

The Achievement of African Heritage Pupils:

Good Practice In Lambeth Schools



Archbishop Sumner, Christ Church (Streatham), Herbert Morrison,
St. Helen's, St. John the Divine, St. Jude's, Stockwell, Archbishop Tenison's,
Charles Edward Brooke, Dunraven, La Retraite, St. Martin-in-the-Fields.

THE ACHIEVEMENT OF AFRICAN HERITAGE PUPILS:

Good Practice in Lambeth Schools. June 2006.

Archbishop Sumner, Christ Church (Streatham), Herbert Morrison, St. Helen's, St. John the Divine, St. Jude's, Stockwell, Archbishop Tenison's, Charles Edward Brooke, Dunraven, La Retraite, St. Martin-in-the-Fields.



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The views expressed in this research report are those of the authors and do not necessarily reflect those of Lambeth local authority.

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This study has been a genuinely multidisciplinary project and was carried out by a team with different skills and perspectives that included Former HMIs with OfSTED inspection experience, LA school improvement adviser with good knowledge on quality of teaching and learning in schools; Educational researchers/statistician with extensive experience in educational research and on issues relating to ethnic minority achievement; school case studies and empirical analysis. The research team comprised: Jan McKenley and Sue O'Sullivan (Former HMIs), Feyisa Demie (Head of Research & Statistics), Christabel McLean (Education Adviser), Kirstin Lewis (Project Co-ordinator), and Steve Strand (University of Warwick).

We hope that all the above will feel that their time and effort have been worthwhile and we accept full and sole responsibility for any mistakes or unintentional misrepresentations in reporting the findings.

Foreword by the Executive Director of Children and Young People's Service

I am pleased to introduce this research on the achievement of African heritage pupils in the London Borough of Lambeth.

Lambeth schools have diverse populations culturally, socially and linguistically. Black African heritage pupils have formed the largest ethnic group, 23.6% at present, for the last three years. Although recent national research shows that Black heritage pupils lag far behind the average achievement of the majority of their peers, findings from our research indicate that African pupils have consistently been the highest achievers at both Key Stage 2 and GCSE in Lambeth schools. Between 2000 and 2005:

- The KS2 results of African heritage pupils in the case study schools improved from 74% to 82% – up 8%. This compares with an improvement rate of 1% for African pupils in other schools, and an overall improvement rate of 3% for the LA.
- 79% percent of African heritage pupils achieved 5+A*-C in the case study schools compared to 56% overall nationally and 42% in other LA schools. This shows a 23% improvement rate compared to a national overall improvement rate of 7%.

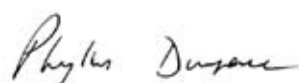
Following Lambeth's success with the Raising Achievement of Black Caribbean pupils research (2003), we recognise the need to identify the features of successful schools in raising the attainment of African heritage pupils including the curriculum they offer, support systems and links with parents. This will increase our understanding of the way all schools can enhance pupils' academic attainment at local level.

This document deserves a wide audience. The research report manages to strike a tone that is accessible to practitioners in schools, as well as policy makers and other researchers, who look admiringly at the strength of the research team assembled in Lambeth to support school improvement.

The report provides celebration of good practice in Lambeth schools including a rich array of strategies that have been used to raise attainment. The main aim of the report was to raise the achievement of African heritage pupils at all key stages, through effective use of research evidence and sharing of good practice. It draws on detailed statistical analyses as well as from case studies based on visits to schools by members of the project team to draw on the views of headteachers, staff, governors, parents and pupils.

There are also recommendations for the council and schools on working together to best provide for the needs of African heritage pupils.

Many valuable lessons can now be learnt from the case study schools' experience. We hope this research report will prove useful to schools and other educational services in their drive to raise standards.



Phyllis Dunipace

Executive Director of CYPs

TABLE OF CONTENT

Section 1: Introduction

Feyisa Demie

- The context 7
- The aims and objectives of the research 9
- Methodological framework of the study 10

Section 2: The achievement of African heritage pupils in Lambeth schools

Feyisa Demie

- The Lambeth context 12
- The KS1 and KS2 evidence 13
- The KS3 and GCSE evidence 14
- Gender difference and achievement 15
- Social Background and achievement 16
- English language acquisition and achievement 17
- Language spoken and education achievement 18

Section 3:

The attainment of African heritage pupils in the case study schools

Feyisa Demie

- Introduction 21
- KS2 Performance of the case study schools 21
- KS3 and KS4 Performance of the case study schools 22

Section 4:

The Educational Progress of African heritage pupils in all Lambeth schools

Steve Strand

- Introduction 24
- Methodological approach for measuring educational progress 24
- Attainment and educational progress at KS1-KS2 27
- Attainment and educational progress at KS2-GCSE 34
- Discussion, conclusion and policy implications 42

Section 5: Case studies of schools

Primary Good Practice: Christabel Mclean

1. Archbishop Sumner C.E. Primary School 45
2. Christ Church (Streatham) C.E Primary School 54
3. Herbert Morrison Primary School 64
4. St. Helen's R.C Primary School 72
5. St. John the Divine C.E. Primary School 82
6. St. Jude's C.E Primary School 92
7. Stockwell Primary School 106

Secondary Good Practice: Jan McKenley, Feyisa Demie, Sue O'Sullivan

8. Archbishop Tenison's School 117
9. Charles Edward Brooke C.E. School 124
10. Dunraven School 136
11. La Retraite RC School 142
12. St. Martin-in-the-Fields C.E. School 148

Section 6:

Pupil survey on the experience and achievement of African heritage pupils

Feyisa Demie and Anne Taplin

■ Introduction	155
■ Background of the pupils	155
■ Pupils views on importance of education and parental support from home	156
■ Pupils' experience of school, including their attitude to their school, teachers and lessons	161
■ The experience of African heritage pupils in school Pupils' thoughts on what they like best about their school and pupils' general comments.	163

Section 7:

Commentary: Issues for raising achievement of African heritage pupils

Sue O' Sullivan

■ Introduction	164
■ What are the factors that contribute to this success?	165
■ Parental support	165
■ Attitudes to authority	166
■ Shared values	166
■ Attitudes to discipline	167
■ The impact of 'street culture'	168
■ Church and community links	168
■ Pupils' motivation to achieve	169
■ Leadership and vision	169
■ What do schools have to do to raise achievement?	169

Section 8: Conclusions and recommendations

Feyisa Demie

■ Conclusions	172
■ Recommendations	173
– Local Authority	173
– Schools	173
– Parents and the community	174
– The Department for Education and Skills	174

Appendices

■ Statistical tables	175
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EXECUTIVE SUMMARY

In recent years considerable attention has been devoted to the issue of the underachievement of Black pupils in British schools. Lambeth local authority has a significant proportion of pupils from Black African and Black Caribbean families in its pupil population. Lambeth also has a continuing determination to raise the achievement of all its pupils. This research report is one of a series to which the local authority has committed itself.

The main aim of the project is to raise the achievement of African heritage pupils at all key stages, through effective use of research evidence and the sharing of good practice.

The report draws on detailed statistical analyses as well as from case studies based on visits to schools by members of the project team. These draw on the views of headteachers, staff, governors, parents and pupils, on the views of parents expressed in focus groups, and from questionnaires containing the views of pupils. The headteachers of all schools involved have been consulted throughout the project.

The following schools were selected for inclusion in the project:

1. Archbishop Sumner C.E. Primary School
2. Christ Church (Streatham) C.E. Primary School
3. Herbert Morrison Primary School
4. St Helen's R.C. Primary School
5. St Jude's C.E. Primary School
6. St John the Divine C.E. Primary School
7. Stockwell Primary School
8. Archbishop Tenison's C.E. Secondary School for Boys
9. Charles Edward Brooke C.E. Secondary School for Girls
10. Dunraven Secondary School
11. La Retraite R.C. Secondary School for Girls
12. St Martin-in-the-Fields C.E. Secondary School for Girls

The schools were selected using the following criteria:

- Attainment of African heritage pupils has been consistently high
- African heritage pupils in the case study schools make good progress
- The improvement rate of African heritage pupils in the case study schools is impressive and is rising faster than for all other schools. Between 2000 and 2005 the primary schools in the case study schools improved their KS2 results from an average 74% to 82% - up 8%. This compares with an improvement rate of 1% for African pupils in other schools, and with an overall improvement rate for the LA of 3%.

The focus of the visits to schools was on:

- The school curriculum
- The quality of teaching and learning
- How the school monitors pupils' performance
- How it supports and guides the pupils
- The school's links with parents
- Parents' and pupils' views about the school and its support systems
- Race and ethnicity in the curriculum
- Quality of school leadership and management
- Positive views of diversity of life in Africa
- How teachers have the confidence, competence and materials to use the existing flexibility within the curriculum to make subjects more relevant to African pupils' own experience and to reflect their cultural heritage.

Main findings

- African parents value education very highly. Their support for the work and values of schools is one of the most important factors contributing to their children's achievement.
- The schools have expectations of high achievement for all and an ethos that nurtures every child.
- Parents share the schools' sense of mission and service; they share the Christian, caring values that support their children and the schools' involvement in the community.
- Pupils share their parents' aspirations and their understanding that a good education is crucial to their success in later life.
- Parents respect authority and value the good discipline that schools instil. Although attitudes to discipline are different in African and British cultures there is a mutual trust between parents and schools that gives children sound and consistent models of behaviour.
- Parents and school staff often share a religious faith which underlies their shared endeavour on behalf of children and supports their mutual trust.
- Parents, pupils and staff value the diversity of those who work in schools and welcome the very good role models that Black African and Black Caribbean staff provide.
- The leadership in schools is outstanding.
- The quality of teaching and learning is very high and is supported by continuing professional development.
- Schools use performance data very effectively in order to monitor and guide pupils' progress.
- The data reports provided by the local authority to each school are highly valued by those who use the data.
- Schools enrich the curriculum with projects and studies that draw on pupils' family experience, and add to their growing pride in being African.
- The local authority's link with schools in Ghana contributes significantly to staff and pupils' knowledge of modern Africa.
- Pupils, staff and parents feel that their school is central to the life of the community in Lambeth.

THE ACHIEVEMENT OF AFRICAN HERITAGE PUPILS: GOOD PRACTICE IN LAMBETH SCHOOLS

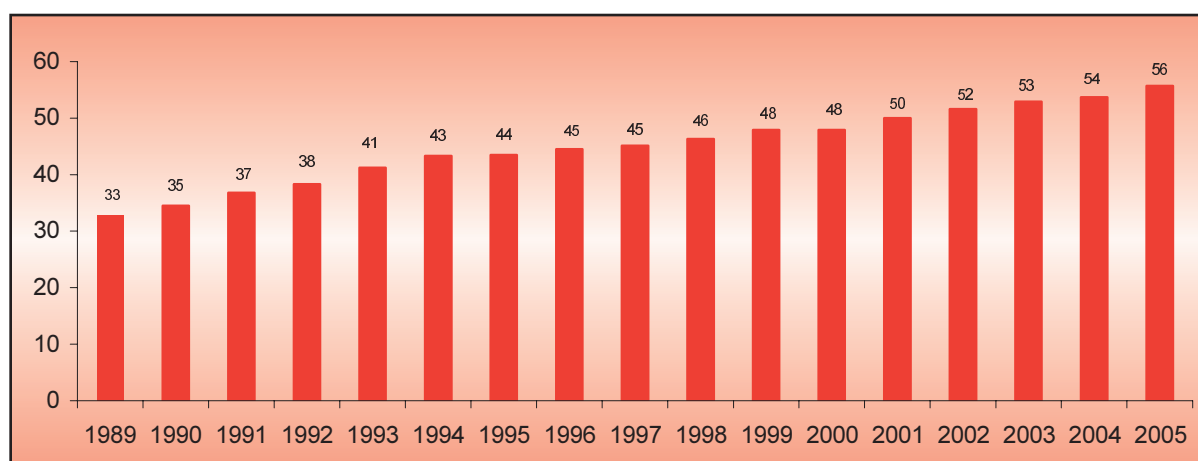
SECTION 1: INTRODUCTION

The Context¹

The core of this study is the achievement of African heritage pupils in Lambeth schools. Over the last three decades considerable attention has been devoted to the issue of underachievement of Black pupils in British schools. There is now much research to show that African and Caribbean pupils are underachieving within the education system and that they are less likely to achieve their full potential at school (Gillborn and Gipps, 1996; Gillborn and Mirza, 2000; Blair, 2001; Demie, 2001; OFSTED, 2002). Research in the 1980s gave a good deal of attention to the underachievement of pupils of Black Caribbean backgrounds and confirmed that they are underachieving as a group within the education system (Rampton, 1981; Swann, 1985).

Other research in the 1990s reflected earlier findings, with Black Caribbean and African pupils continuing to make less progress on average than other pupils (Gillborn and Gipps, 1996; Gillborn and Mirza, 2000; Demie, 2005, 2003b, 2001). Each of these studies appeared to show considerable underachievement of Black Caribbean and Black African pupils in comparison with the achievement of White and Asian pupils.

Figure 1: GCSE Attainment in England 1989-2005 (5+A*-C grade passes)



Source: DfES Statistics for Education - Public Examinations GCSE and GCE in England 1998-2005

The above findings are also supported by the national Youth Cohort Study (YCS) of England and Wales, which provides some of the useful trend data on education and ethnicity. Figure 1 illustrates that there was a dramatic improvement in the achievement of pupils completing their compulsory schooling between 1989 and 2005. These figures show that the proportion of 16 years olds attaining at least five higher grade passes rose from 33% in 1989 to 56% in 2005. However the YCS data suggests that not all ethnic groups have shared equally in the overall improvement in attainment at the 5+A*-C level.

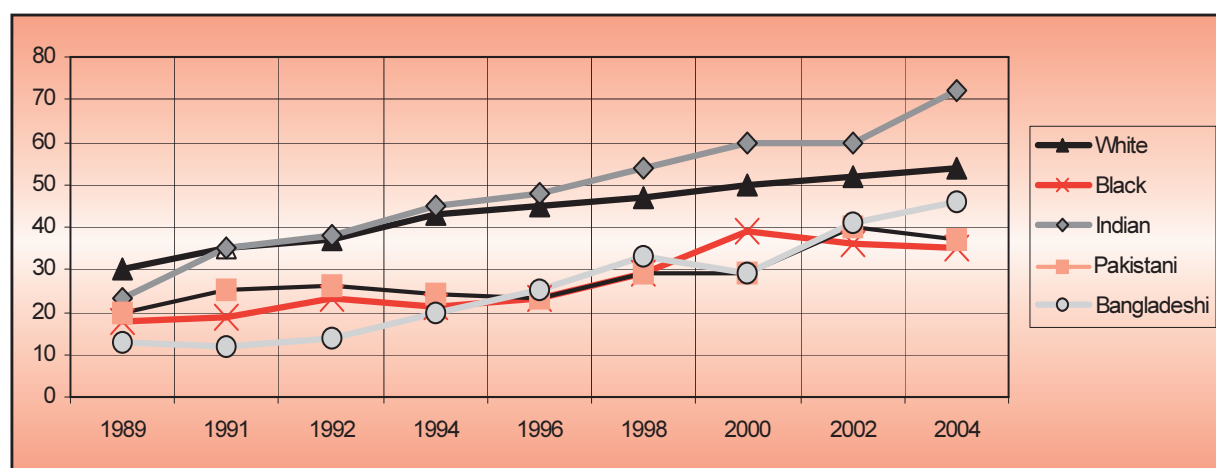
Figure 2 shows a clear picture of how different ethnic groups shared unequally in the changing rates of attainment during the late 1990s. A striking finding is that members of each main ethnic group are now more likely to attain higher grades than ever before. The data in Figure 2 reveals that there are considerable differences in attainment of different ethnic groups.

¹ Section drawn from research paper by Feyisa Demie, Head of Research and Statistics. For details see 'Raising Achievement of Black Caribbean Pupils: Good Practice in Lambeth Schools', Lambeth Education, February 2003.

During the period between 1989 and 2004, Indian pupils performance improved from 23% to 72% (an increase of 49%), followed by Bangladeshi pupils from 13% to 46% (an increase of 33%), then White pupils who moved from 30% to 54% (an increase of 24%), then Black and Pakistani pupils, both of which improved by 17%.

The Black, Pakistani and Bangladeshi pupils are markedly less likely to attain five higher GCSEs than their Indian peers nationally. The improvement in the attainment of Black pupils was not enough to keep pace with their White peers.

Figure 2: Changes in GCSE Attainment by Ethnicity in England & Wales, 1989-2004 (5+A*-C)



Source: Youth Cohort Study, Department for Education and Skills, 2004 and Demack et al, 2000

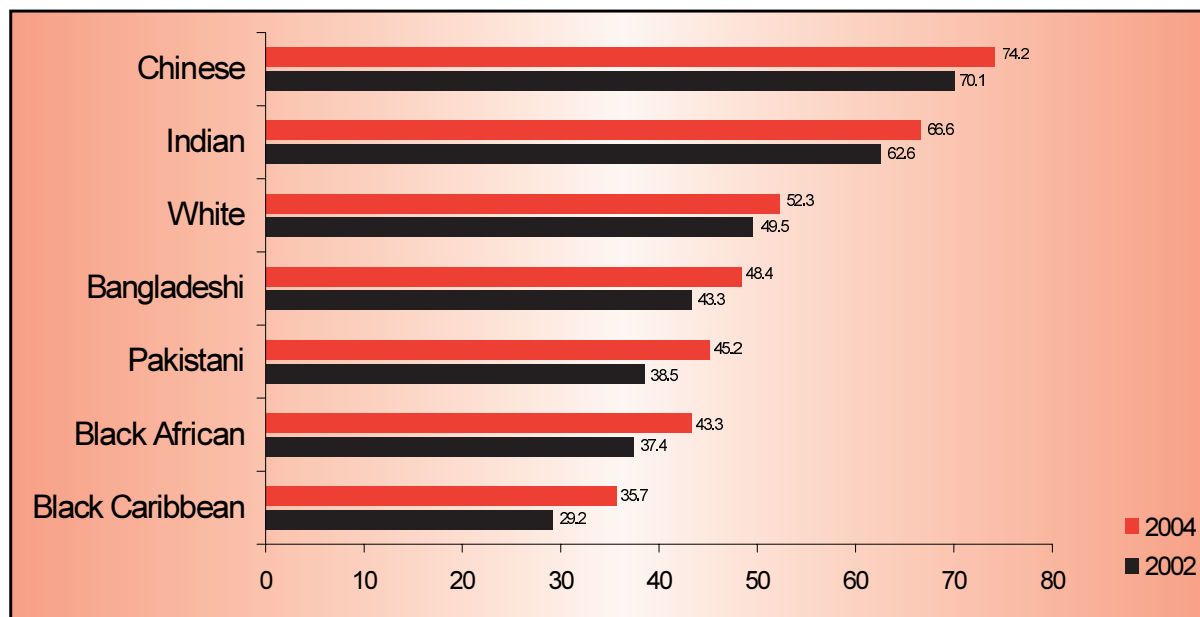
The main conclusion from the YCS data is that African and Caribbean pupils have drawn the least benefit from rising levels of attainment and the gap between them and their White peers is bigger now than a decade ago.

Recent research also shows that Black heritage pupils lag far behind the average achievement of the majority of their peers and the gap at the end of primary and secondary education is growing. The DfES Pupil Level Annual School Census (PLASC) provides some of the most useful recent data on education and ethnicity (see Figure 3). Evidence from national data suggests that the gap in performance is widening and many Black African children in England's schools are not sharing the higher educational standards achieved over the last decade.

In 2004 it was identified that amongst those ending their compulsory education in the UK, Black Caribbean and Black African pupils were least successful academically with only 36% of Black Caribbean and 43% of Black African pupils achieving 5 or more GCSEs at grade A* to C. In contrast around 76% of Chinese, 63% of Indian and 52% of White British pupils achieved 5 or more A* to C grades at GCSE. Bangladeshi and Pakistani pupils also achieved better than African and Black Caribbean pupils. Concerns persist and there is now a need for a detailed case study of successful schools in raising the achievement of Black African heritage pupils as a means of increasing our understanding of the ways in which schools can enhance pupils' academic achievement.

The review of previous research into the educational achievement of underperforming groups of pupils also revealed that there has been little research into how the experience of successful schools may be disseminated within the LA to address underachievement in other similar schools. Research into educational achievement, ethnic and gender differences (Demie, 2005, 2003, 2001), pupil mobility (Demie, 2002), Black Caribbean underachievement (McKenley et al, 2003) and underperforming groups (Lambeth Education, 2005) has also highlighted the importance of addressing underachievement in schools.

Figure 3: GCSE Performance Trends by Ethnic Groups in England, 2002 and 2004 (5+A*-C)



Source: DfES, 2003. Aiming High: Raising the Achievement of Ethnic Minorities Pupils, March. (PLASC 2002 and 2004 data)

These reports concluded, while there were pockets of sound practice, many schools were not nearly as effective as they needed to be in tackling the underachievement of, for example, Black Caribbean, Black African, Portuguese and mobile pupils in schools.

Overall the body of available research suggests there is lack of research into the factors which contribute to educational success and high attainment. The first step in answering these questions is to identify the factors that contribute to their success. For this reason OFSTED and Lambeth LA recently looked at 'examples of schools that provide an environment in which Black Caribbean pupils flourish' (OFSTED 2002, p.2; McKenley et al, 2003; Demie, 2005).

The Aim and Objectives of the Research

Aim

The main aim of the project is to raise the achievement of African heritage pupils at all key stages through effective use of research evidence and sharing good practice.

Objectives

The main objectives of the research are:

1. To study the achievement of African heritage pupils at the end of KS1, KS2, KS3 and KS4.
2. To examine the school experiences of African heritage pupils in relation to classroom experience, relationships with teachers, relationships with peers and support from home.
3. To ascertain the views of African parent and community groups with regard to their experience within the English schooling system and what practical steps need to be taken to improve levels of achievement of Black African heritage pupils.
4. To discover factors which contribute to the success of African heritage pupils in Lambeth schools and to identify a number of common themes for success in raising achievement including leadership and management, curriculum content and provision, developing a culture of high expectations and a commitment to community representation.

Methodological Framework of the Study

A review of relevant literature, extensive data analysis, case studies, a pupil survey and pupil, teacher and parent focus group interviews form the methodological approach of this research.

Details of the methodological framework and activities are summarised below:

- 1. Performance Data Analysis:** In order to study the attainment of African heritage pupils in Lambeth schools, a number of methodological approaches were adopted, including an analysis of 7 years of KS1, KS2, KS3, and GCSE trend data which were held in the Research and Statistics Unit. This was followed by a review of relevant existing documentation and statistical evidence.
- 2. Pupil Questionnaire:** The function of the pupil survey was to find out pupils' attitudes to school, learning, friendship, school experiences and support from home. This data will be used to help improve future achievement. All pupils in the case study schools received the questionnaire. Mainly heads of ethnic minority achievement and heads of year co-ordinated the distribution and collection of the questionnaires. The questionnaires were run during tutorial time and took no more than 15 minutes to complete.
- 3. Pupil Focus Groups:** Focus groups of KS2, KS3 and KS4 pupils were run in all the case study schools. The aim was to develop an understanding of the schooling experiences of African children and to ascertain pupils views in relation to what practical steps need to be taken in order to raise standards.
- 4. Parent Focus Groups:** Interviews with staff, parents, pupils and community groups including focus group discussions were held. The main aim of the parent interviews was to ascertain the views of parents and African community groups on their experiences within the English and LA schooling system. The objective was to identify levels and types of parental involvement in the education of children at home and school and to identify parental views on which practical steps need to be taken to raise levels of achievement. Headteachers had been asked to select a mixture of parent and community groups.
- 5. Teacher Focus Groups:** The main aim of the teacher focus groups was to ascertain the views of teachers in regard to what practical steps need to be taken in order to improve levels of achievement of African heritage pupils. The specific objectives were to identify what Black and ethnic minority teachers see as key issues, to share the experience of ethnic minority teachers and to discuss their role in raising levels of achievement. Headteachers were asked to select a mixed group of teachers with regards to a range of teaching experience, gender and ethnicity.
- 6. Case Studies and Observations:**
 - **Methodological approach for selecting case study schools:-** Case studies of selected schools form the methodological approach for the research. Twelve 'successful' schools with African heritage pupils were selected from Lambeth LA. These schools have a high percentage of African heritage pupils and are performing academically above average or are improving schools. The selected schools needed to have a minimum of 15% Black African heritage pupils. The z-score disadvantage index factor was used to ensure a good spread of schools.
 - **Case study school visits, interviews and observations:-** Consultants visited each of the schools for two days to observe lessons, hold interviews discussions with headteachers, staff, governors and pupils to evaluate and gather evidence on how well African heritage pupils are achieving and the factors contributing to this.

These included:

- The school curriculum
- The quality of teaching and learning
- How the school monitors pupils' performance
- How it supports and guides pupils
- The school's links with parents
- Parents' and pupils' views about the school and its support systems
- Race and ethnicity in the curriculum
- Quality of school leadership and management
- Positive views of diversity of life in Africa
- How teachers have the confidence, competence and materials to use the existing flexibility within the curriculum to make subjects more relevant to African pupils' own experience and to reflect their cultural heritage.

The following schools were selected for the case study:

- Secondary case study schools:
 1. Archbishop Tenison's
 2. La Retraite
 3. St Martin-in-the-Fields
 4. Dunraven
 5. Charles Edward Brooke
- Primary case study schools:
 1. Stockwell
 2. Christ Church (Streatham) C.E
 3. Herbert Morrison
 4. Archbishop Sumner C.E
 5. St Jude's C.E
 6. St Helen's R.C
 7. St John the Divine C.E

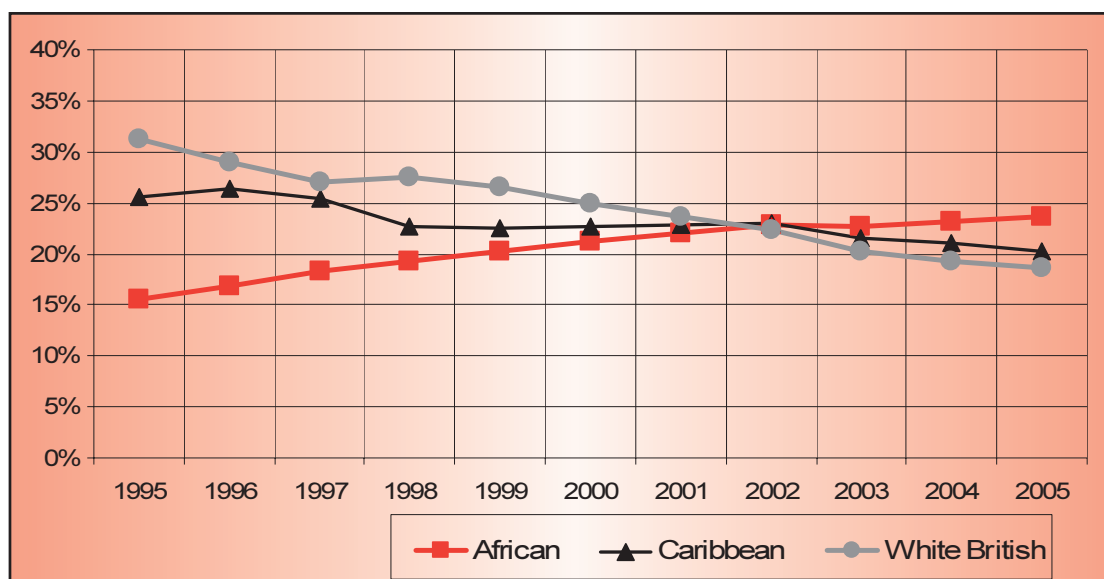
SECTION 2: THE ACHIEVEMENT OF AFRICAN HERITAGE PUPILS IN LAMBETH SCHOOLS

The Lambeth Context

This section looks in brief at the educational achievement of the main ethnic groups in the local authority.

Lambeth LA is one of the most ethnically, linguistically and culturally diverse boroughs in Britain. About 81% of pupils are from Black and ethnic minority groups. The 2005 census shows that there were 28,868 pupils in the LA's schools. Of these, Black African pupils formed the largest ethnic group with 23.6% followed by Black Caribbean at 20.3% and White British at 18.7%. African pupils have comprised the largest group in Lambeth for the last three years, with an upward trend, whilst both of the other two largest groups declined over the period.

Figure 4: Changes in the School Composition in the LA by Main Ethnic Group 1995-2005



There has been a change in the overall composition of the Black and ethnic minority population in Lambeth schools. The 1991 census showed that overall 66% of pupils in the LA's schools belonged to Black and other ethnic minority communities compared to 81% in 2005.

The Authority has carried out considerable research into the achievement of all ethnic minority groups in the LA's schools (for details see Demie, 2001 and 2002). The main findings of the previous studies suggest that:

'Children from different ethnic groups show a difference in educational attainment at the end of each key stage in the LA. Indian, Vietnamese, Bangladeshi and Chinese achieve higher results, on average, than African, Caribbean, Irish and English Scottish Welsh (ESW) pupils. Caribbean and Portuguese are the main underachieving groups (Demie, 2001, p101). The findings of the study also confirm the main ethnic groups are African, Caribbean and ESW. Indian, Vietnamese, Chinese, Bangladeshi and Chinese pupils are relatively small ethnic groups in the LA, so it is difficult to draw firm conclusions from the data.' (Demie 2001, p98).

Here we briefly consider recent findings on the main ethnic groups in the local authority, with the focus on African heritage pupils' achievement compared to the Black Caribbean and ESW groups.

The KS1 and KS2 Evidence

Table 1: Changes in Attainment by Ethnic Origin at Key Stage 1 (level 2B+)

	2000	2001	2002	2003	2004	2005	Change 00-05
African	66%	67%	64%	63%	65%	61%	-5%
Caribbean	59%	61%	57%	51%	59%	57%	-2%
White British	64%	68%	70%	64%	72%	71%	7%
Lambeth	60%	63%	62%	58%	63%	62%	2%

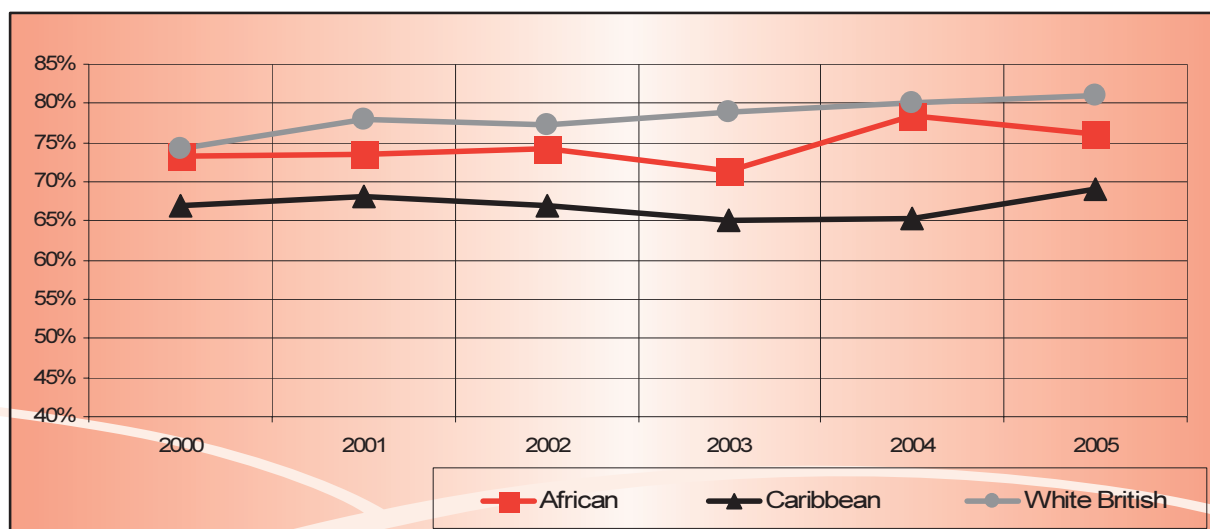
Table 2: Changes in Attainment by Ethnic Origin at Key Stage 2 (level 4+)

	2000	2001	2002	2003	2004	2005	Change 00-05
African	73%	74%	74%	72%	78%	76%	3%
Caribbean	67%	68%	67%	65%	65%	69%	2%
White British	74%	78%	77%	79%	80%	81%	7%
Lambeth	71%	73%	72%	73%	75%	74%	3%

*Results for 1998-2004 are based on test/task results and in 2005 are based on teacher assessment results.

Tables 1 and 2 indicate that both the KS1 and the KS2 results overall have shown a slight upward trend over the last five years. However, when the ethnic group is considered, it can be seen that not all groups have experienced these gains equally.

Figure 5: Gaps in KS2 Performance between Main Ethnic Groups in the LA (% level 4+)



Of the main ethnic groups, Caribbean pupils made the least improvement over the last four years, at KS2.

The KS3 and GCSE Evidence

An analysis of KS3 and GCSE results by ethnic background also reveals a contrasting picture of performance between different ethnic groups and suggests that pupils of different ethnic heritage do not experience equal educational opportunities.

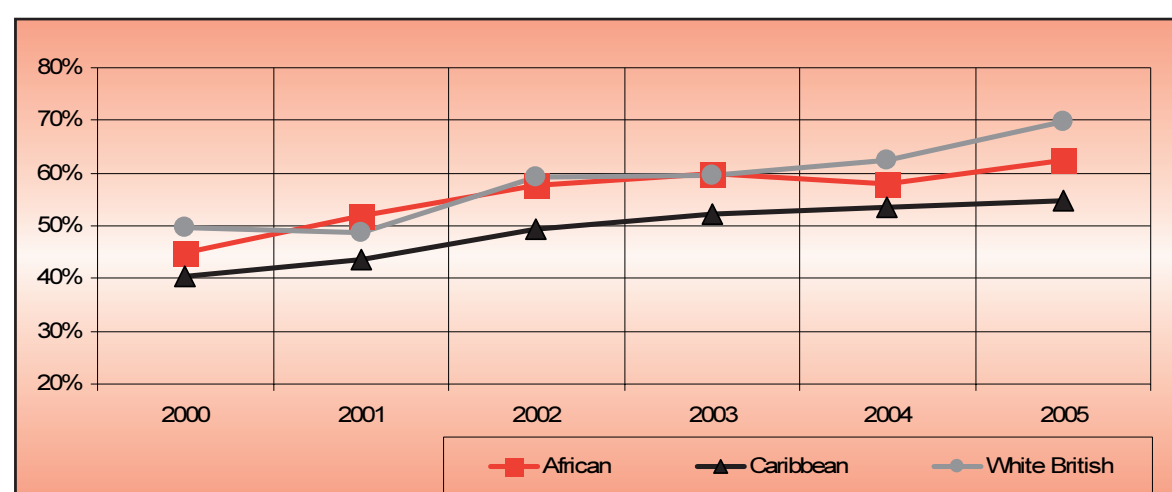
Table 3: Changes in Attainment by Ethnic Origin at Key Stage 3 (level 5+)

	2000	2001	2002	2003	2004	2005	Change 2000-2005
African	45%	52%	58%	60%	58%	62%	17%
Caribbean	40%	44%	50%	52%	54%	55%	15%
British	50%	49%	59%	59%	63%	70%	20%
Lambeth	45%	48%	56%	61%	64%	65%	20%

Table 4: Changes in Attainment by Ethnic Origin at GCSE (5+A*-C)

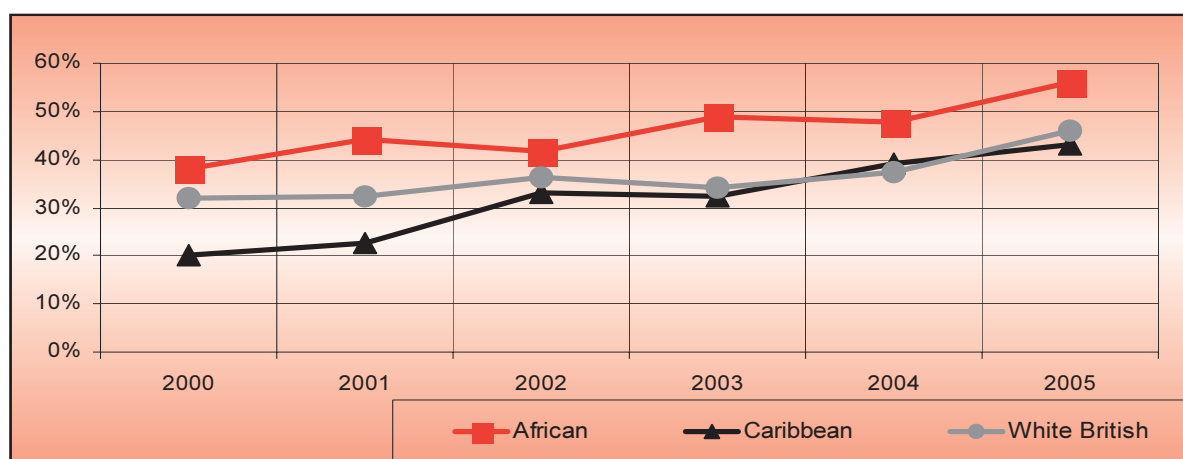
	2000	2001	2002	2003	2004	2005	Change 2000-2005
African	38%	44%	42%	49%	48%	56%	18%
Caribbean	20%	23%	33%	32%	39%	43%	23%
British	32%	32%	36%	34%	37%	46%	14%
Lambeth	32%	36%	40%	42%	48%	52%	20%

Figure 6: Performance Gaps of Main Ethnic Groups at KS2 (% level 5+)



The improvement rate of African pupils over the last five years was slightly less than in the LA overall, although it was better than the improvement rate of Caribbean pupils.

Figure 7: Performance Gaps of the Main Ethnic Groups at GCSE (% 5+A*-C)



Of the main ethnic groups African pupils have consistently been the highest achievers at GCSE; however, Caribbean pupils are slowly closing the gap. Overall the rate of African pupils' improvement has been slightly lower than that seen in the LA in the last six years.

Background Factors and Achievement of African Heritage Pupils

Gender Differences and Achievement

Table 5 repeats patterns established earlier, whereby girls tend to outperform boys at each key stage (Demie, 2001; Gillborn and Gipps, 1996). Overall, the findings of the results between key stages indicate that girls achieve higher averages than boys by a quite noticeable margin. This is true for African and Caribbean pupils at all key stages. However, White British boys at GCSE were more likely to perform at or above the level of the girls over the last six years.

Table 5: KS2 and GCSE Trend Performance by Ethnicity and Gender

	Year	KS2 (level 4+)				GCSE (5+A*-C)			
		All	Boys	Girls	Diff	All	Boys	Girls	Diff
African	2000	73%	71%	75%	4%	38%	32%	41%	9%
	2001	74%	72%	75%	2%	44%	32%	52%	20%
	2002	74%	72%	76%	4%	42%	35%	45%	9%
	2003	72%	68%	75%	7%	49%	39%	53%	14%
	2004	78%	76%	81%	5%	48%	44%	50%	5%
	2005	76%	74%	78%	3%	56%	52%	58%	6%
Caribbean	2000	67%	63%	70%	7%	20%	14%	23%	9%
	2001	68%	63%	73%	11%	23%	18%	25%	7%
	2002	67%	66%	68%	2%	33%	26%	36%	11%
	2003	65%	63%	67%	5%	32%	25%	36%	10%
	2004	65%	57%	74%	17%	39%	36%	41%	5%
	2005	68%	66%	71%	5%	43%	38%	46%	8%
British	2000	74%	72%	76%	4%	32%	32%	32%	0%
	2001	78%	76%	80%	5%	32%	33%	31%	-2%
	2002	77%	75%	80%	4%	36%	36%	37%	1%
	2003	79%	76%	82%	6%	34%	36%	31%	-5%
	2004	80%	78%	83%	5%	37%	35%	40%	5%
	2005	81%	79%	82%	3%	46%	49%	41%	-8%
Lambeth	2000	71%	68%	72%	4%	32%	27%	34%	7%
	2001	73%	70%	75%	5%	36%	31%	40%	9%
	2002	72%	71%	72%	1%	40%	36%	43%	7%
	2003	73%	69%	75%	6%	42%	38%	45%	7%
	2004	75%	72%	79%	7%	48%	45%	50%	5%
	2005	78%	71%	74%	3%	50%	47%	51%	4%

Social Background and Achievement

The free school meals variable is often used as a proxy measure of the extent of social deprivation in pupils' backgrounds and has been linked to underachievement in a number of studies (Gillborn and Youdell, 2002; Demie, 2001). School level data demonstrates a clear relationship between the concentration of poverty levels in schools and tests and examination results. The proportion of pupils taking KS2 in 2005 who were eligible for free school meals (FSM) was 37%, and for the GCSE cohort it was 40%. Figure 8 indicates that there is a marked difference in KS2 performance between pupils eligible for free meals and the more economically advantaged groups in schools.

At the end of primary education, the difference between pupils eligible for FSM and those not is significant, with about 67% of eligible pupils achieving level 4+, whereas 81% of pupils who are not eligible achieve this level. The GCSE data also shows a significant gap, with pupils on free school meals gaining only 36% 5+ A*-C, compared to 58% attained by those not eligible. Overall, the findings from the LA data confirm that pupils eligible for school meals did considerably less well than their affluent peers.

There are also some striking differences within the main ethnic groups when the data is further analysed by pupils eligible for free school meals. Table 6 shows that at GCSE, 38% of Black African pupils eligible for free school meals achieved 5+A*-C, compared with 70% of pupils who were not eligible, a gap of 32 percentage points. There was a similar magnitude of gap for White British pupils, whilst the gap for Caribbean pupils was smaller at 16 percentage points. This finding underlines the importance of treating any measure of school or LA performance which does not include the influence of background factors such as social class and deprivation, with scepticism. Social class data is particularly essential for the analysis of African pupils in addition to other disadvantage factors. As we have argued in the previous section, our analysis is not complete because of a lack of data on social class.

Care must be taken in generalising the results particularly of White British pupils from this study to a wider context. A number of studies have confirmed that London's White population is not representative of the social class composition of White pupils more generally in the UK and tends to be more skewed towards people with a working class background. (Demie, 2001). Because of the social class profile, 'it is possible that in inner London, low attainment by White working class pupils is a particular issue, and that markedly different results might be found in a less disadvantaged rural setting. Further research in other populations outside inner London is clearly required' (Strand, 1999, p199).

Figure 8: KS2 Performance by Free School Meals (% level 4+)

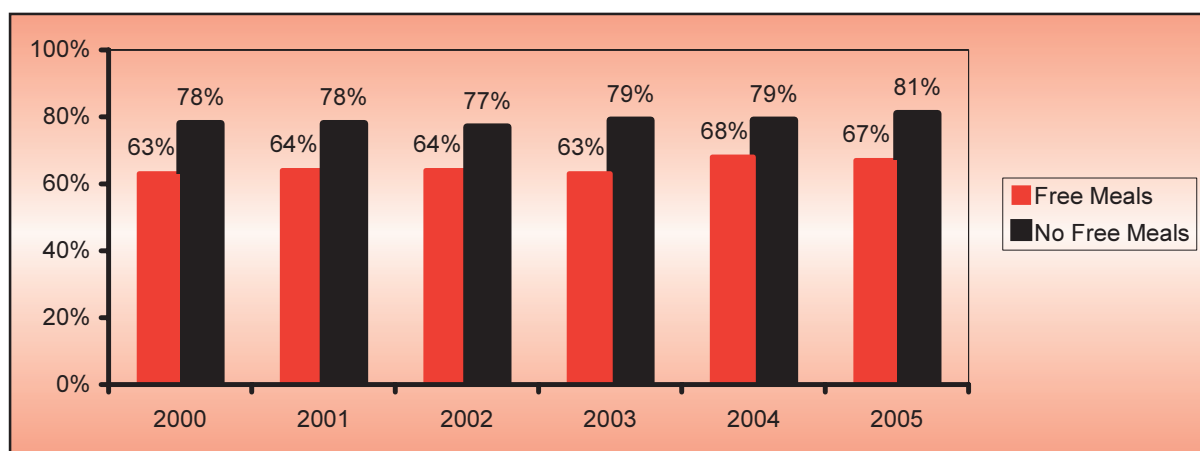


Table 6: Performance by Key Stage, FSM and Ethnic Background in Lambeth 2005

	Key Stage 2 (% level 4+)			GCSE(% 5+A*-C)		
	% of pupils eligible	Eligible	Not Eligible	% of pupils eligible	Eligible	Not Eligible
African	40%	67%	84%	44%	38%	70%
Caribbean	42%	66%	70%	36%	33%	49%
White British	24%	61%	90%	32%	23%	56%
Lambeth	37%	67%	81%	40%	36%	58%

English Language Acquisition and Achievement

Another important factor that is related to ethnic background and African heritage achievement is English fluency. For students to have access to the curriculum it is clear that they need to be fluent in the language of instruction. Some students of African heritage are fluent in English while others such as Somali students may not be.

A number of studies have explored the relationship between English fluency and pupil attainment. Demie and Strand (2005) examined the results at KS2 and GCSE whilst at the same time controlling for age, gender, free school meals, ethnic background and mobility rate. The results indicated that pupils who spoke English as an additional language scored significantly lower than those who spoke English as a first language or were fluent in English.

Table 7 gives the average KS2 performance in the tests by level of fluency in English for the major ethnic groups in Lambeth. African pupils' performance at KS2 increases as the stage of proficiency in English increases. Bilingual African speakers who were fully fluent in English were more likely to gain level 4+, than African pupils who only spoke English.

Analysis of GCSE results also shows that fluency in English continues to have a strong influence on the performance of pupils with English as an additional language (EAL) (see Table 8). Overall empirical evidence at the end of primary and secondary education from the authority suggests pupils in the early stages of fluency perform at very low levels, while bilingual pupils who are reasonably proficient in English perform better, on average, than English only speakers. African heritage pupils assessed as fully fluent in English perform much higher than the national average at all stages. These findings offer much encouragement for policy makers and school improvement practitioners. They demonstrate that once the language barrier is overcome, it is possible to attain high levels of achievement for all key stages.

Table 7: Key Stage 2 Performance by Ethnicity and Fluency in English 2005

	Black African		Caribbean		White British		Portuguese	
	L4+	Cohort	L4+	Cohort	L4+	Cohort	L4+	Cohort
Beginner	22%	9	n/a	0	n/a	0	26%	9
Stage 2	33%	53	n/a	0	n/a	0	32%	28
Stage 3	74%	160	n/a	0	n/a	0	74%	54
Fully Fluent	88%	229	n/a	0	n/a	0	93%	20
English Only	83%	61	68%	590	81%	427	83%	2

Table 8: GCSE Performance by Ethnicity and Fluency in English 2005

	Black African		Caribbean		White British		Portuguese	
	5+A*-C	Cohort	5+A*-C	Cohort	5+A*-C	Cohort	5+A*-C	Cohort
Unclassified	75%	4	n/a	0	n/a	0	n/a	0
Beginner	25%	24	0%	1	n/a	0	14%	7
Stage 2	15%	26	n/a	0	n/a	0	25%	4
Stage 3	26%	53	n/a	0	n/a	0	26%	19
Fully Fluent	67%	223	60%	5	0%	0	45%	33
English Only	68%	65	43%	294	46%	272	100%	1

Language spoken and educational Attainment

Table 9: KS2 Average Level 4+ Results for Pupils Speaking African Languages 2002-2005

	2002		2003		2004		2005		4 Year average	Change 2002-2005
	Average	Cohort	Average	Cohort	Average	Cohort	Average	Cohort		
Ga	62%	27	75%	21	79%	13	76%	15	71%	+14%
Ibo	80%	27	81%	24	92%	28	88%	16	85%	+8%
Lingala	33%	2	53%	5	33%	9	78%	9	53%	+45%
Somali	53%	12	36%	27	44%	33	47%	41	44%	-6%
Swahili	67%	8	78%	6	78%	6	57%	7	69%	-10%
Twi-Fante	77%	95	75%	95	82%	99	83%	86	79%	+6%
Yoruba	80%	157	77%	175	82%	167	82%	155	80%	+2%
African	74%	500	72%	515	78%	539	76%	512	75%	+2%

Figures for 'African' refers to all pupils who are classified as such in terms of ethnic background

Table 9 shows a clear picture of the attainment African heritage pupils by language background. The main languages of the African heritage pupils spoken in Lambeth schools includes Yoruba, Twi-Fante, Ibo, Ga and Somali. Except Somali speakers all other main language speakers have a high level of English fluency to access the national curriculum. Of the main language groups, pupils who have Ibo as their main language consistently achieved the highest average result and have improved their outcomes by 8% over the four-year period. Yoruba speaking pupils have formed the largest cohort each year and also achieve high average results relative to their peers.

