Pass Evening	Taking in second project and understanding engagement successes.	1 st February 2010
<i>Outward Bound Trip – For success in first two projects.</i>	<i>Building Students confidence and self esteem</i>	<i>8th-12th February 2010</i>
Photography Introduction	Introduction to what is needed to pass third project.	22 nd February 2010
Photography Pass Evening	Taking in third project and understanding engagement successes.	22 nd March 2010
Literacy Project Introduction	Introduction to what is needed to pass final project.	26 th April 2010
Literacy Project Pass Evening	Taking in final project and understanding engagement	24 th May 2010

Impact of Aspire

- Excellent action research on the way to engage WBFSM.
- Practical projects work better than academic.
- Problems that arise from parents and children working together.

Limits on the impact

- Poor/inconsistent attendance.
- Low self esteem of parents.

‘The Extra Mile’ Check List

- Identify the senior leader who will lead the project in school
- Identify the target group of pupils
- Draw up an action plan
- Inform all staff, participating pupils and parents/carers
- Support staff development
- Monitor and evaluate the development of activities
- Report on progress and outcomes

Arriving at a Solution in 30 minutes

- Identify the issue & set context – ‘lead/owner’
- Generate ideas, anything goes – ‘staff’
- Collate & choose ‘best’ 2-3
- Any barriers? – e.g. finance, time
- Yes – choose another. No > next stage
- Action plan & implement
- Monitor & evaluate

The Issue – ‘Research suggests students will engage more when given opportunities to work with local role models. Invitations have been sent out but as yet there has been no take up’

Ideas generated - 27 – included:

- Use local media – publicity
- Approach businesses who can incorporate into their business plan/appraisals
- Offer ‘pamper’ nights
- Free advertising for local businesses in schools’ magazines
- Free use of school facilities
- Knock on doors
- Prize draw
- Young persons forum to get ideas
- Invite successful older siblings back
- Offer accreditation

Q & A

- 'Ever tried. Ever failed. No matter. Try Again. Fail again. Fail better. '

Samuel Beckett