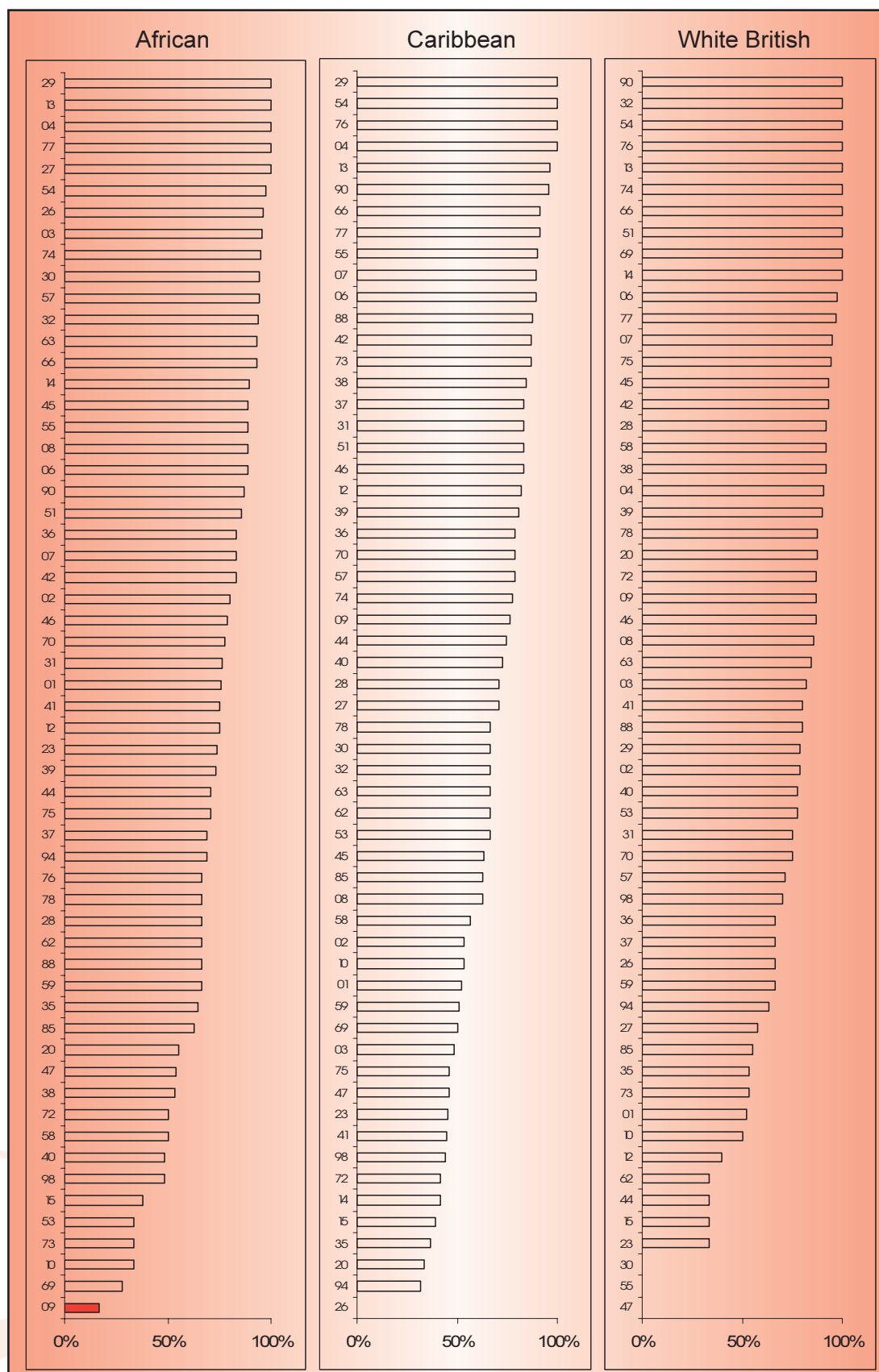
Somali underperformance at Key Stage 2 is a cause for concern. From an average result of 53% in 2002 their outcomes have fluctuated year on year to the current level of 47% in 2005, with their four-year average being 31% below the corresponding figure for the overall African cohort. This underachievement is not surprising as 83% of the Somali cohort taking KS2 were not fluent in English.

Table 10: GCSE 5+ A*-C results for pupils speaking African languages 2002-2005

	2002		2003		2004		2005		Change 2002-2005
	5+ A*-C	Cohort	5+ A*-C	Cohort	5+ A*-C	Cohort	5+ A*-C	Cohort	
Ga	33%	6	69%	16	71%	7	67%	12	+33%
Ibo	35%	17	75%	12	82%	11	73%	15	+38%
Lingala	20%	5	0%	1	57%	7	60%	5	+40%
Somali	18%	11	31%	13	13%	16	12%	25	-6%
Swahili	50%	4	75%	4	63%	8	43%	7	-7%
Twi-Fante	45%	53	55%	53	43%	42	58%	62	+13%
Yoruba	51%	78	50%	76	60%	102	65%	114	+14%
African	42%	309	49%	330	48%	334	57%	387	+15

Figures for 'African' refers to all pupils who are classified as such in terms of ethnic background

Figure 9: Key Stage 2 Performance by Major Ethnic Groups, 2005 (% level 4+)

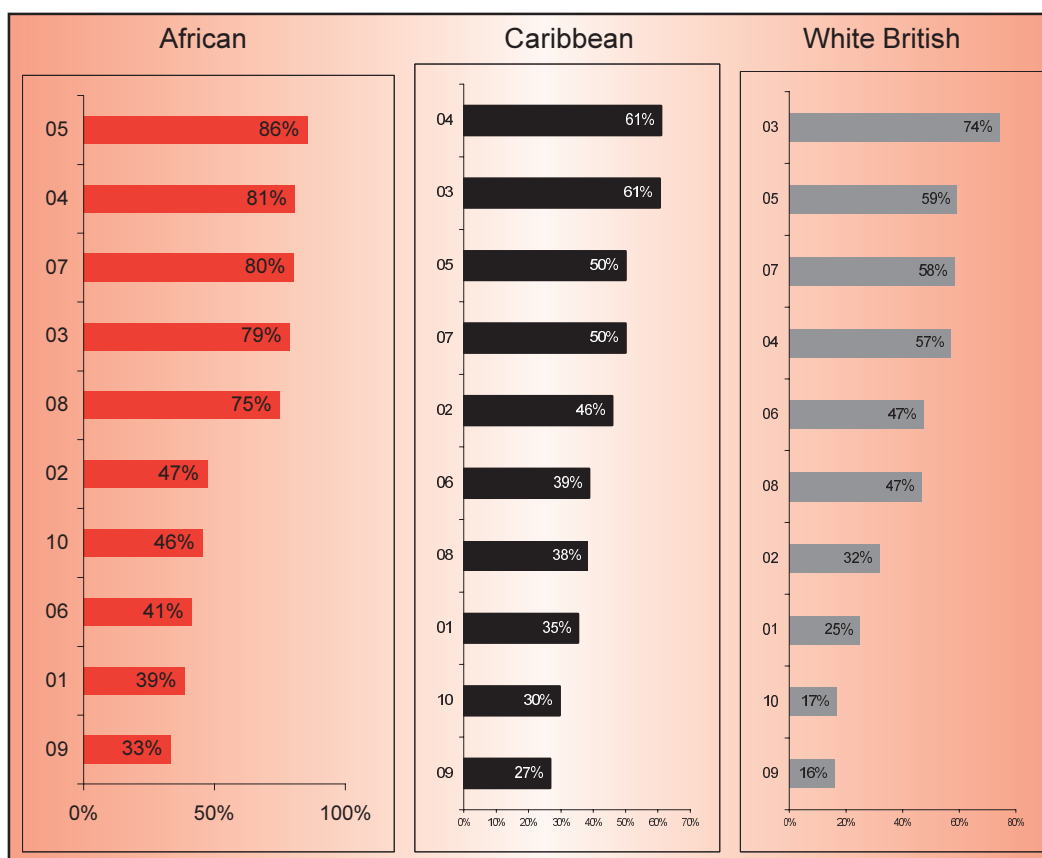


Ibo speaking pupils repeat the trend seen at Key Stage 2 by being the highest achieving group each year in the 5+ A*-C indicator (with the notable exception of 2002). Due to their low outcome of 35% in 2002 they have also shown a significant improvement over the four-year period. However, the relatively small cohorts involved means caution should be used when interpreting their results.

Yoruba pupils form the largest group and achieve higher outcomes at 5+ A*-C relative to the overall African cohort, with an improvement of 14% over the four-year period.

The low attainment by Somali speaking pupils is repeated at GCSE with only 12% achieving the 5+ A*-C threshold in 2005 (45% below the result for all African pupils) and they have failed to show any consistent improvement since 2002. Again language is the main barrier at GCSE as only 12% of Somali pupils were fluent in English.

Figure 10: GCSE Performance by Major Ethnic Groups, 2005 (% level 5+ A*-C)



SECTION 3: THE ATTAINMENT OF BLACK AFRICAN PUPILS IN THE CASE STUDY SCHOOLS

Introduction

The previous section covered the attainment of African heritage pupils in context of their overall performance. However, in recent years, the need for a detailed case study of successful schools in raising the achievement of African heritage pupils has become apparent as a means of increasing our understanding of the ways in which schools can enhance pupils' academic achievement. Figure 9 and 10, shows the difference in performance by the main ethnic groups in Lambeth, for all Lambeth primary schools. This also shows how well the schools are doing compared with the Lambeth and national averages. Overall, the findings show how well schools can do whatever their circumstances and confirms that there is a wide range of performance between schools within the LA.

Section 3 looks at the performance of these schools in more detail. The purpose of this section is to examine in detail the attainment of African heritage pupils in the case study schools in Lambeth, comparing them with other schools in the LA that are not included in the project. In the next sections further detailed case study research follows which illuminates how the complex interactions of context, organisation, policy and practice helps generate effective practice in raising the attainment of African heritage pupils in Lambeth. In order to keep the amount of data to a minimum and to give credit for overall performance, average performance data across all subjects was used for KS2 and KS3 evidence.

Performance of the Case Study Schools

Key Stage 2: Attainment at the end of Primary Education

Lambeth has many excellent primary schools that offer a good education to African heritage pupils and where pupils achieve results above the national average. There is much to celebrate about the achievement of African heritage pupils in the LA, particularly in the case study schools and a number of other LA schools. Table 11 and Figure 11 show the Key Stage 2 attainment of African heritage pupils in the case study schools compared with the performance of African heritage pupils in other local authority schools. The main findings from the data show:

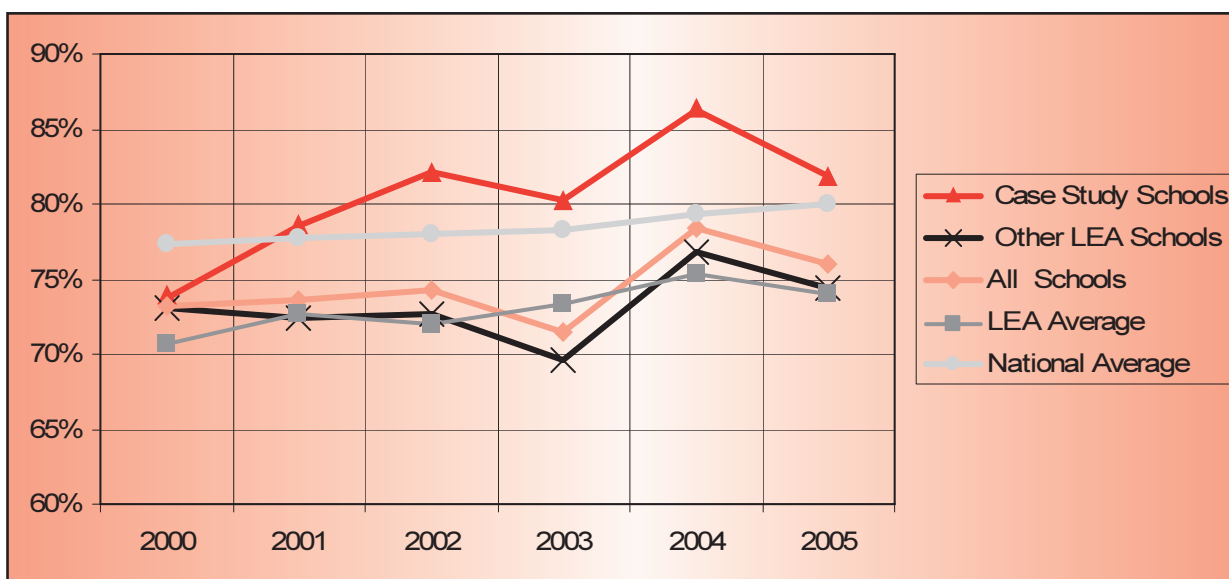
- Attainment of African heritage pupils has been consistently high for many years and above national and LA averages.
- African heritage pupils in the case study schools make good progress and consistently do better than the African heritage pupils in other LA schools.
- The improvement rate of African heritage pupils in the case study schools is impressive and the rate of improvement is faster than for all other schools. Between 2000 and 2005 the schools in the case studies improved their KS2 results from 74% to 82% – up 8%. This compares with an improvement rate of 1% for African pupils in other schools, and an overall improvement rate of 3% for the LA.

Table 11: KS2 Performance Trends of Black Caribbean in the Case Study Schools, 1998-2005

	2000	2001	2002	2003	2004	2005	Improvement
African in Case Study Schools	74%	79%	82%	80%	86%	82%	8%
African - Other LA Schools	73%	72%	73%	70%	77%	74%	1%
African - All Lambeth Schools	73%	74%	74%	72%	78%	76%	3%
LA Average	71%	73%	72%	73%	75%	75%	4%
National Average	77%	78%	78%	78%	79%	80%	3%

Note the LA and national data in this report is not related to Black African national averages. It is based on all ethnic groups.

Figure 11: KS2 Performance of African heritage Pupils in all Case Study Schools: LA and National Comparison



Key Stage 3 and 4: Attainment in Secondary Education

Table 12 and Figure 11 and 12 show the attainment of Black African pupils in the case study schools in Key Stage 3 and GCSE compared with the performance of African heritage pupils in other LA schools. Standards of performance of Black African pupils in the case study schools have improved steadily and faster than in other schools in the LA and nationally. The following features are of note in this table:

- Attainment of African heritage pupils has been consistently high for many years and above national and LA average at KS3. The African pupils in the case study schools improved by 23% compared to an improvement rate of 10% nationally and 18% in other LA schools between 2000 and 2005.
- There is also much to celebrate in GCSE performance in 2005 in the case study schools. 79% percent of African heritage pupils achieved 5+A*-C compared to 56% overall nationally and 42% in other LA schools.
- There has been a substantial and impressive rise in GCSE performance of African heritage pupils in the case study schools between 2000 and 2005 with a 23% improvement rate compared to a national overall improvement rate of 7%.

Table 12: KS3 and GCSE Performance Trends of African heritage Pupils in the Case Study Schools

KS3 Level 5+	2000	2001	2002	2003	2004	2005	Improvement
African in Case Study Schools	62%	74%	75%	84%	77%	85%	23%
African - Other LA Schools	32%	39%	47%	43%	46%	50%	18%
African - All Lambeth Schools	43%	52%	58%	60%	58%	63%	20%
LA Average	45%	48%	56%	61%	64%	65%	20%
National Average	63%	66%	67%	69%	70%	73%	10%
GCSE 5+A*-C	2000	2001	2002	2003	2004	2005	Improvement
African in Case Study Schools	56%	60%	61%	72%	64%	79%	23%
African - Other LA Schools	29%	37%	32%	36%	43%	42%	13%
African - All Lambeth Schools	38%	44%	42%	49%	48%	56%	18%
LA Average	32%	36%	40%	42%	48%	50%	18%
National Average	49%	50%	52%	53%	54%	56%	7%

Figure 12: KS3 Performance of African heritage Pupils in all Case Study Schools Compared with LA and National Results (% level 5+)

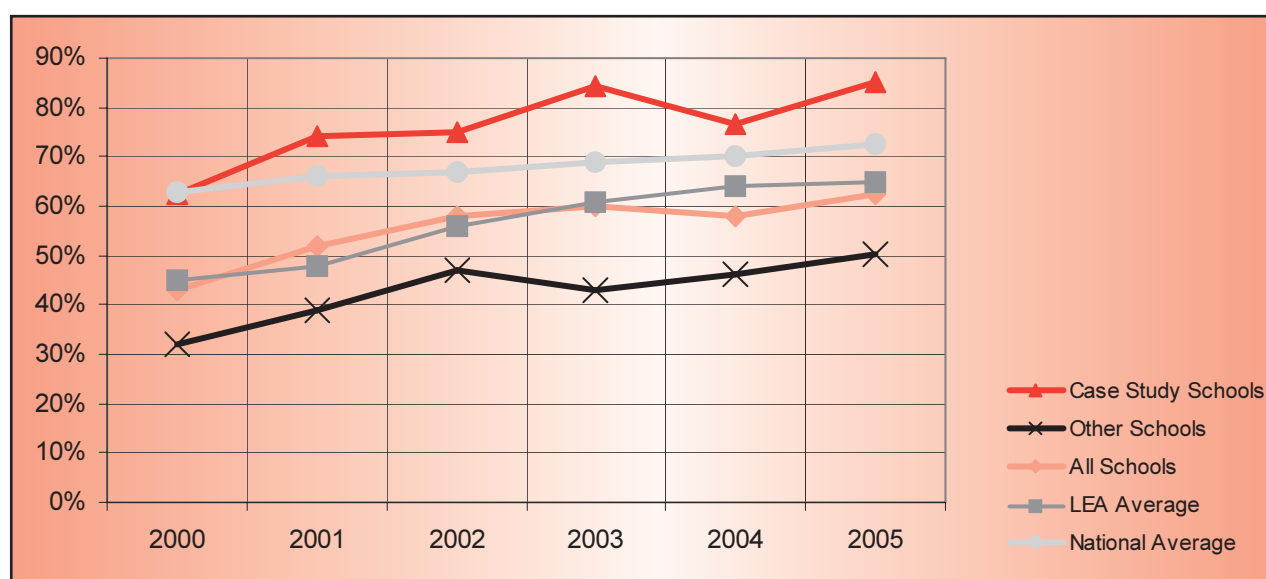
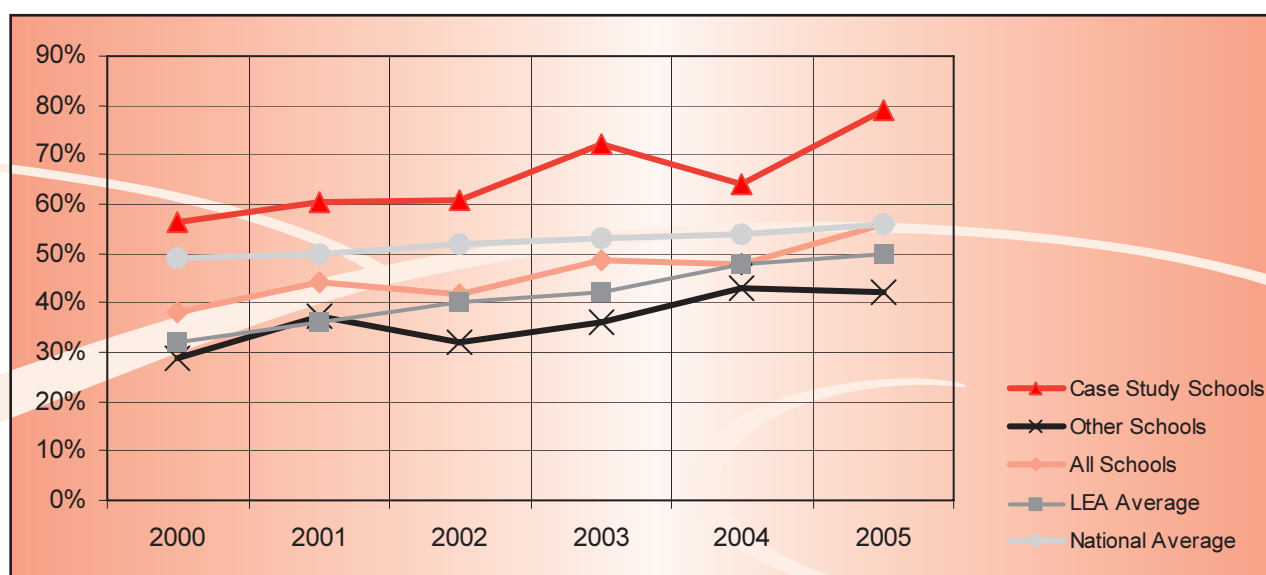


Figure 13: GCSE Performance of African heritage Pupils in all Case Study Schools Compared with LA and National Results (% level 5+)



SECTION 4:

THE EDUCATIONAL PROGRESS OF AFRICAN HERITAGE PUPILS AT KS2 AND GCSE

Introduction

There is a need for systematic quantitative research employing multivariate techniques to evaluate the relationship between ethnic group and pupils' educational attainment at school. It is important that such research considers the whole range of demographic and contextual variables, since we know that levels of social disadvantage are not even across ethnic groups (e.g., Demie, 2002). It is also vital that research explores not only the educational attainment of different ethnic groups, but also the progress they are making over time, and whether any gaps grow or shrink as pupils move through the system (e.g., Strand, 1997, 1999).

This report will analyse the relationship between ethnicity and attainment in end of KS2 tests at age 11 and GCSE / GNVQ public examinations at age 16, for all pupils from Lambeth LA schools. A particular focus is on the performance of Black African pupils.

The LA has provided a range of additional information on these pupils including entitlement to a free school meal (FSM), sex, stage of special educational need (SEN), ethnic group and stage of fluency in English. They have also provided the prior national test results at age 7 (for the KS2 cohort) and at age 11 (for the GCSE / GNVQ cohort). These data are analysed to address the following questions:

- Is there an association between ethnicity and attainment in national end of key stage tests at age 11 or public examination results at age 16?
- Do ethnic groups differ in terms of characteristics such as the proportion entitled to a FSM, the stage of SEN, the stage of fluency in English etc? Do differences in attainment between ethnic groups remain significant after controlling for these additional factors?
- Are there differences in the educational progress of different ethnic groups during each key stage?

Methodology

Statistical Analysis

The analytic method used in this report is multivariate multiple regression analysis. Three statistical models are applied to explore the associations between ethnicity and educational attainment, each allowing a progressive refinement of the question of the relationship between ethnicity and educational attainment.

Model 1 - Simple Association of Ethnicity and Attainment (Base Model):

The first model enters only ethnicity as an explanatory factor. This is the base model, and shows the simple association between ethnicity and attainment. This therefore answers the question: is there any association between ethnicity and national tests scores or examination attainment?

Model 2 - Unique Association of Ethnicity and Attainment (Contextual Model):

Ethnicity is itself statistically associated with other pupil background factors. For example we will see later there are demographic differences between Black African and White British groups, including differences in stage of fluency in English, SEN, gender balance and pupil mobility, amongst other factors.

This model considers the association of ethnicity with attainment while simultaneously controlling for these other pupil background variables, including age, sex, entitlement to a FSM, extent of SEN (specifically whether the pupil was at school action plus or was either undergoing full assessment for, or already had, a statement of SEN), stage of fluency in English, ethnic group and pupil mobility (joined the school at a non-standard time).

Table 1 describes these pupil background variables in greater detail. The model therefore allows us to answer the question: is there a unique association between ethnicity and attainment, after we have controlled for a range of other pupil background variables?

Model 3 - Unique Association of Ethnicity and Educational Progress (Value-Added):

This model includes all the explanatory factors described above and listed in Table 1, but also includes a prior attainment score from the start of the key stage or phase of education. It therefore explores the impact of ethnicity and the other explanatory variables on pupil progress during the four years of Key Stage 2 or the five years of secondary schooling. This allows us to answer the question: does ethnicity have a unique association with pupils' progress during schooling?

Outcome Measures

The educational outcomes analysed in this report are the national end of key stage test scores at KS1 and KS2, and GCSE/GNVQ public examinations at age 16 (end of KS4). For the purpose of this analysis, point scores are transformed into normal scores to give effect size measures, and also in some places into TGAT months. For details of the scales and TGAT months see Strand (2004) and Strand and Demie (2004).

Table 1: Variables and Values Included in the Statistical Models

Variables	Values	Label
Prior attainment	mean=0; SD=1	Average points score at the start of the key stage (transformed to a normal score)
Pupil age	mean=0; SD=1	age in completed months at end of key stage (transformed to a normal score)
Sex	0 1	Boy Girl
Free school meal entitlement	0 1	Not entitled Entitled
Special educational need (SEN)	0 1 2	No SEN / school action School action plus (SAP) undergoing full assessment for or has a statement of SEN
Stage of fluency in English	0 1 2 3 4	monolingual English complete beginner considerable support some support fully fluent
Ethnic Group	0 1 2 3 4 5 6 7 8 9 10 11 12	White-British White-Other groups Portuguese Mixed White & Caribbean Mixed White-Other groups Black-African Black-Caribbean Black-Other Indian Pakistani Bangladeshi Chinese Any Other groups
Mobility	0 1	same school whole of key stage changed school during the key stage
Interaction terms		Separate terms for two-way interactions between ethnicity and sex, and ethnicity and FSM
avgKS1		school mean score at start of the key stage or phase
avgmeal		% entitled to free school meals
avgmob		% of pupils joining at a non-standard time
avgsap		% pupils at school action plus or statemented
avgflu13		% pupils not fully fluent in English (stages 1 to 3)
avgage		mean chronological age of year group
avgsroll		number of pupils in the year group

Performance at the end of Key Stage 2 (age 11)

The KS2 Dataset

Data was available for all 2,351 pupils attending Lambeth LA maintained schools who completed KS2 national tests in summer 2004. Thirty-one pupils attending three special schools were excluded from the analysis, leaving 2,320 pupils attending 58 primary schools. All the primary schools catered for the whole 4-11 years age range. Listwise deletion was employed in the analysis to ensure consistency in the pupil base from which the raw, contextualised and pupil-progress models were computed. As a result the sample for the main statistical analyses was 2,009 pupils, predominantly reflecting the absence of KS1 test scores for a minority (12%) of pupils.

Raw Results

The LA collects data on pupils' ethnic group using the national codes as employed in the Pupil Level Annual School Census (PLASC). Table 2 presents a breakdown of the 2004 KS2 cohort by these ethnic categories. This is the most finely differentiated data the LA was able to supply.

Table 2: KS2 Cohort by PLASC Ethnic Group.

Ethnic group	n	%
White-British	413	17.8
White-Irish	27	1.2
Traveller-Gypsy/Roma	8	0.3
White-Other groups	129	5.6
Portuguese	135	5.8
Mixed White & African	43	1.9
Mixed White & Caribbean	126	5.4
Mixed White & Asian	14	0.6
Any Other mixed background	68	2.9
Indian	20	0.9
Pakistani	30	1.3
Bangladeshi	35	1.5
Any Other Asian	21	0.9
Black-African	531	22.9
Black-Caribbean	515	22.2
Black-Other groups	76	3.3
Chinese	26	1.1
Any Other ethnic group	80	3.4
Unclassified	23	1.0
Total	2320	100

There are three main ethnic groups: Black African (23%), Black Caribbean (22%) and White British (18%). Together these three groups account for nearly two-thirds of all pupils. There are substantially fewer pupils in the other ethnic groups, and often the numbers of pupils are very small.

The primary aim of this research is to consider the performance of Black African pupils. It is therefore not necessary to make fine grained distinctions with, or between, the smaller ethnic groups, indeed the small numbers of pupils involved would make any differences inherently unreliable. We therefore collapse some of the smaller ethnic groups to support the main analysis. We add the small number of White-Irish and travellers to the White-Other group (13%); collapse the small mixed heritage groups together (5%); and combine the Any Other and unclassified groups (total 4%). This reduces the 18 categories to 13 main ethnic groups.

Table 3 presents the end of Key Stage 2 test results in each subject (English, Maths and Science) and overall performance as indicated by KS2 average points score.

Table 3: KS2 Results by Ethnic Group 2004

Ethnic group	Number of pupils	KS2 English	KS2 maths	KS2 science	KS2 average	Percentage achieving level 4 and above		
		Mean SD	Mean SD	Mean SD	Mean SD	English	maths	science
White-British	413	27.4 (5.0)	27.7 (5.1)	29.0 (4.5)	28.0 (4.5)	81.0%	79.4%	87.9%
White-Other	164	27.1 (5.4)	27.5 (5.4)	28.7 (5.0)	27.7 (4.9)	79.1%	78.4%	84.6%
Portuguese	135	24.6 (5.6)	25.0 (5.5)	26.6 (5.7)	25.4 (5.1)	61.5%	62.2%	71.1%
Mixed White-Caribbean	126	28.1 (4.1)	27.7 (4.4)	29.3 (4.1)	28.3 (3.5)	88.8%	83.3%	88.9%
Mixed-Other	125	28.4 (4.8)	27.3 (5.6)	29.3 (4.4)	28.3 (4.4)	84.0%	72.0%	90.4%
Black-African	531	27.2 (4.7)	26.8 (4.9)	27.6 (4.7)	27.2 (4.3)	81.3%	76.3%	81.8%
Black-Caribbean	515	25.4 (5.3)	24.7 (5.2)	26.6 (5.0)	25.6 (4.6)	67.4%	58.0%	74.2%
Black-Other	76	26.4 (5.1)	25.1 (5.3)	27.1 (4.8)	26.1 (4.7)	74.3%	59.2%	78.9%
Indian	20	27.9 (4.5)	28.5 (5.1)	28.8 (4.4)	28.4 (4.4)	80.0%	75.0%	85.0%
Pakistani	30	26.8 (4.6)	25.6 (5.4)	27.4 (5.7)	26.6 (4.6)	76.7%	66.7%	80.0%
Bangladeshi	35	24.4 (5.3)	24.8 (6.8)	25.9 (6.2)	24.9 (5.8)	54.3%	51.4%	51.4%
Chinese	26	28.4 (4.3)	30.2 (3.5)	30.5 (3.5)	29.7 (3.2)	92.3%	96.2%	96.2%
Any Other	124	27.1 (5.0)	27.4 (5.3)	27.9 (4.8)	27.5 (4.6)	80.6%	76.6%	76.6%
Group Total	2320	26.7 (5.1)	26.5 (5.3)	27.8 (4.9)	27.0 (4.6)	76.8%	71.4%	71.4%

Figure 1 shows the KS2 average point score for each ethnic group, with the national mean indicated by the thick horizontal line. Relative to the White British majority group, four ethnic groups have statistically significant lower mean scores, these are Bangladeshi, Portuguese, Black Caribbean and Black-Other groups (Tukey's a posteriori comparison of means, all $p < .05$).

Figure 1: KS2 Average Points Score by Ethnic Group 2004

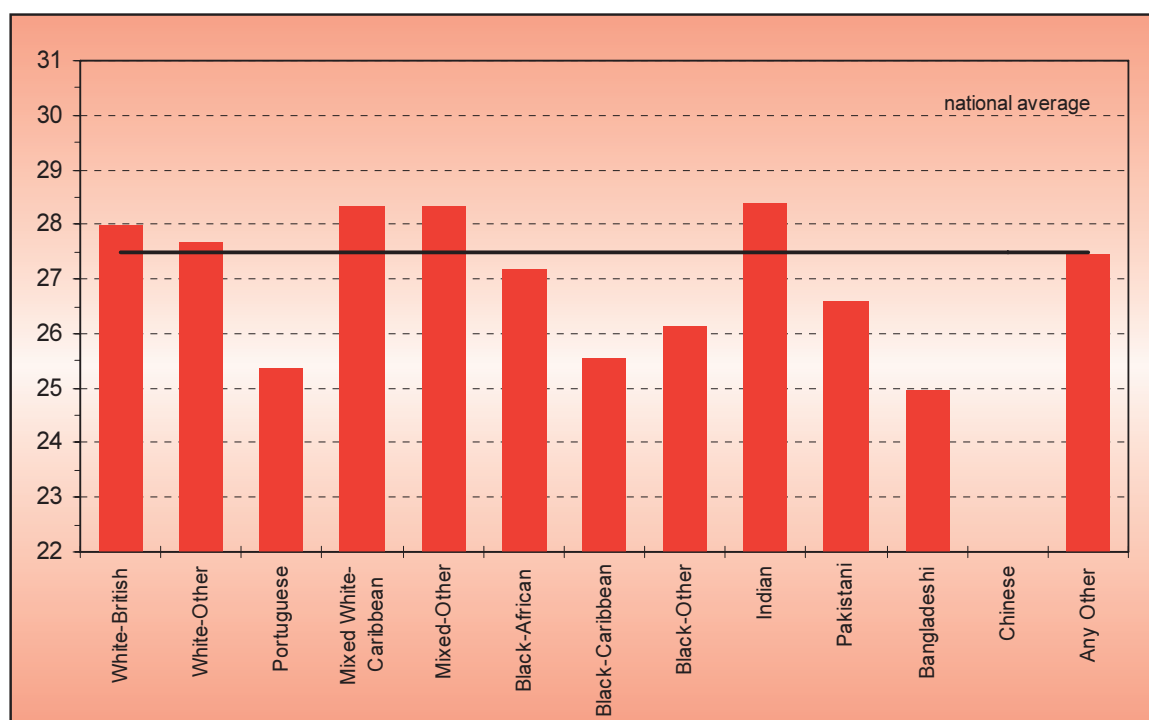


Figure 2: Percentage Achieving Level 4 or Above by Subject and Ethnic Group 2004

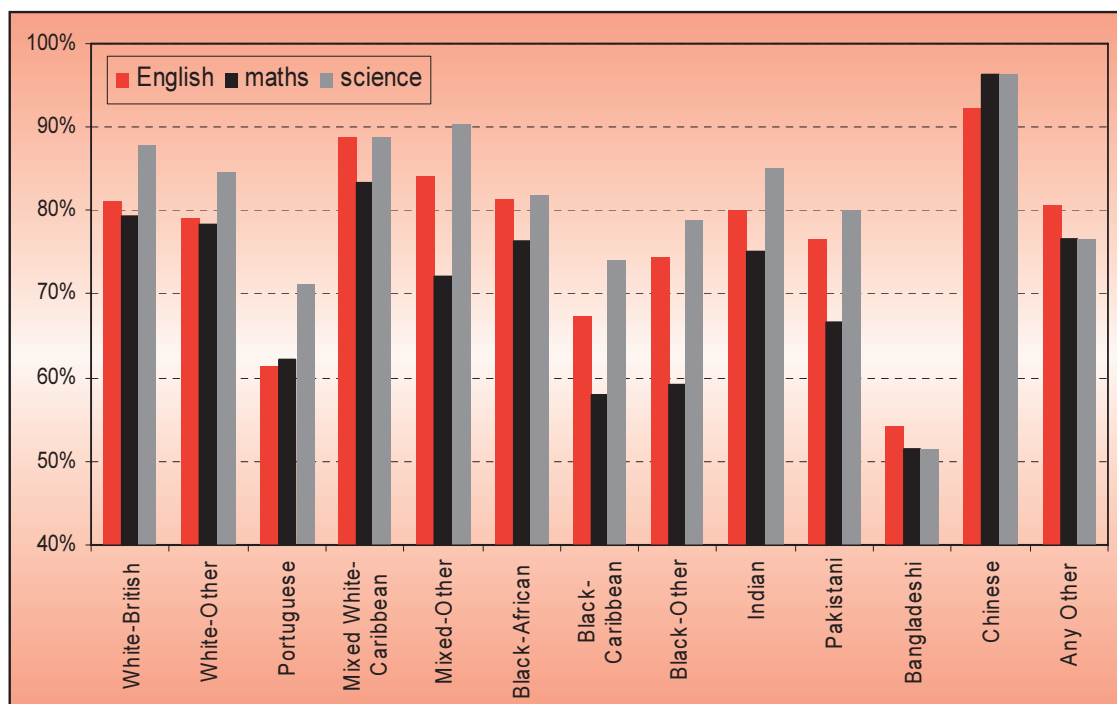


Figure 2 shows the proportion of pupils achieving level 4 (the 'typical' national level) or above for each of the three tests. The pattern of differences between ethnic groups is generally consistent across all three tests.

Are there other demographic differences that might account for the differences in educational attainment between ethnic groups? The Black African group differ from the White British and several other ethnic groups on a number of factors related to educational attainment. Appendix 1 presents a cross tabulation of some of the main ethnic groups against a range of other pupil background data.

Compared to White British, the Black African group has:

- a greater proportion of pupils entitled to a free school meal (39% vs. 34%)
- a slightly lower proportion of pupils with SEN (25% vs. 29%)
- a higher proportion of pupils not fully fluent in English (38% vs. 1%)
- a higher proportion of mobile pupils (mobile pupils were those who joined the school anytime after the autumn term Y3) (26% vs. 13%)
- substantially lower test scores at KS1, for example in Mathematics 41% of Black African pupils achieved level 2B or above compared to 53% of White British pupils.

To understand the differences in performance between ethnic groups it is necessary to employ statistical methods that allow for the above associations. The results below apply the three analytic models described in the method section to analyse the data.

Multiple Regression Analyses

The results of the multiple regression analyses are presented in Table 4. The full results showing the regression coefficients for all variables are available on Lambeth Research and Statistics website and can be accessed on www.lambeth.gov.uk/rsu

Table 4: Performance of Each Ethnic Group Relative to White British Expressed in Standard Deviation Units for Four GCSE Outcomes

Model	Variable	KS2 average score		English		Maths		Science	
		weight	(SE)	Weight	(SE)	weight	(SE)	weight	(SE)
Model1 (raw)	White-Other	0.08	(0.09)	0.10	(0.08)	0.06	(0.08)	0.04	(0.08)
	Portuguese	-0.41 ***	(0.09)	-0.36 ***	(0.08)	-0.33 ***	(0.08)	-0.31 ***	(0.08)
	Mixed White & Caribbean	0.01	(0.09)	0.08	(0.08)	-0.01	(0.08)	0.02	(0.08)
	Mixed-Other	0.04	(0.09)	0.15	(0.08)	-0.05	(0.08)	0.00	(0.08)
	Black-African	-0.13 *	(0.06)	0.02	(0.06)	-0.07	(0.06)	-0.22 ***	(0.05)
	Black-Caribbean	-0.41 ***	(0.06)	-0.24 ***	(0.06)	-0.37 ***	(0.06)	-0.32 ***	(0.05)
	Black-Other	-0.38 ***	(0.11)	-0.18	(0.1)	-0.38 ***	(0.11)	-0.34 ***	(0.1)
	Indian	0.07	(0.22)	0.08	(0.2)	0.13	(0.21)	-0.07	(0.2)
	Pakistani	-0.26	(0.17)	-0.08	(0.16)	-0.28	(0.16)	-0.23	(0.16)
	Bangladeshi	-0.49 **	(0.17)	-0.40 *	(0.16)	-0.38 *	(0.16)	-0.44 **	(0.15)
	Chinese	0.45 *	(0.19)	0.28	(0.17)	0.53 **	(0.17)	0.29	(0.17)
	Any Other	-0.08	(0.1)	0.03	(0.09)	-0.03	(0.09)	-0.19 *	(0.09)
Model 2 (Context)	White-Other	0.02	(0.12)	0.00	(0.11)	-0.04	(0.12)	0.10	(0.12)
	Portuguese	-0.10	(0.13)	-0.10	(0.12)	-0.10	(0.13)	-0.01	(0.13)
	Mixed White & Caribbean	0.03	(0.12)	0.00	(0.11)	0.06	(0.12)	0.03	(0.12)
	Mixed-Other	-0.05	(0.12)	0.09	(0.11)	-0.13	(0.11)	-0.10	(0.11)
	Black-African	-0.19 *	(0.09)	0.00	(0.08)	-0.19 *	(0.09)	-0.24 **	(0.09)
	Black-Caribbean	-0.53 ***	(0.08)	-0.35 ***	(0.07)	-0.50 ***	(0.08)	-0.39 ***	(0.08)
	Black-Other	-0.40 *	(0.16)	-0.11	(0.14)	-0.45 **	(0.15)	-0.35 *	(0.15)
	Indian	-0.02	(0.29)	0.09	(0.26)	0.08	(0.28)	-0.20	(0.27)
	Pakistani	-0.42	(0.23)	-0.27	(0.21)	-0.52 *	(0.22)	-0.22	(0.22)
	Bangladeshi	0.03	(0.26)	0.12	(0.24)	-0.07	(0.26)	-0.05	(0.25)
	Chinese	0.52	(0.34)	0.12	(0.31)	0.58	(0.33)	0.48	(0.32)
	Any Other	0.05	(0.15)	0.13	(0.13)	-0.03	(0.14)	-0.03	(0.14)
Model 3 (Progress)	White-Other	0.12	(0.1)	0.08	(0.1)	0.055	(0.1)	0.17	(0.11)
	Portuguese	0.18	(0.11)	0.11	(0.1)	0.139	(0.11)	0.18	(0.11)
	Mixed White & Caribbean	-0.01	(0.1)	-0.04	(0.09)	0.025	(0.1)	0.00	(0.1)
	Mixed-Other	-0.05	(0.1)	0.09	(0.09)	-0.127	(0.1)	-0.09	(0.1)
	Black-African	-0.11	(0.08)	0.07	(0.07)	-0.117	(0.08)	-0.18 *	(0.08)
	Black-Caribbean	-0.30 ***	(0.07)	-0.18 **	(0.07)	-0.301 ***	(0.07)	-0.23 **	(0.07)
	Black-Other	-0.23	(0.13)	0.02	(0.12)	-0.296 *	(0.13)	-0.24	(0.14)
	Indian	-0.15	(0.23)	-0.02	(0.23)	-0.024	(0.24)	-0.30	(0.25)
	Pakistani	-0.38 *	(0.19)	-0.24	(0.18)	-0.465 *	(0.19)	-0.20	(0.2)
	Bangladeshi	0.18	(0.21)	0.24	(0.21)	0.054	(0.22)	0.07	(0.23)
	Chinese	0.44	(0.27)	0.06	(0.27)	0.518	(0.28)	0.42	(0.29)
	Any Other	0.04	(0.12)	0.13	(0.12)	-0.036	(0.12)	-0.03	(0.13)

Note: * $p < .05$; ** $P < .01$; *** $p < .0001$.

Model 1 (Simple Association)

For KS2 average point score, the mean score of the Black African group was -0.13 SD below the mean for White British ($p < .05$). For the individual KS2 subjects, Black African did not differ significantly from White British in English or Mathematics score, but did achieve significantly poorer results on the Science test (-0.22 SD, $p < .001$). The lower average point score would appear to be substantially influenced by the low Science score.

This size of the Black African difference in average points score is not large in an absolute sense, equating to around 0.6 TGAT months. Much more sizeable associations are observed for the Black Caribbean, Black-Other, Bangladeshi and Portuguese groups, all around -0.4 SD below the White British mean, equivalent to nearly two TGAT months.

Model 2 (Contextualised)

There were significant associations between KS2 average point score and many of the pupil background factors. Older pupils achieved significantly higher scores than younger pupils (0.18 SD). Pupils entitled to FSM (-0.48 SD); mobile pupils (-0.19 SD); pupils with a SEN identified at school action plus (-0.70 SD) or statemented for SEN (-1.08 SD); bilingual pupils at stage 1 (-1.73 SD), stage 2 (-0.96 SD) and stage 3 (-0.49 SD) of fluency in English, all obtained KS2 average point scores significantly lower than the relevant comparator category. Girls achieved significantly higher English scores than boys (0.19 SD, $p < .001$) but significantly lower Maths scores (-0.17 SD, $p < .05$) so that there was no overall sex difference in KS2 average score. The full statistical model is included in Appendix 2.

These additional contextual factors do not substantially change the Black African results, the Black African group still achieve significantly lower KS2 average point score (-0.19 SD, $p < .05$) and KS2 Science scores (-0.24 SD, $p < .01$) than White British, even after control for all other contextual variables. The Black African/White British difference is also now significant for Mathematics (-0.19 SD, $p < .05$). However the most striking features are (a) the disappearance of the negative association with Portuguese and Bangladeshi groups, and (b) the continued negative association for Black Caribbean, with significantly lower attainment than White British across all four KS2 outcomes ($p < .001$). The KS2 average point score for the Black-Other group are also significantly below the White British group (-0.40 SD, $p < .05$).

Model 3 (Value-Added or Pupil Progress)

This model adds each pupils' KS1 average point score, and the school mean KS1 point score, to the model as a measure of prior attainment at age 7. Age and sex were not associated with progress, but most of the other variables mentioned above had reduced but still significant associations with progress, including: pupils entitled to FSM (-0.22 SD, $p < .001$); mobility (-0.10 SD, $p < .05$); pupils with a SEN identified at school action plus (-0.20 SD, $p < .001$) or statemented for SEN (-0.33 SD, $p < .001$); bilingual pupils at stage 1 (-1.20 SD), stage 2 (-0.42 SD) and stage 3 (-0.14 SD) of fluency in English. Several school level measures were also associated with progress, including the mean KS1 score (-0.18 SD, $p < .001$), the percentage of mobile pupils in the cohort (-0.25 SD, $p < .001$) and the percentage of the cohort at SEN SAP or above (-0.12 SD, $p < .001$).

In relation to ethnic groups, Black African make slightly, but not significantly, less progress than White British, except in Science where they do make significantly less progress (-0.17 SD, $p < .05$). Perhaps the most marked results in relation to ethnicity is the poor progress of the Black Caribbean pupils. For example their mean KS2 average point score is -0.30 SD ($p < .001$) below similar White British pupils (when controlling for prior attainment, social disadvantage, SEN etc). This is equivalent to around 1.5 TGAT months. The poor progress of Black Caribbean pupils is consistent across all three KS2 subjects tested ($p < .001$).

Summary

In terms of attainment, five groups achieve KS2 average point scores significantly below the White British. These are Black Caribbean, Black-Other, Portuguese (all $p < .001$), Bangladeshi ($p < .01$) and Black African ($p < .05$). In terms of progress KS1-KS2, the only statistically significant associations with ethnicity are that Black Caribbean ($p < .001$) and Pakistani ($p < .05$) pupils make significantly less progress than White British. They start behind White British at age 7 and fall even further behind by age 11. Black African pupils make approximately the same progress as the White British group (except in Science) over the four years of KS2.

Variables Associated with Pupil Progress

Figure 3 charts the effect size associated with each of the variables that had a statistically significant association with KS2 average point score. Clearly KS1 score had a very strong association with KS2 score, hence the description of this as a pupil progress model. Commonly effect sizes less than 0.20 SD are not considered noteworthy. On this basis there were four variables with a positive impact, representing ethnic by FSM interactions (for Pakistani, any other group, White-Other groups and Black Caribbean) which indicate that the FSM gap was smaller for these groups than it was for White British. In term of negative impact, the most substantial factors were lack of fluency in English (all three of stages 1-3), SEN (both statemented and SAP), Black Caribbean and Pakistani ethnicity, the % of mobile pupils in the cohort and whether the pupil was entitled to a FSM.

Figure 3: Variables with a Statistically Significant Association with KS2 Average Point Score

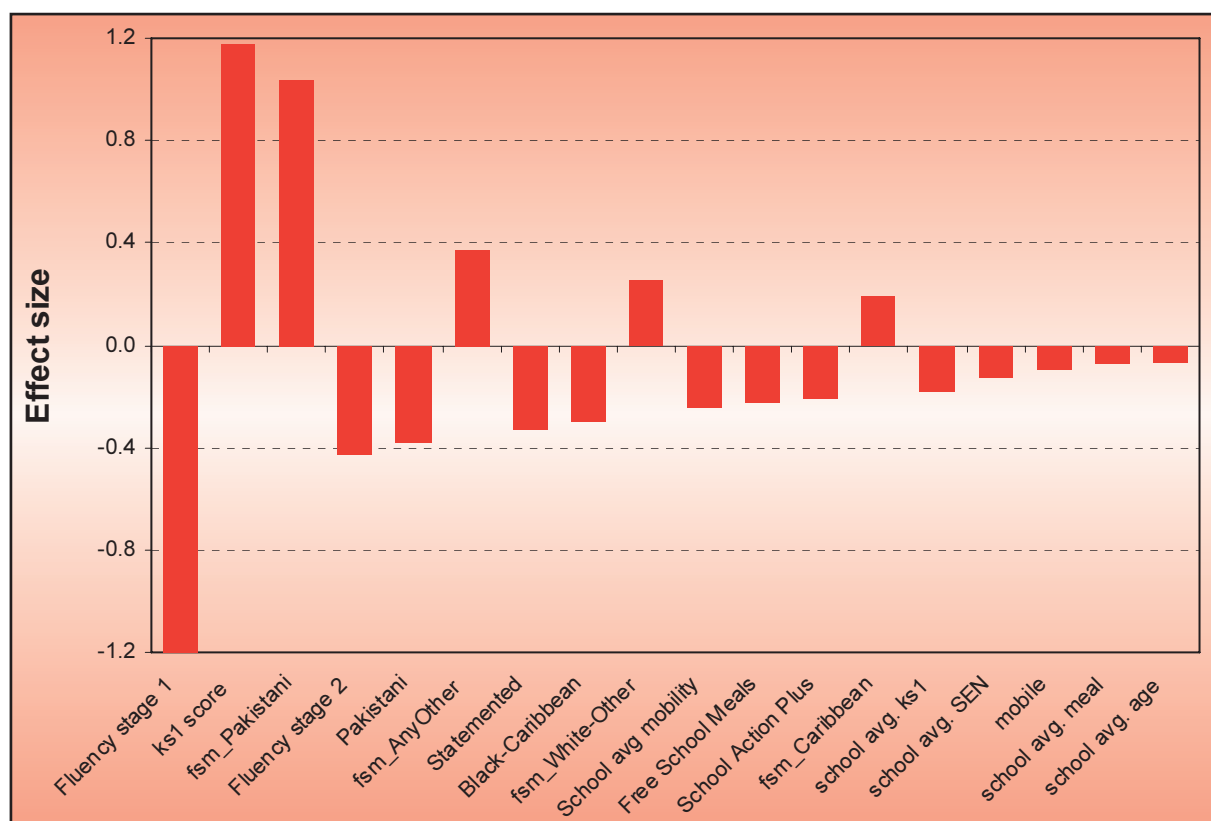
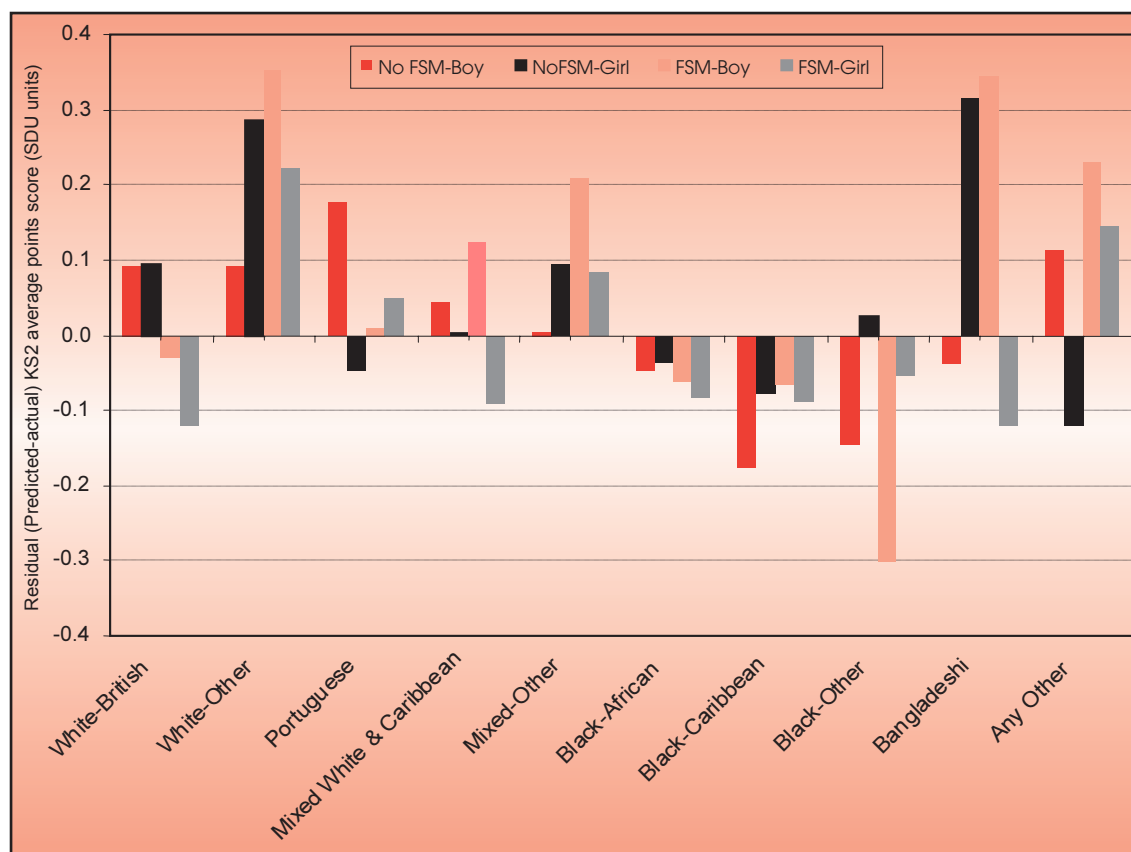


Figure 4 looks at the data in a slightly different way. Rather than contrasting each group against White British, it shows how each group has performed relative to expectation based on the predicted values from the value-added model. This allows us to see the impact in combination of ethnicity, sex and FSM on educational progress between age 7 and age 11. This allows some fine grained tuning. For example even though White British show generally good progress, this is less marked for pupils on FSM, while conversely within the Any Other group pupils on FSM seem to make more progress than those not entitled.

However the main thrust is the general consistency, thus all groups within White-Other are making good progress while all groups within Black Caribbean are making poor progress relative to expectation. For Black African there are small negative values for each group, but these are not statistically significant. While the results for the Black-Other boys entitled to FSM are very negative, these are based upon only a small group of pupils (n=13).

Figure 4: Difference Between Predicted and Actual KS2 Average Points Score (in SD Units) by Ethnicity, Sex and Entitlement to FSM



Note: Ethnic groups with less than 10 pupils in any cell are excluded. Predictions are based on all variables included in the value-added model except ethnic group or interaction terms involving ethnic group. See Appendix 2 for full list. Multiple correlation = .765. For clarity the graph excludes any ethnic group where cell size in one of the four combinations of sex*FSM is 5 or less.

Comparison to National Averages

The value-added analysis provides a comparison of which ethnic groups have made more or less progress relative to other ethnic groups within Lambeth, after controlling for other differences such as prior attainment, economic disadvantage etc. The KS2 attainment and progress of Black African pupils is generally comparable to White British pupils, except in Science. However relative differences are amenable to different interpretations; the same 'gap' could result either from lowered performance of White British pupils, or raised performance of Black African pupils (or indeed a combination of both). References to wider external standards are needed to aid the interpretation of any performance gap. The DfES has recently published national averages for the KS2 tests for each main ethnic group as recorded in PLASC. We can look to these national averages for an appropriate reference point.

Table 5 compares for White British and Black African the proportion of pupils achieving level 4 or above in each of the KS2 tests in Lambeth against the national averages for the same ethnic group. The datasets are not strictly comparable since the national data covers 2003 rather than 2004, but the results are still interesting. We can see that in Lambeth the Black African/White British gap is actually 1% point (in favour of Black African) for English, and only -1% and -6% percentage points for Maths and Science respectively. In contrast, nationally the Black African/White British gap is -9%, -11% and -13% points respectively for English, Maths and Science.

Looking at the comparison of England and Lambeth averages, it is apparent that the performance of Lambeth Black African pupils is substantially higher than the Black African national average, 13 percentage points higher for English and Maths and 5 percentage points higher for Science. Thus even for Science where there is a gap for Lambeth, Black African pupils still exceed the Black African national average.

Table 5: Comparison of KS2 Test Outcomes for White British and Black African Pupils in Lambeth Against National Averages

KS2 test	ethnic group	England	Lambeth	Difference
English	White-British	76%	79%	3%
	Black-African	67%	80%	13%
	All pupils	75%	76%	1%
	Gap	-9%	1%	
Maths	White-British	73%	76%	3%
	Black-African	62%	75%	13%
	All pupils	72%	70%	-2%
	Gap	-11%	-1%	
Science	White-British	88%	86%	-2%
	Black-African	75%	80%	5%
	All pupils	86%	80%	-6%
	Gap	-13%	-6%	

Note: The above figures include pupils in special schools not included in the rest of this report.

The overall picture then is of strong performance by Black African pupils in Lambeth schools at Key Stage 2 relative to both national averages and to Black African pupils nationally. They perform slightly below the Lambeth White British average, but this reflects that fact Lambeth White British pupils themselves score above the national average at KS2.

GCSE \ GNVQ Examinations at Age 16

The KS4 Dataset

Examination results were available for 1,325 pupils from all 10 Lambeth secondary schools who completed GCSE\GNVQ examinations in summer 2004. Data was also available on the prior attainment at the end of KS2 of 1,059 of these pupils, together with other pupil background data. Listwise deletion was employed in the analysis to ensure consistency in the pupil base from which the raw, contextualised and pupil-progress models were computed.

Raw Results

Table 6 presents the proportion of each ethnic group achieving 5 or more GCSE passes at grades A*-C or equivalent, a common benchmark of educational attainment at age 16. This analysis uses the most differentiated coding of ethnic groups recorded by Lambeth LA for all 1,325 pupils in the Y11 cohort for 2004.

Table 6: Frequency Count by Ethnic Group: GCSE 2004

Ethnic group	Percentage achieving 5+ A*-C grades
White British	44.2%
White-Irish	40.0%
White-Other groups	44.9%
Portuguese	40.8%
Mixed White & African	44.4%
Mixed White & Caribbean	36.8%
Mixed White & Asian	66.7%
Any Other mixed background	44.0%
Indian	65.0%
Pakistani	46.2%
Bangladeshi	57.1%
Any Other Asian	66.7%
Black African	51.4%
Black Caribbean	42.7%
Black-Other groups	54.4%
Chinese	65.0%
Any Other ethnic group	65.9%
Unclassified	66.7%
Total	48.0%

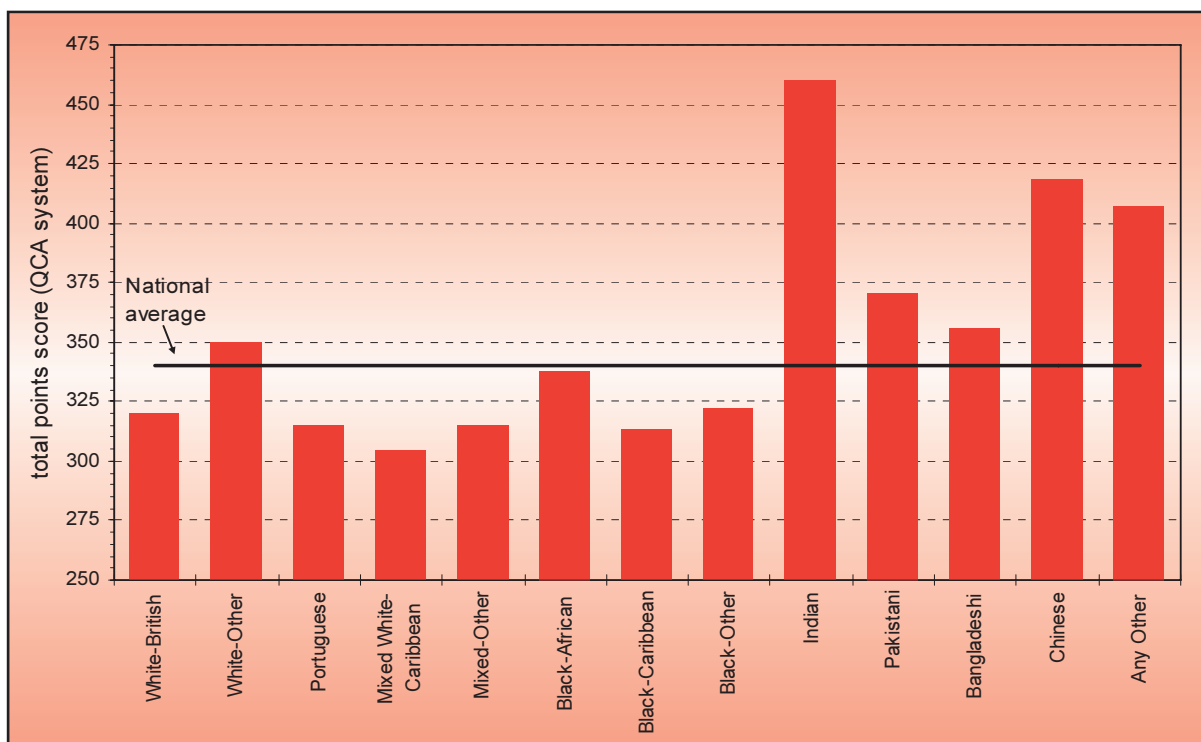
Because we are looking at a single cohort, the total number of pupils in some ethnic groups is small. There are three main ethnic groups: Black African (24%); Black Caribbean (22%), and White British (20%) who together account for around two-thirds of the cohort. There are substantially fewer pupils in the other ethnic groups. As stated previously, our aim in this research is to evaluate the performance of Black African pupils. It is therefore not necessary to make fine grained distinctions with, or between, the smaller ethnic groups, indeed the small numbers of pupils involved would make any comparisons inherently unreliable. We therefore combine some of the smaller ethnic groups to support the main analysis. We include White-Irish within White-Other groups (total 12%), combine the smaller mixed heritages groups (total 3.5%) and combine the unclassified and Any Other group. Table 7 presents the GCSE results for the reduced ethnic groups.

Table 7: GCSE Results by Ethnic Group 2004

Ethnic group	number pupils	5+ A*-C or equivalent	5+ A*-G or equivalent	1+ A*-G or equivalent	New total points score (SD)	Old total point score (SD)
White-British	260	44.2%	93.1%	97.3%	320 (140.4)	38.8 (19.3)
White-Other	104	44.2%	86.5%	94.2%	350 (184)	43.0 (25.1)
Portuguese	49	40.8%	77.6%	91.8%	315 (189.5)	37.9 (24.8)
Mixed White-Caribbean	38	36.8%	94.7%	100.0%	304 (128.1)	36.1 (17.8)
Mixed-Other	43	48.8%	90.7%	93.0%	315 (163.2)	38.3 (22.3)
Black-African	315	51.4%	89.8%	96.2%	338 (152.1)	41.5 (20.8)
Black-Caribbean	286	42.7%	93.4%	97.9%	313 (129.7)	37.5 (17.7)
Black-Other	90	54.4%	95.6%	98.9%	322 (121.1)	39.2 (16.7)
Indian	20	65.0%	95.0%	95.0%	460 (168.1)	57.9 (22.8)
Pakistani	13	46.2%	92.3%	100.0%	371 (150.4)	45.4 (21.1)
Bangladeshi	28	57.1%	92.9%	100.0%	355 (152.1)	43.4 (20.5)
Chinese	20	65.0%	90.0%	90.0%	419 (186)	52.8 (24.9)
Any Other	59	66.1%	93.2%	100.0%	407 (165.4)	51.3 (23.1)
Total	1325	48.0%	91.4%	96.8%	333 (151)	40.6 (20.6)

Looking at the proportion of pupils achieving 5+A*-C grades or equivalent, the attainment of the Black-Other (54%) and Black African (51%) groups is high relative to White British (44%). Black Caribbean and White-Other pupils (both 43%) are similar to the White British. The Asian groups (Indian, Chinese, Bangladeshi) are the highest attaining, all achieving above national averages.

Figure 5: Mean GNVQ Total Points Score by Ethnic Group



However a slightly different picture emerges if we focus on a lower threshold of examination success, the proportion of pupils achieving 5 or more A*-G GCSE passes or equivalent (5+A*-G). This threshold is achieved by around 90% of Black African pupils compared to 93% of White British.

All threshold measures are sensitive to small differences in performance around the threshold level, so to get a broad and balanced picture of attainment it is more sensible to focus on an overall measure such as the total points score. This assigns a 'points score' value to each and every qualification achieved by a pupil so that every achievement is counted, not just those exceeding a certain threshold. Figure 5 plots the mean total points score (TPS) for each ethnic group. This measure confirms the performance difference in favour of Black African pupils, who achieve on average almost 20 points above the White British group (the statistical significance or otherwise of these differences are discussed below).

Are there other demographic differences that might account for the differences in educational attainment between ethnic groups? The Black African group differ from the White British and several other ethnic groups on a number of factors related to educational attainment. Appendix 2 presents a cross tabulation of ethnic group against a range of other pupil background data.

Compared to White British, the Black African group has:

- a higher proportion of girls (65% vs. 48%)
- a greater proportion of pupils entitled to a free school meal (38% vs. 29%)
- a slightly higher proportion of pupils with SEN (21% vs. 17%)
- a higher proportion of mobile pupils, i.e. pupils who joined the school after the autumn term of Y7 (32% vs. 8%)
- substantially lower test scores at the end of KS2, for example in Mathematics 63% achieved level 4 or above compared to 77% White British.

To understand the differences in performance between ethnic groups it is necessary to employ statistical methods that allow for the above associations. The results below apply the three analytic models described previously to analyse the data³.

Multiple Regression Analyses

The results of the multiple regression analyses are presented in Table 8. The full results showing the regression coefficients for all variables are available on Lambeth Research and Statistics website and can be accessed on www.lambeth.gov.uk/rsu

Model 1 (Simple Association)

The GCSE attainment of the Black African group is significantly above that of the White British group. For total points score, the average score of the Black African group was 0.26 SD above the mean for White British, or around 40 extra points. This is equivalent to an extra GCSE at grade C, or to converting 6 GCSEs at grade D into 6 GCSEs at grade C. Black African pupils also achieved significantly better GCSE English results (0.19 SD) than the White British group. This is equivalent to around 0.4 of a GCSE grade. Results for GCSE Mathematics and Science did not show a significant difference between Black African and White British groups.

Model 2 (Contextualised)

Sex and age were not significantly related to attainment. However there were substantial negative associations between attainment and several other pupil background characteristics. Specifically pupils entitled to FSM (-0.19 SD); mobile pupils who joined the school during the secondary phase (-0.38 SD); pupils with a SEN identified at school action plus (-0.52 SD) or statemented for SEN (-0.95 SD) all obtained GCSE/GNVQ points scores significantly lower than the relevant comparator category. The full statistical model is included in Appendix 3.

³ There are two differences compared to the variables included in the KS2 analysis. First, stage of fluency in English (SOFE) was not included in the models. Preliminary analyses indicated significant problems in interpreting the relative influence of SOFE and ethnicity, because the positive progress of Black African and White-Other groups was associated statistically with their lack of fluency in English, an obvious oxymoron. Such problems were not apparent for the primary data and may indicate less accuracy in the employment of the stages of fluency within the secondary phase. In this regard it is interesting that teachers were still rating almost one quarter of Black African pupils and one-third of Asian pupils as needing some support in acquiring English (stage 3) even though these pupils had been in UK schools for 5 years and went on to achieve GCSE results significantly above the White British group only a few months after the SOFE judgements were made. Second, it was not considered appropriate to fit school aggregate variables as there were only 10 schools in the sample as opposed to the 58 schools in the primary sample.

We saw in Appendix 2 that there were differences between ethnic groups in these pupil background factors, but these differences did not explain the differences in educational attainment between Black African and White British groups. Essentially the association with KS2 average point score for the Black African group remains the same in the contextualised model as in the raw score model for each of the four KS2 outcomes.

Model 3 (Value-Added or Pupil Progress)

This adds the KS2 average points score to the model as a measure of prior attainment at age 11. These results show Black African pupils made substantially more progress over the five years between age 11 and age 16 compared to the White British group. Allowing for their poorer performance at age 11, the mean TPS for the Black African group was 0.42 SD higher than expected on the basis of their prior attainment. This pattern of results of greater progress of Black African pupils relative to White British is also significant for each of the separate GCSE subjects of English (0.33 SD), Maths (0.23 SD) and Science (0.23 SD), though it is somewhat less pronounced for the latter two outcomes (see Table 8).

Table 8: Performance of Each Ethnic Group Relative to White British Expressed in Standard Deviation Units for Four GCSE Outcomes

Model	Variable	Total Points Score		English		Maths		Science	
		weight	(SE)	Weight	(SE)	weight	(SE)	weight	(SE)
Model 1 (raw)	White-Other	0.49 ***	(0.12)	0.14	(0.12)	0.21	(0.12)	0.02	(0.12)
	Portuguese	0.03	(0.15)	-0.46 **	(0.14)	-0.42 **	(0.15)	-0.33 *	(0.15)
	Mixed White-Caribbean	-0.10	(0.16)	-0.16	(0.16)	-0.30	(0.16)	-0.08	(0.16)
	Mixed other	0.05	(0.16)	0.18	(0.16)	-0.12	(0.16)	-0.06	(0.16)
	Black-African	0.26 **	(0.08)	0.19 *	(0.08)	0.02	(0.08)	0.11	(0.08)
	Black-Caribbean	0.02	(0.08)	-0.06	(0.08)	-0.19 *	(0.08)	-0.02	(0.08)
	Black-Other	0.03	(0.11)	0.15	(0.11)	-0.05	(0.11)	0.08	(0.11)
	Indian	1.23 ***	(0.26)	0.47	(0.24)	0.63 **	(0.25)	0.62 *	(0.26)
	Pakistani	0.74 *	(0.32)	0.36	(0.31)	0.37	(0.31)	0.18	(0.32)
	Bangladeshi	0.43 *	(0.2)	0.15	(0.19)	0.08	(0.19)	0.26	(0.2)
	Chinese	0.95 ***	(0.22)	0.30	(0.21)	0.68 **	(0.21)	0.18	(0.22)
	Any other group	0.90 ***	(0.16)	0.50 **	(0.15)	0.55 ***	(0.15)	0.26	(0.16)
Model 2 (Context)	White-Other	0.50 ***	(0.12)	0.17	(0.11)	0.22	(0.11)	0.02	(0.12)
	Portuguese	0.11	(0.15)	-0.38 **	(0.13)	-0.34 *	(0.14)	-0.30 *	(0.15)
	Mixed White-Caribbean	-0.10	(0.16)	-0.17	(0.14)	-0.30 *	(0.15)	-0.08	(0.16)
	Mixed other	0.12	(0.16)	0.25	(0.14)	-0.06	(0.15)	-0.01	(0.16)
	Black-African	0.27 **	(0.08)	0.19 *	(0.07)	0.06	(0.08)	0.11	(0.08)
	Black-Caribbean	0.06	(0.08)	-0.03	(0.07)	-0.11	(0.07)	0.00	(0.08)
	Black-Other	0.02	(0.11)	0.14	(0.1)	-0.03	(0.1)	0.08	(0.11)
	Indian	1.15 ***	(0.25)	0.40	(0.23)	0.51 *	(0.23)	0.55 *	(0.25)
	Pakistani	0.74 *	(0.31)	0.33	(0.29)	0.40	(0.29)	0.19	(0.32)
	Bangladeshi	0.50 **	(0.19)	0.22	(0.17)	0.20	(0.18)	0.30	(0.19)
	Chinese	1.00 ***	(0.21)	0.37	(0.19)	0.76 ***	(0.2)	0.21	(0.22)
	Any other group	0.93 ***	(0.15)	0.52 ***	(0.14)	0.60 ***	(0.15)	0.26	(0.16)
Model 3 (value added)	White-Other	0.63 ***	(0.1)	0.29 **	(0.09)	0.36 ***	(0.09)	0.12	(0.11)
	Portuguese	0.76 ***	(0.13)	0.26 *	(0.12)	0.40 ***	(0.11)	0.22	(0.14)
	Mixed White-Caribbean	0.01	(0.13)	-0.07	(0.12)	-0.17	(0.11)	0.00	(0.15)
	Mixed other	0.20	(0.13)	0.33 **	(0.12)	0.04	(0.11)	0.06	(0.15)
	Black-African	0.42 ***	(0.07)	0.33 ***	(0.06)	0.23 ***	(0.06)	0.23 **	(0.08)
	Black-Caribbean	0.25 ***	(0.07)	0.15 *	(0.06)	0.10	(0.06)	0.15	(0.08)
	Black-Other	0.16	(0.09)	0.27 **	(0.08)	0.12	(0.08)	0.18	(0.1)
	Indian	1.24 ***	(0.21)	0.49 **	(0.19)	0.60 ***	(0.18)	0.62 **	(0.23)
	Pakistani	1.00 ***	(0.27)	0.58 *	(0.24)	0.68 **	(0.23)	0.39	(0.29)
	Bangladeshi	0.78 ***	(0.16)	0.49 ***	(0.15)	0.51 ***	(0.14)	0.51 **	(0.18)
	Chinese	0.79 ***	(0.18)	0.17	(0.16)	0.53 ***	(0.16)	0.05	(0.2)
	Any other group	0.81 ***	(0.13)	0.41 ***	(0.12)	0.46 ***	(0.11)	0.16	(0.14)

Note: * p<.05; ** P<.01; *** p<.0001.

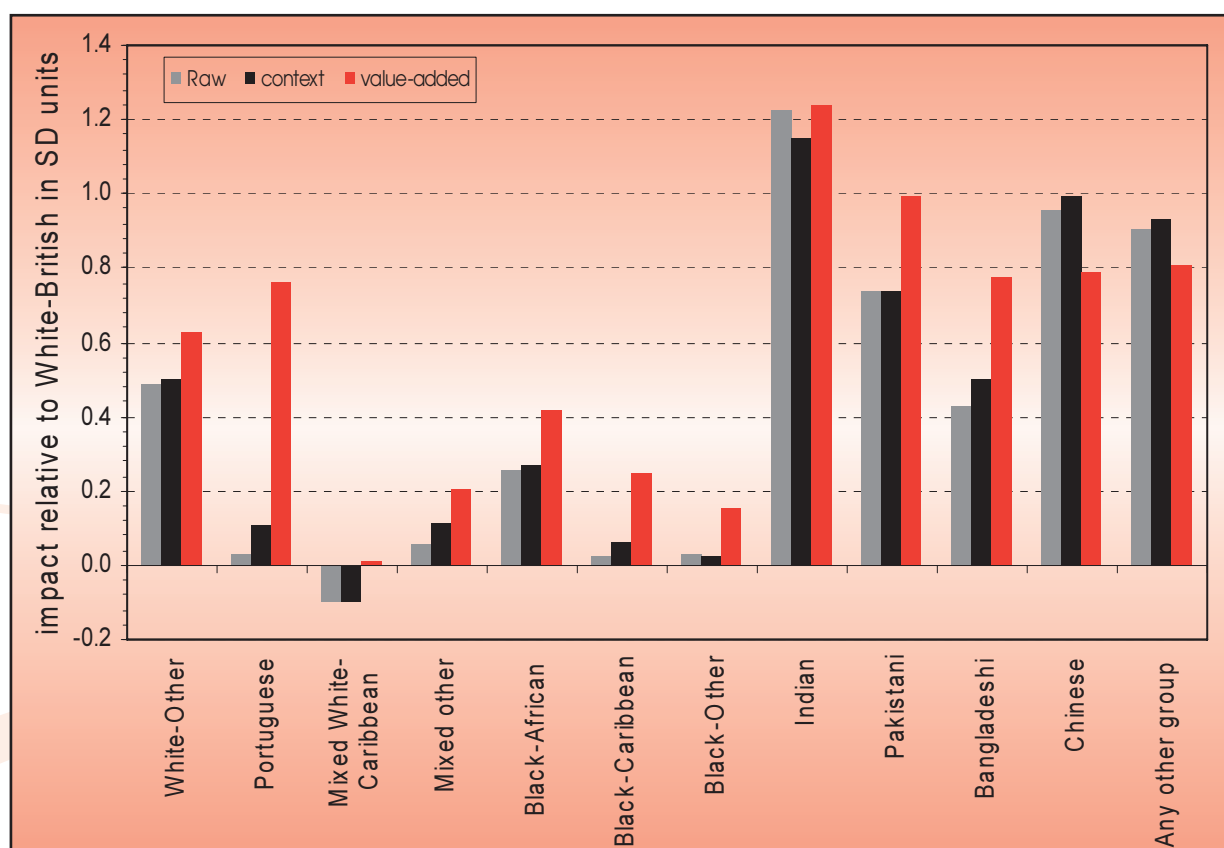
Most pupil background factors (sex, age, SEN and entitlement to FSM) are not significantly related to pupil progress. While these factors have a strong association with educational attainment at age 16, are not associated with progress between age 11 and age 16. The one pupil background factor (other than ethnicity) that was related to poor progress was pupil mobility. Pupils who changed school during the period of secondary schooling scored -0.31 SD below the level expected from their KS2 score. It would appear that as well as impacting negatively on GCSE attainment, mobility also has a negative effect on educational progress during secondary school.⁴

Figure 6 shows the results of the three models graphically. The graph shows contrasts against the White British group. The Indian, Pakistani, Bangladeshi and Chinese groups have consistently the highest performance. However the Black African group also have consistently and significantly better performance than the White British group. The outcomes for the White-Other and Portuguese groups are also high overall.

Interpreting Ethnic Differences in Educational Progress

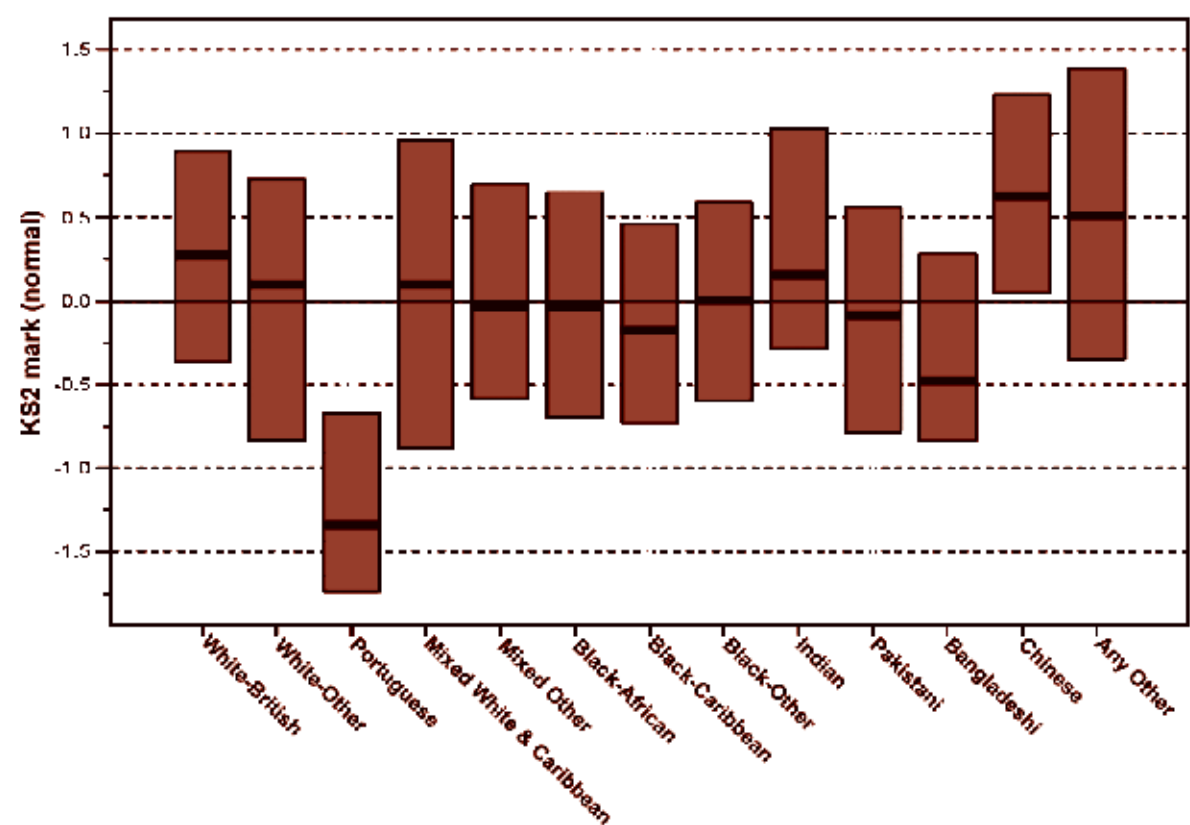
The positive results from the pupil progress model for all ethnic minority groups serves to highlight the poor progress of the White British group. The White British group had the highest average KS2 test marks of all ethnic groups, barring the small Chinese and 'Any Other' groups. This is shown in Figure 7 which presents a boxplot of the distribution of the (normalised) KS2 average test marks. While there is considerable overlap in the range of scores achieved by pupils from different ethnic groups, it is also clear that the median score of the White British group (indicated by the thick horizontal bar) is one of the highest. The mean normal score for White British was 0.27 SD compared to -0.05 SD for the Black African group.

Figure 6: Performance of Ethnic Minority Groups Relative to White British for GCSE Average Point Score - Results of Three Analytic Models



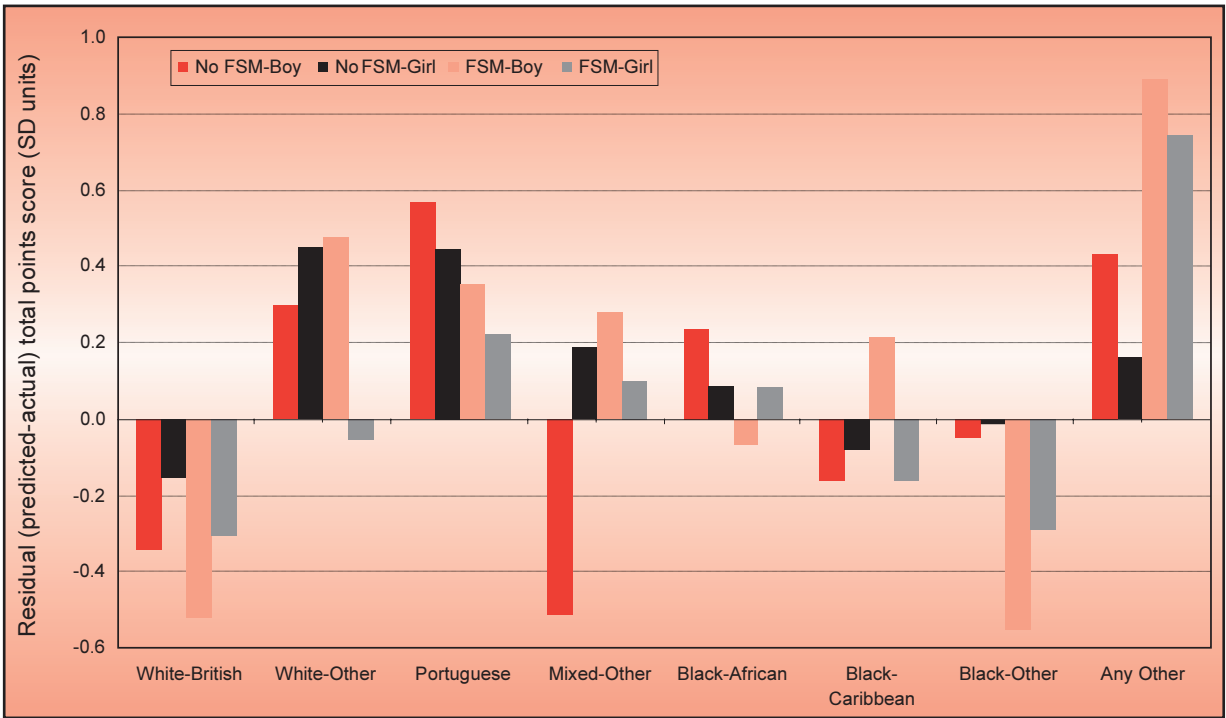
⁴ This will be discussed in more detail in a forthcoming paper (Strand & Demie, in preparation).

Figure 7: Distribution of KS2 Average Point Score (Normalised) by Ethnic Group



In terms of ‘underachieving’ groups, it is the White British group who make the poorest progress. We can see this clearly if we summarise the residuals (the difference between the predicted and actual GCSE scores) by ethnicity, sex and FSM. These results are presented in Figure 8.

Figure 8: Difference Between Predicted and Actual GCSE Total Points Score (in SD Units) by Ethnicity, FSM and Sex



Note: Predictions are based on KS2 average test marks, free school meal entitlement, SEN status, sex, mobility and age. Multiple correlation = 0.55. For clarity the graph excludes any ethnic group where cell size in one of the four combinations of sex*FSM is 5 or less.

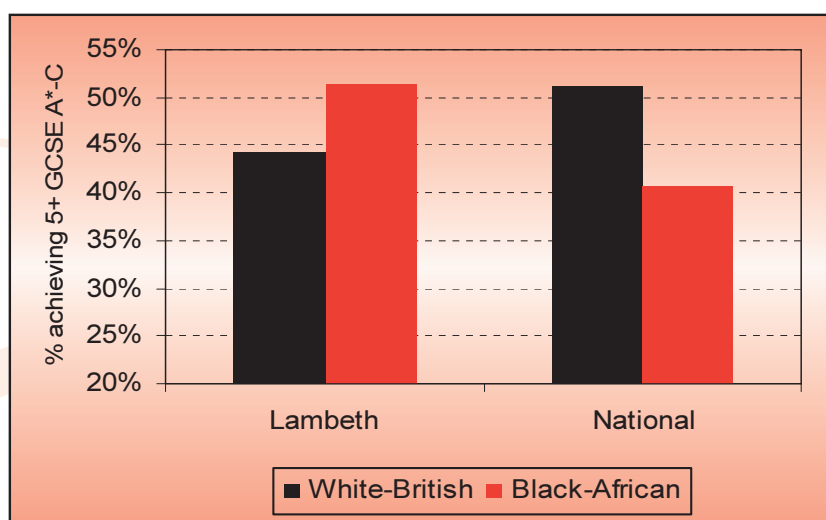
Figure 8 allows us to see the combined impact of ethnicity, sex and FSM on educational progress between age 11 and age 16. All the White British groups have GCSE scores significantly below their expected levels. While the results for Black-Other groups entitled to FSM, also appear very negative these are based upon a much smaller groups (n=31) and are not statistically significant. The large negative residuals for White British pupils, whether or not they are entitled to FSM, is a significant feature of the data. The consistent better than expected results of the White-Other, Portuguese and 'Any Other' groups, irrespective of gender or FSM entitlement, is also notable. Another notable feature of the data is the significant differences between the results of the White British and White-Other groups, and between the results of the Black African, Black Caribbean and Black-Other groups. This mitigates against any interpretation of the ethnic differences in terms of a simple White / Black dimension.

GCSE Performance in Relation to National Averages

The value-added analysis provides a comparison of which ethnic groups have made more or less progress relative to other ethnic groups within Lambeth, after controlling for other differences such as prior attainment, economic disadvantage etc. It is clear that the GCSE attainment and the progress during secondary school of Black African pupils is high relative to White British pupils. However relative differences are amenable to different interpretations; the same 'gap' could result either from lowered performance of White British pupils, or raised performance of Black African pupils (or indeed a combination of both). References to wider external standards are needed to aid the interpretation of this performance gap.

Figure 9 compares for White British and Black African the proportion of pupils achieving 5 or more A*-C grades in Lambeth and the national averages. The data are not strictly comparable since the current Lambeth dataset does not include pupils in special schools while the national data does, and the national data cover 2003 rather than 2004. However they do indicate an interesting picture of differential outcomes. The data suggests that the White British / Black African gap in Lambeth represents both lower performance by Lambeth White British relative to the White British national average (41.2% vs. 51.3%) and raised performance by Lambeth Black African relative to the Black African national average (51.4% vs. 40.7%).

Figure 9: Percentage of Pupils Achieving 5 or more A*-C Grades for White British and Black African group: Lambeth and National Averages.



Discussion

The main conclusions in relation to Black African pupils are:

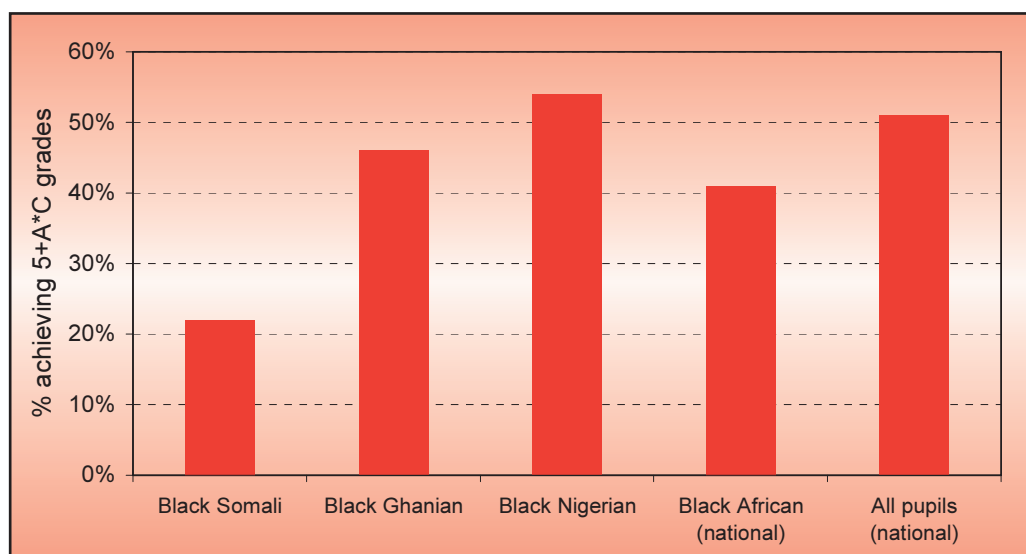
- Pupils from the Black African group generally achieve below the White British average at the end of primary school, but above the White British average at the end of secondary school. In 2004, their average KS2 point score was -0.13 SD ($p < .05$) while their total GCSE total points score was 0.30 SD ($p < .001$).
- In terms of educational progress, Black African pupils make slightly less progress than White British between KS1 and KS2, but the difference is only statistically significant for the KS2 Science test ($d = -.021$, $p < .05$). In contrast, between KS2 and GCSE Black African pupils make substantially more progress than White British. From a low starting point in terms of KS2 score, Black African pupils overtake their White British peers to achieve significantly higher levels of attainment at age 16.
- Compared to similar analyses completed in 2002, the results indicate that Black African pupils are making better progress between KS1-KS2 than they were in 2002 (Strand and Demie, 2004). KS2-KS4 data was not available in 2002, but the available KS3-KS4 data from 2002 suggests a consistent picture of greater progress Black African pupils during secondary school in both 2002 and 2004.
- The attainment of Black African pupils is above that of the Black Caribbean and Black-Other groups at both KS2 and GCSE. Additionally their rate of progress KS1-KS2, and KS2-KS4, is greater than the Black Caribbean or Black-Other groups. These differences in attainment and progress are evident after controlling for age, sex, FSM, SEN, stage of fluency and a range of other demographic differences between ethnic groups.
- At the end of primary school, the Black African/White British performance gap in Lambeth is either non-existent or small, relative to the size of the gap nationally. This reflects exceptionally strong performance by Lambeth Black African pupils against the national average for Black African pupils. At the end of secondary school, the Black African/White British gap actually favours BAFR pupils. This reflects Black African attainment significantly above the Black African national average, but also reflects White British attainment significantly below the White British national average. The combination of these two effects contributes to the magnitude of the gap.

Interpreting Results in a Local Context

It is easy to assume that because the Lambeth and the national datasets both describe a group of pupils as 'Black African' then these groups are equivalent or at least essentially very similar. However this would be a mistake. In all, the DfES make available over 90 'extended codes' that LAs can use to collect more focussed information on the ethnic groups attending their schools. For example a pupil classified as Black African in the main ethnic category could have been classified with a Black African extended code such as Black-Somali, Black-Ghanaian or Black-Nigerian. Because LAs do not use these extended codes uniformly it is not possible to show accurately the proportions of pupils in these extended groups or their attainment at a national level.

However the DfES (2005) has conducted some analysis for those LAs that have classified over 90% of their pupils using a particular set of extended codes. 25 LAs, including 16 London LAs, had used the extended codes for Black African. Figure 10 below shows the national GCSE/IGNVQ results for the three major groupings within the Black African extended codes. This shows that within the Black African category there is significant variation in the attainment at age 16 of Somali (22%), Ghanaian (46%) and Nigerian (54%) pupils, with the later achieving above the overall national average at age 16 (51%).

Figure 10: Percentage of Pupils from Black African Sub-groups Achieving 5+A*-C GCSE or Equivalent - National Data 2003



Source DfES (2005). *Ethnicity and Education Research Topic Paper*

These results do not imply any inherent differences between these groups in terms of educational attainment. The results may simply reflect the social and economic circumstances of the different sub-groups. For example Somali pupils are generally more recent migrants to the UK as a result of violent strife and civil war in their country. However it is clear that different groups of Black African pupils may reside in different areas of the country, with differing lengths and histories of settlement, with varying levels of community involvement or support etc.

The intention in showing the above data is to raise the importance of interpreting any ethnic group differences in attainment in terms of detailed knowledge of the local context. This is already apparent in Lambeth when interpreting the attainment of the 'White-Other' group. The local authority is aware that a large proportion of the White-Other group in Lambeth are of Portuguese heritage. This group have a sizeable and established community within Lambeth who offer considerable cohesion and support to new arrivals, despite also having high mobility with the Portuguese homeland. This may be very different from the composition of and factors affecting the 'White-Other' group in many other LAs. The same differentiation across authorities is likely to be true of the Black African group. What is important when interpreting data on educational attainment is good local knowledge of the different origins, needs and aspirations of the local communities and their pupils.

Subsequent sections of this report will detail the work being undertaken within Lambeth, where this local knowledge of the needs and aspiration of Black African pupils is to the fore.

Measuring the Effect of Primary / Secondary Transfer within Lambeth

There is a substantial change in the nature of the cohort in Lambeth schools over the primary - secondary school transfer divide. For example, while the Y6 cohort numbers around 2,300 pupils, the average secondary cohort has only around 1,300 pupils, i.e. around 1,000 fewer pupils. The analyses of progress between age 7-11 and between age 11-16 are internally consistent. However the discontinuity at primary/secondary transfer means caution should be applied in interpreting progress over the entire period from start of KS1 to end of KS4.

Essentially the secondary age LA maintained school population in Lambeth differs markedly from the primary school population. For example, at Y6 girls account for 51% of the Black African, the Black

Caribbean and the White British population. However at Y11 girls still account for around half (48%) of White British but now represent over two-thirds (65%) of Black African and nearly three-quarters (71%) Black Caribbean pupils. Where are the Black-boys going at primary-secondary transfer? There is a suspicion that movement across LA boundaries, and / or into the independent sector, skews the distribution of the Lambeth state school population to some (unknown) extent. This may well also be true for the White British population. Certainly while White British pupils in Lambeth achieve above the White British average at KS2, they achieve considerably below the White British national average at GCSE.

Recommendations

- The LA should compare and contrast the KS2 score profile of the Y6 cohort with the profile of the cohort starting in Y7 for each of the last three academic years. The results should be compared for each ethnic group as well as for the LA as a whole.
- Further research should be completed to determine whether the ethnic group differences observed for 2004 are replicated in other years. It was noted earlier that the progress of Black African pupils KS1-KS2 was significantly improved in 2004 compared to the analysis of the 2002 data (Strand and Demie, 2004). There is no comparable value-added analysis of the 2003 KS2 data. However a quick inspection indicates that the attainment of Black African pupils in 2003 was substantially lower than in the 2004 results analysed here (e.g., 69% of Black African pupils achieved level 4 or above in English in 2003 compared to 80% in 2004). A three year analysis, combining three adjacent cohorts (e.g., 2002/03 through to 2004/05) would provide a very large sample to test the stability of any associations between ethnicity and educational attainment.
- Ideally, annual analyses should be completed so that year on year trends as well as three year rolling averages in value-added performance and progress can be monitored and evaluated.

SECTION 5: CASE STUDIES OF SCHOOLS

1. ARCHBISHOP SUMNER CHURCH OF ENGLAND PRIMARY SCHOOL



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51.1% of pupils are eligible for Free School Meals which is higher than the Lambeth average, as are the number of pupils with English as an additional language (54.7%). Pupils' performance at the end of Key Stage 2 is higher than average and the school exceeded its targets in 2005 in English and Mathematics.

Archbishop Sumner Primary School is part of the North Lambeth Parish and has a strong community focus with excellent Extended Day provision, links with Further and Higher Education, and other schools. 61% of pupils is of West African heritage 18% of Caribbean heritage and 17% white pupils. Of the 2005 cohort of pupils 19 out of 30 were of African heritage, mainly Nigerian and Ghanaian.

Achievement and Standards

The overall performance of Black African pupils at Key Stage 2 in 2005 was above the Lambeth and national average. In 2005, 84% of Black African pupils achieved level 4+ in English, 89% in Maths and 95% in Science.

Significant achievements of African heritage pupils in other subjects of the curriculum.

The wide range of subjects and activities offered during the usual school day and through the Extended School curriculum enriches pupils' experience and gives them the opportunity to shine and develop skills in academic and non-academic fields. For example, in addition to a broad and balanced curriculum, the school offers 'curriculum days' in Mathematics, where pupils at Key Stage 2 work together in mixed aged groups with different teachers, on mathematical investigations and making mathematics games.

In Science curriculum days, outreach workers from the Science Museum visit the school to involve the pupils in various scientific tasks, for example making hot air balloons. Enterprise days involve pupils in cottage industries, teaching them the principles of supply and demand. Pupils have also worked with the National Gallery on the 'Take One Picture' project and each year group makes regular visits to Art Galleries, theatres and museums and other places of interest.

Many African heritage pupils attend the Saturday school, which is based at Archbishop Sumner and is part of the Extended Day provision. 20 pupils from Years 4, 5 and 6 join pupils from other schools and are taught by a teacher, teaching assistant and peer mentors (who are Years 8 and 9 pupils from local secondary schools). Pupils do a lot of cross-curricular work at the Saturday school and they do not repeat school work. The development of speaking and listening and team work and a 'hands on' approach are essential elements of the provision.

For ten weeks during the spring term the Saturday school offers mathematics enrichment classes for gifted and talented (G&T) pupils across the Borough and this is heavily over-subscribed. Significant achievement in English and Mathematics by the end of Key Stage 2 shows that this provision is impacting positively on African heritage pupils. In 2005, 75% achieved Level 4 and 10% achieved level 5 and this included all pupils with English as an additional language.

Arrangements for Monitoring The Performance of Pupils

Tracking and monitoring individual pupils' progress and evidence of impact

Performance data showing the outcomes of assessments on pupils is shared with all teachers in a staff meeting early in September each year. The leadership team discuss where pupils should be in relation to their current attainment, and encourage teachers to set more challenging targets when necessary. A tracking sheet identifies every teacher who has taught a child (and specifies whether the teacher was an NQT) over the time the child has been in the school. In addition, a spreadsheet records every kind of targeted intervention, e.g. 'English in a flash' (for EAL pupils), ILS, phonics, ALS, Speech and Language Therapy, Accelerated Mathematics and Reading. There is also a Learning Support Unit base within the school, which one or two pupils attend, but is more widely used by other local schools.

Pupils' progress is monitored every six weeks at the end of units of work in Science and Mathematics, and through writing samples and reading tests. In the autumn term parents are given a 'Tracking your child's attainment sheet' which identifies the child's targets for the end of the academic year, in Mathematics, Science, Reading, Writing and English. It also provides information on expected levels for the average child so that parents can check to see if their children are likely to meet these targets.

Support and Guidance

School support for black African pupils in terms of their personal and social as well as academic development

The Governing Body is committed to the achievement of pupils and the Chair of Governors is from the local parish. Governors support pupils by carrying out 'mock interviews' with Year 6 in preparation for transition to secondary school. A parish assembly is held in the school every week and afterwards children from Year 6 have a discussion group with the parish officiator of the day. Once every half term parish and school meet together for an information communion service in the community room.

'Golden Rules' are strategically displayed around the school encouraging pupils to be: kind, gentle, honest, polite and courteous and to use good manners. Pupils showing visitors around the school demonstrate their excellent social and communication skills in their polite conversation and mature understanding of what visitors will need to know.

The views of the children are taken seriously and they know this, as one child commented: 'yes my views matter, because I was chosen for this interview!' There is also a sense of belonging to the school:

'Yes I belong to this school because some of us have been here since the nursery and some of us go to Church and this is a Church school'.

The children from Years 4, 5, and 6 who formed part of a focus group were all born in the UK of Nigerian parents. Four pupils defined their identity as 'half British-half African', one saw himself as half British / half-Nigerian and one as British.

The School Council also seeks views of the children and children have contributed to the life of the school on improving lunches, playground equipment and behaviour issues.

Effectiveness of pastoral systems to support pupils and their parents

The school offers excellent support and guidance for pupils which includes 'wrap around Care' from 8 am – 6 pm including holiday provision. The school has been pioneering in this respect and has a breakfast club and an extensive range of after-school clubs for pupils run by CATZ (a child-care provider) and evening classes for parents and the community. Such is the success of the Extended School provision that the Prime Minister, Tony Blair and the Chancellor of the Exchequer made a recent visit to the Breakfast Club.

CATZ are a child-care provider who run 3.30 pm – 6 pm childcare and holiday care which are open to anyone. The school entered into a partnership with Guy's Hospital who was looking for holiday care for the children of their staff. CATZ now offer holiday places for 40 children from the Lambeth area and from Guy's Hospital. CATZ organise their own funding for the after school evening provision. The holiday provision funding comes from the EYDCP, Guy's Hospital and Extended School funding.

The Extended Schools co-ordinator is an energetic and gifted communicator who has been encouraged by the headteacher to seek new ways of engaging pupil's, parents and the community. She comments: 'the children are gregarious and we celebrate that'. With regard to the engagement of parents, it was she who made the links with Guy's Hospital and also with Morley College, who have provided tutors for Steel band Classes and Salsa dance classes: 'On Saturdays we do ballroom dancing, and we also offer 'Weight Watchers' and a Sickle-Cell Support Group'. Good links have also been made with the North Lambeth Autistic Society, Gingerbread and the Speech and Language Service who hold meetings at the school.

The co-ordinator feels that parents are happy about the provision: 'I normally have a queue of parents wanting to chat with me. I even get parents asking me: 'Where can I learn Italian?' 'We have the trust of the community and parents'. The school wisely employed their Nursery Teacher to teach IT to parents as part of 'Family Learning' because they know her and like to see a familiar face when they first start a class.

Such is the entrepreneurial skill of the Extended Schools co-ordinator that she uses incentives to encourage parents to participate, for example she bought 3 Tesco Vouchers at £20 each as rewards for those who attended every session: 'They love getting something to take home, so they always leave with little gifts, sometimes certificates of attendance, for achievement in literacy or IT'.

She recognises that some parents and members of the community lack the confidence to enrol for any kind of tuition, and so she builds on these small steps of achievement very slowly.

'I tried it on a Saturday (the rewards) and they just loved it. Some parents brought their children for a couple of hours, it was a social event. Next I am running a twelve hour Family Learning course, three hours per week, as a slow build-up, so it is non-threatening. If the course is not accredited they will get a certificate of completion.

I can also then sign-post them on to King's College who run a course at our school, to get parents learning IT – they work at their own pace. After four weeks here, they are taken to King's College in a mini-bus and if they like it they can go there for a week, free. Now we run one course every term. Originally it was for our parents only, now it's for anyone in Lambeth and we get young and old people. People who come here see it advertised, the more partnerships you have the more you appear in their advertising too.'

Work with parents / carers and the wider community in supporting the education of their children

A group of parents originally from: Eritrea, Nigeria, South Africa, Ghana, Uganda, Somalia and Trinidad and Tobago expressed their views about the school and the Education system in the UK:

The parents defined themselves firstly as African and then by their country of origin. They all want their children to know their home language and culture and are anxious that this is not lost, so that 'they can respect themselves and their families'.... 'They may think of themselves as British but other people will tell them that this is not so'.

On the question of what parents want their children to retain from their African heritage, they were all in agreement: 'respect for elders'... 'Everyone is an aunty or uncle and you respect them the same way as mum or dad'.

What do parents expect their children to do at school?

'hard work, respect, discipline, listening to the teacher, working together'... 'What you feed them at home is what they bring to school... this is reinforced at this school'. 'I hear the school reinforcing the Ten Commandments. They receive it here what we teach at home. The school, Church and home working together'.

All parents value education very highly, their comments include the following:

- 'Money creates selfishness, education gives a firm foundation'.
- 'Being a black woman if you don't have education in this country, what job will you have to do, clean people's toilets?'
- 'I have taught my children to get an education and you have choice, as a social worker I see children having children in this society'.
- 'Africans invest in education because we need it. Back home we do not have the opportunity that these children have. Education makes a way for you.'
- 'My background was such that I wasn't able to go to school due to lack of money. When I sit down with my kids I tell them I do not want them to have the life I have had. Children now have choices – education is the key.'
- 'Without an education you cannot earn a decent salary, without qualifications you cannot get a good job. The best thing is to push your children as hard as you can.'
- 'Without knowledge you are nothing. Even if you get money you wouldn't be able to manage it without wisdom.'
- 'Knowledge is a lifetime investment, money comes and goes but knowledge lasts forever'.

Curriculum Provision and Organisation

A striking feature of this school is the learning environment which displays high quality children's work and artefacts reflecting the cultural diversity of the children and their families. Displays include a wide range of cultural arts experiences, e.g. the school's steel band performing at the London Memory Walk in support of the Alzheimer's Society, the July Carnival Street Parade when children wore the costumes they had made and danced to the steel band in the streets around the school. The history of Calypso and Soca music from the Caribbean, famous black musicians and music, African art by Year 4 children who created replicas of the brass plaques that would have adorned the royal palace in the ancient kingdom of Benin, sculptures of the Massai people of Kenya, African geometrical masks made from paper mache. These cultural and artistic displays cover every inch of display space around the school. The school provides specialist provision for art, music and PE and this significantly enhances the quality of the curriculum.

The school maps the curriculum so that all teachers have a plan of what is to be taught in each subject, each term. The plan identifies specific topics in order to make the links between subjects where possible. The literacy hour has been modified to enable children to write about their own experiences. Group reading takes place everyday in addition to the literacy hour in KS1 and in the afternoons, outside the literacy hour in KS2.

When pupils were asked whether they thought of their school as a) a cool forest, b) a hot desert or c) an adventure park, the majority opted for an adventure park 'because there are loads of things to do, lots of activities after school clubs, sports events and trips.. school is very active'.

Teaching and Learning

A class teacher with five years experience at the school revealed some valuable insights into her commitment to the children she teaches and her high expectations of them. Born in the UK of Caribbean parents she experienced a variety of barriers, including racism while at school in Morden:

'My own experience at school was not pleasant in the 1980's. I was one of only a handful of black children and experienced overt (skinheads) and institutional racism in a large High School. The school staff didn't know me as an individual and there was nothing culturally for me to identify with, within the institution, within the curriculum or the environment. Needless to say, my potential was not tapped and I left school achieving far less than I was capable of. Opportunities were lost. However, I am a stronger person for the experience. Thankfully, we have moved on since then, but this could be a reason why some black parents are disaffected – I don't want to generalise but school can be a place where there are barriers for some parents'. 'It took me a long time to get back into the educational system but I did not give up. I did my degree and PGCE and because of my experience in school, I was determined that my own children and the children I teach would have a good experience at school'.

This teacher stressed the importance of building relationships with the children:

'if you do not know the individuals in your class, how can you open them up to the world? How do you get to know them? By being yourself first of all and treating them as individuals, appreciating them and where they are from and not seeing them as vessels you need to fill with the National Curriculum. That is important but not all there is to it, a lot of your teaching is about giving them life skills, good manners and how they relate to each other. '

How is the curriculum relevant to the pupils?

'Black History Month and Carnival came out of broader discussions among the staff about relevance of the curriculum and also wanting to make links with the parents and the community. All the displays are generated from the curriculum'.

With regard to African parents and the support they offer at home, the teacher comments:

'Many parents are actively supportive of their children. They will come in and see me routinely. Their sense of discipline may have an impact on things. Many of the children come from extended families, there are uncles and aunts around and their faith is a significant factor.'

In the teaching of her Year 2 class, she places great emphasis on speaking and listening, through drama, role play, poetry days / weeks, and elements of performance:

'In my class we focus on delivery and presence when speaking to an audience'. 'We try to take the children out as much as possible, one outing at least every half-term, their own experiences can be quite limited and we also try to take parents along as well'.

How does she explain the high achievement of pupils:

'this is an 'open' school... open to new ideas and change. There is a forum to discuss things, take on board things we need to develop. I learn so much every day from my colleagues and the children'.

This teacher's sensitivity towards the pupils she is teaching was borne out of her own poor experiences of school. This is also the case with other members of the school's workforce. The senior mid-day meals supervisor, a teaching assistant and a learning mentor, all went to schools in South London. The teaching assistant whose family were from Pakistan experienced racism herself in the playground in her secondary school in Southwark... 'There was a black group and a white group and I was in the middle'! She has observed that things have moved on a lot since then:

'I worked formerly in a Roman Catholic school, there and here there is respect for each other, religious tolerance and they are teaching the children about this. They visit Synagogues and other places of worship and learn about other religions. I had always heard that Church School children do better at school, even though there is no difference in the children's home circumstances'.

The Learning Mentor observes that 'A lot of the African parents do seem to place an emphasis on education and the children go to extra curricular clubs and some even have tutors at home'. Comparing his own experience at school with pupils at Archbishop Sumner he reflects that:

'children are much more comfortable with their identities now. When I was in school there was a strong identity with Jamaica. (By all black pupils, regardless of where they were from). These days it is much more acceptable to use your real name, your language or country.'

The teachers and staff view the knowledge, information, values and preferences, behavioural habits and dispositions of the children as an asset, enabling them to fit into school life and successfully learn. The value of this social capital depends in part on what people in schools choose to count as educationally useful. Knowledge and values generated by the linguistic, racial, religious or cultural diversity of pupils may be ignored or discounted by schools, when in fact they hold considerable potential for influencing learning, as can be seen at Archbishop Sumner.

The staff at Archbishop Sumner's are aware that to succeed with diverse pupils, teachers and others in schools must choose to view different forms of capital as assets or resources rather than deficits. The School leaders have played an important role in this process when they helped to establish more positive relationships between teachers, pupils and their families and communities and when these relationships are built on trust, deep familiarity and genuine appreciation for the assets of the family or community. They have promoted equity and justice for all pupils by establishing an inclusive school climate.

Leadership and Management

The headteacher has more than twenty years service at the school, with the last five years as headteacher. She is committed to the school and to the community it serves. She recalls a time when the school had been subject to Special Measures and she was a senior teacher'. There were a couple of seconded headteachers who got rid of some of the hopeless teachers, and after that the school simply flew out of special measures'. When the headship was advertised she applied for the post and was appointed. For the past thirty years she has lived close to the school and says 'This is my community and my world. Some people say 'I couldn't possibly live near to the school', it really doesn't worry me'. Many of the school's support staff have been at the school for years and she describes them as 'an anchor', throughout the difficult times.

'When I had my interview I said I wanted the school to become a hub of the community. Although the school had close links with the Church, I didn't feel we were part of the community. Two years ago I responded to a letter inviting me to become a fully Extended School. It seemed to be my vision statement come true.'

A strong caring community has been developed in the school, which has been crucial to engaging and motivating pupils to learn. Communal cultures and structures such as the Extended Day provision have been established where children's individual needs and family support are taken seriously. There is a climate of openness to innovation, trust and caring among professionals, opportunities for professional development and supportive leadership. Through the Extended School, whole families have been strengthened by helping to provide resources to families, by educating and supporting families in matters connected to parenting and schooling and by adjusting school practices to accommodate the wider community.

The headteacher's vision started to be implemented when she appointed two learning mentors. One had an additional string to her bow, as a Mathematics specialist, who would take pupils for Mathematics enrichment activities. This person went on to become the Extended Schools co-ordinator. Choosing the right person for this role was a crucial factor in the success of the provision. The co-ordinator had a background in the media and excellent communication skills and was able to work with the community. The headteacher reflects that: 'we were almost able to turn it around overnight. She carried on with some of the Maths teaching but now she gets on with fundraising etc.'

What are the benefits of the Extended School?

'For the children there is an extended range of provision on offer in school. Instead of going home to watch TV, children now have what my own children had. For parents there is the benefit of after-school and holiday child care, so there is more flexibility with work. For the community, our links with Morley College and King's College will help us to become even more diverse.'

The headteacher expressed her concerns that a school such as Archbishop Sumner's did not reflect the social and racial make-up of the local community. Georgian townhouses stand opposite blocks of flats and the children of these households do not attend the same schools.

'Socially it concerns me that white middle class children are not coming to our local schools. Housing is polarised and there is no-way our parents are able to buy property in this area. Seven families have moved out of the school in order to buy houses in the Croydon area. Congestion charges also impact. The number of mobile families has increased and our African families are aspiring and will want to move out of the area.'

The headteacher is bemused by some of the comments made by the local community when they visit the school:

'they say what a lovely school this is – they seem to be surprised'. 'it worries me though to see all these little white children going off to their private schools – they are the future leaders and they haven't a clue what it is all about, and neither have their families'.

Where does the headteacher's sense of 'community' come from?

'I always wanted to become a teacher and community has always been important to me, maybe that was part of my Methodist upbringing. I run the Inner City Players, a local drama group, (we recently did West Side Story) and this is a group which makes community through drama, school and community blending together. My Church has always had a mixture of black and white people and mixture of ethnic diversity and I feel at ease with it.

When her son was on a gap year in Ghana, the headteacher seized the opportunity to visit him and arranged to visit schools and families in Ghana. This whetted her appetite for Africa and when she saw an advertisement by the Link Community Project, offering teachers the opportunity to spend their summer holidays in Uganda, she applied.

'I did five weeks in Uganda. I think I got far more out of it than they did and living as part of the community, I was very happy. It was very hard being in a huge school all by myself. The school was out in the sticks and had 1200 children and each of the classes had 200 children. Everything was so difficult. I tried to do my best and tried to talk to the headteacher about dealing with lateness of children and staff. The thing that stayed with me when I came back, in all that time I was there, I didn't see any bad behaviour, even with the vast numbers in the classes.

I came back wondering why? There were 200 children sitting in rooms no bigger than ours here. They were so pleased to be learning and so pleased something was on offer. In the playground they didn't fight. In a way they were quite relaxed, while people here are tense – families are tense. It is a huge worry for our society. African-Caribbean people came over full of the joys of spring with high hopes for the future and look at what has happened. One hopes that it won't happen again with African people'.

'We are more integrated now though, because of the sheer numbers of people from other countries. African people will not meet the barriers that Caribbean people met.'

'I really want these children to experience the best which is on offer.... What I could offer my own family in my circumstances, I want the children here to experience the same, that is why the theatre, museums etc., every opportunity we have we take up. Our children have performed at the 'Young Vic', we did 'Bugsy Malone', really high quality stuff, three classes went to 'Tin Tin' in the Barbican, the very best that life can offer. They are experiencing things that one day they will look back on. Here in Lambeth we are so near everything, and now we don't even have to pay for children on the buses'.

Why have standards of achievement risen?

'It didn't happen overnight. We have built up our staff from Roehampton, we have several students during the year and that gives us the opportunity and them, to decide whether we like each other. CPD is very important and we share our expertise. Sharing those things that we do well meant that gradually the teaching has improved – we have some very good teachers. We never lose sight of the impact of our interventions. We are doing well because we are constantly thinking about it – we constantly say 'what else can we do', I will go for anything that might lead to an improvement'!

A tremendous joy for the school was the visit by Archbishop Desmond Tutu last year, the headteacher recalls that:

‘the chair of the governing body knew someone who knew him and they wrote to him and asked if it were ever possible for him to visit and he wrote back and said he would’. ‘Everyone loved that visit it had tremendous impact on parents and the community. We had an assembly in the Courtyard garden and then he visited classes’.

With regards to secondary transfer: ‘It is very hard for some of our pupils to move on. They have so much to be proud of here – they become small fry in a big school. Secondary Schools couldn’t possibly offer the range of experiences we offer.’

Conclusions

Strengths:

- Forward-looking and innovatory leadership, which has developed a school culture which embodies shared values, beliefs and attitudes that promotes mutual caring and trust among all its members.
- Strong community focus with excellent links with parents, Adult and Higher Education, other schools and the parish.
- High quality Extended Day provision.
- Commitment of the staff to providing an inclusive, broad and balanced curriculum
- Diverse workforce who understand the local context.
- Assessment of pupils’ needs and well targeted early interventions.

2. CHRIST CHURCH CHURCH OF ENGLAND PRIMARY, STREATHAM



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Christ Church CE Primary School is a school of 209 pupils, aged 5-11 years and serves a socially and ethnically diverse area in Streatham. 37.3% of pupils are eligible for Free School Meals which is just below the Lambeth average. 34.4% of pupils speak English as an additional language which is below the Lambeth average, but higher than the national average. Of these 21.5% are not fluent in English.

Christ Church is an over-subscribed Church of England primary school with close links to the Parish Church which is on the adjoining site. Approximately 35% of pupils are of Black African heritage followed by 20% Caribbean pupils. Over a third of its pupils are of West African heritage, the largest groups are Nigerian and Ghanaian although there are an increasing number of pupils coming to the school from Cote d'Ivoire.

Achievement and Standards

Over the last five years the school has performed consistently well above Lambeth and national averages in end of Key Stage 2 assessments. In KS1 in 2005 African heritage pupils (the largest group) achieved 100% at Level 2B+ in writing, reading and mathematics. Attainment at Key Stage 2 has shown significant improvement since 2000, 20% in English, 13% in Maths and 17% in Science.

The school's Key Stage 1 performance in 2005 was 100% at level 2b+ for Black African pupils in writing, reading and maths. Performance in Key stage 2 tests has improved year on year since 1998. In 2005, 75% of African pupils attained level 4+ in English, Maths and Science.

Significant achievements of Black African pupils in other subjects of the curriculum

The deputy headteacher, (who has played a significant role in developing a relevant, diverse and inclusive curriculum to which all pupils gain access), sums up the school's expectations as follows:

'all children are offered the support and opportunity to do as well as they possibly can.. everything that we teach, and the support that is offered, show there are equal opportunities'.

Pupils are given opportunities to excel in singing, drama, music and perform in a range of musicals and class/school assemblies. Competitive sport is encouraged as the school feels strongly that this is an area where pupils can succeed, regardless of their academic ability. The school's senior clerical officer and the mother of three former pupils at the school reiterated the school's desire to see all pupils achieve their full potential:

'all the children are encouraged to do well and teachers bring on those with gifts and those that are not doing so well. Teachers cater for all needs, their strengths and their weaknesses and they identify them quickly. Of course it depends on the child and if they want to learn, but our teachers are good at encouraging that'!

There are specialist coaches for football, gymnastics, African dance and every class has an opportunity to be taught by one of these specialists every year. Each class has three PE sessions per week.

Visiting specialists in the Arts give pupils opportunities to handle and closely observe original artefacts from Mali, Zimbabwe, South Africa and the Congo (some over 100 years old) and pupils in Years 2 and 5 produce high quality close-observational drawings.

In their first term in Year 2, pupils' achievement in writing poetry is well above average. During Black History Month, they learn about Harriet Tubman's road to freedom. Below is a poem written by a six year old child:

'I, Harriet's dad, call her Araminta.
She is travelling at a dangerous time.
I am worried that she will get beaten.
But I am proud of her
Because she leads other slaves to freedom'.

In Year 6, pupils who are studying the slave trade, explore their thoughts and feelings about slavery, are asked to imagine their own experiences of 'how I was taken away to be a slave'. The following extract is written by Abigail, ten years old and of Nigerian heritage:

'I think that it was nearly a two month journey to America. When we finally reached America, most of the people on board the ship had died. Some huge, tall, white men took me and some other people to a building where they made me look smart and healthy (because when I was on the ship I didn't get fed much). Then I was taken to a place called Charleston. On the way there I saw a sign saying 'twenty healthy negroes to be sold'. I was confused, I wondered what Negro meant?

Pupils do significantly well in English by the end of Key Stage 2. In 2004, 93% achieved Level 4 and 33% achieved level 5.

Arrangements for Monitoring The Performance of Pupils

Tracking and monitoring individual pupils' progress and evidence of impact

The school employs a highly qualified and experienced SEN and EMAG teacher who had previous experience as head of the primary department in a special school for pupils with learning difficulties. Also as a SEN advisory teacher she worked closely with speech and language therapists which enhanced her own skills. Over the last few years she has established very close links with Sure Start at a nearby Nursery School and arranges for nursery children to visit Christ Church prior to starting school. When the children start, she spends a lot of her time in the Reception class, getting to know the children and their parents.

Children enter the school from a range of different early years settings (or none) and the school doesn't always receive records. The school uses PIPs (Performance Indicators in Primary Schools) shortly after they enter the Reception class and the Foundation Stage Profile adds to this information. There is an experienced teacher in the Reception class and when the children's needs have been identified, they receive support where necessary, from the SEN / EMAG teacher and from an EMAG teaching assistant. This support continues where needed, as they progress throughout the school. The teacher describes her work as:

'looking at the needs of the children in the group and I document the objectives I need to cover with each child and I plan to meet those needs by working with different groups.'
She particularly focuses on 'Instructions': 'how to listen, how to understand and how to remember instructions – I teach active listening'.

In monitoring the progress pupils make, the school uses the Lambeth documents on speaking / listening, reading and writing. There is an emphasis on early vocabulary development.

The school uses its own tracking systems to record pupils' progress and set end of year targets.

Support and Guidance

Very good use is made of external sources of expertise to support learning, for example, the Speech and Language Therapist visits one day per term and the SEN / EMAG teacher uses many of the resources and strategies recommended by the Therapist.

The SEN Governor (who is also the local vicar) takes a keen interest in provision for pupils with SEN and those for whom English is an additional language. The Church gives a high profile to its African and Caribbean community and is closely involved in all aspects of school life. Parents interviewed appreciate the Church's involvement in the school and said that it added to a sense of community. For example, school assemblies (attended by parents and the vicar) include stories from other cultures, music from around the world, other religions, slavery, human rights and child poverty. These assemblies and celebrations make an excellent contribution to pupils' spiritual, moral, social and cultural development.

Teachers use 'buddy systems' when they are considering where pupils will sit, so that those having difficulty understanding instructions, sit next to their fully fluent peers, who run through instructions with them.

Some African heritage pupils go to 'Saturday' classes or have tutors to help them with Maths and English school work e.g. Kumon maths.

Effectiveness of Pastoral Systems to Support Pupils and Their Parents

The school provides a lunchtime homework club, ICT booster classes for Year 6 pupils in addition to booster and catch up classes in English and Mathematics in Year 6. The school encourages pupils to join Beavers, Cubs, Brownies, Scouts and Guides clubs run after school by the Parish Church.

Excellent support and advice is provided to parents to inform them about how they can support their children's needs. All the African parents interviewed chose the school because it supported the Christian values and discipline expected at home. One Nigerian parent said:

'when we moved into this area we were looking for a Christian school. I looked at other local schools but didn't like the ethos. There were no vacancies at Christ Church when I applied, so I waited for a year for a place for my son'.

She continued to take her child to a school in Sloane Square in the meantime. When asked to explain the values that Christ Church promotes she explained... strictness, fairness, the assemblies... everyday they reflect on the words spoken in assembly at the start of the day, it calms the inner being. This is very important'. This same parent felt the school challenged pupils to think and make choices and decisions:

'the children were asked to put together their own behaviour policy... I find that very powerful. Teachers talk with the children not at them. The ethos of the school is being acted out in practice. The school creates an atmosphere where children can talk and explain their views'.

Another Nigerian parent chose Christ Church because she had attended an Anglican School in Nigeria and felt it would be a similar type of school. Christian values were her priority:

'being educated with the Word of God, not just academic work, but discipline, based on how Jesus taught us how to behave and care for others, is my priority. I teach my children good manners at home and when they come to school it is reinforced by the school'.

Parents gave many examples of the consistency with which staff rewarded good behaviour but acted to correct negative behaviour. One example given by a Nigerian mother was:

'my middle boy is always getting himself into trouble, his behaviour is not how I want him to behave, but it could have gone very bad if it hadn't been for this school. There is good communication between parents and the school, they tackle bad behaviour and they let parents know how they've tackled it and what to do afterwards'.

Reflecting for a moment on the wider issues of negative behaviour in our society compared with Nigeria, where badly behaved children get told off by others:

'In Africa if my child has done something wrong, in the presence of a teacher, I would agree with the teacher. Some parents back their child and say my child is good, even if he is wrong. In Africa, you can tell off your neighbour's child, we would join together and tell the child off. The child would be made to apologise to the neighbour.'

This parent said her own friends and family hold on to their traditional values from Africa:

'I find it shocking how parents blame teachers... you need to back the teachers, not just accept what your children say or think. I was horrified once to see a parent having a go at a teacher, if a parent does that what can you expect of the children? Parents need to be more involved with their children. They need to spend more time with their children. Not having time for your children is a flimsy excuse because no matter how busy you are you will make time for something that is a priority. I make my children my priority – they come first in everything. I have told my employer I cannot work on Saturdays so that I can spend time with my children. My children have homework and if they need help, we will do it together. I take them to the library in Streatham and to museums'.

The school provides many opportunities for the development of pupils' personal development. Certificates are awarded for punctuality, co-operation, personal organisation and care and presentation of work. An awards assembly is held once per term, to which parents are invited. Class teachers are involved in decisions about whether certificates should be awarded and register checks carried out to ensure that there is fairness.

Year 6 pupils are encouraged to take on a wide range of responsibilities, they print off newsletters, monitor the stockroom, TV and PE resources and help supervise 'wet play' in all classrooms.

Work With Parents / Carers and The Wider Community Supporting The Education of Their Children

The parents interviewed showed a very good understanding of what their children were learning and were confident that staff would help them if they were unsure of how they could support their children's education.

A parent from Sierra Leone described the relationship between the school, parents and community as:

'like a little community where all the parents and all the staff, including the headteacher, all come together to get a good end result'! I remember when I was trying to teach my son to 'take away' which was different from how he was being taught, the teacher was so helpful. She showed me her way of teaching. At the end of the day, we work together for the good of the child'.

All parents referred to the very good quality communication between home and school:

'there are daily entries in folders of homework. If homework isn't done it is followed up straight away'. One parent said: 'my eldest son went through school and tried to dodge homework – he never got away with it '!

Parents are aware that children have targets for improvement...

'In the children's books they have targets in the front of the reading book, targets for English and teachers write little notes home saying 'your child didn't complete this today'.

Parents also commented on the weekly newsletters which they feel gives them a clear understanding of what is going on in the school and provides adequate notice of forthcoming events. One parent described the school's organisational skills as 'impeccable' as everything is dealt with immediately.

Such is the parents' high regard and support for the school that they continue to send their children to Christ Church, even when they have moved house out of the immediate area.

Teachers' recognise the importance placed on education by African parents. One teacher commented on the support given by these parents for their children's learning:

'Most of the African parents are church-going and they have strict standards. They are very supportive and always interested in their children. They will come and speak to me and make themselves known to me. Some would come and seek me out at Sports Day before I have even taught their children. If there is any discipline problem and we contact parents, they deal with it straight away. They are very good at listening to their children read, helping with homework and if they are unsure about homework, they will say they don't understand, so that children do not get it wrong.'

Support for transition

Good support is offered to parents when thinking through the reasons why they are choosing a particular secondary school for their children. The staff provide help for parents with English as an additional language, in understanding the forms and are sensitive to the need for support for some parents, unfamiliar with our educational system.

Curriculum Provision and Organisation

The excellent and enriched curriculum offered by the school is a major strength and it very positively supports the aims and ethos of the school. It is broad and balanced and is enriched because the school has made it relevant to the community it serves. Teachers are encouraged to look for ways of making every subject area include a diverse range of people, places and beliefs. So pupils learn about Black Roman soldiers, Black settlers in Tudor times, and they compare the contribution of Mary Seacole to Florence Nightingale. The school has Multi-Cultural days when parents and staff dress up in traditional dress and enjoy food cooked by parents, from all over the world.

The curriculum has been developed carefully over a number of years and key members of staff induct new teachers and support them with their planning to ensure that it complies with the school's Equal Opportunities policy.

The deputy headteacher has responsibility for Equal Opportunities and is passionate about making the curriculum relevant and affirming of pupils:

'A lot of our children regard themselves as Black British and this comes from talking to our Year 6s. I will say to them 'do you regard yourself as African or do you regard yourself as Black British? Or do you regard yourself as both? I think some people would be horrified at how frankly we talk to the children.. me in particular. Because they think you don't talk to children like that. For example, I asked the children whether they thought there was a racist element in the lack of speed at which New Orleans was helped after Hurricane Katrina... and then low and behold two days later it was there in the newspaper. '

'I think it is important just talking about it... it's not so much that they have an opinion about it but to explore whether they think that could have anything to do with it'.

The power of dialogue about race-related topics to foster critical thinking skills has recently been documented by researchers in Higher Education. In his assessment of the impact of diversity and multiculturalism on students, Astin (1993) reported that 'the largest number of positive effects was associated with the frequency with which students discussed racial/ethnic issues during their undergraduate years.' 'This finding is an intriguing one, given the tensions that are often associated with race-related discussions in racially mixed settings'... 'of all the sources of unequal power in the US, race is the razor that most brutally cuts and divides'. In order to avoid being 'cut' many pupils, white and black, retreat into silence, as do their teachers.

The deputy headteacher (who is also the Year 6 teacher) creates a space in the curriculum and in the classroom for an examination of racism (and other systems of inequity).

'This term in Year 6 we are learning about Slavery, last year's topic was 'Human Rights' and that choice is partly to do with the type of children and where their interests lie. In the summer term we will learn about Islam. When we do Britain since the 1930s (History), we talk about the American GIs and how people here responded to black people. We particularly used the 'Together Pack' (Imperial War Museum) which explores the contribution other countries made to the war effort. All year there are things going on about other cultures and other people's beliefs, peoples' rationales for doing things.. but it is talking about it overtly so that when we do the 1930s project, words like 'nigger' come up and we also look at that in terms of (particularly last year there was the fashion of calling people 'my nigger') who was it all right and who wasn't it all right to be saying that to. So when you say to someone 'my nigger' you are actually saying 'my friend' but it is not all right for some people to call other people that because the relationship is different.'

Do parents query this?

'Parents don't seem to mind at all. One or two white parents are uncomfortable (it tends to be in the middle of the school), but by the time their children get to Years 5 and 6 they see this as an open debate. Somebody asked why do we do Black History in October and we said well actually, we don't do Black History just in October. When Year 2 do 'Famous People' they look at Mary Seacole, but this may not be until the summer. So again there is another element of always making sure that black culture is embedded in the curriculum we are offering. There was one assembly where the entire colour was taken out of the world. That upset somebody and it tends to be one or two white people, who have taken umbrage at something, it could be one sentence, but when you say, 'look we do all this and most of the history is European history, it is only fair there we are reflecting everybody in the school community', they go away happy'.

Teaching and Learning

Teaching styles and approaches to raise the achievement of African pupils

Teachers' willingness to discuss challenging subjects such as racism, social justice and encouragement of pupils to debate these topics is an excellent feature of the school in preparing children for life in the 21st Century. Young people will need to be equipped with the twin tools of transformation: the capacity for critical thinking and the capacity for caring connection. Globalisation is teaching us that our fate as human beings is quite interconnected – not just in terms of global markets but in terms of global survival. These pupils will need the ability both to see and assess problems and the heart to try to solve them. At Christ Church they are starting early!

During the weeks prior to the Harvest Assembly, teachers used the UN and UNICEF websites to identify 'Hunger Hotspots' and 'Make Child Poverty History' to draw attention to the World's poor. Assemblies are seen as the outcome of work on these themes, rather than merely presentations. Pupils' of all ages are involved, speaking out clearly and confidently to a gathering of parents and visitors. The key message is that justice depends on the quality of our interactions with and sense of responsibility to other human beings.

A successful Year 5 class assembly on 'Life in Africa' featured a balanced picture of the second largest continent, home of the Sahara desert and with the second largest rain forest, and nature and wild life reserves. Pupils sang a South African song and performed an Anansi story. The underlying message was based on the Biblical parable 'Who is my neighbour' and that we should look after our neighbours in other parts of the world.

An excellent lesson in a Year 2 class was observed. A visitor showed exciting African masks and artefacts to pupils who were later able to handle them, to feel the texture and examine patterns, (despite some artefacts being 150 years old.) This direct experience enhances the quality of the children's work. The class teacher has studied Modern Art and she recognises the influence of African art on Picasso and other artists of the Cubist movement. As children finish one drawing they move around other tables, choosing another object to draw, whilst the teacher draws their attention to the detail. They are totally absorbed in their drawings and remain focused throughout the lesson.

The teacher's expectations of the children in Year 2 are very high:

'it is always in my mind that children should fulfil their potential and I believe in independence. They write up their own reading folders and change their own books. They like the responsibility'.

These little children have been studying Harriet Tubman and her walk to freedom with other slaves in the USA. They have written their own poems and have read the book 'Sweet Clara's Quilt' and are making their own quilt which charts Harriet's route to freedom.

The teacher's own enthusiasm and excitement for this project motivates all those around her and she sums it up as being:

'fascinated with other cultures.. I tailor this to meet the needs of the pupils I teach. Because I love it, I am always looking for different ways to teach.'

The Year 2 teacher, who usually has the same class in Years 1 and 2, has observed that:

'African children are very secure in their Christian faith and in what they can and cannot do. If something is not right, they will very quickly make you aware of it. They will own up if they have done something wrong – they have a strong sense of right and wrong.'

Excellent support for teachers is given by the full-time ICT support teacher who works with groups of pupils from every class in the school. The youngest children can log on with their own password. Older pupils research their own topics. The ICT teacher takes in all the class teacher's medium term plans and looks at the cross-curricular links between literacy, history and ICT. Class teachers introduce the topic and then a large group will spend a 45 minute lesson in the ICT suite whilst the teacher works with the remainder of the class. The school is involved in the Lambeth Landmark (History) Project and various year groups study Henry Tate, Jesse Owens, Rosa Parks, Harriet Tubman, or, in the case of Year 5 doing their own research to develop a question and answer sheet on Kenya.

Leadership and Management

An interesting feature of the excellent leadership of this school is that both the headteacher and deputy headteacher live within the Borough of Lambeth and between them have over 30 years experience teaching at the school. The deputy head considers that a detailed knowledge of and commitment to the local community, as being a crucial factor in successful teaching in Lambeth schools:

'I have always lived in this area. I have been used to being in this area and having Black people around me all the time and as I have got older the number of Black people in this area has increased.'.. 'I go to a Baptist Church, I have Black friends'. 'When I was little, education was always the way to improve yourself and I just always wanted to do the best I could for the children in this area. A lot of people, who teach in Lambeth, live in Lambeth and have been here all their lives. I think you get a real commitment to the people who live here. I think you understand the people and the children and the parents and the ways of life, the houses and facilities. It is just something else that makes you close.'

The deputy head's view, that an in depth knowledge of the local community and the urban context in which children are living, is supported by research carried out in America on the difficulties experienced by student teachers who have grown up in largely white neighbourhoods, who go on to teach in urban multi-cultural schools: 'Students come to college with little knowledge of one another's backgrounds, beyond the stereotypes so pervasive in our society. The residential segregation patterns currently in place do not serve our children well. The average white person lives in a neighbourhood that is more than 80% white.' ('America becoming: Racial trends and their consequences, 2000.').

The National College for School Leadership has acknowledged the importance of leaders having in-depth knowledge and understanding of inner city, multi-cultural communities, by developing the 'Leading in an Urban Context' project. The aim of the project is to celebrate the high quality leadership skills that are required to lead schools successfully in challenging urban contexts and assesses the suitability of candidates applying to become headteachers in challenging, urban environments.

This lack of exposure is likely to make teachers very susceptible to behaviour patterns rooted in well-internalised but incorrect cultural notions and assumptions. For this reason, the school's leadership is thorough in its recruitment practices and careful to induct new teachers with regard to equal opportunities.

The views of pupils are very positive about the school and reveal that they believe they are treated fairly, that their views count and that all pupils get the same attention. They say that teachers expect them to do well, treat them with respect and sometimes put them under pressure to succeed. On the question of whether there should be more black teachers in schools, the majority of pupils did not think it would make a difference, but one pupil commented: 'some people might like to tell their problems to a black person'.

Teaching assistants (Caribbean and African heritage) are very positive about the school:

'It is a multi-racial school, more African orientated, and this benefits all children to know about other cultures, not only English. A lot of children do not know anything other than what they learn in school. An English child may not understand why African children may behave or act in a certain way. This school helps them to understand each other, for example African names. Being able to talk about it you realise that every name has a meaning. It is good for the children because not all the children's parents pass down this knowledge.

When it is taught in a formal setting, you get the academic appreciation of a country or place. It formalises things for all children and it gives it status, for example a Chinese parent came in and explained the customs of Chinese New Year to children and it gave them a better understanding'.

The teaching assistants feel valued for their expertise and their opinions and knowledge of the children:

'teachers value the TAs and there are good relationships which count for a lot. They ask our opinions, they realise that sometimes the TAs know the children better than the teachers'.

The teaching assistants feel that having a black adult in the classroom is important as they share common understandings with pupils, e.g. about particular foods and lifestyles.

The headteacher's approach as a leader is informal and relaxed and he and all the staff sit down together like a family in the staffroom at lunchtimes and chat freely. The atmosphere is friendly and warm with a great deal of humour. 'I'm no good at being on my best behaviour' he says, but there is respect for him from all members of the school community and respect for each other. His style is inclusive rather than dominating and he creates the conditions for all members of the school community to contribute. His presence nevertheless is strong and confident.. and he sums it up as: 'you are only strong when you are strong enough to be able to appear weak'.

The headteacher recalls the early days of his headship when the programme 'Roots' was shown on TV in the early 1980s. This led to many Black parents questioning the school about its position on equality. The headteacher's response to them was:

'I want your child to do well – if he / she is to change the world. We decided we would just tell it how it is to parents; early on, so there would be no come back. There were robust discussions – we don't duck issues with parents who come in I'll say if I don't understand how to deal with this one. I don't like being right, just because I'm in charge – that's not right'.

Over the years, the willingness of the school to respond positively to the concerns of parents has resulted in an open dialogue which promotes trust and respect.

Educational research on school leadership argues that central to the task of school leadership is the creation of a shared language for talking about the ways racism operates in our society. Bringing these conversations into our classrooms is also clearly an important but daunting task, and one which many school leaders shy away from. But those courageous enough to do it (such as the leaders at Christ Church School) are liberated by it.

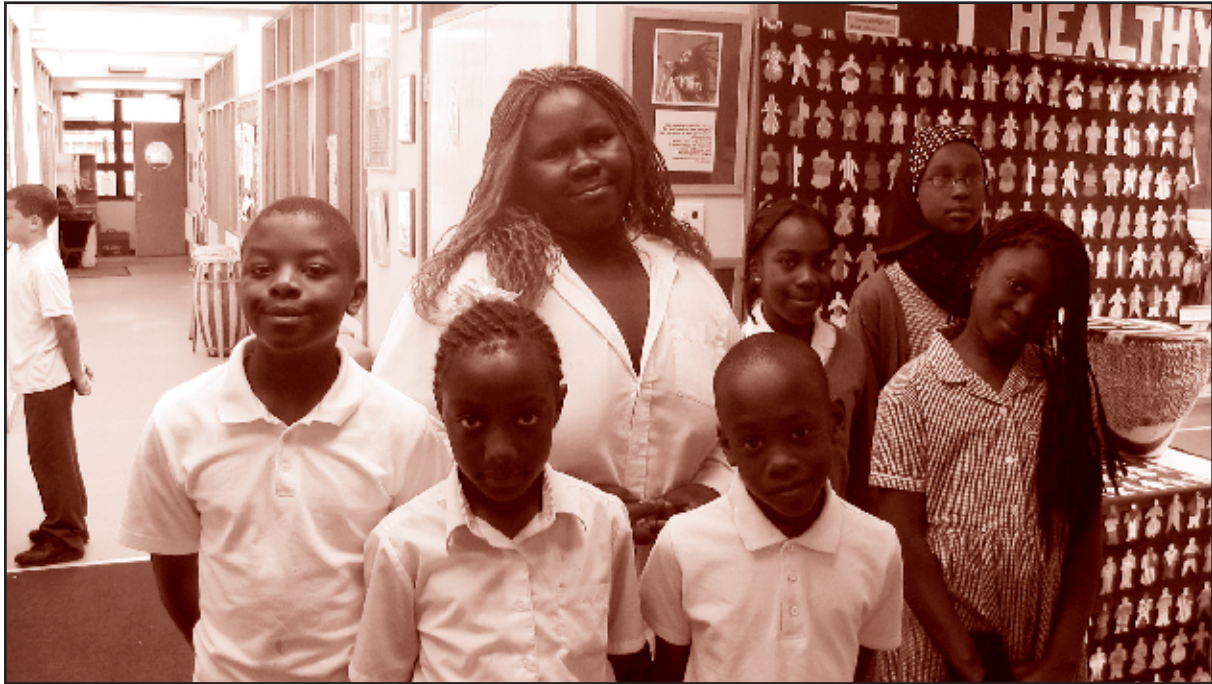
Conclusions

Strengths:

- Excellent leadership of a school within an urban, multicultural context.
- Relevant and enriched curriculum which reflects the cultural diversity of the school.
- High expectations and shared commitment by all staff, parents and parish community.



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socio-economic deprivation in Stockwell. 48.6% of pupils are eligible for free school meals which is higher than average in Lambeth. The percentage of pupils speaking English as an additional language is 58.3% which is very high compared to the Lambeth and national average. Of these, 18% are not fluent in English.

Herbert Morrison is a popular inner city school, set in attractive gardens and with bright, attractive displays around the school which reflect the cultural diversity of the pupils who attend. Approximately 38% of pupils are Black African followed by 19% White British and 14% Black Caribbean. Over a third of pupils are of West African heritage, the largest groups are Nigerian and Ghanaian.

Achievement and Standards

Predicted end of Key Stage results for Black African pupils in 2004/5

Over the past five years, the trend is of significant improvement at Key Stage 2 in English (71% - 86% i.e. 7% above the national average), Mathematics (71% - 91% i.e. 16% above the national average) and Science 92% - 100% (14% above national average).

In the 2004/5 Year 6 cohort of pupils, 18% had special educational needs (two pupils had statements of special need). 100% achieved or exceeded their targets in English, Maths and Science. 45% exceeded their targets in Maths and 59% exceeded their targets in English and 64% exceeded their targets in Science

In national tests at the end of Key Stage 2, Black African pupils achieved 100% at level 4+ in English, Maths and Science compared with the Lambeth average of 76%.

Significant achievements of Black African pupils in other subjects of the curriculum

The school has an ethos which is articulated in the belief that everyone can achieve. The school has the highest expectations of pupils and expects them to do their best 'whatever their best is – it's acceptable!' At Herbert Morrison there is an inclusive curriculum, which presents a positive view of cultures in the community and the world. The cultures of the children attending the school are celebrated through the study of major faiths and world religions, art and music, e.g. fabric design and printing, mask making, learning to play a variety of instruments and learning and performing songs. Children are encouraged to greet each other in different languages and dual text books are available in classes. Over twenty different languages are spoken by children and parents including the West African languages: Twi, Fanti, Hausa, Ibo, and Yoruba. Stories are told and shared from around the world. French is taught to all children and Arabic is taught in an after-school club.

The role of parents in supporting the achievement of African heritage pupils in all areas of the curriculum is evident. The school provides detailed information for parents (in each year group) of what is being taught in that term, and how parents can support learning. The impact on the achievement of their children has been seen year-on-year in that at the end of Key Stage 2, 100% of African heritage pupils achieved Level 4+ including those pupils who spoke English as an additional language and pupils with statements of special educational need.

Arrangements for Monitoring The Performance of Pupils

Tracking and monitoring individual pupils' performance and evidence of impact

There is evidence of excellent practice in monitoring pupils' progress from the time they enter the school in the nursery class, (TOPS) through to Year 6. Outcomes of assessments on each child are completed at the end of an academic year and these are shared with the receiving teacher in the next class. In the spring term, targets are reviewed and revised as necessary in the light of progress made. At the end of the year results are analysed according to the following criteria:

- Children's progress without any external factors brought to bear
- Progress of an 'average' child with no additional needs
- Progress of children with special educational needs
- Progress of children with English as an additional language.

The EMAG teacher monitors the pupils' stages of English and reviews direct support every two terms, and this may be decreased or continued as required.

Support and Guidance

School support for Black African pupils in terms of their personal and social as well as academic development

Some of the African parents interviewed were concerned to ensure that their children were fluent in their home language before starting school. A Ghanaian parent sent his young child home to live with his grandfather in Accra to learn the language, until his son was able to start in the nursery class at Herbert Morrison. A mother from Eritrea spoke only in her home language to her young son (despite her own fluency in English) because she was anxious that he was secure in Tigrinya before starting school.

When children enter the school in the Nursery or Reception class their needs are identified and children who have English as an additional language receive support from the EMAG (Ethnic Minority

Achievement Grant) teacher or from EMAG assistants deployed in Nursery, Reception and Year 1 classes to develop their speaking and listening skills in English. Induction processes for new pupils are carefully considered. Pupils generally start mid-week and an initial meeting with parents (with the possible use of an interpreter, where necessary) and the EMAG teacher takes place. An outline of the support available is given. An initial assessment is made, after the child has settled into school and the teacher and child work together on a book about school which is written in English and the home language.

Teaching assistants assess the progress of the groups of children they work with and they feedback to teachers at the end of activities. Some of these same assistants have playtime and lunchtime supervisory responsibilities and they get to know the children well. They live in the area and know many of the families. They speak fondly of the school and describe it as 'small, calm and friendly'. One assistant who has been working at the school for sixteen years comments: 'there have always been mixtures of nationalities at the school .. there is no special emphasis on African pupils'.. but she reiterated the school's high expectations by stating that much is expected of all pupils. Teaching assistants share in the pleasure of the achievement of a child with a statement of special need who achieved a level 4 in last year's Year 6 end of Key Stage assessments by saying: 'it makes you feel proud of them and you realise they were listening after all'!

Children are encouraged to take part in sponsored activities to raise funds for various causes.

All pupils are given opportunities to speak and share their experiences with other children and adults and this makes a strong contribution to their personal, emotional and social development. They feel that their views matter and give examples of how dancing lessons were provided as an after-school class, and footballs provided at break-times, following School's Council meetings. They reject the notion that Black and minority ethnic teachers have a special role in teaching black children with the statement: 'I don't think it matters what colour the teacher is... it doesn't really matter'.

Effectiveness of Pastoral Systems to Support Pupils and Parents

The school provides excellent support and advice to parents to inform them about how they can support their children's needs.

The parent of four children at the school (two have moved on – one to University and the other to College) spoke most warmly about the school and its support for her children. She turned down an offer to be re-housed out of the area because it would mean that her children would have to leave the school. She spoke passionately about the;

'disciplined environment'... 'because I am African, I believe in discipline'... 'Because of the good relationships it makes the children happy and they love to learn'... 'the teachers are wonderful – all of them – they teach well, they are sociable and they love and care for the children. Even when my children are ill, they still want to go to school, they love school that much.' She continued.... 'The kind of training that I was given in Ghana – they give the same training here... the kind of people my children meet here, are similar to us and our values and we can trust the school.... I am a Christian but although it isn't a Christian school, the Pastor from the Baptist Church visits the school for religious studies. My children come home and tell me what they have learned.'

Most importantly this parent stated that if she had any problems she was confident that the school would help.

'The school holds a lot of meetings for parents to explain what they are doing.' 'There are class assemblies each week and parents come along. There is respect for parents. Twice a year there are social events for parents and children and we hold hands and dance and teachers prepare the food'.

An Eritrean mother of three children who made sure her son was fluent in Tigrinya before he started school, (because she thought he would quickly learn English at school)was surprised when a couple of children teased him because he couldn't speak English.

She was happy with the school's support for her son which included a letter of apology and the matter was quickly and effectively dealt with. This parent said that education was very important to her family members who 'are clever and have professional qualifications'... 'to me education is first – I don't worry about the money – education is most important'.

Another parent, a Ghanaian father of two children in the school said that his elder son had special educational needs and explained how he had worked closely with the school to help his son overcome various challenges. He spoke positively about his younger child's experiences in the nursery and reception classes and how teachers had worked so hard to enable him to settle in.

The school also provides a 'drop-in' counselling service for parents and pupils which has been funded by a local charity.

Work With Parents / Carers and The Wider Community In Supporting The Education of Their Children

The role of parents in their children's education has long been recognised as a significant factor in educational success and school improvement (Epstein, 1996, Safran, 1996). In recent years we have reached the stage where certain educational organisations and international conferences concentrate almost entirely on the issue of partnership between schools and parents. The evidence from parents involved in this case study would indicate that they all feel well informed and able to play a key role in supporting the education of their children. A notable feature is the structured way the school informs parents of what children will be learning each term. Detailed information is provided on the main topic theme, e.g. Year 1: War – What is it Good for? Literacy Strategy units of work are provided with details of phonics, spelling, vocabulary, comprehension and composition, grammar and punctuation. In numeracy: mental starters and numeracy topics, Science, ICT, Music, Humanities, Art, PE. This is followed by clear information about how parents can help their children, e.g. help on the main theme of the War topic is suggested as looking at maps and locating countries involved in World War II, discussing the effects it had on a country, using books to find out information.

Further helpful advice is given to parents on how to involve their children in shopping by getting them to help to add up the bill, counting change and timing the shopping trip. Information on how to support spelling and reading are provided and an invitation is extended to parents to come into the school and share stories of their own childhood with a class. Importantly an acknowledgement that in some countries there is an oral tradition in storytelling and parents are encouraged to discuss how stories can change as they are handed down through the generations.

Parental support is clearly welcomed and the parents interviewed had either 'volunteered a lot' or were keen to be more involved. One parent said;

'unity in the school is evident – I used to come in to help, go on school trips, sports day.. but now I have a baby.' She continued... 'the children bring homework, I teach them Mathematics – this pushes them further ahead'. 'There is a homework club for children in Years 5 and 6 run by teachers, it really helps my child.. they are taught what they are soon going to be taught in class next.'

This same parent explained a discussion she had with her child about the Year 6 teacher who runs the homework club. Her daughter said:

'Miss W is the kind of teacher who if she teaches you something you will never forget what she has taught'. The parent asked her why? 'She has got the kind of way that if you don't understand; she will make sure you do understand, she won't leave you till you do understand'!

This parent reflected... 'all these things help the children to get ahead. I speak to other parents who are not happy with other schools and I advise them to come here'!

Support to Parents In Understanding the UK Education System, With Reference to Transfer to Secondary School

Parents have rights in terms of their children's education. Hughes (1994) provides an interesting insight into the notion of 'parents as consumers', a view promoted in the UK under the former Conservative government and continued under the present government. Within this view is the associated idea of education as a commodity. Parents are given the right to 'shop' for their children's education in the school of their choice. Vincent and Tomlinson (1997) suggest that this view of parent power, together with the notion of school's partnership with parents is little more than rhetoric. In reality there is little opportunity for parents to exercise an individual or collective 'voice' which will have an effect on the children's school experience.

A Ghanaian parent governor and father of two children at Herbert Morrison, is serving his first year as governor, and beginning to get to grips with the amount of paperwork associated with the role. He states 'when reading the documentation you realise its not just about criticising, but how you can make a contribution to the community'... he continues: 'criticisms do not help you move forward, networking properly with other parents is important'. His enthusiasm for the role has encouraged him to think of innovative ways of encouraging all parents to play their part and to hear of all the good things that the school is doing. He also expressed his vision

'to empower young people to become strong and intellectual citizens who would represent in important areas of the community' – 'rather than school just being about working hard to get a good job.. they should strive to become winners'! he continues... I would like to see children come back to visit the school after high school or university to talk about how they have got on and how they have done well. We have to find something that the ethnic minorities will engage in; they are hungry for success in social areas'.

The parent-governor feels that all parents need to take more responsibility for their children's success at school:

'you really want to say to parents how do we actually make it a reality... how do you help your child at weekends, in the evenings, academically, with sport and with social interaction? How do you deal with anger management? Some parents are not putting in enough time and effort. Some parents have to understand that everything you do in life gets measured in the results you get in the end, for example, a child who reads five books a week will have a wider vocabulary than a child who only reads one a week'.

'I think the excuse of work, even for a single parent, is not good enough. They do not make time to read a book to a child or have some form of interaction, some children may not have ever been able to explain to their parents what they want out of life'! 'We do not make time for them to explore... do not go to the Science Museum – unless the school takes them. The school cannot do it all'!

On the matter of discipline, the parent-governor states:

'when children show a lot of discipline, teachers get excited to teach. If a teacher enjoys teaching, like they do at Herbert Morrison, they have a hunger to see the children do well, if the children are also supported at home, that little push, they will get on so well. Why don't we want the same for every school in the country'? 'I love this school... until you get involved you don't know what you are missing, it's a wonderful place to have your children spend their early years'.

Curriculum Provision and Organisation

In addition to pupils' classroom learning, visits to museums, galleries and places of interest, visits from guest speakers and musicians add interest and enjoyment to the curriculum.

Whole school foci include Black History Month events, Cultural days in Science, History and poetry and Refugee Week. Children learn about Mary Seacole, Marcus Garvey, Nelson Mandela and the whole school focus on specific countries.

Teaching and Learning

Teaching styles and approaches to raise the achievement of Black African pupils

A class teacher with twenty years experience at the school says that she expects children to 'give their all.. if you are half-hearted you won't achieve'. She believes everyone can achieve. She describes African parents as being 'very into learning' and 'they want children to learn'.

'They celebrate achievement at home' and 'parents show respect for teachers – they defer to professionalism'.. 'they want to know what they can do to help and this plays a big part in children's success'. 'It's what parents do not what they say that makes a difference... it is backed by action. There are often notes from parents on their children's homework, indicating where they have helped their children and where they might need more support'.

This view of African parents and their children was shared by the EMAG teacher: 'parents of African pupils have very high expectations, they are aspirational.... barriers to learning are minimal for West African pupils'.

With regard to the learning styles of African pupils the class teacher felt that more formal aspects of learning, for example the structure of the daily Maths lesson suited pupils well. In addition, the fact that many African pupils attend Church regularly makes them knowledgeable about RE, and the teacher believes that this plays a big part in their lives and helps them to accept rules and expectations at school.

The class teacher believes that the 'collaborative teamwork which exists within the school frees the staff to be who they are with no fear of admitting you don't know. Help is always available. Staff are committed to the school and to the children.'

Leadership and Management

Critical strategies or factors for school leaders to consider in raising the achievement of black African pupils

The headteacher's leadership is described by a member of staff as 'strong, clear, fair and human'. Nevertheless, she was a reluctant leader, and as a class teacher, never saw herself as a future headteacher.

'As a headteacher, I'm in a very privileged position; I'm in charge of a lot of adults who deliver to a lot of children. I never wanted to be a headteacher. I was just happy to be a teacher but I got frustrated with the lack of opportunities presented to children. The expectations of work and behaviour and standards by other teachers and by the leadership were too low, so that spurred me on to become a headteacher so I could do something about it.'

As a teacher, I was unpopular with children classes for the first term, because I demanded much, stretched them to achieve higher and made them believe in themselves. Many people in the profession still expect less of pupils from poor backgrounds, they look at the pupils' circumstances and don't push them to achieve as well as they could... there is no doubt things have improved now, the quality of teaching and learning, standards and school improvement and we do have Ofsted to thank for some of that. There is now a more professional approach to teaching and learning within the education system and its members. I still think there are many in the profession, in inner city schools as well as rural areas, who let our children down ... I feel it is vital in the inner city that children are pushed to their limits, with rewards and encouragement. They need to have belief in themselves, high self esteem and have the confidence to make mistakes and learn from them and achieve. I don't think it is right that we settle for anything, we have to strive all the time'.

The headteacher's comments are reflected in the following quote by J Parker Palmer in 'Let your life speak; Listening for the Voice of Vocation': 'As educators, especially, we must acknowledge, however reluctantly, that simply because we are here doing what we do, we cast a tremendous influence on others. As classroom teachers, we lead our students by our example in ways we can not anticipate'.

As Parker Palmer says, we teach who we are, and we lead by word and deed all the time. When we have administrative roles and become responsible for the creation and implementation of policies and practices, of course our leadership opportunity expands, more people are watching and listening, and by virtue of the authority vested in the role of headteacher, we can expand our spheres of influence... as the headteacher of Herbert Morrison recognises when she states "As a headteacher, I'm in a very privileged position, I'm in charge of a lot of adults who deliver to a lot of children'. Her own personal life and history give some insights into her motivation to ensure that every child has the best possible education. Orphaned at an early age, she missed out in her early life on the opportunities and choices she provides for the children in her school. Her personal faith and values shine through and influence those around her.

The school ethos, climate and culture contribute to success. All children are given the opportunity to thrive. Teachers identify pupils' needs and plan for their needs. 'We look at different learning styles, teaching styles, different ways of supporting and we meet the identified learning needs of children.'

How Has The Leadership Encouraged / Promoted The Involvement of Parents of Black African and Dual Heritage (African) Pupils?

The school works very closely with parents to develop trusting relationships. An example was given by the headteacher of an African parent who was supported through difficulties at home, whose son, a pupil at the school had a range of special educational needs and very challenging behaviour: 'He had huge needs in literacy, difficulties in communicating, but with individual support, IEPs, speech and language therapy, and differentiation this disadvantaged boy knuckled down and achieved so well. He used to bully other children and was aggressive and rude to staff.

He told a lot of lies, particularly to cover up what was happening at home. He tried to get children into trouble and would sit back and watch them getting told off. Through circle time, assemblies and through SMSC (spiritual, moral, social and cultural education), peer pressure and staff letting him know when he wasn't 'working up to standard', letting him know he could achieve, he began to excel in Year 4. The parent then had faith in me as headteacher, that I was doing right by her son. Because he was making such good progress, she wanted him taken off the SEN support and I had to explain this was why he was making the good progress. Each year we would have to intervene for him – different strategies and support. It was really wonderful to see how it worked out. We didn't let go. Having a stable staff helps us. Exclusion was out of the question... although he was warned a few times!'

As a very effective leader, the headteacher encourages reflection and challenges her staff to examine assumptions about their work and rethink how it can be performed. Staff meetings often begin with short readings from school improvement literature to promote discussion about learning.

As mentioned earlier, the staff work well as a team and are chosen by how well they will fit in with the ethos of the school, as much as for their professional qualifications and experience. The headteacher expects prospective teachers to have 'a passion for children, enthusiasm for teaching, and a willingness to 'put yourself out'. 'I want a group of people who have a heart and soul for education and a passion for doing right by children. I also want people with a sense of humour'!

Conclusions

Strengths:

A strong commitment to the high achievement of pupils by:

- Creating a climate where teachers enjoy teaching and pupils enjoy learning.
- Sharing parents high aspirations for their children's personal and academic achievement because parents value education very highly.
- Providing strong leadership which inspires others to reach for ambitious goals.
- Valuing the cultural heritage of pupils.
- Developing a school culture that embodies shared values, beliefs and attitudes and promotes mutual caring and trust among all members.

4. ST HELEN'S ROMAN CATHOLIC PRIMARY SCHOOL



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number of pupils with special educational needs is slightly higher than the Lambeth average at 11.2%. 85.4% of pupils speak English as an additional language, which is more than double the Lambeth average. Of these, 82.8% are not fluent in English. 37% Pupils are eligible for Free School Meals (37%), which is slightly below the Lambeth average, but higher than the National average.

57% of pupils are of African heritage, whose families come mainly from Ghana and Nigeria, with a minority from Cote d'Ivoire. Twi, Ga and Yoruba are the main home languages spoken. A further 18% of pupils are Portuguese, and 4% are from the Caribbean. 7% of pupils are White British.

St. Helen's is a very popular school in the community and is oversubscribed. It is in the parish of Our Lady of the Rosary Church and the local Parish Priest is the Chair of Governors. In September 2005 a new nursery was opened at the school which offers 52 part-time places to children.

Achievement and Standards

The 2005 KS2 school results were impressive. 96% of Black African pupils achieved level 4+, 92% attained level 4+ in English, 100% level 4+ in Maths and 96% in Science. The school's value added is in the top 5 nationally, confirming that pupils at St Helens make excellent progress between KS1 and KS2.

Significant Achievements of Black African Pupils In Other Subjects of The Curriculum

In the school's last Ofsted inspection it was noted that 'standards in English, Mathematics, Science, Art and Design and Music, at the end of Year 6 are above those expected nationally'. Significant achievement in English by the end of Key Stage 2 shows that the school builds on pupils' linguistic skills exceptionally well. In 2005 89% of the KS2 cohort spoke English as an additional language. Staff model oral language very effectively and put great emphasis on pupils' development of speaking and listening skills. Also, older pupils work with younger pupils, modelling the language needed across the curriculum, e.g. reading buddies, KS2 working with KS1 pupils.

This interaction leads to good social skills and confidence of older and younger pupils. It supports good relationships and the sense of the school as 'a family'. The deputy headteacher (who has taught in the school for 14 years) describes the mission of the school as:

'providing everyone within the school (adults and children) with the means necessary to reach their full potential'. 'Teaching is a privilege. I see only too easily how you can influence children but they have to have the opportunities to think for themselves and make decisions. This is why we put such an emphasis in this school on speaking and listening. If you cannot speak, think and listen, you can never write. You cannot say anything useful if you cannot think, without it you have nothing. Speaking and listening are vital for success in life'.

The school also puts great emphasis on spelling, and integrates this into whichever lesson is being taught. The deputy head explains: 'we split the words into syllables and for example, in Maths lessons, they have to see words in action having meaning, e.g. horizontal and vertical they have to see spellings applied across the board'.

In Religious Education adults model the values of the Christian faith which is at the heart of the school's teaching, although children are also taught about other major faith groups.

Arrangements for Monitoring The Performance of Pupils

Tracking and monitoring individual pupils' progress and evidence of impact

The information the school collects on its pupils, arrangements for their induction, the support it provides and the monitoring of pupils' progress are all areas of strength. Procedures for tracking, monitoring and supporting pupils' progress are very good. Outcomes of assessments are used very effectively when making decisions about the curriculum and how to raise pupils' attainment. Pupils' prior attainment is noted, tracked and the progress made recorded. The school has very good systems in place for setting targets based on rigorous analysis of all assessments. Despite the very low prior attainment, pupils make very good progress and by the end of Year 6, achieve standards above the national average. It is anticipated that with the opening of the school's Nursery this year, that future achievement at Key Stage 1 will be more in line with national expectations.

As the school has such a high number of pupils who speak English as an Additional Language (85.4%), the highly effective EMAG co-ordinator plays a significant role in identifying needs and the tracking of pupils' progress. With nearly twenty years experience in the school, she is an excellent source of information and knowledge, on which parents and pupils as well as staff can draw. She manages two Portuguese-speaking language assistants and one Twi / Ga speaking language assistant. She describes her role as follows:

'The first and most critical thing is that I meet the parents on arrival at the school and I talk to them and their child on the first day. I record all the following information: The family's origin, the family language and the child's languages (whichever language is dominant that comes first, e.g. Twi / English). This has been completed for every child in the school. This enables the school to chart the progress of the child's language, and also links family member information.

Every year we go through our targeted children. I work in Year 1, Year 2 and Year 6, whilst other targeted children get support from TAs in their class groups. I discuss with each class teacher which children should move in or move out of groups.

The EMAG co-ordinator has strong views about the difference between children who have special educational needs and those with English as an additional language, she contends:

'People think that if a child is slow in response that they must have special needs. If I went to China I would behave like an idiot because I do not have the knowledge of the language, but it isn't that I am an idiot, I just don't have the language. In no way should we categorise a child with EAL as SEN. SEN implies a lack of ability, children with EAL do not have a lack of ability, they just have a lack of knowledge about the language'.

In addition to the early identification of language needs by the EMAG co-ordinator, the very important and significant work of the SENCO (who has a special focus on understanding and thereby better meeting the needs of Autistic pupils) impacts greatly on the progress pupils make.

With regard to the induction of pupils entering the school in different year groups, the EMAG co-ordinator gave the following information:

'I meet with parents and children and tell them that a bi-lingual assistant can help them. We keep a close watch on the children for about four weeks; we put them with other children in the class who can speak their language to help them. We see the parents regularly and encourage them to read the books we send home. Even if they do not know what the books says, we say 'talk about it in your own language'.

This year the school sets targets for pupils and then gives pupils the opportunity to set their own personal target. The deputy headteacher said this was very interesting, as the children's own targets were very similar to those set by their teachers. She does a lot of 'book monitoring':

'I send for three sets of books (pupils of varying capabilities) from each year group. I know what I am looking for and if I see something wrong I will go to the teacher and ask about it. If there is no problem then I regard this as an 'underachieving child' and I keep an eye on him / her. I tend to know the children and their families so am able to recognise possible family traits; it may be that a brother or sister had a similar issue. '

The deputy headteacher has an extraordinary commitment to the children and their families. She takes a personal interest in each child and where possible, tracks the progress of her former pupils through her own contacts with local secondary schools, proudly displaying a list of names with GCSE results alongside. She is able to recall individual past pupils' needs and delights in their successes in life. 'I even know where they go when they leave secondary school; whether to university or work', she says light-heartedly, with an obvious desire to see the very best in life for her children. The children recognise that they 'belong' to the school and one stated: 'yes we belong because we all fit in well together – not divided up by colour'. Pupils are very well prepared to live and work in a culturally diverse society.

Support and Guidance: Effectiveness of pastoral systems to support pupils and their parents

The level of care, support and guidance shown to pupils and parents is exemplary.

A Nigerian mother, studying at University who has had a number of children going through the school and currently has a child in Year 3, chose the school because of its good reputation in the community. She sees the value of keeping in regular touch with teachers and remarks:

'I will meet teachers at the end of the day. I want my child to get ahead and I ask for ideas about homework, especially in the holidays. I read to them even while we are away on holiday – I make sure I take their books away with them!'

Many different languages are spoken by members of the school's staff, e.g. Portuguese, Twi, Ga, Maltese, Spanish, French and consequently there is very good support for parents and children with English as an additional language. The pupils, when asked to give their views on whether Black and minority ethnic teachers have a special role in the school, agreed that they did: 'yes, because they will know how it feels to come from another country' and 'yes, because there are parents and children who cannot speak English and they can translate'. The School's EMAG co-ordinator feels that having close parent contact is invaluable, she says:

'At 8.30a.m. my Portuguese assistant is in the office and chats with parents and translates everything for those who speak Portuguese and gradually they begin to feel at home. We have a lot of children from Eritrea who speak Tigrinya, they come to Church and it's like a family, it makes people feel that they are part of a community. We have children who come back who left 15 years ago. One who is now an Optician came to see if there was anyone here she knew and she was surprised to see so many faces. There are long traditions in this school'.

Parents are complimentary about the school's behaviour management practices; although they feel that the home and the Church should play a dominant role. A Ghanaian father reflected:

'you cannot expect teachers to do it all.. parents need to take their children to Church. Schools should just have to deal with work. If a child is disruptive, the parents have a part to play. They should follow-up what the priest says.. bring it home and teach their children. If behaviour is poor at home it will be poor at school. You need to talk to your children, tell them what you want them to achieve and why'.

A Nigerian mother agreed that 'more emphasis on this (behaviour) is needed at home'.

Nevertheless, when parents are struggling alone to bring up children, they need the support of school. An Irish parent spoke of the commitment of the deputy headteacher who had been so supportive to her: 'my son was behaving very badly; we were in a meeting every day with Mrs C, discussing what I could do next'.

Parents are concerned about the negative influences that TV and the media have on their children and they try to monitor what their children watch. The internet is another concern and one parent has forbidden her daughter to ever go into a 'chat room'. All think that parents need more authority to discipline their children in whatever way they believe best. One parent declared: 'As an African parent I have authority and no-one can take that away from me'.

Parents also feel that the Police do not have enough power to exercise their authority. They are in agreement that all authority comes from God:

'Because we (society as a whole) do not follow the Word of God from the Bible, this is why things are going wrong. One of the Ten Commandments is 'Honour thy father and thy mother' and that is where it starts. If you have no respect for your parents then how can you respect teachers or anyone else? Parents are too relaxed. Our children need to be taught from a very early age what the Bible says. We teach our children the way of the Lord. The problem is they (society) are departing from the Word of God. This is why we send our children to a Catholic School'.

Another parent commented: 'How many parents sit down with their children and read the Bible? In Africa the very first lesson is Religious Education and you start from there'!

Parents liked the fact that children pray at St. Helen's:

'One thing they do here is pray .. when they arrive at school, before and after they eat lunch and then at the end of the day.. they teach them the Lord's way and bring them up in a multi-cultural school. What more can a school do'?

Many parents commented on the fact that St. Helen's is a multi-cultural school and were very positive about its diversity:

'Diversity here makes children get on well. There are never any racist comments... in seven years with my children here; I have never heard any comments. Parents get on very well. There is a kind of bond between parents and teachers. We support each other. They are always there for us and we are there for them. Teachers are helpful and parents are supportive.'

Incidents of bullying or name calling are rare. The senior mid-day meals supervisor noted however, 'If a child calls another child a name, I would ask them how they would feel if it happened to them and I explain that we should treat others as we expect to be treated'. Any such incidents are reported to either the headteacher or the deputy head to be followed up. St. Helen's staff go 'the extra mile' in their efforts to encourage pupils to consider the needs of others. An illustration of this was given by the Mid-day Meals Supervisor who recounted an incident in the playground:

'the death of a child's mother came up during an argument between two boys. I intervened and because this child's own mother had died, it brought it home to him what a horrible phrase he was using, (which he had brought in from the street). I know most of their mothers and I say to them 'if your mother could hear you now what would she say'?

The parent-governor believes that relationships with parents are very good 'whenever there is a school mass, parishioners are involved. Sometimes they would ask the school choir to sing, e.g. at the funeral mass of a parent who had died. People are aware of the links.' She sees herself as fortunate because as a parent, member of staff and governor, she is able to 'see the situation from all sides'. 'This school is like a family, one child leaves and a new baby from the same family comes in.'

Work With Parents / Carers and The Wider Community In Supporting The Education of Their Children

The school provides excellent support for parents in the education of their children. A Ghanaian father has children in Years 3 and 6 and also has a number of nephews and nieces in the school, talked about the school's 'open days' for parents.

'Every parent gets an appointment to see the class teacher; you can look through your child's work which is set out on the table. We check through our child's work and then discuss it with the teacher. If your child is doing well, you can see it. You can also come in at any time to see their teacher, without an appointment. At home, we help them with homework. I give them extra work to do, I get them to practise their times tables. Teachers tell you what to do but we give them extra work in the house, instead of watching TV'.

Parents appreciate the school's 'open-door policy' and the availability of staff 'at any time'. They commented that

'you come in any time in the playground, you just listen to them and have a chat'....
'teachers are with the children in the playground and you can see what is happening'.

The headteacher is easily available to colleagues and to parents for discussion, witnessing documents, letters of support for housing etc.

Parents are knowledgeable about the extra support the school provides through, for example Booster classes.

'There is really good support, pupils achieve and it pulls them up. When they get to Year 6 they get a lot of homework and they are well prepared for secondary school. They have homework diaries and we have to sign off their homework. We make sure they do it every day; never let them leave it till later.

Curriculum Provision and Organisation

The school has excellent provision for pupils with additional needs. Its early intervention strategies pick up children's additional needs from the time they enter the school and appropriate support is targeted. Teaching assistants have been trained to lead groups of pupils for ELS, development of handwriting skills, activities such as 'Word Shark' and 'Ghost blasters'. The parent-governor who works at the school as a teaching assistant and as a mid-day meals supervisor observed that many of the African heritage pupils are well supported at home.. whenever there is an activity to be done at home, there is a lot of support..... they want their children to achieve'.

One teaching assistant takes children for speech and language activities (following assessment by the Speech and Language therapist) and she explains:

'I am given targets and I have resources to use in accordance with their targets, e.g. comprehension for two Year 6 pupils... the two Year 5 pupils have the same targets so I match them. I attended a visual perception course last year because I was working with a child who was dyslexic and was colour blind, this really helped a lot, I can use the skills with other pupils. We have in-house training in ICT and we have had training in autism led by the Educational Psychologist and Speech and Language therapist. You learn so much. When we go on courses we have a particular child in mind, but then you realise you can use it with a lot of different children.'

A senior teacher co-ordinates the delivery of the Foundation Stage curriculum and Key Stage 1, with literacy strategy/numeracy unit plans and QCA schemes of work. She tries to use the outcomes from the Foundation Stage Profile to feed into Key Stage I. She carries out an analysis of outcomes and feeds information back to the Reception and Year I class teachers and to the head and deputy. In all areas girls are attaining more highly than boys.

'Right from the beginning we are aware of the achievement of boys and we try to ensure that boys are actively involved in what they are doing and we offer lots of outside activities'. 'We have extended the Oxford Reading Tree scheme to include non-fiction books because a lot of boys veer towards non-fiction. We monitor carefully the progress of:

- Boys
- Ethnic groups
- Summer born pupils

By giving children extra support in class, extra reading sessions before school starts, reading buddies (older pupils) who talk about the stories with them at lunchtime – any child not getting support from home is still able to progress.'

Teaching and Learning

Teaching styles and approaches to raise the achievement of Black African pupils

The EMAG co-ordinator considers Year 1 to be a crucial year for children and targets her own support to Years 1, 2 and 6'.

'I liaise with the class teacher and plan my work in accordance with these plans, for example, if Year 1 is reading 'Billy Goats Gruff' I deal with the 'size vocabulary'. I take the children outside and will sit on the wall outside the school and look at buses. We will identify very large buses, middle sized Lorries, (one of the children may point out a 'baby sized' vehicle) and so we will

have a 'baby size'. When we come back in they will tell the class 'we saw eight middle sized Lorries and three baby sized cars'. 'We might also go into the library and do the same thing with books, or with various people of different sizes. 'I will always take the children out if possible – yesterday we went to the National Gallery, we talk all the time, about everything.'

'I try to impress this upon teachers getting the children to speak to the teacher. Language is the highest priority.' 'We value the children's own language. I am amazed at how often the children do not know that they come from Africa and that they speak another language, but they see themselves as British'. 'It has been my observation, that those children who speak Ibo at home, have a much greater command of English'. (see poem by Ijeoma).

The Foundation Stage co-ordinator reinforced the need for teachers to be good role models of written and spoken English: 'Without the good role models of teachers then children wouldn't have the language to gain access to the Key Stage 2 curriculum and SATs.

In Year 6, the EMAG teacher develops pupils' vocabulary in fun ways for example, using the game 'True or False' or 'Call my Bluff', pupils are given words such as 'paraphernalia' and 'ambidextrous' and other members of the class have to decide whether their definitions are true or false. The aim is to enjoy and develop language. When teaching 'tenses: direct and indirect speech' the children will model telephone conversations having been given a particular scenario. Current and historical scenarios are given to pupils, for example: the Health Minister and Prime Minister being concerned about the health of children in schools... and a reporter from the Daily Mail reporting on this. Another example scenario was when Rosa Parks encountered racist attitudes/comments whilst travelling on a bus in the US and another passenger reports on this event.

An experienced teacher of 19 years at the school believes that they do so well with their pupils because of the core of experienced teachers. She feels for teachers she meets from other schools, who do not have that same stability of staff within their schools that St. Helen's enjoys. She attributes this staffing stability to the leadership qualities of the headteacher.

'The headteacher is astute at picking up on anyone who shows a bit of promise. We never have to advertise a job, he 'talent spots' people. We have good teachers. If you look at our staff we are ethnically diverse and we have two African teachers from Ghana, and a language support assistant, who speak Twi, Ga and French, between them, a Greek Cypriot, Irish, two Maltese, a Welsh teacher and two South Americans who speak, Portuguese and Spanish. We have worked hard to get a good mix of people who reflect the intake of our school community. No matter where children come from they do not feel it, because there are so many different groups with no dominant group. We have a lot of Africans but from many different countries. It is not intimidating for parents, because it is a multi-cultural school where people celebrate their cultures in a natural way, for example, Mrs. A might tell nursery rhymes in Twi, and teach children African games in the playground. We are multi-ethnic without making an effort – it's natural!' 'Everyone is valued for what they bring into the school; we use people's abilities and talents and share them with each other'.

The deputy headteacher, with years of experience to her credit continues to teach a Year 6 class and she delights in the challenges presented year on year. 'I plot and plan what the best strategy is to deal with the challenges which I will meet head on, as they will not get the better of me. That would be disastrous. If I have made a mistake I will tell them I have, and if I get something wrong I will apologise publicly. For example, using the interactive whiteboard, when it goes wrong, we have to work together. You need to get to know the children. I advise younger, inexperienced teachers to go easy sometimes because you do not always know what has happened to a child before they come to school. This is why it is so important that we treat children justly and kindly but we do not let them away with anything. Kids can cope with anything if you are fair, no matter how firm you are'.

A teacher (who describes herself as 'British-Ghanaian'), born and raised in Lambeth (attending Lambeth primary and secondary schools), finds that her knowledge of the cultural background and language of her pupils and parents a distinct advantage. 'I have visited Ghana a number of times and this knowledge is invaluable. Sometimes I can tell the children off in Twi and it reminds them that I know their parents and it shakes them!' I can move in and out of English and Twi and they are really surprised.

She brings her intimate knowledge of the children's home lives in to her teaching. For example when teaching the topic 'Food' she says 'I bring in foods they know, so the context has meaning for the children'. This teacher acknowledges the value of other British teachers learning more about the cultural background of pupils they are teaching. She supports Lambeth's school links initiative with Ghana. 'Visiting schools in Africa would help teachers to extend their ideas of how to teach African children. In terms of discipline, what the teacher says is the rule, they have the authority'.

With regard to her experience of going to school in Lambeth and teaching at St. Helen's she feels very much at home: 'the school is good because it recognises that different communities learn from each other. My faith is very important, I like to practise what I preach and I have a sense of belonging here.'

Leadership and Management

The leadership and management of the school are of very high quality and this was confirmed by Ofsted when the school was last inspected. The headteacher and his deputy have worked closely together for many years and are very well supported by a committed team of teachers and support staff. The very strong Catholic (Christian) ethos permeates all aspects of school life. The secret of the success of St. Helen's is teamwork (according to the deputy headteacher).

'Everyone is sensitive to the mission of the school, whether they are Catholic or not. Our children are lovely; they are very 'charactered'. We challenge them by putting them together and getting them to work as a unit. We give them responsibilities and let them learn the need for listening to other people. Team building exercises on school journeys help them learn a lot because the mouths do not always win, the thinkers do!

The outstanding commitment of the headteacher who has served at the school for 35 years and deputy for 29 years is shared by all staff and there are at least four other key staff who have spent almost twenty years at the school each. The headteacher is self-effacing and tends to minimise the impact of his own leadership, jokingly he comments that 'the secret of the school's success is prayer and Mrs Cox!' (his deputy). Many years ago, she had been commissioned by the Rural Dean to go to St. Helen's in Brixton as her 'mission'. In describing these events one is able to determine that she saw this as her vocation. The same compelling reason for coming to the school was described by the EMAG teacher who, twenty years ago, just after the Brixton riots, heard a plea for trained teachers to come to Lambeth, because there was a shortage of teachers.

She had given up teaching when she had her own children and had not considered returning, until she heard that broadcast. She registered as a supply teacher and found her way to St. Helens. Since then she, like other members of staff, has committed herself to providing the best possible education for some of the most socially disadvantaged children in the country.

Why have some members of the staff stayed at the school so long? The headteacher describes the school as:

'a meaningful place with a good atmosphere. People work together very well. I have always tried my very best to give non-contact time to people from the time I came here. I teach their classes music and French, and Year 6 Booster classes in English and Mathematics. That way I get to know the children and people know that I can do the job, but I never put myself on a pedestal.

He believes in enabling staff to contribute to, for example, curriculum development, but sets limits on the amount of time they stay in the school during any working week. He insists that teachers leave promptly after school on Fridays and if they arrive at 7.30a.m. he chases them out of the building by 5p.m. 'I try to show them that there are ways of working that mean they don't have to kill themselves'. Teachers are not encouraged to come into school during the summer holidays, although he and his deputy, the premises officer and SAO are in for part of this time.

The ability to create a 'stress-free' climate in a school in a challenging urban environment is a reflection of the quality of the leadership at St. Helens.

The Foundation and Key Stage 1 co-ordinator believes that people stay at the school because they enjoy it.

'People who were on teaching practice decided to stay here because they have had good fun. We have a lot of people wanting to come in to observe, they usually say they love it. People here are always playing tricks on each other.. make lots of disparaging but humorous comments. There's definitely not pressure, we bond together and are very supportive. You are not left on your own, those of us who are experienced we work on the inexperienced teachers coming in and we share expertise and support each other, especially with challenging children, we help out, we add an extra layer of support before it is taken further. People work together as a team.

In the early days of his headship, the headteacher described St. Helen's school as populated mainly by Irish children and then black children came in gradually. In 1981, he studied for an MA in Education with a special reference to ethnic minorities, because of his interest in this subject area:

'It gave us a great opportunity to focus on diversity', he recalls. In 1981 the Brixton riots did not impact greatly on the school, despite its location in central Brixton. 'I never remember teaching Black children here being an issue, but in 1983 the ILEA brought in people who told us all that we were racist... we were told that we shouldn't expect a black child's misdemeanour to be the same as a white child's. They said we had to make different arrangements for children of different cultural backgrounds. It is interesting how things have changed now. Trevor Phillips said that black people should take a pride in living in the UK whilst respecting their own cultural background. Commonsense people could see that before'.

The headteacher is passionate about the need to treat children fairly. He also describes the school as a family and that:

'each child is special and to make them as special as possible, you have to move them forward and educate them for life. Children from here harbour and remember a tremendous push from everyone, expecting them to do their work and to get on in life.

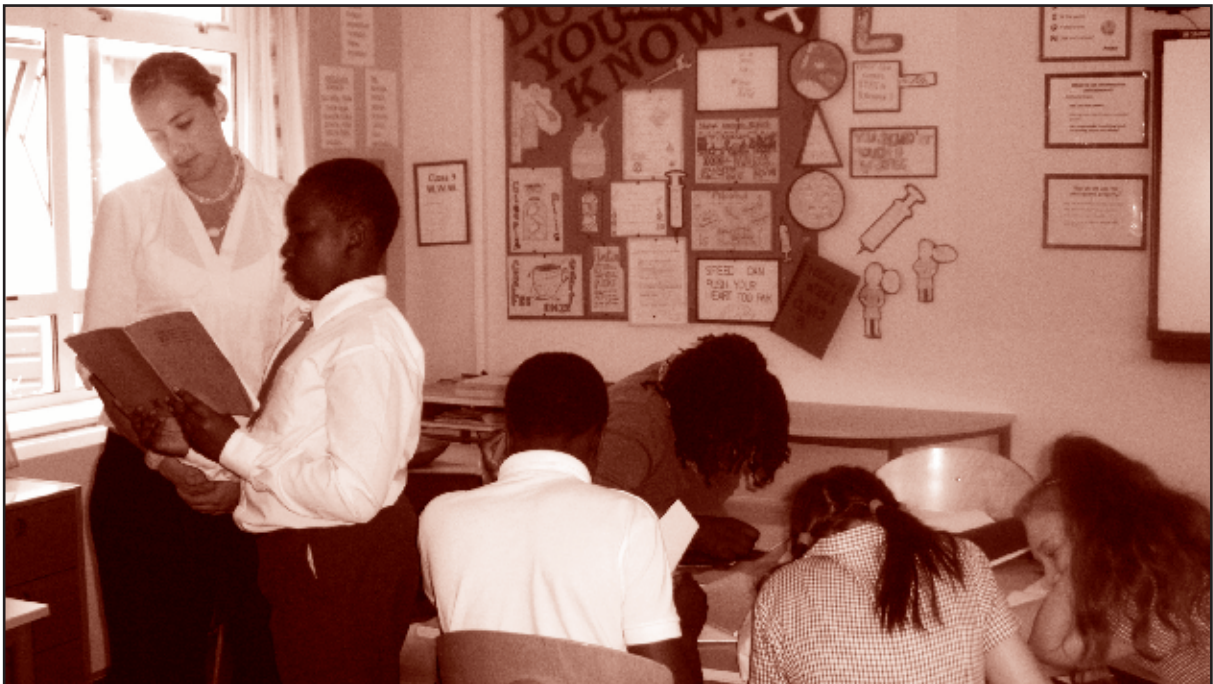
The headteacher and deputy head have an excellent working relationship and they share leadership, consciously or unconsciously, of the inclusive 21st century kind. With two-thirds of their pupils racially categorised as Black, the school environment is not a homogeneous one. The school's pupils, staff and parents come from all parts of the African Diaspora, as well as Europe and South America. It is often easier to leave people out than include them.

It takes more thought and intention to learn to pronounce names that are unfamiliar, or to listen without judgement to someone whose life experience has been very different from your own. Each of us has our own story to tell and we want to be heard, but we also need to listen to all of those stories, including the ones that seem quite foreign to us. That takes practice and effort – and sometimes years of experience!

Conclusions

Strengths:

- Outstanding commitment to the school by the headteacher and deputy headteacher and effective teamwork.
- Procedures for tracking, monitoring and supporting pupils' progress are very good.
- The level of care, support and guidance shown to pupils and parents is exemplary.
- Pupils are very well prepared to live and work in a culturally diverse society.
- Commitment to the highest possible standards of achievement for all pupils.
An inclusive, Christian ethos.



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© COPYRIGHT ST. JOHN THE DIVINE CHURCH OF ENGLAND PRIMARY SCHOOL

St John the Divine is a Church of England Aided Primary school, situated in the heart of Camberwell. It has 236 pupils (boys and girls) of which 26 are full-time children in the Nursery. It is a highly popular school with parents and there are always more requests for places than there are those available. The Vassall Ward, the area where most pupils come from, is one of the most disadvantaged places in London. Over 50 per cent of pupils are eligible for free school meals. The percentage of pupils with special educational needs is currently below average, although there are high numbers of pupils with English as an additional language and over 50 per cent of children in the Nursery are in this category. The pupils come from a very wide range of backgrounds, the majority being black British African (60 per cent) or Caribbean (just under 25 per cent). Home languages include Yoruba, Twi and Fante. Pupils' attainment on entry to the school is below what it should be for their age, particularly in the area of communication, language and literacy. The school has received the School Achievement Award four times in the last five years. It attained Beacon status in 2001.

Achievement and Standards

Pupils achieve particularly highly in English, Mathematics and Science; achievement in personal development is also very good; attainment in Music is high and the quality of singing is excellent.

The very high level of attention that staff give to pupils' individual needs and the very high expectations they have of them are the main reasons that pupils' achievements are excellent for all groups across the school. The majority of children enter the school with low levels of language acquisition and, overall, with skills, knowledge and understanding which are below the level expected for their age. They leave the school with standards that are well above average. It is the combination of exceptional personal achievement and the high rates of progress academically that lead to the standards achieved being so exceptional. Standards in Year 6 are currently high for English and Mathematics (and for some areas very high) and well above average in the work seen in Science. (Ofsted 2004).

In 2005 national KS2 test, Black African pupils achieved above Lambeth and national average showing an excellent performance in all curriculum areas. In English 100% of Black African pupils achieved level 4+, in Maths 93% and in Science 100%. The school also has excellent value added results between KS1 and KS2 and is ranked top 5 nationally.

Predicted End of Key Stage Results for Black African Pupils In 2005/6

Standards in speaking and listening, reading and writing are well above average by the end of both Year 2 and Year 6, with the more able working towards the higher levels. Overall, pupils' achievement in English is excellent, particularly by Year 6. Their very high achievement is due to several factors, including very effective 'expert' teaching, pupils' very positive attitudes to learning and the way language and literacy skills are very well promoted throughout the school. The high level of support by staff for reading, writing and speaking in almost all lessons has a significantly positive impact on pupils' attitudes to English. Children with English as an additional language do very well due to the strong personal support for their needs in class. Pupils' achievement in Mathematics is very good because of good teaching.

Significant Achievements of Black African Pupils In Other Subjects of The Curriculum

Pupils' achievement in Science is very good because of very good attention to practical work and pupils interpreting, in a scientific way, what they see.

Pupils achieve very well in ICT and reach standards in line with those expected for their age. Often, in graphics and word-processing, the skills tend to be at a high. Pupils excel in art and music because of the very strong programme of work provided, from when they enter the nursery through to Year 6. Pupils are taught a small range of instruments by experts who know how to make the work interesting and who inspire them.

Arrangements for Monitoring The Performance of Pupils

Tracking and Monitoring Individual Pupils' Performance and Evidence of Impact

The school monitors pupils' progress very well and responds positively to their individual needs. It knows precisely where they need help and keeps a careful check on the achievements of the different groups of pupils. Pupils with SEN are very well supported by class teachers, specialist teachers and teaching assistants with work that is very well matched to their particular levels and needs. Individual education plans are of very good quality and are taken good account of in teachers' planning. This helps pupils to make the best progress they can and to achieve well. (Ofsted 2004).

The school's monitoring shows that, from their starting point, pupils make very good progress, overall. Results in national tests at the end of Year 6 show that year on year pupils attain very highly. They attain well at the higher National Curriculum level by the time they leave the school. Given the picture of a lower level of attainment on entry than expected for the children's ages and the standard they leave with, overall achievement is excellent.

The children get a particularly good start in the Nursery and Reception classes where their progress is monitored very well. Before children start school in the Nursery, a home visit is carried out by two members of staff. At this early stage, the children's needs are identified so that when they arrive in school there are no delays in providing the appropriate support or intervention.

A strong self-devised base-line assessment is in place, as well as the national Foundation Stage profile. In addition, Nursery staff undertake regular observational assessments and meet regularly to plan and reflect on children's progress and achievement together. Targets are set with pupils and shared with their parents. All this strongly supports staff's understanding of where children are and what now needs to be done, and so maximises children's attainment and progress.

A writing sample is taken each term, in each class and marked in a staff meeting, targets are set and pupils are put into groups according to the group targets. Guided writing groups are used as a vehicle for moving children on. Every cohort has their own folder from Reception, which includes assessments in English, Maths, Science, ICT and RE. Starting with Year 6 and Year 2, targets are set for pupils and appropriate support identified by members of the senior teachers' team. The school's EMAG teacher and the SENCO meet with class teachers, especially new teachers, to make them aware of the stage of English the children are at, and the children are targeted as a result of this. The EMAG teacher who knows the children's home backgrounds well comments:

'the West African parents value education highly and this helps us to move on with their children because there is that support which makes it a lot easier. You set homework and parents are keen that their children make that leap. Parents will come and ask how they can help. Teachers are almost made accountable for that. One parent said 'some of the homework you are giving to my child in Year 6, my family saw it and a child in Year 8 couldn't do it!'

Support and Guidance

The very good care for pupils is based on Christian values, which underpin the day-to-day working of the whole school community. The school's commitment to ensuring that all groups of pupils are fully included in activities is very high; much personal support enables this to be successful. (Ofsted).

Pupils' personal qualities, including their spiritual, moral, social and cultural development, are very good. Opportunities for self-knowledge and reflection are excellent. The school's very strong moral code enables pupils to fully understand right from wrong. The school fosters excellent relationships and racial harmony. Diversity is fully celebrated and this makes a very good contribution to their understanding and awareness of cultures other than their own. Pupils learn to be good citizens, making a very strong contribution to the church and wider community. The pupils are 'hungry' to learn and behave very well. (Ofsted 2004)

Parents and pupils have very positive views of the school. Parents praise the school's work effusively. Pupils like their lessons and activities very much. Inspectors found relationships excellent. The school is vigilant in dealing with any unwanted behaviour.

(Ofsted 2004)

The parent of a child in Year 2, who has had two other children go through the school talked about the challenges of supporting pupils who live in the area.

'There are regular muggings, crack houses... I have been shot. There is a very depressed mentality. I would expect to lose the tools from my vehicle regularly. It gets broken into at least once or twice a week, in the end it was not worth locking the doors. There are 37 hostels in this area for refugees, ex-prisoners, children at risk, a lot of social housing and may be a lack of expectation that life will improve. Over the last ten years the area has improved though and now there is more of a sense of community and this has helped. A number of us adults got together and started tidying things up. It happens like this, someone paints their door and this spreads... if you smile at each other it spreads. The whole area then improves'. This parent has great regard for the school and points to the leadership as the reason for its success: 'my child can read the word 'establishment and she is only six'. She can read better than my wife!' 'My children do not have TV and so they do read a lot.. they draw and write. I do not want my child to learn morality from a scriptwriter's imagination'!

Another parent chose the school because it has a high percentage of black children. As a child she had gone to school in Mitcham, where she was the only black child in her class, she wanted a different experience for her own daughter.

'I wanted her to go to a school with more black children and a school with less than 250 pupils. This school had more black children. I didn't want her to deal with questions about her colour or hair or skin. She would always be around other little brown girls. The media and everyone else define them as black.. she says things like: '... thinks she is white because she has a mixture of parents because her mother is Asian and her father is white. I veer towards having predominantly white friends because of my work, but I heard someone yesterday at Brixton Rec.. (both women from Jamaica).. one said 'If I didn't know you we wouldn't want to know you because you are like a Black 'Stush' (a middle class Black person). 'My friends are professionals, actors, and I tend to veer towards people in the Arts. My voice and my face don't match. I am a great believer that speech is an important factor in your success in life. Your pronunciation and words will stand you in good stead as you get older. How you speak does more to pigeon-hole you than anything else. I cultivated my speech from watching black and white films on TV'.

'My child's father is Nigerian and he is very focused on learning. He never says 'I haven't got anything to do', he is always improving his skills-set. This definitely is an African thing; it is like that in Jamaica too. My family in Jamaica have all gone on to Universities in the United States. It was more of a struggle in my father's generation to get into a University here. In Jamaica they have the same system as here.'

The contrast between her husband's experience in Nigeria, her cousins' way of life in Jamaica and her own in the UK struck her, because the expectations of success were so much higher in Nigeria and Jamaica.

'My cousins were always going off to do extra things at school, also Church is very important in Jamaica, and all of my uncles are pastors. When I was doing my Access to Teaching course, (in London) one mother in particular had a problem with her son. She had three children and all were very intelligent, she had put a lot of work into them. Her son was further ahead of others in the school because of what she had taught him. At school he was left to his own devices and consequently got bored and started messing about. She had him assessed which showed he was further ahead than other children of his age and he had a high IQ. I think this is a problem'.

Why is this school different? 'It's about team work and leadership. The children here have good mentors and peers. They get loads of homework, more than children in other schools. Their parents ask for photocopies of my children's homework'.

'On my Access course people said 'white children get treated more favourably'. 'In this school a teacher is looking at a class of equals because they are all black. If you are black that is against you, whether you are a boy or a girl and a basic education is no longer enough with just A Levels. Without a degree you cannot get a basic job. I do not want my children to think I failed them by not pushing them to get the best for them. My parents didn't do it for me, they were too busy. I was their child and it was down to them to push me as far as I could go. They forgot about their children's education and their problems became more important'.

Teaching assistants are aware of the challenges some parents experience and advise them with strategies for helping their children. Also, as committed Christians, they pray for the children they work with, especially those with special educational needs. One teaching assistant gave the follow example of how they help parents / carers:

'I observed that a child was hyper on Mondays and when I saw his dad, I asked him to be aware of what his son eats and drinks. I advised him to let the child's brothers and sisters watch him and what he was eating and drinking. Teaching the older brothers and sisters to be aware of

their brother's needs. We present this in a caring and positive manner. Because of our different cultures we are able to put across messages without making them feel inadequate. There is consistency in the messages and this helps us with our community. Unity is important'.

It all goes to Mr C. Parents say he is a very hardworking man, he is never in the office, he spends all his time going around to make sure that the children are being taught properly and are well behaved. These children come from a home to a home, because of the love we show them. This is helping them with the skills they will need for the world out there. Our job is not just a teaching assistant. We are one body with many parts to play.'

Pupils' Views About Their School

An example of outstanding practice in encouraging children to reflect:

Each day pupils (and their parents) were invited to reflect on a thought or poem which was written on a whiteboard near the entrance to the school building. Handwritten texts were chosen very carefully; many had a strong religious, moral or social theme. These were highly thought-provoking, but also generated pupils' interest and discussion with one another, their parents and staff. Pupils wrote their responses to a question about the 'thought' in speech bubbles, for instance, saying where they thought God was, how loss could be coped with, and what beauty was. Discussions with pupils indicated that they valued the texts/poems very much and that these helped them to think about others and the world around them. They welcomed the new 'thought' each day, looking forward to seeing what it was, and even some of the youngest pupils produced insightful comments. It gave them a great sense of 'belonging'. (Ofsted 2004)

When asked about this sense of 'belonging' the children commented:

'This school is fun and we are highly educated. Also it is a disciplined school, but fun at the same time. Everyone who comes to our school settles in. We pray for the people that leave our school and for the new pupils who come. We pray that they will settle in well and they do. They make a lot of friends because people make them feel welcome. Our headteacher chooses particular people to look after them.'

'In our school there may be more black children than white children but we still make friends with different races. In some schools children might bully others. My friend goes to another school and she gets bullied because she is African and the other children are English. She told her teacher but they didn't do anything about it. She has now left that school. There is a mixture of races among our teachers and we could go to the teacher and they would do something about it. I have another friend in a school who is being bullied because she is a Muslim, so she plays by herself – she hasn't been moved.'

On the question of whether black teachers have a special role to play in raising the achievement of black and ethnic minority pupils, the children had this to say:

'It is nice to have a mix. Because Mrs A talks to me and my friends, she will speak to us in our language to encourage us to speak Yoruba and then she will tell the rest of the class the same thing in English or Patois. My mum speaks to me in Yoruba and Twi. She talks with my aunt and I pretend that I know what they mean.'

'My mum speaks Patois at home and she encourages us to speak it too.'

How would you describe your own identity?

'I would describe myself as Nigerian born in Britain.'

'I wouldn't say I was English or a Ghanaian person. My dad might say 'you are English because you were born in England' but my mum might say 'you are Ghanaian'.

'I would describe myself as a British citizen who speaks Patois and English'.

In general do you see school as relevant to your life?

'In RE we learn about other faiths, e.g. Muslims and when I was younger I thought, 'Why are we learning about this because we are Christians not Muslims? Now I know that when I grow up and become a doctor, I need to know about all kinds of different people'.

Curriculum Provision and Organisation

Any Significant Changes In Curriculum Provision and Organisation

The outside space has been developed very well to provide extra opportunities for play and curriculum use. For example, the school garden provides pupils with opportunities to further their learning in Science and for the younger pupils, further opportunities for creative play and physical development. There is a small amphitheatre where Shakespearean plays are performed. Resources are plentiful and used well to promote pupils' learning across the curriculum.

There are a wide range of after-school clubs, music, dance, a choir, music ensemble and 'A Chance to Dance'. Visits to museums, galleries and places of interest are organised by a co-ordinator. Every half term a visit is planned linking to various aspects of the curriculum.

Teaching and Learning

Teaching styles and approaches to raise the achievement of Black African pupils

The quality of teaching is exceptional. High quality planning takes full account of the needs of all pupils and ensures that work is very well matched to these. Exceptionally strong introductions capture pupils' imaginations. Staff manage pupils exceptionally well, give them very high levels of encouragement and expect a great deal from them. Pupils work exceptionally hard and productively. Teaching assistants know the pupils very well and provide very good support. (Ofsted 2004)

In an observation of a lesson in a Year 1 class, it was clear to see why the excellent teaching has such a positive impact on children's learning. The children enter the room almost imperceptibly and sit quietly on the carpet. They are very keen to learn and respond readily to the teaching assistant calling out their names from the register. The teacher has planned and prepared a lesson which is very well matched to the pupils' abilities and consequently they join in confidently. There is a strong and highly effective emphasis on speaking and listening as well as literacy. This ensures that from very early on pupils' know that they are expected to offer ideas and that their ideas will be valued and listened to. In a Year 4 class the teacher's skill using the interactive whiteboard to incorporate pupils' responses directly onto the screen, engages their interest and increases their participation in the lesson.

Teaching assistants play a very important role in the school and contribute significantly to the excellent teamwork. They talk enthusiastically about their roles and are a very skilful and informed group of staff who plan lessons closely with teachers. The school has a diverse staff group which includes teachers and teaching assistants from West Africa and the Caribbean. Their commitment and dedication to the children and their parents is commendable and their knowledge of the community they serve is an asset to the school. One teaching assistant describes it this way:

'African parents remind their children of where they come from and to respect their elders and their teachers. Here I treat all the children as if they are my own, if I see them going astray. People here give 100% of what they have got to benefit the children.'

A teaching assistant who works with a statemented pupil compared this school with her experience of teaching in a local Secondary School:

'here their expectations are of one accord – everyone is expecting the same from the children and that is why their behaviour is so good'.

One of the reasons that relationships are so good between adults and children is the informal interactions that teaching assistants have with parents. For example:

'we talk to parents in the morning when they drop off their children – sometimes parents come to us rather than the teachers. We the teaching assistant's see things that the teacher may never see. We always see what the children are doing, not that the teacher doesn't, but she is teaching. We also work in the playground'.

Teachers are also knowledgeable about the pupils and adapt their teaching methods very well to meet their learning needs. One teacher commented:

'with our target groups there are common issues or recurring themes that we do by second nature in making sure that children can access the curriculum. That's when we work with other teachers and TAs to make sure that they are not being left behind, bringing in their experience. We try to make sure that we are not just trying one teaching method. We use a variety of methods and we also take on board the very able pupils. We have a lot of resources such as other adults which we use to help these children do well. We have gifted and talented Maths and Literacy groups. The management is also a part of this. The headteacher takes Year 6 less able pupils for Mathematics and Science and this gives the classteacher an opportunity to focus on the middle group. The EMAG teacher works with reading in Year 6. Teachers have as second nature that they must not forget the higher attaining pupils.'

Teachers highly value the expertise of the teaching assistants, which extends to art, music and SEN and use it very effectively to enhance the quality of provision.

Leadership and Management

Critical strategies or factors for school leaders to consider in raising the achievement of Black African pupils

The headteacher has made a considerable difference to this school. In the eight years the headteacher has been leading the school, the provision has gone from strength to strength. It has changed from the place where pupils' behaviour was poor and standards were low, to a place where pupils reach high levels of attainment, behave very well and where they achieve exceptionally well from their starting point.

The headteacher's inspirational leadership has resulted in a highly vibrant learning environment, built on a foundation of very strong Christian values, very good relationships between staff and pupils, and an excellent commitment to high achievement and inclusion. (Ofsted 2004)

It is never easy to exercise authority. Those who routinely do exercise it can either be too controlling or too frightened of intervening; frightened of conflict and other people's freedom. When one is in a leadership position it is not easy to be wise, compassionate and yet firm. Some people always seem to be in opposition to authority and not everyone can be happy with decisions.

In my discussions with parents, teachers and children, the outstanding leadership of the headteacher was identified as a key factor in the success of the school. The qualities mentioned above, wisdom, compassion and authority are a tricky combination to juggle, as parents have noted with regard to the headteacher:

'He has made a phenomenal difference to the school. The teachers have told me that they feel supported, stretched and valued as part of the team. My middle daughter had an interest in English and he bought her a book back from the Globe Theatre because he knew she liked Shakespeare. The school develops personal relationships and a real interest in the children. There is a personal relationship between teachers and children not just an authority thing, although the authority is there, it is tempered by humanity and caring'.

From the main road outside the school, the premises look dismal and uninviting, however when you enter inside, the environment is beautifully clean with superb displays of children's work. Parents commented:

'As a school building, it is fairly dismal outside, not much of a playground, with little space. However these are not the indices that make a difference. It is the quality of the leadership which is particularly good. I would say he has a deep and abiding faith of his own... enabling young minds to blossom'. 'When I look at the headteacher, I see that he is expecting parents to be grown up; he makes his expectations clear.. for example if your child is late, you notice that they make note of it, there is an expectation that you will take that duty seriously. Culturally time keeping can be poor and these things are not allowed to slip. Little changes breed other changes'.

Another parent confirmed the headteacher's expectations of parents and pupils:

'We chose this school because of its results and the headteacher's ethos. He makes children walk into the school and if they are making too much noise he picks up on it. He commands complete and total respect and co-operation with the school's way of doing things. I went to school in the 1970's and I was let down very badly. He expects everything from all pupils regardless of their background. I left school extremely pushy and it took me a long time to learn about how to co-operate in this society'. 'He is very clear about expectations e.g. uniform and behaviour, parents are not allowed to take their children on holidays during term time... parents are compelled by polite pressure to support the school'.

The skill of engaging parents as partners in the education of their children is a quality of the leadership that does not go unnoticed by parents:

'I was told that my child aged six wasn't reading. This was a wake up call for me, as I wasn't spending enough time with her and she had an au pair who didn't speak much English. I got a sense that everyone supporting the child was being brought into line.' 'I have been disciplined...you have to get the uniform together, it's no longer about me, and it's what the school needs.. the homework has to be done!'

The headteacher's quiet yet firm, authoritative manner, impacts on older siblings who sometimes come into the school to collect younger brothers and sisters. Their behaviour can cause some concern and the headteacher's skill in managing these pupils as parents have observed:

'He manages to get the tallest, biggest youths to calm down and see his point of view, he does this quietly; people cannot help but respond to being shown politeness'.

Parents have also observed the politeness and respect modelled by other adults in the school:

'teachers respect the children and do not see them as an inconvenience. The headteacher sets a very good example to the other staff'.

The quiet authority of the headteacher and his excellent relationships with parents and the community are a key factor in the recruitment and retention of excellent teachers. They feel very well supported:

'I have only ever taught here. One of the reasons I have stayed, is that you are not questioned professionally by parents, (this is also from the management). Teachers are never put in a position where they feel threatened'.

Teaching assistants (one is also a parent of pupils in the school) feel very much a part of the team and they speak of the unity that exists within the school:

'I have worked in other schools and here the expectations are of one accord. Everyone is expecting the same from the children and that is why their behaviour is so good. It all comes down to the headteacher. Parents say he is a very hardworking man; he is never in the office, he spends all his time going around the school to make sure that the children are being taught properly and are well behaved.'

What prompted a successful headteacher of a large school in Croydon to come to a school which was in 'special measures' nine years ago? He saw the post advertised as a 'Challenging School – inexperienced headteachers need not apply'. His decision to apply was borne out of a sense of vocation which comes from his Christian faith and his upbringing. He attributes the success of the school to its 'team ethos' which has always been a strong feature:

'The very strong team ethos was in place when I arrived. I was not aware until I got here that the school wouldn't have moved forward without it. Some people left straight away. It wasn't just a strong team ethos however; the deputy headteacher had a lot to do with this. I am the sort who leads from the front, but she is the shepherd who makes sure everyone is OK. I have tremendous respect for her. She is so willing and never fusses.'

The headteacher still has a teaching timetable:

'It is crucial to someone who is very 'hands-on'. By continuing to teach myself, I think I am more sensitive to the pain of it and the difficulties. Teachers respect the fact that I do teach and they value it and they know I can do it reasonably well. I think models are very powerful and the way you talk to children in front of other adults. When you do it wrong it is undermining for the school. The quality of the teaching and what the children learn is our core job.'

What does the headteacher think about the issues around boys and writing?

'I have never understood why there is a problem. I think it is because of the quality of teaching and the expectations we have for each year group. We do say what we expect children to be able to do in each year group and if they are not we deal with it. Boys maybe forgiven for not focusing on writing at home or for playing around and acceptance of poor behaviour at home. What they discover at school is that those expectations will not be allowed and then they discover that there is a sense of enjoyment from achieving'.

What about other influences beyond the school gate?

'If we can get children by eleven and give them a strong belief in themselves and the ability to back it up and more than hold their own. To demonstrate to the world that the things they have to offer are wonderful, then they have a chance against the powerful influences over them. Ten years ago schools like ours did not give children that chance.'

'Outside the school these children meet up in the street, in the park and on street corners and influences are extremely powerful. If the home and school are delivering similar values, then children are fairly safe. I have seen older children coming to collect younger children and I have asked them to leave the school and some will swear at me in front of these little children'.

The challenge of maintaining very high standards year on year is one that occupies the headteacher's thoughts:

'In order to do as well as we are, we have to do it on a daily basis. You carry around an image of your school – it's as if we are on a platform. I see the dips more clearly than anyone else and I know what the signs are and know what to do about it. My colleagues will know when I am worried about something. I check this against them and they will either agree or not. I get closeness from that teamwork... but it is not always comfortable, and it is challenging. It is hard to be supportive and being supported. It is demanding personally and professionally when people feel able to disagree. In the senior teachers team meetings we discuss regularly the 'big picture' and organise strategies, sometimes we plan for it, sometimes we make a mistake, retrieve it and deal with it'.

Part of the exceptional ethos of the school is the headteacher's and senior management team's constant critical evaluation of how well things are done and how they can be better. This approach has a very strong impact on the pupils' view of themselves and their self-evaluation of their work. Because of this, they, too, strive very hard to do better. Senior staff inspire pupils and other staff with their exceptionally high level of determination and enthusiasm.

Conclusions

Strengths:

- The headteacher's inspirational leadership enables the school to be highly successful.
- The very good care for pupils based on Christian values, which underpin the day-to-day working of the whole of the school community.
- The excellent ethos of the school.
- Staff who have the highest commitment to ensuring that each individual pupil does his / her very best.
- Personal relationship between adults and children.
- Excellent teaching and staff who inspire the pupils and give them every encouragement.

6. ST. JUDE'S CHURCH OF ENGLAND PRIMARY



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of pupils have English as an additional language, which is below the Lambeth average. 2.4% of pupils have statements of special educational needs which is above the Lambeth average and well above the national average.

St. Jude's is an oversubscribed Church of England Primary School with excellent links with parents and the local community. It is part of the Parish of St. Matthews with St. Jude in Brixton.

Approximately 23% of pupils are of West African heritage, mainly from Ghana and Nigeria. Over 57% of pupils are of Caribbean heritage.

Achievement and Standards

At KS1 Black African pupils progressed above the Lambeth and national average. In 2005, 70% Black African pupils attained level 2B+ in writing, followed by 80% in reading and 80% in Maths. The performance of the school overall at KS2 for English and Maths and Science since 1999 is impressive and has improved from 60% to 90% level 4+. Black African pupils have shared this improvement rate. In 2005, 78% achieved level 4+ in English, 89% in Maths and 100% in Science.

Predicted End of Key Stage Results for Black African Pupils In 2005/6

100% of African pupils are predicted to attain Level 4+ at the end of Key Stage 2 in End of Key Stage Assessments.

Significant Achievements of Black African Pupils In Other Subjects of The Curriculum

The school's values and high expectations help pupils to develop respect for themselves and others. Their confidence, self-esteem and developing maturity and self-discipline are a result of the school's very good provision for their social development.

The school offers its pupils a very good and varied curricular experience. It holds a Gold 'Artsmark' award and there is a post of responsibility for promoting and maintaining links with the Arts. Pupils have many opportunities to enjoy and perform music in school and in a wide variety of settings. Music is very important to the school's vision of high achievement in a rich and varied curriculum. The deputy headteacher believes that the major reason that St. Jude's is a high achieving school is because of its good relationships and very high expectations of the children:

'The two go together. The classroom environment has to be so good that the pupils are motivated. We do not go along the lines of 'the child cannot do this They can!' 'They may not be able to when they come, but we teach them. We show them we can teach them'.

Examples of these high expectations are the assemblies presented by children in the Reception class who recite poetry to a school audience.

'We constantly build confidence and independence, and instil a 'can do' attitude in the children. We give them responsibility and make them reach higher than they have achieved before. The big focus we have on the Arts, performing, speaking out to an audience, means they see themselves as achievers. We give lots of verbal praise such as: 'do you know you are the best class in the school'? or 'this is the best school' and 'you will be a lawyer because you came here'!

The range of opportunities the school provides for children to achieve is extensive and includes 'A Chance to Dance' with the Royal Ballet, workshops by the Royal Philharmonic Orchestra and opportunities to perform at the Royal Festival Hall. The school recently took 70 children and parents to a performance of the 'Nutcracker' at the Royal Opera House. Teachers are always seeking ways to enrich the lives of the children and will always 'go the extra mile' in this respect. The deputy head explains this commitment:

'As teachers we want to do our best for the children, and you end up giving an awful lot of yourself, you get embroiled and you make sacrifices for the children.. when we were putting on a performance of the Lion King, I took the children to see it in the West End. A child had the opportunity to audition for a part but her parent couldn't take her, so I took her.' Commenting on the Extended Schools agenda, the deputy reflected that: 'School has replaced Church in society and the government is expecting schools to instil values that the Church used to instil. The Extended School is designed to take over parenting, but it will only teach children how to be institutionalised. It won't help them to know about parenting'.

Arrangements for Monitoring The Performance of Pupils

The school's systems for assessing the achievement of pupils and monitoring their progress are very effective, and the school uses them to plan interventions to raise the achievement of every pupil. (Ofsted 2004).

The deputy headteacher describes the school's methods of tracking pupils' progress as follows:

'We look at the whole class and will identify individual needs and from there we look at why pupils may not be able to achieve, because of language needs or whatever. In Reception and Year 1, there are class targets for speaking and listening etc. Currently I am looking at the higher attaining pupils in Mathematics in Year 2 and Year 6, and am working on data handling with pupils in a number of classes. Sometimes teachers will teach to their strengths and with changes of teachers, even if pupils' progress is checked it is a constant battle to keep expectations high. We have to do little tests with new teachers, e.g. 'what language does so and so speak in your class'? or we suggest 'when you do your parents meeting, find out about where the children are from'. This is how schools fail, because teachers do not go to the trouble to find out about the children, it's all about whether you teach because you love it or because it is a job'.

Support and Guidance

Relationships between pupils and staff are very good and pupils are very well monitored and supported. Staff know pupils very well and pastoral care has a very high priority. Pupils feel nurtured and secure. Pupils trust and have affinity with their teachers and readily confide in them when they are worried or upset. Older pupils support younger pupils in work and play. Induction arrangements for new pupils are very well managed. The school works very closely with the local nursery and regular staff visits take place across the year. Reception children attend school concerts and sports days. New parents are given a very helpful introductory booklet and are made very welcome in school. Pupils are closely involved in the school's work and development. Their views are sought through assemblies, suggestion letters, class discussions and the school council. Pupils' views are valued and where appropriate acted upon, improved play area facilities being an example. (Ofsted 2004)

The parents we spoke to came originally from Uganda, Ghana and Nigeria. They were full of praise for the school and emphasised the importance of education. A parent whose older son and daughter attended St. Jude's many years ago and now has a child in Year 5 explained why parental support is important:

'Parents need to support teachers at all stages of the children's lives, they need to work together. This school is based on the Word of God – it is a Church school. It teaches children knowledge of the Word of God, so children will grow up well. God gives children the brain, but the parents need to support teachers with homework, to check up on what children are doing in class. I have seen this from the beginning in this school. This school doesn't allow families to ignore children'.

A Ghanaian father also stated the importance of the school in supporting his Christian faith and values:

'Being a Christian I always wanted my children to attend a Christian school. Character-wise they are very disciplined like most Church schools. I have family and friends with children in the school and I see how they take their studies seriously. I am trying to instil into my children what my parents instilled in me, I always tell them to work hard in school and listen to what the teachers say and I always help them with their homework. The workload of the teachers is too much now, they cannot teach everything in class, so they give us a weekly sheet of work to do and it's up to parents to give additional help. Back home we don't have the chances we have here, we do not have the facilities and yet we expect children to work hard, so with the facilities here you should do even better'.

A parent from Uganda shared these views:

'Teachers are working hard, they are good. They are always helpful and they do their best. After school teachers are always there to listen to your problems. Even if teachers do not understand the African culture, if the teacher is good, they can help the children. Education in Uganda is good, they really teach children well, they test them and they teach the whole class together, rather than in groups. In Africa education is the ticket out of poverty, whereas here they do not need to work, back home if you want to be somebody you have to work hard and go to school. If you want a better life you have to have education. Education is more important than money. When you educate yourself you can get whatever you want. Through British colonisation education came to Africa and the system is still working well there'.

On the question of how these parents defined their identity, they all saw themselves as African rather than Nigerian, Ghanaian or Ugandan.

'We are Africans it doesn't matter which country ... I identify myself as African. We are trying to combine the British culture with the African culture, it has to work together, but always we have to try to instil into the children where they are from, so they do not lose their African identities. We have to instil their roots but still they have to embrace the British culture, it has to go hand in hand. Because Britain came to Africa to give Education, now Africa has come to live in Britain, so we have to live together, you cannot say black or white, because God created black and white, they are the same with the hand of God, but character is important.' All parents agreed that respect was important: 'We are trying to learn the British way of life. We would always try to teach children to respect their elders. Older British people knew about respect, but not this generation. Now they do not know how to speak English properly. I think the government inspectors need to go to Africa and see how things are working, if you just take teachers it will have limited impact, but if you take inspectors, that can really make a difference. Sometimes I take my children home to see how people live so they can see that they are fortunate, when they compare the two. Sometimes our parents come over here to visit and they try to talk to our children about life in Africa.'

The transfer arrangements for pupils to secondary schools are excellent. Parents were complimentary about the arrangements that are made to keep them informed of how they can prepare their children for the next phase of education. As well as academic records, visits take place across the year and pupils attend secondary school concerts and sports days. The school advises parents about their choice of secondary school and helps them in preparing work samples. The transfer arrangements ensure good continuity in pupils' education. The school makes every effort to involve the parents of pupils who speak English as an additional language in all school activities. Staff, pupils and parents who speak more than one language support parents in translations and interpretations when required.

Curriculum Provision and Organisation

The school provides a rich, varied, broad and exciting curriculum for all its pupils. The curriculum provision is very good because the school provides a very wide range of purposeful curricular opportunities that caters for the needs, aptitudes and interests of all the pupils. A wide variety of school visits and visitors, and a very good range of extra-curricular activities enrich pupils' experiences and motivates them as learners. (Ofsted 2004).

A member of the leadership team with responsibility for the Arts is passionate about 'educating the whole child' which he believes St. Jude's has successfully managed to hold on to, despite competing priorities.

'We like to offer as much as we can with regard to the Arts, poetry, drama, music in many forms and dance. We like to work as a whole community and expect a lot from our parents, who have performed in the Poetry competition, taken part in Salsa Dancing classes and have their own Gospel Choir. We not only ask them to help us in preparing food for International evenings, but to be actively involved in learning something themselves. For example, they will come up with ideas such as Salsa Dancing and we will support them by finding a Salsa dance tutor. We support them but expect something back. It is the same with the children at St. Jude's. They are so confident, but we support them and given them the guidance they need'.

The school employs specialist music, dance and PE tutors which they use as an opportunity for class teachers to develop their own expertise, knowledge and skills. Teachers are required to be present in these lessons in order to learn.

The Arts curriculum underpins almost everything else in the curriculum, because it provides the experiences for the English and history and geography curriculum. On the question of how the school can sustain the Arts curriculum with the turnover of staff inevitable in inner city schools, he responds:

'It is growing – it's already there, as long as you have a core team of people, new staff get immersed in it and take it on board as well.. it will be sustained while we are here.'

The school has excellent links with other Secondary Schools and Primary schools. The Arts co-ordinator arranged Inset for the whole staff at a nearby Secondary School with Arts College status, and the school's Art teacher visited St. Jude's to help them with ideas for visual art themes. Year 6 pupils will be visiting the school for art workshops and another secondary school for drama.

The Arts co-ordinator feels that the support of the headteacher and other members of the leadership team are vital:

'Here we have looked at the curriculum and we now plan in a more topic-based creative way, making the links between subjects, whilst still addressing all the Learning Objectives. I always look to see what the children can bring to the topic. If you do it every half-term you can then ensure you have everything covered in one year. It can be done!' 'Unfortunately the National Strategies frightened some teachers – even good teachers, they thought they couldn't teach that way and so they left the profession, taking all that good practice with them. Their confidence and judgement was undermined.'

The Arts co-ordinator believes that good teachers are born... 'I would be confident enough to make an initial assessment of a teacher's potential'. Nevertheless, teachers can be shown how to plan their work with the child at the heart of things. He describes the school as a 'learning community' where people (teachers, children and parents) are 'held' to enable them to achieve their potential.

The school's links with a school in Ghana have enriched the curriculum and exchange visits by members of staff from both schools have added great value. We wondered to what extent the children respond differently from projects on Ghana (Year 5) or Benin (Year 6). The Humanities co-ordinator reflects that:

'It varies; some children do not come with very much information about Africa. They generally enjoy History and Geography. We have the links with Ghana so it makes it special. They are fascinated with it. The visit by the headteacher and senior teacher from Ghana was wonderful because we have lots of children from Ghana and their parents, so it was nice to see where their fundraising had gone.. it brought it to life'.

The curriculum leader for English, drama and MFL revised the unit of work on Ghana in the geography curriculum which was rather skimpy and difficult to teach:

'I did not feel that it taught enough about the diversity of the continent, no sense of awe and wonder and I thought the children could enjoy it more. The first half term is now entirely on Africa and then on Ghana, so that children will have a sense of Africa as a whole and Ghana in depth.'

An example of the cross-curricular planning is shown in the choice of texts in Literacy chosen which include Ghanaian folk tales: 'The Garbage King', 'A pride of African Tales', 'Fly Eagle Fly', (books recommended by the Heritage Writing Project at CLPE which she attended). There is an African theme in art (they will make African prints), and in music and dance and DT. This curriculum leader identifies two important elements in curriculum planning:

'A lot of children have African heritage so they need to share their cultures, secondly there is a need to redress the image of Africa as being a continent of problems. We discuss the way Africa is portrayed in the media and promote a more positive side.'

She believes that education needs to be more 'child-centred':

'Not in the 1970's 'woolly sense', but how what you are teaching relates to them. Children here are confident to share. Sometimes as a teacher you need to make the links explicit to children because they do not necessarily make the links between the books and themselves. The children have been open and happy to discuss their heritage and culture with me. In evaluating you can say.. 'I intended this.... but I could see that the children were more interested in this'. I now have confidence and feel secure about adapting the curriculum. This school is good at developing children's confidence, it's the same with the teachers, and it develops our confidence'! 'I went away from the Literacy Strategy and Lambeth's schemes and I now look at the text first. You have to love this text, if the children are going to and the Learning Objectives will fall off naturally.... not 'death by extract'!!! 'A structure needs to be put in place in London schools to ensure the content is relevant to the pupils.'

Teaching and Learning

'Teaching and learning are good and assessment is very good because it lets pupils know what they are aiming for and how they can improve. Teachers have very good subject knowledge and very high expectations of standards and behaviour. Their planning is very effective and ensures that all groups of pupils achieve well. Teachers have excellent relationships with their pupils and this motivates pupils to work hard. Teaching assistants play a crucial role in helping pupils participate fully in lessons and making sure they do as well as they can.' (Ofsted 2004).

The deputy headteacher explains the importance of high expectations:

'I really believe that any child I am teaching can do better. I say to them: 'I believe you can do better than you think you can... I know you can do it, I am going to have to work you very hard.. I can get you to this place'.
'You want to see them achieve so much, this is why we are here we want to see them achieve. It is may be easier in some white middle class schools; we need the best teachers here where it can be challenging. You know they can achieve if only they can be given examples of the good models of practice'.

With regard to the learning styles of African heritage pupils, the Reception class teacher comments:

'African children have help from home, it may be formal and a lot of rote learning, but many children cope well with that. Parents are very keen that their children learn and some pupils are very highly motivated, often the very bright ones and they want to do well. They are generally motivated from home and are willing to sit and listen. Following instructions is an issue, but it depends on the cohort of pupils. We are using the Second Step PHSE programme which focuses on this and is developing well throughout the school'.

Leadership and Management

The leadership and management of the school are very good, and the leadership of the headteacher is excellent. The headteacher, senior management team and the governors share a vision and create an ethos in which expectations are very high. Key staff play a vital role in leading subjects and this team approach has contributed to pupils' very good achievement. (Ofsted 2004).

I questioned the deputy headteacher about teacher recruitment. Was it necessary for new teachers to have had experience of working in a multi-cultural school?

'I came to St. Jude's thinking all black people were the same; I didn't know the difference between the West Indian and African cultures, now I see all the differences between all the

African groups. I have learnt because the headteacher has informally raised issues because she is aware. It is done constantly on an informal basis, through food for example, if we have Jollof Rice, she will say 'this is an African dish – from West Africa'. It's about teachers picking up on it and doing it themselves. If I know a child has been on holiday to Ghana I will say 'who lives there – can you speak the local language?' 'When we hand children over to the next class teacher, we give the teacher the child's language and country of origin. At the beginning of every year, we get them to write about themselves. We put up their picture and their country of origin, or their parents, or the language spoken and then we talk about them.' 'We are not a 'P C' school and maybe that's a good thing. I am not scared to say to a child 'your parents are from Africa so you should know about this'. In some schools they are scared to even say black or white, we do not 'tip-toe' around, that can almost be detrimental. We do not fall into the trap of being careful. This learning curve is critical. When you know the children's culture, you understand that parents want them to learn. Parents listen to the teacher and they show respect, they go to Church as well and there is still that respect that isn't taught anymore. When you can say to them 'I know what your parent would say' you know it will make a difference. It's good to know their backgrounds because it works in your favour.'

What makes a good teacher?

'None on the list of 'Characteristics of good teaching'. No child is going to say they remember their favourite teacher because they set them challenging targets. They would say 'I liked that teacher because they liked me' or 'they were funny and lessons were exciting' 'they cared for me when I was sick', the non-measurable things that make school what it is. You are either born to teach or you are not. I like to teach here because I know I have the support of African parents. If I advise them what to do they will do it, whereas other parents might not. African parents may sometimes be poor, but their standards are higher... standards regarding their aims for their children. They expect and want their children to achieve and they will do whatever they can to help them and make sure it happens. It is not so important to other groups. Because we promote this, and they already have this sense of the importance of education, we can work together. We know we have their backing so there are no behaviour issues to be resolved'.

Critical Strategies or Factors for School Leaders to Consider In Raising The Achievement of Black African Pupils

It takes a particular and possibly rare type of leader to move a school from a low base to one of excellence. The headteacher has the strongly held belief that, given the right circumstances, all pupils can learn and her invitational leadership style is a critical factor in the school's improvement and her clear vision for what an excellent school would look like. She made her vision explicit to everyone in the school community and embedded a culture of excellence by sharing with all where the school was heading. Key words, such as 'can do', 'confidence' and 'learning for all' are used by the staff and parents alike. But, where did this vision come from? The headteacher gives us many clues when talking about her own experiences of growing up in the 1950's as one of a small number of black children in her school in Clapham:

'I was born here in the 1950s. My mum came first from Jamaica to my uncle who was living here and at that time there weren't many of us in school. I remember the odd bit of racism, name calling didn't bother me. All my friends of my age had a memory of grandparents and being part of a black community in Jamaica, as they came here later. I was the only black child in my Grammar School, until I was sixteen. I was one of only three black children in my primary school at Wix's Lane, Clapham Common. We were a 'new arrival' type family, and there were six of us living in one room until I was ten years old. I had to move to a school in Southwark when I was in Year 6 and I hated it. We had moved to two roomed accommodation. In Year 6, I had to sit the Grammar School test and my teacher told me I wouldn't pass the 11+ and told my mother there was no point in applying to St. Martin in the Fields as I wouldn't get in. As it turned out I got into my first choice of school which was Honor Oak Grammar School.'

What was her mother's response to the teacher's low expectations?

'My mother wouldn't expect me to be damaged by that teacher's opinion. She always expected us to have met trials and tribulations and to deal with them'. 'She would say: 'we have come to Britain for a better education for our children...', opportunities were 'there' for us. 'We didn't get chased for our homework, and there was no sitting down and reading stories to us, but she took us to the library and left us there'. 'I enjoyed Secondary School, they set pupils for different subjects and I found it hard to be successful at first. It was hard to mix in Year 7 as I was moving in a more middle class social group and I had previously gone to working class schools. One of my concerns now about the transition of pupils from St. Jude's to Secondary School is the assumption that children will enjoy secondary school, that lessons are exciting and you will do well, because it is a fresh start. The reality is you will meet up to eight teachers in a day and first impressions count, you have to build relationships quickly with adults; to find systems of sharing your fears and uncertainties with people that you do not know well. You have to find systems of sharing information with other people quickly and this matters more than work'.

The headteacher gave other examples of the racism experienced by black people in London in the 1960s and her mother's insistence that her children 'rise above' these challenges. Indeed, her mother actively encouraged her children to step out of their 'comfort zones'. Consequently, she would take them out of London on bus trips to see other parts of the country and not be confined to the 'safety in numbers' philosophy of some minority groups living in cities. When the opportunity arose as deputy headteacher to take part in a Commonwealth League exchange programme, her black colleagues chose schools to visit in the Caribbean, whilst she opted for a remote town in British Colombia:

'I took my daughter to a place called Grand Forks, we were on the cover of the 'Grand Forks Gazette' and the total population was 6,000 people. My daughter went into a school and she was the only black child. Everywhere we went we were the only blacks around. We took every experience available, curling, ski-ing. Even now these are experiences that black people are not supposed to have'. 'Children need to know how to confront prejudices where appropriate and to ignore where possible. As parents we should talk them through the strategies for dealing with racism. You have to confront and challenge but you have to make intelligent decisions and take appropriate action. I saw myself as a trailblazer, if I think right is right, I do not care what other people think, you just cannot allow people like that to prosper.'

'Some things do not change. Even now, I hear of schools where people say: why do we have to have EMAG? In one school (in an adjoining local authority)) the staff and the headteacher didn't agree with the funding being directed to ethnic minorities, they didn't even allow Black History Month, they called it 'Achievers Week'. The EMAG teacher was given 'underachievement in Mathematics' as an area for him to deal with personally, as this was regarded by the leadership of the school as an 'ethnic minority problem'.

On the question of the benefits to the school of its links with Ghana, the headteacher responded:

'It was very significant for me to visit the school in Ghana – significant because I am not from Africa. So my eyes were opened by the people, and the history. I came back more informed and had a better understanding of the children and a better understanding of the parents. That made a big difference, meeting the headteacher and the staff and seeing the school. Someone has to see it. It was important for Mr Brou (headteacher in Ghana) to come over here, because he now has a greater understanding of what children have been through when they have come over here and what they want and don't want from the British education system. We then looked at our curriculum and what we could get from the links and then we could start getting resources. We then bought a set of drums from Ghana. The whole school became involved and then we organised the visit from Mr Brou and the senior teacher. We involved the parents who hosted some of their days at the weekend and evenings. We asked for volunteers and we only needed two but we were inundated with requests. One parent who had them for the weekend took them to Church for a Ghanaian weekend in England.

What does it mean for the children, to see their headteacher hosting these visitors from Ghana?

'They had the official welcome with people from the Diocese, governing body, official photographs etc., which actually raised the profile of Africa and the people of Africa to be of equal honour with any official visitor. It developed a sense of pride for all pupils and their self-worth, seeing what we were doing here and how it impacted on them. I had a lot of parents who came to school for the welcome, they took time off work and came'.

What does it mean for teachers here, particularly white teachers?

'It gave Africans and African culture equal value with others. It demonstrated that it was important to the school. It wasn't just a one off thing. A few years ago when we had an International Evening and we asked some children where their parents came from, and they would say they didn't know. There was a time when they wanted to be part of the black culture, e.g. Caribbean, they wanted to be Jamaican, but I wanted them to share their language, national anthem and flag. Now they are proud to call themselves African and share these things with others.'

The benefits of the Ghana link were expressed by Mr Joseph Brou, headteacher of All Saints Primary School in Takoradi, Ghana, in a report he wrote on his visit to St. Jude's in June 2005.

'We had identified and adopted some aspects of our curriculum: literacy, culture and ICT as the basis for the development of the link project in our schools. We further discussed the need to establish internet links so that we could often exchange ideas for the facilitation of identified needs and aspirations'.

Mr Brou was very impressed by the fact that St. Jude's did not need to discipline pupils in the manner teachers manage behaviour in Ghana:

'Corporal punishment is alien to the school. Discipline amongst pupils was superb with the staff using praises, exhortations and or rewards to get the academic atmosphere running.

The use of ICT and other resources to support learning were also evaluated:

'There is a very good use of the internet to support lessons in subjects like Literacy, Numeracy, Science and Geography. The engagement of the pupils in more excursions, field trips and educational shows helps to boost learning outcomes. It is of interest to state here that the average class enrolment is about thirty. The lead teacher is assisted by a member of support staff in each case. We were informed that the support staff assist the teachers in supervision, group work, and sometimes, offers special assistance to slow pupils with learning disabilities. We also learnt that lateness, absenteeism and undue excuses among members of staff are virtually unknown.'

'Generally our visit to London as far as the school link programme is concerned has become an eye opener. We have identified a lot of similarities in the way of pursuing our jobs as professionals. It has also given us the opportunity to work with a school which has so much to share in experience and resources. The visit has given us real opportunities to be innovative and imaginative in what we are now able to achieve. It has also made us more willing to take risks in whatever we do as teachers, made us more confident in our own professional abilities, as we now have much clearer picture about how educationally and socially we can share and achieve with all the children, friends, well-wishers, sympathisers and families who are part of All Saints' Anglican Primary School.'

The headteacher is a 'Consultant Leader' as part of the Primary Strategy, and we asked to what extent did she feel she had learned something from it and how could it be taken further?

'I have learnt how difficult it is to effect change in another establishment and how schools can arrive at the same destination from totally different directions. I am impressed by the enormity of the tasks which some schools face. Some schools are faced with so many challenges, which are continually changing, that it can be difficult to focus on the agreed identified priorities. Ofsted can underestimate our capacity and the amount of time required to implement a priority. A course in project management might help us all.'

What do schools need to do to raise standards of achievement in a school with African and Caribbean pupils?

'We achieved it through the Arts and an enriched curriculum. We applied to take part in the Croydon Music Festival, the EAZ Arts Poetry Competition, drama and class assemblies. We ratchetted up the things that parents see, quick gains: e.g. focused on behaviour, listened to children read, changed reading books often, improved handwriting skills and presentation of work, these are all the things you see. Assemblies they see so they notice behaviour there and in the playground. They can see that their child is being given a fair opportunity to take part in assemblies. They can see that the SEN child gets an equal opportunity to take part too. In the poetry competition, they see their children perform. I have never gone for elite in anything, I am into opportunities. Our steel band won the Croydon Festival and this gave parents a sense of pride. When parent helpers see children on school visits behaving so well, this increases confidence. You have to get parents on your side, because when you turn to them and say 'I am concerned about your child's behaviour' they will trust me. Teacher mobility can weaken parental confidence – parental confidence is a critical factor in a school's success'.

Conclusions

Strengths:

- The school's values and high expectations help pupils to develop confidence and respect for themselves and others.
- Systems for assessing the achievement of pupils and monitoring their progress.
- Excellent relationships between parents, pupils and staff.
- Well established local and international community partnerships, which benefit the children and their families.
- A rich, varied, broad and exciting curriculum.
- Outstanding leadership and management which encourages learning for all.

Effective Use of Data for Monitoring and for Self-Evaluation

Use of individual pupil progress and achievement data are at the heart of St. Jude's school improvement agenda and is a strength of the school. In the past the school has used a wide range of assessment and analysis tools but now uses extensively a combination of school, LA and national data. This includes school produced KS1, KS2, QCA optional tests, baseline assessment data and LA school profile, contextual KS1 and KS2 reports and value-added data. The school also uses NFER Year 2 to Year 6 Reading and Maths tests. The headteacher and her deputy have the overall responsibility for analysing performance data. Both have the expertise for interrogating the data and in ensuring classroom teachers, senior teachers and the assessment co-ordinator use data to improve teaching and learning. They also make sure that other colleagues are trained to take on this role.

The school is good at carefully keeping records of all pupils. The school has its own good tracking systems and uses a Microsoft Excel database to input data. The programme is able to produce spreadsheets showing individual pupil progress and graphs showing progress within individual classes. This data is analysed by the senior management team (SMT). The SMT and the teachers meet to discuss the implications and plan any appropriate action. At the beginning of each academic year teachers are provided with data relating to the prior attainment of all children in their classes. This enables them to plan for the class, groups within the class and for individual children.

The tracking system provides information to enable teachers to track pupil and class progress, set precise objectives for their lessons and share these objectives with children at the start of each lesson. It also allows teachers to set individual pupil targets for both the short and medium-term, set group and class targets, provide additional support to both the gifted and talented and the less able children, as appropriate, and keep parents fully informed of their child's progress.

The pupil tracking systems in the school are very useful to look at attainment using baseline assessments/tests on entry, KS1 and KS2 by any combination of factors. These include ethnic origin, gender, free school meals, mobility rate, EAL stage, SEN stage, years in the school, whether a pupil attended a nursery class, term of birth, previous schools and number of schools attended, date of admission and pupil address and postcode information.

Children are not subject to any other assessments, except in Reception where the school uses the Foundation Stage Profile. At present, information from the Foundation Stage Profile does not form part of the overall school tracking system.

There are two formal assessments each year. There is a teacher assessment (except reception and Year 1) and there is also the Year 2 and Year 6 statutory outcomes, the optional tests for Years 3, 4 and 5 and a teacher assessment for reception and Year 1.

Assessments are made against each attainment target and level. The school is also very familiar with QCA points scores. All teachers have a clear understanding of how the point score relates to national curriculum levels.

There are also regular opportunities for all staff to come together to moderate the children's work, particularly writing, and to develop a shared understanding of the national curriculum levels. Teachers have ownership of the tracking system as they are involved in classroom forecasting using spreadsheets, although class and school performance is analysed by the headteacher and deputy headteacher. In addition of its own school data, the school also uses LA data extensively, for example, the KS1 and KS2 contextual and value-added reports which include analysis by factors such as gender, ethnic background, fluency in English, free school meals and mobility rate. Each key stage report is four pages in size and easy to use for governors and headteachers. These reports also include trend performance data for each school, compared with LA and national averages, as well as 'families' of schools with similar characteristics. The school and governors use each individual key stage contextual report to monitor progress over time and to identify factors influencing performance, to identify key areas of action to ensure improvements, and to set targets and address issues of underperforming groups of pupils. The school profile, contextual and value-added reports provided by the LA have been very useful to ask a number of the following questions:

- How well are we doing?
- How do we compare to similar schools and other borough schools in respect to performance at KS1, KS2, by gender, free school meals, mobility rate, term of birth, and level of fluency in English?
- What is the relative performance of different groups?
- What are the strengths and weaknesses of the school?
- What more should we aim to achieve?
- What must and can be done to improve?
- Taking action and reviewing progress

Overall, the school use data effectively to raise achievement. There is a particular focus on the analysis of national curriculum test results and the quality of teaching, all of which are regular aspects of review in the normal cycle of departmental and whole-school improvement planning. Test results are routinely analysed and performance indicators were introduced. The school use its own school data and LA data to track pupil progress, to inform teaching and learning, to identify underachieving pupils for further support, to set targets and to compare between groups, subjects, individuals and schools. At classroom level effective use of data enabled the school to highlight specific weaknesses of individual pupils, identify weaknesses in topics for the class as a whole, inform accurate curricula targets for individual pupils and provide evidence to support decisions as to where to focus resource and teaching. Early intervention is based on a detailed analysis of need and is a key strategy in the school's drive to raise standards.

The way that the pupil performance data is collected, analysed and disseminated has enabled the school to focus very clearly and target areas of the curriculum, groups and individuals effectively. The headteacher and teaching staff interviewed are absolutely convinced of the value of the data in focusing on key issues, and view the school spreadsheets as invaluable tools for monitoring performance and target setting. They provide a clear visual image of where the class is in relation to the whole school.

According to the headteacher:

'Data is used very well in the school to identify areas of improvement. We think data is critical to improve classroom practice and identify underachieving groups. We particularly use the Lambeth school profile, contextual and value-added data, as they are invaluable and easy to use in comparison to national data such as PANDA or Fischer Family Trust. They provide clear and user friendly information. The data in the reports trigger a series of questions and suggests area of discussion with teachers and governors about classroom practice.

Overleaf is an example of the value-added KS1-KS2 data analysis that the LA provides to all Lambeth primary schools in the autumn term every year.

Sample of value-added tracking table - St. Judes.

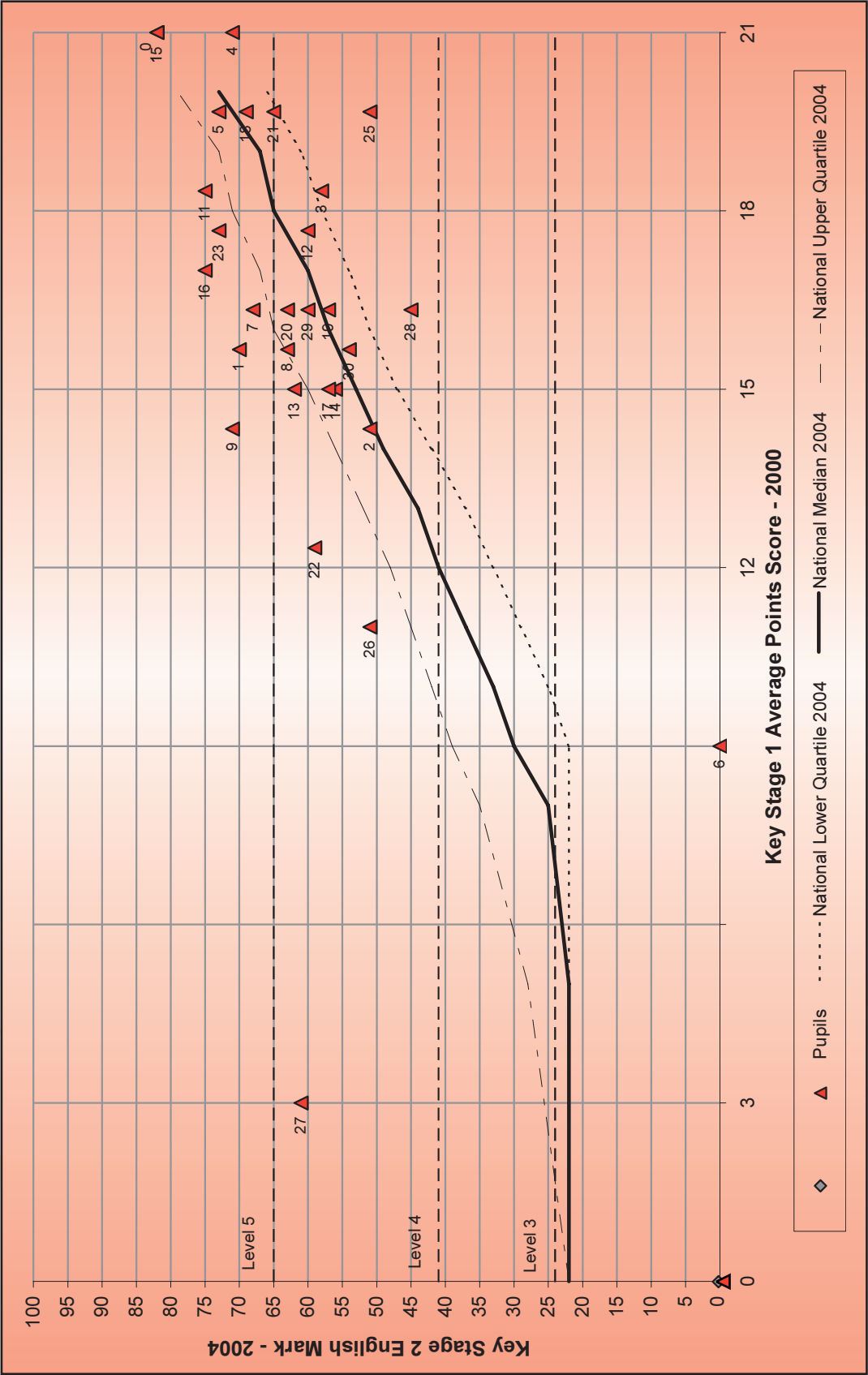
Sample of value-added tracking table																		
Pupil Details						Key Stage 1 - 2000						Key Stage 2 - 2004						
ID	SURNAME	FORENAME	DATE OF BIRTH	SEX	MOB	FLUENCY	SEN	FSM	READING LEVEL	WRITING LEVEL	MATHS LEVEL	APS	ENGLISH MARK	ENGLISH LEVEL	MATHS MARK	SCIENCE MARK	SCIENCE LEVEL	
1	SURNAME	FORENAME	17-Nov-92	B	S	African	Stage 4	N	Paid 2A	2C	2A	16	70	5	69	4	60	4
2	SURNAME	FORENAME	06-Feb-93	G	S	Caribbean	Eng Only	N	Free 2B	2C	2B	14	51	4	50	4	53	4
3	SURNAME	FORENAME	11-Apr-93	B	S	African	Eng Only	N	Paid 2A	2A	3	18	58	4	88	5	70	5
4	SURNAME	FORENAME	26-Apr-93	B	S	African	Stage 4	N	Paid 3	3	3	21	71	5	97	5	75	5
5	SURNAME	FORENAME	11-Sep-92	G	S	Caribbean	Eng Only	N	Free 3	2A	3	20	73	5	77	4	63	5
6	SURNAME	FORENAME	09-Feb-93	B	S	Caribbean	Eng Only	P	Free 1	1	1	9	0	B	35	3	52	4
7	SURNAME	FORENAME	23-Feb-93	G	S	Caribbean	Eng Only	N	Paid 2A	2B	2A	16	68	5	59	4	54	4
8	SURNAME	FORENAME	31-Mar-93	G	S	African	Stage 4	N	Paid 2A	2A	2C	16	63	4	50	4	55	4
9	SURNAME	FORENAME	07-Apr-93	G	S	Caribbean	Eng Only	N	Free 2C	2C	2A	14	71	5	63	4	66	5
10	SURNAME	FORENAME	08-Feb-93	G	S	White British	Eng Only	N	Free 3	3	3	21	82	5	86	5	66	5
11	SURNAME	FORENAME	05-Apr-93	G	S	White Other	Eng Only	N	Paid 3	2A	2A	18	75	5	95	5	74	5
12	SURNAME	FORENAME	28-Jun-93	B	S	White British	Eng Only	N	Paid 3	2B	2A	18	60	4	87	5	57	4
13	SURNAME	FORENAME	08-Jul-93	B	S	African	Eng Only	N	Free 2C	2B	2A	15	62	4	85	5	58	4
14	SURNAME	FORENAME	22-Aug-93	B	S	Caribbean	Eng Only	P	Paid 2C	2B	2A	15	56	4	60	4	59	4
15	SURNAME	FORENAME	26-Feb-93	G	S	White/Black Caribbean	Eng Only	N	Paid 3	3	3	21	82	5	93	5	73	5
16	SURNAME	FORENAME	25-May-93	G	S	White British	Eng Only	N	Paid 2A	2A	2A	17	75	5	56	4	63	5
17	SURNAME	FORENAME	12-Jan-93	B	S	White British	Eng Only	N	Free 2B	2B	2B	15	57	4	66	4	60	4
18	SURNAME	FORENAME	08-Jan-93	G	S	Caribbean	Eng Only	N	Paid 2A	3	3	20	69	5	82	5	71	5
19	SURNAME	FORENAME	13-Dec-92	G	S	Caribbean	Eng Only	N	Paid 2A	2B	2A	16	57	4	77	4	63	5
20	SURNAME	FORENAME	26-Feb-93	B	S	Caribbean	Eng Only	P	Paid 2A	2B	2A	16	63	4	64	4	62	5
21	SURNAME	FORENAME	01-Sep-92	B	S	Mixed Other	Eng Only	A	Paid 3	2A	3	20	65	5	81	5	72	5
22	SURNAME	FORENAME	20-May-93	B	S	White/Black Caribbean	Eng Only	A	Free 2C	1	2B	12	59	4	86	5	72	5
23	SURNAME	FORENAME	14-Feb-93	G	S	Mixed Other	Eng Only	N	Paid 2A	2B	3	18	73	5	87	5	72	5
24	SURNAME	FORENAME	12-Aug-93	B	S	African	Stage 3	P	Paid Missing	Missing	Missing	0	38	3	24	3	42	4
25	SURNAME	FORENAME	15-Jun-93	B	S	White British	Eng Only	N	Paid 3	2A	3	20	51	4	87	5	76	5
26	SURNAME	FORENAME	24-Jul-93	G	S	Caribbean	Eng Only	A	Paid 2B	1	1	11	51	4	38	3	59	4
27	SURNAME	FORENAME	29-Jul-93	B	S	Caribbean	Eng Only	S	Paid W	W	W	3	61	4	93	5	68	5
28	SURNAME	FORENAME	22-Oct-92	G	M	Caribbean	Eng Only	A	Paid 2A	2B	2A	16	45	4	57	4	53	4
29	SURNAME	FORENAME	03-Jun-93	B	S	Caribbean	Eng Only	N	Paid 2A	2B	2A	16	60	4	76	4	67	5
30	SURNAME	FORENAME	10-Aug-93	B	S	Caribbean	Eng Only	N	Paid 2B	2B	2A	16	54	4	61	4	49	4

NB. The school tracking system is detailed and includes information such as gender, ethnic background, free school meal status, and fluency in English. This spreadsheet also adds teacher forecast and school targets for English, Maths and Science at the end of Years 3, 4, 5, and 6. The table above is a sample of the Year 6 tracking system. The school also has similar tracking systems for reception, and Years 1 to 5. Guidance in regard to levels shown in the table: B = Working below the level of the tests. Missing = KS1 data not available.

Mobility status: M = Mobile; S = Stable.

SEN status: N = No SEN; A = School Action; P = School Action Plus; S = Statemented.

NATIONAL MEDIAN LINE RELATING PUPILS' KS1 APS IN 2000 TO THEIR KS2 ENGLISH MARK 2004 - ALL PUPILS (St.Judes)





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Stockwell Primary School is a larger than average primary school located in Brixton. It has 461 pupils on roll and has above Lambeth average pupil mobility rates (11.6%). It draws upon a catchment area experiencing substantial disadvantage. 43.9% of pupils are entitled to a free school meal which is slightly above the Lambeth average. 55.7% of pupils are fluent in English which is above the Lambeth average. English as an additional language is spoken by 55% of pupils and the main languages are: Portuguese (23.2%), Somali (5.88%), and (Yoruba) (3.93%) Spanish (4.24%). French speaking pupils from Zaire and Congo (2.82%), Twi (1.85%) and Ga (0.46%).

The school was amalgamated in April 2000 from the former Infant and Junior Schools which were located on the same site. Extensive alterations have been made to the Victorian building which has greatly enhanced the quality of the learning environment.

Achievement and Standards

Standards have improved dramatically over the past four years under the transformational leadership of the headteacher. The KS2 performance at the school for Black African pupils, both in raw and value added is impressive. In English, 77% of Black African pupils attained level 4+ in Maths, 92% of pupils achieved level 4+ in English and 92% in Science. Overall 87% of Black African pupils in the school achieved level 4+, compared to the Lambeth average of 76%.

Significant Achievements of Black African Pupils In Other Subjects of The Curriculum

The school has a 'prefect system' but describes the prefects as 'role models'. Of these role models, five out of the twelve are African pupils. They are chosen by their class teachers for excellent work and behaviour and are given responsibilities such as monitoring the movement of children on the stairs, reporting any incidents to staff, helping teachers and acting as mediators for other children. They welcome new children and parents to the school and confidently show visitors around.

Pupils are given many opportunities to achieve, for example in music there is a choir, instrumental music tuition, drumming, recorders and keyboard. There are language clubs where Arabic, Portuguese and French lessons are given. Visits to museums and places of interest are made by all classes. Younger pupils visit Brixton market, where the plethora of African food stalls and colourful fabrics on display provide the 'real life' experiences necessary for understanding Mathematical concepts and developing vocabulary.

Arrangements for Monitoring The Performance of Pupils

Tracking and monitoring individual pupils' performance and evidence of impact

The school first started using 'progress-over-time grids' (POTGs) five years ago to track pupils' performance in English and Mathematics. In 2000, the now deputy headteacher was new to the school and she, like others, was concerned about the very low standards attained by pupils at the end of Key Stage 2. As a new Year 6 teacher and team leader for Years 5 and 6 in 2000, she recalls how pupils' progress was tracked using POTGs:

'When children achieved a writing target we coloured in the appropriate box and we used a different colour for each term, which showed us the areas that we needed to work on and the children we still needed to target in a particular topic. Sometimes it was the whole class and we realised that that concept hadn't been taught at all. If it was just one or two children who had missed out on a topic and didn't understand a concept, we would use our support staff to work with them. We insisted that the tracking was visual – we put it up on the wall so everyone could see it and reach it. It worked well in that first year because we targeted the areas the children didn't know in English and Maths.' 'We then started to use the same system in all year groups from Year 1 to Year 6, it is still being used and has led on to the development of other forms of data collection and target setting but the POTGs continue to be the primary assessment tool.'

The school sets targets for every pupil from the Foundation Stage to Year 6. The deputy headteacher plays a key role in this process as it enables her to gain an overview of the standards across the school:

'Two weeks into the autumn term I meet with the two class teachers (from each year group) and their team leaders. We review the levels of achievement of the children and set targets for them in English, Maths and Science. At the end of term we test the children, in the past class teachers and I would mark the tests papers. We found that this could be subjective and it is also very time-consuming so this year we sent the English and Maths test papers away to be marked externally, I mark the Science paper, this gives consistency and therefore a true picture of pupils achievement. All pupils achieving below national expectations attend booster classes. If they have SEN or EAL they get additional support. The SMT uses the data to aid their analysis of Teaching and Learning across the school and to enable teachers to be analytical about the efficacy of their teaching.'

The deputy headteacher alongside members of the senior management team plays a key role in supporting and challenging teachers to raise the performance of every pupil, she explains how: 'I ask the teachers, what we can do to make sure this child gets a Level 4? No child slips through the net'. In looking through the 'Year 5 class profile' with me, where the attainment of pupils spans level 2a to level 5, the deputy headteacher is able to comment on the progress they are making:

'Some of the Year 5 children are working currently at level 3b and respond very well to the challenge. We tell them they can do it! 'We have many good books and resources and we send them home with the children.' 'We now have a 'can-do' culture: Everyone is working towards a common goal. Teachers stay after school to take Booster classes and the Support Staff also stay to help in Booster classes and no-one gets paid for it. They stay because they have the best interests of the children at heart'.

Booster classes are held after school in all classes from Year 1 to Year 6 in English and Maths, all year round. They are led by dedicated class teachers and support staff, from 3.30 – 4.30 pm. They start with borderline pupils and when they achieve the necessary standard, they take the next group and so on. If a child still fails to achieve a referral to the SENCO is made.

The deputy headteacher is passionate about equality of opportunity for all pupils:

‘We believe that every child should be given the opportunity to achieve their best. My former pupils come back to see me and they are getting on very well, they are confident and they have good self-esteem. They leave here knowing that they can achieve whatever they have set their mind to and it is down to them and their hard work. All the children, no matter what their home circumstances are, get a chance here, we instil it!’

In addition to tracking pupils’ progress in core subjects, the deputy headteacher plays a key role in challenging teachers (especially those new to the school) to raise their expectations of pupils’ behaviour and attitudes, she says:

‘We challenge teachers on behaviour issues. We would say ‘this class was settled and achieving last year, why are they not performing now?’ ‘We check their planning, delivery of lessons, it could be their lessons are poor, so support is put in place, we model lessons, team-teach, arrange for them to observe other teachers’. ‘There may come a time when we have to say ‘perhaps this is not the school for you... we have past that stage at Stockwell’.

Support and Guidance

Effectiveness of pastoral systems to support pupil and their parents

The support provided by the school and the effectiveness of its pastoral systems is excellent. The highly qualified and experienced Learning Mentor, who was formerly a teacher in the school, plays a key role in enabling pupils to gain access to all that the school provides. She explained her decision to move from teaching into her current role:

‘I just felt that I wanted to deal with the main barriers to learning, rather than just looking at pupils’ academic progress, which is what teaching, is now about. As a class teacher I didn’t have time for that.’

She is the deputy Child Protection Officer, monitors attendance and punctuality, learning and behaviour:

‘and those things that are hindering pupils’ progress, e.g. family situations. The great thing is I can work with a range of agencies to help children. As a class teacher I didn’t have that. We refer children to the School / Family Counsellor, Family Support Worker or Social Services, or Health Education workers.’

The Learning Mentor believes that one of the key elements of the success of African heritage pupils is parental involvement:

‘parents are very keen for their children to do well (sometimes over anxious). I have noticed that this has been a common thread. They are very interested in education and take it very seriously. Most of them turn up to parents’ evenings, whether scheduled or not, if there is a problem with their child or they haven’t understood something, they will initiate a discussion. A lot of African parents have had quite a good education themselves in Ghana and Nigeria. There are no issues with attendance and punctuality amongst African pupils and no holidays taken outside term-time. In the nursery parents were initially quite anxious that their children seemed to be just playing rather than reading and writing. They didn’t understand the system, so we had to explain the differences in our system here’.

With regard to attitudes to learning, the Learning Mentor was positive about African heritage pupils:

'The children are generally lively characters; they are not reserved, quite confident and outgoing personalities. Most of them are quite religious and a good proportion are Christian and attend Church.'

Work With Parents / Carers and The Wider Community In Supporting The Education of Their Children.

The school draws very effectively on the wide range of cultures represented in the school community, to enhance the education of children. Annually there is an International Food Day where staff, parents and pupils dress up in traditional costumes and share food from around the world. There are a range of assemblies (to which parents are invited) where children's language and cultural heritage is celebrated. The EMAG co-ordinator organises the 'language of the week' and works with groups of pupils and parents to include the linguistic and cultural aspects of various countries which are promoted in assemblies. The EMAG co-ordinator asks parents to bring artefacts and other aspects of their culture into school. She gave an example of how this was beginning to develop a sense of pride:

'last year when we were promoting Lingala, none of the children were confident to celebrate this language. One EMA teaching assistant from the Congo who speaks French and Lingala told the school that he spoke these languages. Afterwards five children came up and said that they too spoke Lingala. It is because they are in a minority. In the past I remember that West African pupils pretended that they could only speak English, now they are more confident to talk about their background and share their secondary languages.'

A high level of support is provided to children and their parents when they enter the school. The EMAG co-ordinator has responsibility for the induction of new pupils and she ensures that children and their parents are well aware of the school rules and expectations before they enter the school. 'Buddy' systems are established and all teachers are given the appropriate detailed information on pupils. All class teachers have received training to equip them to teach children with EAL in their normal classroom activities. The EMAG co-ordinator runs whole school Insets which deal with all aspects of EAL / EMA resources and methodologies. She says:

'We have a whole school approach and every member of staff will have some impact on pupils' achievement. It starts with the headteacher, everyone making sure we are a truly inclusive school. We value the child's cultural heritage.'

Another significant strength of the school is the number of role models from West Africa working in the school as teachers and teaching assistants. The EMAG co-ordinator explains why this is important:

'the fact that the children relate to them, they have a good knowledge and understanding of how the systems work back home, they speak the same languages. Children can look up to these adults and, if they have been able to achieve as a professional, then the children themselves can achieve the same'.

These teachers and teaching assistants also play a key role in communicating and supporting parents.

Parental confidence has increased as they have seen the school improve over the years. The EMAG co-ordinator feels that:

'parents are very confident to come to the school. They have seen the good results the school has achieved. We show them how much we appreciate and respect their support, commitment and hard work'.

Interviews with parents supported the school's view that they feel more involved in supporting their children. One parent from Zimbabwe says she spends a lot of time in the school because:

'parental involvement encourages children to learn more, also parents being visible, it keeps the momentum going. I think this is a good school'.

A parent from Ghana is pleased with how the school has changed since her older son was a pupil at the school, she currently has a child in Year 5:

'I like the changes made by the new headteacher. They now help children with SEN... we all have pulled together. Not all schools can manage pupils with SEN well and the children here seem to have an understanding as well, which is quite good'.

Parents say they get a lot of feedback from the school and they appreciate the newsletters, assemblies and they recommend the school to other parents:

'They encourage parents to take part in courses in the school, ICT and English, so that we can help our children. Children bring library books home to read'.

Parents are happy with the progress their children are making and are hoping their children will get good test results and be able to get into a 'good' secondary school. One parent showed me the school's newsletter which listed the secondary schools former Year 6 pupils now attend. They are proud that children from their own school attend some of the sought-after secondary schools.

The Learning Mentor feels that the arrangements in place for supporting pupils and parents at secondary transfer are enhanced by the diversity of the school's staff:

'Members of staff speak to parents about the differences between our system and their own, and they can speak to the parents in their own language about the best way to tackle this new system. A lot of support systems are in place for parents. It helps to have staff who know about the system overseas, so they can explain our system.'

Parents of pupils in Year 1 and Year 5 can attend workshops to show them what is taught in SATs. A lot of parents attend (including fathers).

The parent governor, having been educated in Algeria, was unfamiliar with the UK education system and wanted to know more, so she decided to get involved in the school as a governor. Other parents now approach her and ask her advice and she refers them to the class teachers, or the headteacher and deputy, who she says are 'always available' in the playground. She likes the friendly approach of the school:

'I like things straight and friendly. At the same time, they are strict here, they have a target but at the same time they have a heart (even if they try to hide it!). Every year they have an international event and they encourage parents to come along with food, wearing traditional costume. Lots of languages are spoken here. I like to see the community represented wherever I go. All the cultures are represented and if they are not, they are trying to get that culture included. It is an inclusive school'.

Curriculum Provision and Organisation

The curriculum has been carefully developed so that there is continuity between the areas of learning in the Foundation Stage, through to the National Curriculum at Key Stage 1. Pupils' spiritual, moral, social and cultural education is developed through the teaching of Religious Education, assemblies and through the 'Virtues Project'. The teaching of virtues, such as honesty, gentleness, truth and justice, enables a school which has pupils from a number of different religions (or none) to unite together with common values. This has had a very positive impact on relationships between pupils and their attitudes to learning as well as behaviour in school and in the playground. The project was introduced to the school by the Early Years co-ordinator and she explains how it is taught:

'Everyone has virtues, we all recognise virtues in others and ourselves. It is about making choices and the impact of your actions on others and yourself. From the day they come into school, pupils are taught: 'who I am is something I have respect for – I can make choices and know the impact on other peoples' feelings' (and their own). Children come here from different religious denominations and none. Parents and schools are like a bird's wings, we have to flap together, in order for the child to develop. You need to find the denominators that bind values together and working with virtues rather than values provides a unifying denominator. The Virtues Project was set up to address and identify these common values, of cause and effect, nurturing and love. Parents regardless of their background or beliefs can relate to the importance of developing the virtues and qualities of being kind, helpful, courageous and loving.

Children are taught what a virtue looks like in action and this links very well with the school's teaching of RE and PSHE. Children are taught to use Makaton (because of the numbers of children with speech problems) to enable them to express their feelings and as a shared means of communication. The school considers how it can teach pupils to communicate in all its different forms.

Teaching and Learning

Teaching and learning is good overall, as the outcomes of National tests illustrate. In a Year 2 Mathematics lesson, children who are learning about fractions, divide a whole in 2 and 4 equal parts and know how to write the appropriate fractions. African pupils in the class are achieving very well. The class teacher identified one particular child who was working at a fast pace on extension activities dividing shapes into 3 equal parts. She explained that the child's father regularly asks the teacher for guidance on which books to buy his daughter so that he can prepare her for what will be taught next, or to reinforce the concepts the teacher has taught. Consequently, she is making rapid progress. Very positive attitudes to learning by African heritage pupils and the support from their parents, especially in basic skills, are all contributing well to their achievement.

Teachers have high expectations of their pupils. However, this was not always the case. The deputy headteacher has 16 years experience as a teacher in Lambeth and is in her third year as deputy. She recollects the time when she came to the school as a Year 6 teacher five years ago, and couldn't believe how behaviour and teaching and learning were so poor:

'I knew the pupils could do better but there were teachers who stereotyped the children and said that they weren't able to learn. I was the team leader of Years 5 and 6 and I had to challenge other teachers to raise standards. They would say 'they (the children) can't do it' and 'I don't understand decimals so I don't teach it.' There was war in the staffroom at that time, because we would challenge teachers in what they were saying. If they complained that children were naughty we would say 'have you asked yourself why?' Or I would say to teachers, 'if they do not understand you, you have to find a way, if something is going wrong in the class you have to look at what you are doing to motivate them'. Some staff would say 'what do you expect this is Brixton! and they would use this as an excuse for their low expectations of the children.

So, it required experience and patience to turn things around. Anyway all those staff left at the end of my first year...they handed in their resignations and planned it so they all left on the same day, that was a very difficult time but the headteacher, deputy headteacher and I stood together, we were supported by a number of staff who also believed in the children.'

The significance of the deputy headteacher's comments about the low expectations her colleagues had of pupils cannot be overstated. It is a sad fact that for many years, incompetent classroom teachers, whose perceptions of the intellectual capacity of black pupils were based on stereotypical beliefs, sought refuge in schools where the leadership was weak and didn't tackle them. On this issue, David Hargreaves comments: 'the departure of incompetent heads who sell their teachers short and incompetent classroom teachers, who sell students short, would probably make the single most important contribution to raising standards'. (DEMOS pamphlet 1994.p25).

The deputy headteacher who is of Nigerian heritage, continues to be very positive about the children and their ability to achieve even more, she says:

'There is always more that children can give. One good thing about teaching around here is that no matter how you challenge them they are up to it. When I was in class the children would say 'Miss is that all you can give, give us more!! They are always willing.'

These high expectations of the children are articulated by the Year 2 teacher who, whilst born in Britain, went to school in Jamaica, trained as a teacher there and then returned to the UK. She explained that she had to re-train as a teacher for a further four years when she returned. Her commitment to the children is outstanding and she shared her perceptions of the challenges faced by black children, especially boys. She and her black colleagues constantly make their expectations explicit, advising boys on appropriate behaviour and attitudes to learning. One example she gave was of a former colleague who shared her pupil's information about the underachievement of black boys, especially in English, in an effort to motivate them. She felt that white teachers would be less likely to do this, for fear of being called racist for singling out black pupils. In this teacher's view, the historical, cultural and covert racism in society, have all played a part in contributing to the underachievement of black boys:

'As a black teacher you know about their attitudes, you just know. When I see boys acting in a certain way, I address it immediately. They come into my class 'dipping' – influenced by what they see on TV – with a 'street' attitude. Because I am black I talk to them and I tell them this attitude is affecting their behaviour in this class: 'drop the street culture, you are here to learn'. Some white teachers are afraid to say it in case they are accused of being racist. A former Year 6 teacher discussed with her pupils what the statistics actually said'!

Her concern for the achievement of her pupils led her to consider the importance of fathers and positive role models for boys:

'Men are there to be role models to their sons and when they start to pick up the wrong attitudes, there should be a father at home to sort things out, but for some boys there is no-one but the mother. I go to Church and meet up with their parents and tell them what is going on.'
'Africans have a culture of education, they send their children to Saturday classes they are very much into education and they want their children to achieve. Cultural influences play a big part.

With regard to one particularly bright African child in her class, she comments:

'Remi's father teaches her everything. He buys the books and goes through them with her and she is way ahead. 'Compare this with a single mother, who has to work and doesn't have that support. It's a different set up. The father has a big role in African families. In other cultures it is the mother who is the dominant figure, but in Africa it is the father. It is usually only the mothers that come to parents' evenings, but African fathers also come along'.

The headteacher has recruited a team of staff whose ethnic origins reflect the local community's. A number of the teaching and support staff are of African heritage and between them speak a number of community languages. One member of the leadership team who was born here but went to live in Kumasi, Ghana, for a number of years, spoke of the benefits of having a knowledge of both cultures, in her teaching role:

'The ethnicity of our staff at Stockwell Primary School is a strong reflection of the ethnicity of the pupils – this helps our children to thrive because they have adults in the school who understand and appreciate their needs and act as role models'.

The subject of discipline, which African parents see as being of crucial importance in raising children, is very often a thorny subject as some teachers feel uncomfortable with the issue:

'I know there are children who are chastised. A parent once said to me: 'I give you permission to beat him'. Parents have ways of disciplining their children. We never condone parents hitting their children. Most of the black teachers and staff believe in discipline but I have had to speak to parents to tell them that if they beat their child it will not solve anything. My experience is that discipline in schools in Ghana is very different from here. Here it instils fear and violence, whereas in Ghana, the values maintain reverence and respect for adults. Here that isn't the case, children tend to realise that they can question everything, children know their rights. Generally West African parents believe that if you spare the rod you spoil the child. West African parents tend to have high expectations regarding the child's behaviour and that all members of the family share responsibility in disciplining a child. There is a lot of support within families. That still happens here where there is a large family base'.

A Ghanaian teaching assistant gives the following insights, which enable us to see how African parents and pupils benefit from her knowledge and experience of living in Ghana and speaking Ga, Twi and Fante:

'I am originally from Ghana and I studied for my A levels there. I am now studying for a Law Degree at London University part time. In my own experience when I started school in Ghana, there were three classes in each year group: a,b,c and as a child you are encouraged to try to get from c to b to a. There is nothing like SEN you are just branded as lazy. Parents tell you, you are lazy and teachers tell you, you are lazy. There is no special help if you are in a 'c' class, there is just pressure, extreme pressure. Nothing like differentiation, from the time my mum and her mum were at school it has been the same. Here they will say to children: 'your brothers and sisters in Africa are doing much better with limited resources, why can't you'? When I was at school, my parents would look at the work in my books and if there were any negative comments from the teacher, my father would get very upset because the teacher was using up space in the book he had bought with his own money! He would say 'I bought this book for you to write in, not the teacher'. I have a cousin in Oxford whose child was struggling with basic reading at six years of age. My sister said 'send him back to Ghana and he will come back reading.' The school said he was a lower ability pupil who was getting a lot of support and still lagging behind. He came back two years later and is doing very well.

'In Ghana, parents and teachers work together well. You would never find a parent and teacher disagreeing. Children there start school at 8 am in the morning and finish at 3.30 pm. At 3.30 pm they have a break and have extra classes from 4 pm - 5 pm. Teachers are not paid extra for this, that comes with the contract. Children do not argue with teachers, your mother would be extremely upset with you if you did. I have noticed that some cultural groups do not tell their children off when they are rude to their parents or teachers. The major issue here is single parenthood. Children say: 'I didn't do my homework because I was visiting my dad's house. People from my culture do not like divorce so that doesn't apply'.

'Back in Ghana, there are 50 / 60 children in a class and when the teacher says tomorrow I want you to know the 8 x tables before you come in, children have to learn them. There is nothing like an Educational Psychologist coming to see what is wrong with you. I had never heard of Dyslexia. Because parents have to buy all the resources, they make sure they get value for money. First they have to pay for school fees and all the resources. If three children do well and the fourth doesn't, then no one wants to know why.'

Is this a good thing?

'It is 50:50. In the case of my cousin, she can confidently say that her son was failing before he went back to school in Ghana but now he is an A* pupil. He had to go off to Ghana and stay with his grandmother. If he had come back worse off, she would have considered other reasons, but she now says it was a good thing. I think that here there is too much freedom and too many people get involved in the education system. If your child has SEN, parents have to see a lot of different people. In the past people only knew their teacher. Parents are always having to see someone new, from a different angle. A few weeks back I discovered a Year 6 child was colour blind, but he had been seen by so many people but no-one could say what his issue was. GMTV did a programme about building a school in South Africa and the teachers from here who volunteered to go and teach there for six months all said it was far easier to work there and teach 60+ pupils in a class, compared with here.'

Leadership and Management

Critical Strategies or Factors for School Leaders to Consider In Raising The Achievement of Black African Pupils

It takes a particular and possibly rare type of leader to move a school from a very low base to one of excellence. The headteacher's leadership style is a critical factor in Stockwell Primary School's improvement, and her clear vision of what an excellent school would look like. She has made her vision explicit to everyone in the school community and is embedding a culture of excellence by sharing with all where the school is heading.

Prior to the headteacher's appointment in April 2000, pupil performance at the end of Key Stage 2 was below national standards. When she was appointed, the headteacher says that she didn't realise that it was going to be such a challenge. As an experienced and successful headteacher and with previous experience within a LA she was well qualified to take up the leadership of the school but the process of transformation was not without major difficulties. After being appointed her first task was to raise standards and bring together two very different schools which shared a building but each had a totally different ethos. Her first year in the school was turbulent to say the least. At the end of that year seven teachers resigned on the last day of the summer term! Despite this, she recruited new staff and developed the remaining staff to the point where both the leadership team and the middle management group are highly competent and successful practitioners who share a common vision.

The headteacher is very clear about her leadership role and articulates her view that 'headteachers get the school they deserve' and she believes that 'your character and your own needs are reflected in the school'. Her aim is to manage things so well, that she will almost become redundant. She feels that:

'some heads keep everything to themselves. Consequently they are there at school for 60-70 hours per week. The question is why? You are not the SENCO, the science co-ordinator or whoever, and you should be appointing other people to do those jobs.' Nevertheless she recalls that in her first year she was doing everyone's job.. 'because everyone was demoralised, complacent, in a rut, and it was to drive improvement. I had the need to do it. I needed to make a difference to children's lives. The culture had to change, people were comfortable, and staff were well paid for doing nothing'.

As well as changes to the culture of the school and to the staff, the governing body also underwent a transformation:

'I was aware of the tensions on the governing body, all their meetings, which went on for hours, were a not productive. OK if there were outcomes but I cannot be doing with wasting my time. I wasn't sure who was running the school; there was a Clerk to the governing body who made all the decisions... at one point I reminded the then Chair of Governors, that 'you appointed me as an experienced headteacher, trust me and it will work. I brought them together as a whole governing body rather than separate committees with no-one having an overview. We still have working parties that meet for a particular purpose for a short period of time. If you manage the governing body well, the governors know that you can manage the school well.'

At the time of the headteacher's appointment, the deputy headteacher (who is now a headteacher in a neighbouring LA), was always very loyal and supportive, and did all he could to assist her in the process of change. He would often ask her how she knew what to do. Her response was 'I don't know... I just know'.

The headteacher remembers that her former deputy was instrumental in trying to persuade those teachers who wanted to leave during her first year, to stay on. When she learned of this, she told him to 'let them go'. During this time, she took the lead in raising standards whilst his role was more pastoral. The situation has now reversed as the current deputy has different strengths. The headteacher describes her role now as Strategic Leader and her deputy as being 'the headteacher I used to be'. This is an interesting leadership development which has arisen as a result of the 'Every Child Matters' agenda, because the deputy now has responsibility for the day to day running of the school, standards and achievement, assessment and line manages various team leaders. The headteacher, as strategic leader, is involved in the development of a Children's Centre and the associated services and the building of a new school hall.

The headteacher's vision for the school stems from her understanding of the local community which the school serves and her personal experiences of school as a child:

'this is the same sort of school I went to and that my own children went to... and now my grandchildren go to. The aim is to make the school so good that when the children leave here they have been so well taught and grounded that they come back and say they have succeeded, that they have gone to University or into business and done well. .I would like to think that whatever is going on children's outside lives, when they come into school at 9 a.m. they are 'normal children'... they can come into school and forget the fact that they may be caring for a parent, younger brothers or sisters or whatever is going on at home'.... 'the bottom line is the children; everything comes back down to the children. If you are not doing your job, working as a team, the losers are the children. The culture has changed to one that serves the children instead of just the staff'.

Another aspect of transformation has been the change to the school building.

The headteacher recalls that when this was changed and children returned to school after the summer holidays, they were amazed and were bouncing around with excitement. The development of the Nike playground made another big impact on both pupils and parents, who would compliment the headteacher on how different the physical environment looked. She reflects that:

'it raised morale...also; the parents deserved a better school for their children. Why should they be in a school where the toilets were revolting and everything was so dirty? All our furniture is now on wheels so you can pull it out and clean under it very easily'. 'When the new Premises Officer was appointed in November 2001 I told him 'there will be four years of hard work, but once you have done it you will say wow!' and that is what he and many visitors are now saying.

As part of the process of change the headteacher talked her vision through with staff, she didn't send them to visit other schools:

'it was just through talk, staff management and CPD'. 'I am a do-er ... 'just trust me and watch it happen. I am better at articulating my vision now. Maybe at the beginning it was such a mess, I had to hit the ground running and tackle under achievement from every front'!

Whilst the headteacher didn't feel she articulated her vision well when she first took up her role, her current deputy certainly feels that she understood very clearly the high expectations articulated by the head:

'She had the vision, without it I don't think we would have got anywhere... without believing the children deserve the best, we wouldn't have got where we are. The former deputy and I pulled behind the headteacher; we have the same belief that we are here for the children. The school was operating for the staff not for the children. The headteacher started to say 'we' are here for the children. 'We are a team'. 'We', not 'I'. So we started to do the same. It's now always 'we', 'we have decided to do this'. 'We are pulling together'.

Conclusions

Strengths:

- Outstanding transformational leadership.
- A school-wide focus on teaching and learning.
- A culture of high expectations with an exceptional commitment by staff to the achievement of every child.
- Team-work in decision-making.
- Excellent assessment and pupil tracking systems.
- Commitment by parents to support their children's high achievement.
- Attention to the physical environment.
- And Continued Professional development for all the staff.

8. ARCHBISHOP TENISON'S CHURCH OF ENGLAND SECONDARY SCHOOL FOR BOYS



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Archbishop Tenison's School is a Church of England, voluntary-aided, foundation school in north Lambeth, for approximately 500 boys aged 11 – 18. It is a specialist Arts School. In 2004 its Investor in People Award was re-confirmed. The school has also received the Sportsmark Award (2004), and School Achievement Awards in 2000, 2001, 2002. The school is part of a sixth form consortium with Charles Edward Brooke's School for Girls and the London Nautical School for Boys. There are currently 40 students from Archbishop Tenison's School in the sixth form.

The school serves local Church of England communities, mainly in Lambeth and Streatham although some boys travel from further afield, and is over-subscribed.

Approximately forty per cent of pupils are of African heritage, mainly from Nigeria and Ghana, and form the largest single ethnic group in the school, followed by the twenty per cent from African Caribbean families. Other ethnic groups are represented in smaller numbers. Forty per cent of pupils speak English as an additional language to that spoken at home. Of these, approximately twenty one per cent are not fluent in English. These indicators are below Lambeth averages but are above national averages. At twenty three per cent the proportion of pupils who are eligible for free school meals is also below the Lambeth average but above the national average.

Achievement and Standards

Over the last six years pupils' standards as measured in national tests at the end of Year 9, and in GCSE at the end of Year 11, have risen significantly. In 2005, the percentage of pupils in Year 9 who achieved Level 5 or higher in the core subjects was 88 % in English, 79% in Mathematics and 77% in Science. These results are above national averages. In GCSE examinations in 2005, 53% achieved five grades A* - C, just below the national average of 55.7%, and almost 99% achieved five grades A* - G, well above the national average of 89%.

Pupils' attainment in English was particularly high, with almost all pupils in the cohort taking the examination. In English Language 69% achieved a grade A* - C and in English literature 78%. These results are well above national averages for boys' attainment in English and represent a significant achievement, especially since for many pupils English is not their first language.

Black African pupils also achieve well in other areas of the curriculum such as art, sports, music, drama, technology, history and French. The school's specialist Arts status reflects the very high quality of teaching and learning in art. The display of pupils' work around the school shows that many pupils, of varying levels of academic attainment, achieve well in art. In 2005, 25 pupils took art GCSE and all achieved a grade A* - C; nearly half achieved an A* or A grade. This is a longstanding strength of the school, reinforced by the new, purpose-built art studio. As one Year 9 pupil put it, 'the new art studio helps to boost our learning because there are so many more facilities than yesteryear.' In French, where boys' performance nationally at GCSE is significantly below that of girls, two thirds of the 27 pupils entered in 2005 achieved an A* - C grade, above the national average. Black African pupils are achieving higher than any other ethnic group in the school. They make a significant contribution to the school's overall academic success.

Monitoring The Performance of Pupils

The school has dedicated much effort in recent years to improving consistency in the way teachers assess pupils' standards and progress, both academic and personal; in how they record progress; and how best to report to parents. Current procedures include on-line records of pupils' targets, progress, academic standards and effort which are updated termly by subject teachers and tutors. All teachers now use subject-specific criteria that relate to National Curriculum levels, and target setting is under continuing review so as to provide individualised guidance to pupils. The on-line system ensures easy access to records by all those who need to contribute, or to monitor overall progress, and is much more efficient than past procedures. It also provides instant access when reporting in person to parents.

Pupils' progress is reported to parents at twice-yearly Academic Review Days when the timetable is suspended so that parents, pupils and teachers can meet. Tutors have access to pupils' records on-line and this facilitates a full discussion between parents, their children and tutors that all three groups acknowledge as of great value. Attendance at these review meetings is very high, at over 90%, and parents report warm satisfaction at the way they are drawn in to discussion about their children's progress. 'The Academic Review Days are very useful. They tell you how your child is performing.' Parents feel that they share responsibility for their child's progress with the school and that they are kept very well informed. Pupils also value them and offer them as evidence that their teachers and tutors know them well as individuals. They like the way teachers and tutors keep in touch with their parents. 'When I do well, they tell my parents. This reflects on me at home', said a Year 9 pupil. Older pupils also feel that their parents and the school work closely together. A Year 13 pupil commented that 'parents give strong motivation from day one. Our head of year really pushes us – he's really behind a lot of pupils' success.

The school has worked hard to establish this close working relationship with parents, a relationship that was not always evident in the past. It takes time and effort to build parents' confidence and it also requires thought to the procedures needed to support the link. Letters are sent to parents to inform them, and then to remind them, of Academic Review Days. These are followed up by personal telephone calls. All pupils have a diary in which homework and tutor's comments are noted. Parents read these and make their own comments, maintaining a regular dialogue. Where parents omit to sign diaries, the school follows up with a telephone call. The regular practice of subject teachers and tutors telephoning parents to praise their child's work, and to encourage parents to reinforce their praise at home, is acknowledged by parents and pupils as a very important reason why they feel that they are all working together to do the best for their children.

Support and Guidance

Pastoral and academic support; working with parents

Archbishop Tenison's School provides a strongly Christian ethos which reaches out to pupils, parents, staff and governors. It demonstrates this in the care and attention given to each pupil, as an individual, in the emphasis given to pupils' spiritual and moral education, in its inclusive attitudes to pupils, parents and staff, and in its daily practices where the school's Christian values are modelled by staff whether they share a religious faith or not.

School routines provide a well known and secure environment in which pupils can feel confident and which encourage good attitudes to learning. Daily assemblies are Christian in nature but embrace wider issues. Since 11th September 2001, the school has lit a peace candle in its daily assembly. This is treated with due solemnity as pupils share the task of lighting the candle. Pupils also share in reading aloud from the Bible and are listened to with attention by other pupils. Assemblies are taken by senior staff, including the bursar, and are sometimes enriched by visitors from the local community. In one assembly observed, a visiting mature student of theology, from a West African background, caught and held pupils' attention by references to African customs, including comments in Yoruba which were greatly appreciated by those who share the language. Pupils listened with respect to the messages he gave.

Parents, especially those of African heritage, share the school's Christian values and cite these as one of the main reasons for their choice of school for their children. They feel that parents and school give children the same messages about values, attitudes to work and other people, and in their expectations of behaviour. There is a very strong sense of home and school life being a continuum, where parents and teachers contribute in their own way to the successful education of children.

Parents of African heritage also value academic success as the route to personal success and a better life for their children. For them, a good education is essential and this underlies their continuing support of their children and the school to achieve their expectations. Parents feel that they themselves are responsible for their child's development. They expect the school to provide the expertise and feel strongly that they are working together. 'Otherwise my children wouldn't still be here!' commented one parent.

In order to support pupils' academic achievement, the school provides a range of additional opportunities including booster classes, revision classes and homework support sessions. The role of form tutor, backed by a head of year, ensures that every pupil is well known, their progress monitored, and that there is good liaison with subject teachers. Parents and teachers feel that this is made easier because it is a small school. As one parent commented: 'They do not give up on you'. This attitude is shared by pupils. As a Year 13 pupil put it: 'When you're here your Year head drills it into you that everyone is part of the school, all one. If one succeeds, all succeed'.

Pupils from African heritage backgrounds also believe, like their parents, that education is the key to their future success in life. A small group of Year 11 boys spoke thoughtfully about the pressures on them, especially, on occasion, from the street culture which they face outside the school. One remarked that he feels 'slightly alienated from others outside the school'. Another was strongly motivated 'to show that black boys are not failing' and yet another said 'you need to step away from stereotypes'. A reflective comment came from one pupil that they needed 'to understand the reality of our situation'. In this he was referring to the difficulty of getting good jobs and their shared understanding that a good education is essential to success in adult life. They all intended to go on to university in due course. In 2005 there were eleven aspirants for universities from the school's sixth form pupils. Of these, nine were accepted for the course they wanted to follow by the university of their first choice and the other two found alternative provision.

All pupils spoken to welcomed the extra-curricular activities that the school provided. Pupils in Year 11 and Year 13 spoke with enthusiasm about the Cadet Force, trips for art, or to France, the use of the gym with its fitness equipment, competitive sport such as football, basket ball and cricket matches against other schools. They liked the drama and musical performances and opportunities to learn musical instruments and, in the sixth form, the Friday afternoon tutorial sessions when outside speakers came, such as from Amnesty. During the visit, the school's debating club debated the very current issue - 'cannabis should be legalised'. Pupils had been well trained in their respective roles, managing the debate on their own, and proposers and seconders spoke with confidence for and against. The motion was not carried!

In its approach to social and moral development, the school places particular emphasis on providing pupils with such opportunities to take responsibility. There are many roles that pupils undertake such as form captain or vice captain, prefects and mentors. Pupils in Year 9 who have chosen to be mentors have received regular training in what is involved and in developing listening skills when working with other pupils. They value the responsibility and have been well supported in how to carry it out.

They also value the fact that all pupils will have some opportunity to be distinguished in some way. For example, form tutors select some pupils each half term as 'truly trusted', but make sure that all pupils share this at some point. Pupils' response to these opportunities shows maturity and growing awareness of how their behaviour affects others.

The school sets out high expectations of behaviour and attitudes to school, to learning, and to adults in authority. These expectations are shared by parents of African heritage and are accepted, to a considerable extent, by pupils. Pupils know the ways of the school, its rules and its expectations. They feel secure, well known and liked. They know that the school cares for them and wants each to achieve the best they can. The atmosphere in the school is orderly and friendly. Movement around the school is prompt and well managed. Behaviour is generally very good.

This is particularly important to parents. The parents interviewed, all of West African origin and culture, stressed the importance to them of good behaviour. Not all had made the school their first choice but all had chosen to send their children to the school because of its reputation for a good education with high academic standards, good discipline, and a strong moral education. They judged pupils by their well-mannered behaviour and confident self-presentation, and the school by its Christian ethos and values.

Curriculum Provision and Organisation

The school provides the full National Curriculum with additional enrichment. An extra period has been added at the end of the school day to accommodate additional subjects, some of which, like Latin, are offered to those on the school's register of gifted and talented pupils. Particular care is taken to enable pupils to follow as many as possible of their chosen subjects to GCSE. The additional periods allow pupils to take ICT, physical education and music GCSEs as well as a full range of core and other subjects. Where pupils speak another language examined at GCSE, such as Dutch, Italian and Portuguese, they are encouraged to take it. Almost the whole cohort in Year 11 take GCSE in English, Mathematics and Science. Art is a particular strength of the school, as has been recognised in the award of arts school status.

Like many London schools, Archbishop Tenison's School celebrates Black History Month each year. This gives a high profile to the experience and achievements of black people in Britain. In recent years the focus has been more on that of African Caribbean experience but pupils and parents show a keen interest in their African heritage. One teacher runs an after-school discussion group – the Bulla Club – where boys come to discuss issues of particular relevance to them. In 2004 they compiled an anthology of Anansi stories, drawing on family traditions, and turned them into a performance. Parents were delighted. Those spoken to on the visit acknowledged the pleasure with which they heard Nigerian songs at a concert given by pupils. They indicated that they would be glad to see more aspects of African culture celebrated.

Pupils spoken to acknowledge that they look to their black teachers for role models, and sometimes as friends with whom they can share their concerns.

Thy school is a partner in a Lambeth LA link to schools in Takoradi, in Ghana. In recent years staff from Archbishop Tenison's have visited their partner school in Ghana and exchanged letters. The head of science has set up a curriculum link. At present this is in abeyance as the headteacher in Ghana has moved on and the link between the two schools will need to be revived. However, the head of science has produced a lively video of his visit to Ghana which he has shown in assemblies. The class of Year 8 pupils who watched it with the visitor this time, and had not previously seen it, were very interested in what they saw of Ghanaian children's school experience. One pupil said that it made him feel proud that he was black because the film showed Ghanaian children asserting their own pride in being black. Such links with schools in other countries bring home to children in the UK an international dimension. For pupils with their own African heritage, it can be a source of learning and pride.

The school is also a participant in the General Teaching Council's Initiative 'Aim Higher'. Its purpose is to raise awareness of higher education and to encourage more pupils from ethnic minorities, or whose families have not traditionally experienced higher education, to aim for this as part of their career path. The school maintains links with Kings, South Bank and Greenwich Universities and Goldsmiths College. In Year 11 pupils are given information about the school's sixth form consortium and about other providers within reach. Many pupils choose to go to colleges such as Richmond, Westminster or St Francis Xavier in Clapham. Currently between 25% and 30% stay on in the school's sixth form.

Teaching and Learning

Pupils are placed in broad ability bands with some extra support within their classes for pupils with special needs and those who are not yet fluent in English. Able pupils in Year 11 had found this form of grouping motivating. 'You have to strive harder to be in the top set'. The school feels that the attention given to each pupil mitigates any demotivating effect for pupils placed in the lower band, although one teacher acknowledged that there were some 'who feel low. They say: 'I'm only going to get a D, why should I bother to do more'".

At present, the support for pupils with special needs is being re-organised, within the limited resources available. The individual support for one pupil with a statement for physical disability is good and has enabled the pupil to take a very full part in school life. A few pupils arrive in the school with little knowledge of English. The co-ordinator for the ethnic minority achievement grant assesses their language needs and works with subject teachers to help meet them. Pupils' success in English language and literature at GCSE demonstrates that this approach works well. Many pupils who arrive with little English are able and highly motivated. Once they reach a level of fluency in English which enables them to cope with the whole curriculum, they can forge ahead.

The introduction of the National Strategy for Secondary Schools has resulted in a considerable amount of staff development on how best to structure lessons, and on how pupils learn in different ways. The one lesson observed demonstrated this very well. It was a lively lesson of geography for Year 9 pupils exploring the meaning of diversity in ecosystems. The lesson was very well planned, and drew on visual aids, in particular the interactive whiteboard, to make the learning immediate and interesting. The excellent pace of the lesson allowed time for pupils to listen and absorb information, to work in small groups discussing possible answers, and individual time to put their learning into their own words so as to reinforce it. Pupils were thoroughly absorbed and keen to respond to questions or demonstrate on the whiteboard. Classroom relationships were friendly, the teaching authoritative and well matched to pupils' ability to understand the key points. Part of a Year 8 Science lesson was observed where the similarly well-planned, authoritative teaching, allowed pupils to take an active part in experiment and to get down to work without any wasting of time. Pupils' attitudes and behaviour on both occasions were good.

Leadership and Management

In the last six years, the school has benefited from the excellent leadership of the head mistress as deputy and then as headteacher. Her vision for the school, shared by governors, has been matched by the necessary management skills to achieve that vision. In the last six years, she has led action on many fronts, including staff development, which culminated in the renewal of the Investors in People Award in 2004, assessment procedures, physical improvements such as the new art studio and physical education facilities, and crucially, in helping teachers and pupils to raise academic standards from a low level to the current high levels of achievement. All this is reflected in the smooth organisation and daily running of the school, managed by the senior management team and staff with key responsibilities. There are further plans to expand the school to accommodate one more form of entry so as to be able to accept more pupils without changing the family ethos of the school.

The head mistress' very clear vision has rightly given priority to raising standards by improving the quality of teaching. It has also been important to improve pupils' attitudes to learning, to encourage them to take responsibility for their own learning, and to become confident and successful in their own eyes. Many of the initiatives that have drawn parents' approval, and the hard work that goes into keeping parents well informed, have contributed to the school's success in giving its pupils a positive self image and a clear sense that they too can achieve. The reformed senior management team provides strong leadership through shared responsibilities and close co-operation as well as through individual initiatives. Heads of subjects and years co-operate well as seen in the procedures for assessment of pupils' progress and the liaison with parents. The evidence of shared success points also to shared effort and willingness to do the best for pupils. The comments of two Year 9 pupils illustrate that that effort is bearing fruit. 'You can talk to teachers...of course, they're strict, but you can ask for help in learning. 'Teachers really care about your learning'. That message is heard consistently from pupils, parents and staff. It is undoubtedly a major factor in the academic and personal success of many pupils, including those of African heritage.

Conclusions

Strengths:

What The School Does Particularly Well for Its Pupils of African Heritage:

- It provides a strong Christian ethos, based on spiritual and moral values that are closely shared by many parents, especially those of African heritage.
- It gives high priority to raising and maintaining high standards for all pupils. This priority is shared by African parents who value education very highly and are determined that their children will succeed. Because the values and expectations of school and parents match so closely, the partnership between them supports pupils' achievement to an unusually high degree.
- The head mistress' excellent leadership has guided the school to its current success and that of its pupils.
- It has created the means, through well thought-out procedures and practices, to harness parents' support, and to make explicit to them and to their children that home and school share values, expectations and the desire to see children do the very best they can. Children share these expectations to a significant extent and show this in their behaviour, attitudes and personal aims.
- It has created an environment and relationships in which children feel secure, purposeful and liked. Authority is respected, as are the views of children. Courtesy to each other and respect for the feelings and needs of others is at the heart of behaviour management. As a result, the pupils respond with increasing maturity.
- It values the cultural expectations and heritage of its African pupils and seeks to give them opportunities beyond the basic curriculum for them to achieve success in many different fields.



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9. CHARLES EDWARD BROOKE



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boys and girls in the sixth form in consortium with Archbishop Tenison and London Nautical School boys' schools.

The school serves a diverse local catchment of girls from Lambeth and Southwark predominantly. The profile of girls of African heritage is mostly West African from Ghana, and Nigeria, although the numbers from Sierra Leone are increasing with some girls from the Democratic Republic of Congo, Angola, Somalia and Ethiopia.

The school is situated in Vassall Ward which is Lambeth's most deprived ward in terms of health and the second most deprived for child poverty; 40% of girls live in this ward.

The school is designated by Lambeth to run one of its refugee projects. Girls of African heritage involved in this project known as Neptune were interviewed during this visit; their accounts are recorded in the Curriculum section.

Charles Edward Brooke has specialist schools status in two areas: Media Arts and Music. It is Lambeth's Full Service Extended School and is in the borough's Building Schools for the Future programme.

Achievement and Standards

Charles Edward Brooke is a strong, confident and well-led community school. The degree to which the school recognises its strengths is evident in its school self-evaluation where it rightly lists its distinctive and special features as:

- An effective Christian ethos which welcomes students of all faiths.
- An absolute commitment to inclusion, which is strongly endorsed by the whole school community.
- The quality of relationships evidenced by the improvement in students' behaviour towards one another.
- The strong collegiate spirit amongst the staff and their willingness to participate in a range of out of school projects to increase their engagement with the students and raise attainment.
- A strong and skilful leadership team committed to improving school performance.

The school concludes in a section of the SEF 'that its specialist status has been a catalyst for change influencing teaching and learning to raise attainment'. The school is also closing the gap between the attainment of girls of Caribbean heritage and those of African.

Standards are rising at Charles Edward Brooke; 45% of girls achieved 5 A*-C GCSE passes in 2005. The school also helps students to make significant progress as they move through the school. This regularly places the school in the top 5% of schools nationally for value they add to their students' achievement.

The school has not adopted the GNVQ approach of others and does not have a selective intake. The majority of students have achieved Level 3 at KS2 and the school is rightly proud of the significant value that the curriculum adds to the achievement and experiences of girls and boys who attend Charles Edward Brooke. Mobility is also a significant factor – again much higher than the Lambeth average - there was a 25% mobility rate in the cohort taking GCSE in 2004.

The school describes itself in its SEF as 'enriched by its vibrant ethnic diversity with African and Black Caribbean learners' as the largest groups. The school welcomes learners from all over the world, including refugees and is proud of its inclusive ethos. Some 33% of learners are on the SEN register including those with statements; 45% of learners' first languages is not English and there are 45 home languages spoken, the main language group being Yoruba; 46% are eligible for free school meals. These figures represent increases in recent years and are against the national trend. Over 40% of sixth formers are entitled to EMA awards.

Against these challenges the school has raised levels of attainment over the past two years both in line with like schools (Fisher Family Trust data) and other VA schools. The sixth form is also growing in reputation with an increase in the number of students from all three schools CEB, Archbishop Tension's and London Nautical staying on and completing the two year programme and improving their point scores.

Support and Guidance

The sense of the school as a family led by a headteacher committed to community leadership is articulated by staff, students and parents alike. The school's focus on raising individual achievement is grounded in the first aim in its mission statement: To support each student in developing her talents in a stimulating secure environment based on Christian principles.

Partnership with parents is a key component of the school's success with African families. Parents feel a close alignment between their aspirations and the way the school engages with their daughters. Parents are involved early in any lapses of behaviour and appreciate the school's commitment to keep them informed of their daughter's progress.

Interviews with African parents:

Parent A: A father of a student in Y9 who is generally supportive of the school which was not his first choice is supplementing her education with a home tutor. He also calls on his extended family so his oldest son who is a graduate is also expected to help. The family take regular trips home to Nigeria to maintain traditions, to let children know they have an obligation to fulfil their potential.

Parent B: Father of three daughters, two of whom have already left the school. One daughter is currently in Y10. He is very pleased with the dialogue between family and school. He believes the school shares his expectations of his daughter and is respectful of S/Leone culture. Respect and responsibility are the two cornerstones of the parenting philosophy he conveys to his daughters. However he is also of the view that sanctions should be applied if his daughters 'step out of order' and then it's a case of 'tough love'.

Both parents feel that key features contributing to African achievement:

- Maintain African traditions at home
- Let children know they have an obligation to maximise the opportunities available in Charles Edward Brooke
- Early intervention is critical for home and school to get girls back on track
- Seek to 'blend with the best of British society' and consciously protect daughters from its worst and more permissive anti-education elements as they perceive them
- Parents keen to continue their studies as well which models family commitment to education as a transformational tool.

Interviews with Students

Students of African heritage from across the school were also interviewed. They made a number of key points about the factors contributing to achievement in Charles Edward Brooke:

- Strong sense of a leadership team that cares and is visible to students in the school. They talked positively about the school employing security guards as demonstrating a commitment to their safety.
- Equality for all: Equal opportunities to participate and experience a wide range of activities in this school – all students talked about the whole-school project weeks as a real exciting element of their schooling. Year 9 project on futures thinking linked to 2012 Olympic theme was clearly a real success this year with opportunities to script a Dr Who episode using Canary Wharf as the focus; an opportunity to write and perform a school musical; gardening project based on the Olympic logo displayed in the school grounds.
- Strong home support and achievement culture at home, often as strongly articulated by fathers as mothers.
- Teachers who explain in ways that 'make you want to learn'. Students described one Maths teacher who has a 'magic way' in drawing out the best in pupils and an English teacher who 'really wants us to do well' and produces revision sheets which show students how they might gain each of the higher levels which they found really helpful.
- Despite the mobility of African families who often go home on 'family business' leaving children behind the stability of the family is rarely affected.
- One student who had recently joined the school from Africa in Key Stage 4 talked about the importance of the discipline instilled in her from 'back home, which 'puts you on a straight line to avoid some of the pitfalls which await you here'. She spoke of other girls who had come at a similar time to her but had succumbed to the attractions of the street because it is so much more 'lax' here than in Africa and she had seen 'their futures ruined.' The school encourages you to stay focussed.

Charles Edward Brooke is proud of its ethos as an inclusive school and non-selective school which supports students with the full range of special needs. This is exemplified in the case studies of Refugee students in the Neptune project who have progressed to Sixth form:

Student A arrived from Angola as an unaccompanied minor aged 13 in 2002. He was accepted onto the Refugee Programme in September 2004. Before this he had spent two years unsuccessfully trying to get a place in school. However, as a talented footballer, he had made the most of out of school activities offered in the borough and had played football several times a week. As a consequence, he had learned a lot of English and was communicating at a fluency stage 2-3 by the time he joined the course. His reading and writing skills were at stage 2. He spoke fluent Portuguese but as he had been out of school for three years in Angola and for a further two years in Britain, he had missed a considerable amount of his secondary education.

This student spent a year with the Refugee Programme and achieved a Level 3 in Entry Level English and Maths. He is now at fluency level 4 in his speaking and listening skills and his

reading and writing skills are level 3-4. He achieved a Grade B in Portuguese GCSE and a Grade C in GCSE Art. He coached football at one of the local primary school's After school clubs for a term which was a great success. This student has stayed on in the 6th form to study GNVQ Science, Levels 1 and 2 ESOL (Equivalent to GCSE) and is doing sports coaching training at London Nautical School. He is an asset to the school. He has taken part in a number of creative arts events and does occasional mentoring with new students on the Refugee Programme, including taking them to Brixton Recreation Centre to familiarise them with the gym. He hopes to become a doctor or to work in sports medicine or management.

Student B arrived from Somalia via Ethiopia as an unaccompanied minor aged 14 in June 2004. She was at fluency stage 1 and lacking in confidence. She was teaching herself to read and write (including handwriting) in English. This student speaks, reads and writes Italian as well as Somali– but had not been taught handwriting since she had never been to school, although she had been given some education at home. She joined the Refugee Project in September 2004 and has made rapid progress despite enormous difficulties with housing and benefits which the school supported her in sorting out. This meant that she had to miss a lot of school attending appointments but she collected homework from school and kept up with her schoolwork. She achieved a level 3 in Entry Level Maths and English and an A* in Italian GCSE. She has stayed on in the 6th Form and is studying GNVQ Science and Level 1-2 ESOL (equivalent to GCSE). Her spoken English is now at Fluency stage 3 and her reading and writing is at a similar level. She is very supportive towards her fellow students and occasionally acts as mentor to new students on the Refugee Programme'.

She is aiming for 'A' grade in Science and hopes to become a midwife and return to Somalia to help other women.

The accounts above give an insight into some of the key ingredients of Charles Edward Brooke's success:

- Students' individual strengths and talents are recognised early and supported through the curriculum and are framed within a culture of achievement. They are encouraged to become part of the various communities that the school serves, whether that is providing sports tuition to local primary schools in Student A's case or in being a mentor to newly arrived pupils on the Refugee Programme in Student B's case.
- Students are encouraged by staff to be aspirational, to have clear goals and given pathways to achieving those ambitions.
- Students are included in all the strategies to broaden their horizons so younger students on the Refugee Programme had been on a trip to the Royal Ballet the previous day.

The school has worked hard on its 14-19 pathways and the offer to students is now organised into four routes:

- Academic GCSEs.
- Triple Science route for girls interested in careers in medicine building on links with Kings.
- Centred round Media and Performing Arts with some GNVQ programmes.
- Flexible offer in partnership with Lambeth College. For example, one girl supplements her GCSE with a one-day programme on motorcycle maintenance at the College on Fridays.

Curriculum Provision and Organisation

Charles Edward Brooke has developed a powerful arts-based curriculum, which is consciously designed to broaden students' horizons and enrich both the lives of students but also the professional expertise of staff who work in the school. Specialist status has been used to underpin the school's curriculum. Engaging more deeply with the arts, media and music, working with Creative Partnership and being part of the pilot DfES Aiming High project (2003-5) has given staff the confidence and tools to develop an arts-based whole school curriculum.

The school set up a working party to review the diversity of the curriculum in 2003-4. Led by the deputy headteachers, the school used INSET and curriculum-writing workshops to develop a responsive pedagogy. The school has increased the range of extra and cross-curricula activities in Key Stage 3 which builds students' confidence and their ability to work in project teams – this approach pays dividends in the quality of relationships and capacity to work together in KS4. The school feels that the focus on curriculum builds an element of sustainability in contrast to concentrating efforts in mentoring programmes.

The school continues to review the KS3 offer and is not afraid to innovate. The school is considering introducing a Learning to Learn course in Year 7 and using the Year 9 curriculum as a bridge to GCSE building on the personalised approaches in Year 7 and Year 8. The school has extended staff knowledge with the Accelerating Learning approach to teaching and learning. Teachers from Charles Edward Brooke have visited Waverley School, Southwark to look at the RSA Opening Minds programme as a model for transition. There is a Year 9 Student Leadership programme which currently involves 49 students, a third of the cohort who have volunteered to be more closely engaged with improving the ethos of the school. They are managed by a deputy headteacher who meets them every Monday at 8.15 am to discuss the week's priorities and tasks.

The link with Creative Partnerships has been very productive. Each term a set of Arts Projects, activities and opportunities are provided to target groups across the school as part of strategies to raise achievement, broaden horizons and challenge pupils so that their aspirations can be high and achievable. London's rich cultural life is harnessed to the school's cause. Examples of the range of projects include: trips to the Royal Ballet School, live jazz performances at the Royal Albert Hall, dance courses at Waverley School in Southwark, participating in the Re-imagining Africa film and media project.

The use of the arts-based curriculum is evident in the range of activities displayed on corridors around the school:

- Visit of the Education Minister to an Arts event.
- Project Week activities, which included: Citizenship Day, Maths Fair, Bigger Science Day and A Day of Sport.
- Olympics 2012 – a Year 9 Futures thinking day involving all departments who had to design a project with a focus on 2012. For example, the Languages department considered the number of languages and countries likely to be represented in London; the Arts department looked at the view from one of London's bridges and asked students to imagine the skyline in 2012.
- Positive Referrals project run by the Geography department.
- Black History materials researched and produced in-house by the school.

Other subjects are encouraged to be more creative. The head of design and technology asked the textiles teacher to visit the Horniman Museum for an INSET on African materials. The Music department has worked hard to broaden the range of musical traditions studied in both key stages.

The school concludes in a section of the SEF 'that its specialist status has been a catalyst for change influencing teaching and learning to raise attainment. This and the other features outlined in 17.1 underpin the success of this school in raising the achievement of students of African heritage. The school is closing the gap between the achievement of Black Caribbean and African girls.

Teaching and Learning

The school has had an unrelenting focus on improving the teaching and learning in classrooms for the past three years which is now confidently embedded in the life of the school. The school believes the focus on curriculum builds an element of sustainability in contrast to concentrating efforts in mentoring programmes. The school has focussed on making a difference to students' achievement through improving the quality of learning and teaching.

There is extensive use of interactive whiteboards to add variety to lessons. Teachers use a lot of praise and feedback to students to build their confidence and ensure motivation. Teachers work hard to ensure that lessons are well-structured and challenging. Students are encouraged to broaden their horizons through the curriculum, so while in Dance for example, there are always elements which reflect their cultural heritage with sessions on African dance, they are also challenged to apply their learning to classical ballet and have the opportunity to work with the Royal Ballet too. In every class teachers have to design programmes of study which engage with students with EAL needs. There is a strong focus on Science for students of African heritage and they are a significant majority in many of the top sets in Science subjects. Parents of African students see careers in medicine as high status and successful and are keen to support their daughters in this area.

Interviews with Teachers

The school has a diverse multi-ethnic workforce including some staff of African heritage represented across the school and within the leadership team. Two teachers of African heritage agreed to be interviewed and asked for their perspective on the achievement of African students at Charles Edward Brooke.

Teacher A: Joined the school last year and was struck at the sense of community which pervades the school and to which she felt welcomed. She had worked as a supply teacher in other London secondary schools in the previous 3 years so felt well placed to make comparative judgements about the ethos. She feels the headteacher is a community leader whose open door approach makes both staff and students feel acknowledged. Teacher A enjoys the diversity of the African school population in the school and has blossomed in the aspiring culture of the school community.

Teacher B: Has worked in the school since joining as an NQT in 1996 and has felt supported by colleagues throughout his time. He feels the role of leadership to encourage and support staff is an explicit part of their brief. The school's shared unity of purpose is the secret of its success in his view.

The opportunities are clear and African parents appreciate the school's efforts. African parents are generally school-supportive and try to present this approach to their daughters. If they do wish to challenge the school, they do that with teachers in private and not in their daughter's presence. Some African families struggle with the comparatively permissive nature of English education and the freedom enjoyed here is hard for those parents who were brought up in a much more disciplined, respectful and less equitable pupil-teacher relationships. Most students manage to walk that rather tricky tightrope of school and home expectations and remain on track in 8 out of 10 cases, but for those 1 or 2 the freedom leads to under-achievement. For those 1 or 2 routine trips back home are used to reinforce the general view that opportunities on offer in the UK are not to be squandered. The school operates a Student Learning Centre with counsellors and mentors to support those pupils who stray from their family's script.

African teachers are often asked for advice by parents and this has to be handled carefully so as not to contravene school procedures. There is a cultural assumption that teachers are the 'third parent' and have their daughters' interests at heart. This is a real asset for African teachers who enjoy their role model status and their insider knowledge. They are also keenly aware of the sanctions many parents operate in desperation when their daughters refuse to comply with home or school discipline such as cutting off girls' hair or sending girls back to Africa. In one instance teacher B was asked for advice when a father wanted to send his daughter back to Sierra Leone for good. Teacher B suggested that the father take his daughter back to Sierra Leone for the whole 6 weeks of the summer holiday. His advice was taken and the girl returned in the autumn in a more constructive frame of mind.

The whole school focus on Assessment for Learning (AfL) as part of the secondary strategies complements Charles Edward Brooke where students are hungry for constructive and positive feedback. The school works hard to translate students' oral confidence to their written work. To focus on teachers developing their questioning skills – every staff member is given Blooms Taxonomy. African girls respond well to an aspirational ethos in the school and enjoy seeing their culture in lessons. African families are very ambitious for their daughters and feel comfortable with a school that stresses this aspect too.

The school has invested heavily in behaviour management training for staff and use Bill Rogers' approach outlined in his 'Cracking the Hard Class' DVD which concentrates on maintaining respect for the student at the heart of a school's strategy. Parents encourage the school to call them at any lapses in their daughter's behaviour and this accords with the school's approach to early intervention.

Members of the Leadership Team (LT) have devised a range of intervention strategies to support teachers in difficulty with classes. An innovative restorative approach in the event of a breakdown in relationships between teacher and class has been developed in the school. In such instances, the lesson is suspended and one of the LT convenes the class with an agenda agreed with the class to explore what is going wrong and how it might be changed for the better. Using circle time, a member of LT then provides a forum for girls as a group to clear the air and refocus on what is acceptable behaviour. A new contract between class and teacher is drawn up. The school has found this to be an effective approach to nipping declining behaviours in the bud in a 'no blame' way.

One of the conclusions drawn from the lesson observations and interviews with parents, teachers and students confronts the 'myth of the African female student' who is well-behaved, quiet and supported by strong aspirant parents. Undoubtedly the gracious parenting behaviours, which characterise many of the parent-teacher interactions at Charles Edward Brooke ease the way for their daughters. Many African parents exhibit cultural norms of parental engagement which derive from their experience of the parent-teacher relationship in Africa, where status and respect reinforce the power of the teacher. Here in a UK context, teachers have to gain that respect; it is not automatically given although the majority of students in any class in Charles Edward Brooke conform to the basic, well-behaved norm. However a significant number of girls of African heritage provide a constant challenge and potential distraction to teachers and other students.

Teachers in Charles Edward Brooke are very skilled in managing this low level disruption without compromising their lesson objectives and those of the girls. It is important not to underestimate the hard work of teachers in maintaining the ethos in Charles Edward Brooke which is as much under attack from the negative influences of 'street culture' as are other schools in London.

Leadership and Management

Strong caring and committed leadership is visibly demonstrated across this school and is modelled by the headteacher and her senior team. The responsive ethos of the school is powerfully demonstrated in the quality of the work and the range of activities provided. The headteacher feels this is further underpinned by the positive attitude of African families to education, which is mostly in harmony with the school's approaches to raising achievement and evident in their participation in parents evenings and in supporting the school in the event of any misdemeanours by their daughters.

Both school and family are aspirational and ambitious for the girls. Students of African heritage attend additional classes and participate actively in the range of opportunities on offer at Charles Edward Brooke. Many girls have parents, carers and older siblings who show a commitment to their own academic and vocational development which creates a positive family learning culture in the home. Where there is an occasional mismatch, it is between the different attitudes to discipline when girls digress. Some African families have stricter notions of appropriate punishments and the school has worked hard to build close relationships, which allow the school to challenge parents about what is and is not permissible.

Governors are very supportive of the school and note the following factors which in their view contribute to the school's success:

- The degree to which the school monitors and tracks the achievement of pupils. Detailed interest is taken in the performance of Y7 and Y8 pupils which provides a strong bank of knowledge and good relationships. This makes a huge difference to the school's ability to target personalised interventions and is reflected in the value-added from KS3 to KS4. The headteacher interviews every girl in Year 9 and models the detailed attention to individual students' achievement to the rest of her staff.
- Food and refreshments are offered at parents' events and every opportunity is taken to come together as a 'family' and build a sense of community. The number of opportunities for parents to attend cultural as well as academic progress evenings has increased and school staff are encouraged to give parents formative information about their daughters... 'She's doing well but if she really wants to do very well, she should do X and Y'.

Arrangements for Monitoring the Performance of Pupils

One of the core elements of the school's success in raising achievement is its robust focus on tracking and monitoring individual student's progress and achievement in the widest sense of the term. The school has a clear understanding of the components of an effective educational experience and it monitors its practice ruthlessly. A much wider range of activities, than is typically seen in other schools, are considered as targets for the school's attention, so all school activities, not just progress in lessons but also participation in life-enhancing and confidence building activities are monitored by ethnicity to ensure that all students have access to success. This approach is modelled by an experienced and confident leadership team. As mentioned above, the headteacher interviews every Y9 girl individually in the autumn term; each of the senior team has responsibility for an area of teaching and learning and as a consequence the learning of each girl is as much the concern of the LT as the form tutors.

In line with other Lambeth schools, Charles Edward Brooke has developed a strong approach to tracking the performance of individual students. Reports to parents are posted home 3 times a year followed by Action Planning Days for students and parents. Target Review days are held later in the year. School monitoring data is shared with students and their parents. Tracking time is allocated to staff using the Pupil Tracker. Technology is well used to support monitoring procedures and the school uses an electronic mark book to monitor attendance in subjects. Subject departments, particularly core subjects have a strong handle on the performance of all students but this is becoming more systematic across the school. All subjects have to produce Key Stage 3 Action Plans in readiness for the school's focus on this area in 2006-7.

Use of Data to Raise Achievement

Use of performance data for school improvement is a strength of Charles Edward Brooke School. Data is used as a driving force for raising standards and is central for the school self-evaluation process.

The school have a well developed pupil tracking system and it has detailed CATS, KS2, KS3, GCSE and non-statutory assessment data followed by background data such as ethnic background, language spoken, level of fluency in English, date of admission, attendance rate, eligibility for free school meals, EAL stage of fluency, SEN stage, mobility rate, years in school, which teacher's class have been attended, attendance rate, types of support, postcode data.

The school also uses LA data including school profile, contextual and value-added reports for self-evaluation and target setting for the whole school, year groups, KS3, KS4 and individual pupils. It is also used for target setting of SEN groups and ethnic groups. The value-added data of the school is very impressive.

This is shown in the Figure attached which compares the relative progress made by students in Charles Edward Brooke School with the progress made nationally by all pupils in England between KS3 and GCSE. The LA provides to all schools with additional comparative national median line graphs to help schools see whether they are doing better or worse than other pupils nationally. The findings from the school suggest that the students in this school have made good progress in terms of value-added. About 43% of the students in the case study school are in the upper quartile, indicating that their progress is greater than would be expected given the average rate of progress. Forty-two percent of the students progressed as expected and 15% are in the lower quartile and progressed less well than expected. This evidence from the national median line was also used by schools to ask questions such as which students have made significantly better or worse progress than others and to identify the reasons for this.

The successful use of data owes much to the capable, determined Assistant headteacher who is responsible for collating, and monitoring trends, results and analysis of how the school performed in relation to similar schools and schools nationally. Comparisons are made between subject, mostly using value-added analyses. Heads of departments are held accountable for their examination results and this has helped to sharpen the focus to raise achievement. Heads of departments are expected to identify and target specific areas of improvement in their development plan. Teachers are also asked to identify and monitor progress of individual students who were underachieving. The departments developed a strong sense of pride and unity of purpose in their effort to improve through effective use of data in teaching and learning. The headteacher and LT monitor progress against targets when the head reports to Governors.

'To build the process the school developed first a baseline profile on each student in order to establish their strengths, areas of improvement and identify future potential. This data is now used to set targets for each student and to monitor progress towards the target through out the year. We look at the information year by year and identify key issues that may need to be addressed.'

The school is particularly proud of its approach to ethnic monitoring. It uses ethnicity data to identify individual strengths and weaknesses. This monitoring is done by all teachers and heads of departments. This was clearly noted during the interview of the Assistant headteacher and classroom observations that teachers are using data in a number of ways to motivate their students:

'Every child in the school knows their previous results and what they should achieve at GCSE. I use quite a lot to target Maths students at GCSE using KS2, KS3 and QCA option tests. Using this data I am telling students how far they are off the next grade. Our experience is that this helps students and motivates them. Having the information also does help the teachers to be able to focus on what they trying to achieve'.

The use of data at all levels by teachers, LT and department heads also means that areas of weakness are picked up and can become a priority for early interventions. For example in 2004, based on the evidence of data, Black Caribbean was identified as a major group underachieving at GCSE. Underachievement of this group became an issue in the school and has led the departments to consider reasons why and investigate good practice and target students for support through the Aiming high strategy which has led to a drastic improvement in their performance in 2005.

'Data is critical for raising standards. Without data it is difficulty to assess the strengths and weaknesses of the school and track individual students' performance to improve teaching and learning. Teachers need good data and it is a request for all schools. Not just having it but using it effectively.'

Conclusions

Strengths

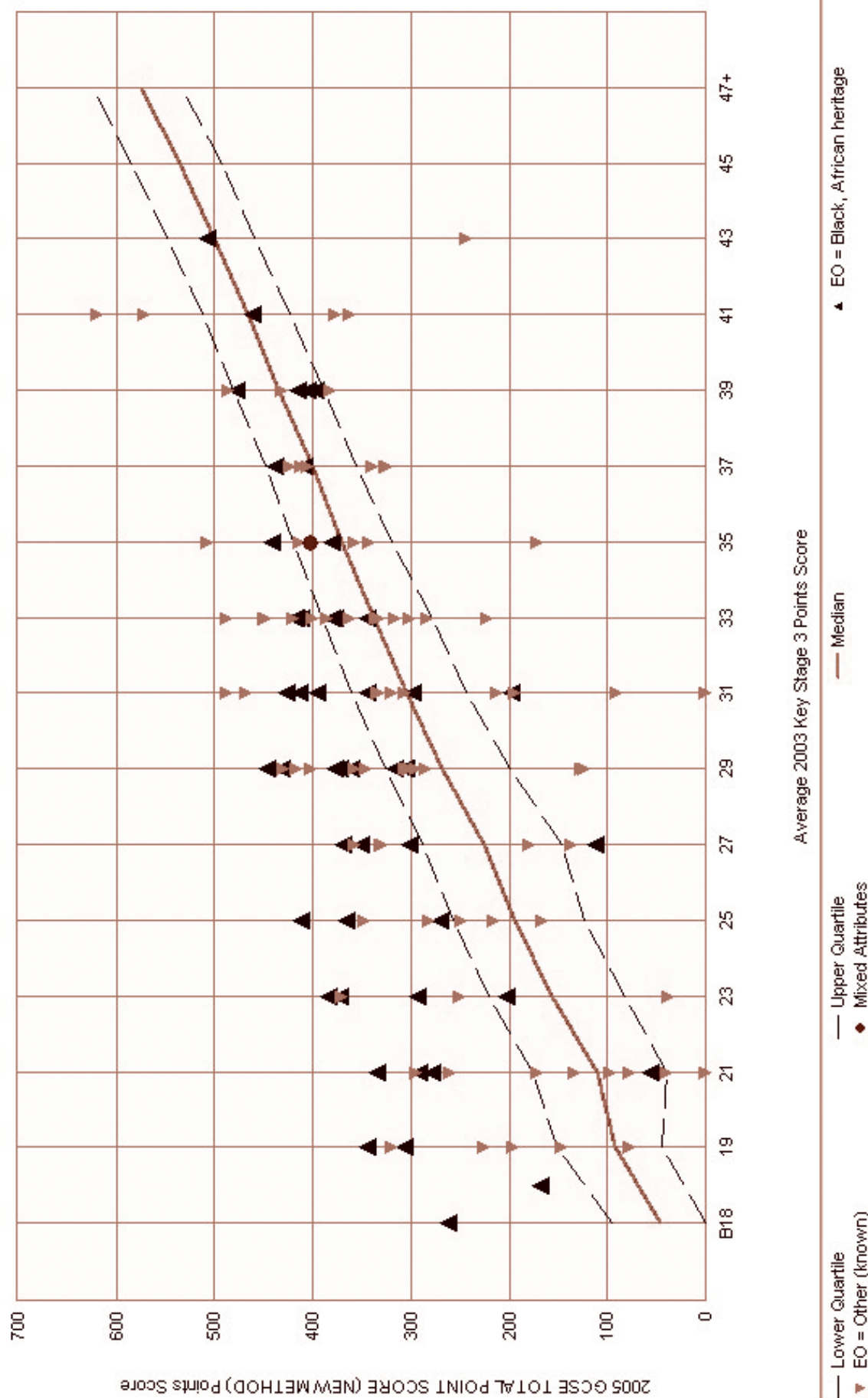
- A strong confident well led community school with an absolute commitment to inclusion.
- An effective Christian ethos which welcomes all faiths.
- Use of performance data for school improvement. Data is used as a driving force for raising standards and is central to the school self evaluation process.
- An unrelenting focus on improving the teaching and learning in classrooms for the past 3 years which is now confidently embedded in the life of the school.
- Partnerships with parents is a key component in the school's success with African families.
- A powerful arts based curriculum, which is consciously designed to broaden students' horizons and enrich their lives.

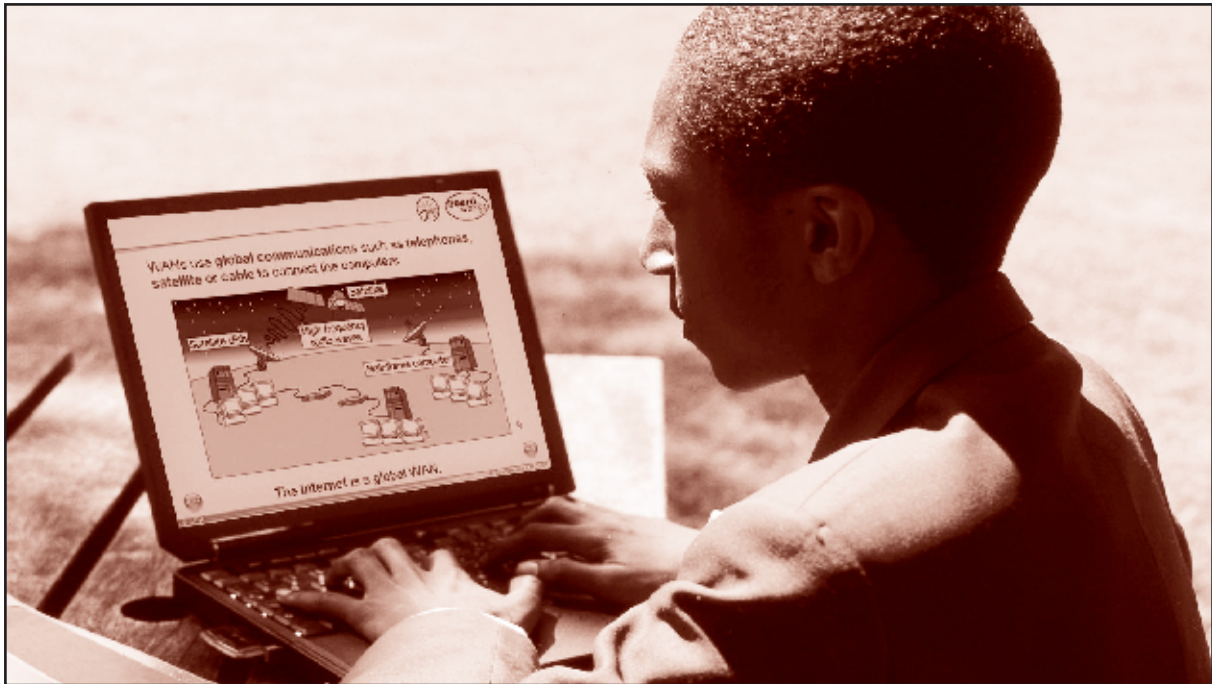


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<u>Source of Data</u>	<u>Data used for tracking performance and self-evaluation</u>	<u>USED BY</u>
School Data	KS2 to KS3 and KS3 to KS4 value-added analysis to track pupil performance. Individual targets set for English/Maths/Science using PAT. Progress plotted on scatter graphs for KS2 and KS3 & KS4 results and used to pinpoint specific pupils who are in upper and lower quartiles in order to help analyse why pupils achieved so highly or underachieved	Senior management team
	KS2 baseline data – Detailed KS2 data collected and analysed by Ethnicity, SEN Levels, Date of Birth, EAL Level, and Mobility rates	All staff
	KS3 and GCSE results analysed by Ethnicity, SEN Levels, Date of Birth, EAL Level, and Mobility rates and value-added evaluated using CATs and Autumn Package	All staff; Governors
	School Profile Performance Data: <ul style="list-style-type: none"> Socio-economic characteristics of school population as indicated by free school meals, inward mobility, level of fluency in English, pupils with statements and English as a second language Staffing resources: School roll, pupil teacher ratio and average class size Financial Resources in the education service: budget share and financial expenditure including the percentage of budget planned to be spent on teaching staff, support staff, maintenance, energy, school allowances, and balances and contingencies Data on exclusions, attendance rate, unauthorised and authorised absence KS3 performance: Maths, English and Science results by all levels including Level 5+ GCSE Performance: details of GCSE results including average point score per subject, total point score; percentages of 5+A*-C, 5+A*-G, A*-C, A*-G, 1+A*-G GCSE performance by subjects: details of GCSE A*-C and A*-G and 1+A*-G for main subjects including English, English Literature, Maths, French, Geography, History, Science (Double), Religious Studies and Art & Design GCSE performance trends: percentages of pupils attaining 5+A*-C, 5+A*-G, A*-C, A*-G, 1+A*-G in the school compared to LA and national average KS3 and GCSE Contextual Data– <ul style="list-style-type: none"> KS3 level 5 and GCSE 5+A*-C, 5+ A*-G, 1+A*-G performance data by ethnic groups: Pupils number and percentage of different ethnic group including African, Caribbean, Bangladeshi, English/Scottish/Welsh, Chinese, Indian, Pakistani, Vietnamese, Greek, Turkish, Portuguese, Other Black and Other White KS3 level 5 and GCSE 5+A*-C, 5+ A*-G, 1+A*-G GCSE performance data by free school; by level of fluency in English i.e. Bilingual Stage 1, Bilingual Stage 2, Bilingual Stage 3, Bilingual Stage 4 and English Speakers only; by pupil mobility i.e. Joined in Year 11, Joined in Year 10, Joined Year 7 and 9; by gender: percentage of boys, girls 	Senior management team, head of departments, Governors
	<ul style="list-style-type: none"> Year 7 Key Stage 2 Data - Used for monitoring and tracking Year 7 pupils GCSE Subject Residuals - Used to compare subjects with Lambeth and national results and departmental performance KS2 to KS3 and KS3 to GCSE value-added reports - Used to compare pupil progress and tracking pupils performance 	SMT, HODs, teachers
National Data	Panda Report and Pupil Achievement Tracker - Used to compare monitor progress compared with national performance	SMT, governors

2003 Key Stage 3 - 2005 GCSE Total Point Score (New method) Value Added Line, Showing Spread of Attributes by Ethnic Origin (Charles Edward Brooke)





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The school was Evening Standard School of the Year in 2001 and acknowledged in HMCI's list of particularly successful schools. The school was awarded beacon status in 2002. It has a sixth form partnership with La Retraite and St Martin In the Fields Girls schools.

Dunraven is a truly diverse school with no ethnic group significantly in the majority. Pupils of African heritage come from a wide range of countries. The sample of pupils interviewed for this exercise provides an insight into the profile of the African groups and their parents' motivation for choosing Dunraven School:

Pupil A: Born in the UK, parents from Ghana. Chose the school because it was close to home and had a good reputation. Finds teachers have good knowledge and understanding of students and their needs. Parents believe strongly in the importance of a good education.

Pupil B: Born in Kenya but siblings born here. Has returned home once. Parents chose Dunraven for its academic reputation. Both parents are high achievers so there is a lot of pressure to achieve.

Pupil C: Born in Ethiopia and very positive about the school. Enjoys the formal academic nature of the school.

Pupil D: Born in Zimbabwe. Feels confident academically because of early entry GCSE policy and has enjoyed school but is looking forward already to the 'more liberal regime' of university life.

Pupil E: Born in UK, parents from Nigeria. Mother is a teacher and very keen on education; father went to university, brother now at university doing law so there is high expectation on him to perform well. He finds the family pressure for him to study law, medicine or accountancy a bit daunting. Strong narrative that education should not be taken for granted.

Pupil F: Born in Sudan. Both parents went to university and see education as the key to life – a view that he is happy to conform to and accept. He is into music but always ensures that he completes his homework. He sees himself as British and African. His older siblings are at university and college, so he expects to follow in their footsteps. Very aware of the pressures of the 'street' but manages to walk the tightrope without too much support.

Pupil G: Born in UK, parents born in Ghana and both university educated. Mother is a nurse, father a graphic designer, older brother is a pharmacist; younger sister in KS4 who is planning to be a radiographer. His dad was from the city in Ghana but his mum was from the country and knew poverty so wanted to do better for herself and now her family. Education is seen as the most important factor in this family and worth the sacrifice. There is a strong 'work now, play later' narrative in his family. Now poised to go to university he can see the sense of his family's insistence on education, the curfew on bedtimes and homework which they operated when he was younger. He has lived on the same estate in Lambeth and sees many of his old friends from primary school who have fallen by the wayside.

The school is over-subscribed and recruits pupils from across the borough and beyond.

Achievement and Standards

Dunraven has a strong academic ethos to which the overwhelming majority of pupils are happy to conform. Most pupils, including those of African heritage are acutely aware that the school is over-subscribed and that if they are not making the most of their opportunities at Dunraven school, there are others waiting to fill their shoes. Capable students are guaranteed to succeed if they follow the school's lead.

The school KS3 performance is higher than Lambeth and the national average. In 2005 about 93% achieved level 5+ in English, 89% in Maths and 84% in Science. Overall between 1998 and 2005 the school has made excellent improvements from 42%+ to 89%, an improvement rate of 46%. At KS3 the achievement of African students was about 100% in English and Maths and 86% in Science compared to White British, 94% in English, 91% in Maths and 86% in Science.

Standards in GCSE are also very high and the improvement rate has been impressive. In 2005, 73% of the students achieved 5+A*-C compared to 31% in 1998, recording an improvement rate of 42% between the two periods. 78% of Black African pupils achieved 5+A*-C compared 61% Caribbean and 74% White British.

Pupils of African heritage have been the highest achieving group in the school for the past 6 years; other groups have closed the gap. Pupils of African heritage comprise 5% of the school population and achieve well. The academic reputation of the school is its selling point to parents; many of whom are local and have been keen observers of the school's changing fortunes.

The school is at the heart of a very diverse neighbourhood, is 'famous' locally and highly scrutinised. The school operates on two sites on either side of a busy street and pupils travel between sites throughout the day. Pupils conduct themselves well in the locality. Pupil friendship groups are diverse and inclusive. The conduct of pupils is a credit to the school and their parents.

The good achievement of Dunraven schools has been recognised by OFSTED and the 2005 inspection report states that:

‘Achievement and standards are good overall and outstanding in some subjects. The students meet challenging targets. The students start in Year 7 with above average attainment and make good progress so that, by the end of Year 9 their attainment is well above average. The proportions reaching the higher levels are very high in Mathematics; they are above average in English and Science although not as high as in Mathematics. The older students continue to make good progress. The proportion gaining five or more higher grade GCSEs is well above that reached nationally’....

(OFSTED 2005. OFSTED School Inspection Report for Dunraven School, http://www.ofsted.gov.uk/reports/100/s5_100639_20051116.htm, p. 2)

Support and Guidance

There is a strong sense of purpose and loyalty across the school. Many of the staff have worked in the school for over 10 years, with a core of staff who have seen the school through the challenging years from grant-maintained status to foundation and specialist college status. In that time they have established strong relationships with parents; it is not uncommon for the school to have educated all the siblings in a family. This leads to a confident knowledgeable pastoral staff team who have developed good parent-teacher relationships which allow the team to craft finely-tuned interventions to support individual pupils and their parents. Much of this is discreet and taken-for-granted.

However in common with other local schools, there are challenges. The head of EMAG feels that schools are familiar with the impact of Black American popular culture on boys of black Caribbean heritage but not of the impact of those influences, when mediated through to other heritages. She feels a number of younger boys in Year 7 have identified with black culture for social survival and run the risk of ‘messing up’. She feels that schools find it uncomfortable to engage with black-on-black racism and social pressure. This is posing an issue to the school in KS3 – typical pastoral systems such as the one in Dunraven nip much but not all of it in the bud. Form tutors are expected to work hard and are given a period of non-contact time per week to get to know their pupils and their families. Parents are encouraged to see the form tutor as their first line of contact with school.

Many African heritage pupils come to the school with strong family narratives about education as the key to life’s success and therefore a worthwhile sacrifice. As the head of Year 7 so aptly observed:

‘those who do well in school can hear those stories and play a long game. Those who cannot relate to their family narratives or choose to drown those stories out with the short term call of street culture are at risk of not achieving well.’

The response of this African parent exemplifies the impact of the school’s tracking systems:

The family used to live across the road from the school and have observed the changing reputation and profile of the school for the past 10 years. Two of their children now attend Dunraven. They did their research about effective schools in the area and were particularly concerned to find a school with high educational standards and discipline. They were keen for their children to secure a place at Dunraven and attended a local primary school. The father has been in school on a regular basis as there have been concerns about his son’s behaviour. His son has since been recommended to join the G&T cohort and that some of his behaviour stemmed from being under-stimulated. There has been some conflict between the authority of the school and the authority of the home. The parent feels his son knows the difference between right and wrong and if he feels he has been treated unjustly, as his father he tends to believe his son rather than the school. By contrast his daughter has been a ‘model’ pupil. Neither of his children in his view are threatened by ‘street’ culture as he feels secure that the family values and faith will shore them up against negative influences.

He feels the school sees pupils as part of a cohort less as individuals and this might be an area for the school to consider. In his view when African pupils do not achieve, it is either because of the level of educational background of their parents or parents through financial constraints are forced to have two jobs and cannot be there for their children.

The school operates a number of mentoring arrangements, academic as well as pastoral. Learning mentors as well as teaching staff work with gifted and talented pupils. Other members of the learning mentor team have the brief to work with pupils at risk of under-achieving. One has a caseload of 30 pupils of whom 4 are of African heritage. Two of the 4 have issues of identity and faith as Muslims; complicated in some cases by their experiences of war in their country of origin; the other two face issues of anger management. The team feel that some pupils of African heritage have difficulties in settling and adjusting to the cultural norms of Western society. Most African children conform in Dunraven because they do not wish to disappoint their parents; they have an impressive faith and community pride. Pupils of African heritage in the gifted and talented (G&T) cohort come from families with strong academic traditions.

Teaching and Learning

Pupils are grouped by ability. A system of accelerated groups operates with those pupils of 'marked aptitude and ability'. All students have access to a broad and balanced range of courses underpinned by ICT. Over 200 pupils enjoy individual music lessons. The school views the 14-19 phase as 'a coherent whole, enabling students to move at an appropriate pace between Key Stages 4 and 5; this includes early entry for GCSE and AS levels.

In its prospectus the school describes itself as a community of young people of 'diverse talents, needs and interests' whose knowledge, skills and abilities, the school aims to increase to the highest possible level and it is this focus on excellence which is at the heart of the school's mission. To maintain that clear focus the school has academic monitoring and tracking procedures which allow every member of staff to participate in raising the achievement of each cohort. Personalised learning and a sharper focus on individual achievement in the holistic sense is an area of government policy which the school has not yet embraced, partly because it has not had to do so. The majority of pupils and parents are in tune with the school's strategy and see a clear boundary between what the school is seeking to achieve and their part as parents. Pupils who do not wish to conform to its achievement culture are in a small minority and are not for the most part typically students of African heritage.

The school aims to help young people to increase their knowledge, skills and abilities to the highest possible level. The school aspires to develop young people who are aware of other people's needs, are sympathetic and tolerant; pupils who develop their own self-confidence and powers of judgement.

Curriculum Provision and Organisation

Dunraven has some features of a selective school. All pupils attending the school take a standardised test in verbal reasoning, non-verbal reasoning and numeracy. On the basis of the results of the test, applicants are placed in one of 5 ability bands. Parents have to complete a supplementary form in addition to the Lambeth common application form. Pupils applying to the school have to sit an admissions test, the results of which inform the groupings of pupils in Year 7. These can be adjusted if SATs results for individual pupils vary significantly from their predictions but generally the groups are stable until the cohort is tested at the end of Year 7 and there is some adjustment for Y8 in Science and Maths which group pupils by ability. The school has a policy of early entry for GCSEs in Y9 – top sets do the Intermediate Papers.

There are no specific initiatives to make the curriculum more representative of any particular ethnic group in school, other than the provision made during Black History Month, although there is increasing diversity in the curriculum and resources used in English and History.

Leadership and Management

The school prides itself on its successful academic record which is reinforced in the prospectus and in posters around the school. It has a well established staff, many of whom have been at the school since it gained grant maintained status in 1993 and have travelled together on the journey of transformation. They are rightly proud of what they have achieved as a staff. This sense of confidence in the school's unique selling point as an academic school is shared enthusiastically by parents of pupils of African heritage.

Governors and parents of African heritage strongly support the school. The profile of one of the parent-governors interviewed on this exercise is typical of African parents whose children attend the school. Born and brought up in Sierra Leone, he arrived in the UK as a young man. He has two children at the school. Dunraven is perceived by parents as a reputable school. It was his first and only choice for his children's schooling. The school has enabled his children to achieve his goals as a parent. Both have had very positive schooling experiences which have added value and extended their horizons. His daughter has become a musician where there is no musical tradition in the family – she plays the violin and is a member of the school orchestra. In his role on the exclusions panel he sees pupils whom he feels fail because of the lack of engagement of their parents in their child's education. He understands this but also recognises that the school has to protect its ethos once all avenues have been exhausted for children at risk.

Arrangements to Monitor The Performance of Pupils

Procedures to monitor the academic performance of pupils are robust. Form Tutors report progress to both heads of year (HOY) and subject heads of department (HOD); interventions to improve levels of attainment are targeted as a consequence. The pastoral system is well-established and run by a team of long-serving and confident teachers.

The school has very good procedures for monitoring the academic performance of pupils. The head of ICT has designed a Pupil Tracker Plus programme which can monitor the performance of pupils by set, ethnicity, KS2, KS3 CATs predictors, actual KS3 SAT scores and GCSE mock results which tutors, HODs and HOYs can use to track performance. The system has colour alerts which track term on term performance. At a glance tutors can see which pupils to target and assign mentors. Tutors are managed by the relevant HOY. Currently 40 students in Y11 have been identified as underachieving (D/C borderline) following the mock exams and have been assigned mentors; a similar process is planned for Y9 after mock SATs in mid-Feb. Data is also used in Work Review Days and reports to parents.

The school adopts a systems-led approach to monitoring the performance of pupils. With the exception of a small number of boys of black Caribbean heritage in Key Stage 3, there are no particular underperforming groups. Pupils of African heritage are not generally considered a concern to the school and they remain one of the consistently high achieving groups in Dunraven. They both benefit from and contribute to the school's strong academic reputation.

Use of Data to Raise Achievement

With the exception of its post-16 arrangements, Dunraven does not have strong links with other schools in the borough, partly as a consequence of its history but it may well be at a point in its development where it needs to collaborate with national as well as local debates about effective practice in raising levels of achievement in London schools. The head of ICT has developed an extremely effective pupil tracking system with built in alerts using a traffic light system, which at a glance allows tutors, subject leaders and others to identify under-performance and drift. The system is easily interrogated for trends and patterns from Key Stage 2 to 4, and ought to be shared more widely.

Conclusions:

Strengths

- A strong academic ethos to which the overwhelming majority of pupils are happy to conform.
- A strong sense of purpose and loyalty across the school. Many of the staff have worked in the school for over 10 years.
- A confident and knowledgeable pastoral team who have developed good parent- teacher relationships which allow the team to craft finely tuned interventions to support individual pupils and their parents.
- Form tutors are expected to work hard and are given a period of non contact time per week to get to know their pupils and their families.
- Procedures to monitor the academic performance of pupils are robust, with a Pupil Tracker Plus Programme which can monitor the performance of pupils by set, ethnicity, KS2, KS3 CATs predictors, actual KS3 SAT scores and GCSE mock results.

11. LA RETRAITE ROMAN CATHOLIC GIRLS' SCHOOL



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as an additional language is 62%; this is very high. Currently, about 46% of the school population is African, followed by 14% Black Caribbean, 10% White British, 9% other White and 2% Other Black. The social and cultural diversity noted in the ethnic composition of the school is also reflected in the language spoken in the school. About 38 languages are spoken in the school. The main group are English, Yoruba, Portuguese, Spanish, Twi, French, Ibo, Ga, Krio, Tagalog and Luganda. The headteacher describes the school as 'a very prayerful community in which pupils practising faith from African backgrounds contribute significantly to the overall spirituality of the school. Our school is a plural society that works' (McKenley et al 2003).

The GCSE results have shown significant improvement over the last few years and it is one of the fastest improving schools in Lambeth. Since 1997, the percentage of pupils achieving 5+ A*-C grades at GCSE has consistently improved, from 36% to 64% in 2005. African heritage pupils have shared in the success of the school. In 2005, 82% of African pupils attained 5+ A*-C, compared with 59% Caribbean and 58% White British. At KS3 overall, 82% of pupils attained level 5+ in English, Maths and Science, compared with 73% nationally. In both KS3 and GCSE, the school attained above the national average. The performance of African heritage pupils is higher than the average of all the main ethnic groups in Lambeth. About 90% attained level 5 and above compared to 75% Caribbean and 70% White British.

The value added of the school is also very impressive and pupils in the school progress much higher than similar pupils nationally. There are a higher proportion of pupils in the upper quartile and inter quartile. The African pupils even progress better than any other group as 29% are in the upper quartile compared to 25% nationally. The inter quartile performance is even higher as there are 65% of African pupils in this range compared to 50% nationally. Only 6% are in the lower quartile making less progress compared to 25% expected nationally. This really is a good school where African and other children progress.

Achievement and Standards

This is a confident self-evaluating school which monitors its own arrangements on a regular basis. Each activity is designed for maximum impact and is reviewed against the objectives set. As a result the processes are constantly refined. Pupils of African heritage make good progress and achieve well at KS4 in English, Maths and Science, with the exception of 2005 where achievement in Maths and Science was below the GCSE scores in 2004 – a rising trend until then. This dip in achievement has already been the focus of investigation in school and a number of strategies are in place to ensure that the high standards are maintained. The school is reviewing its early entry to GCSE policy; the academic language of examinations will be considered in a project on bilingual pupils 'Making the grade' in Science which is sponsored by the London Challenge. African heritage pupils performed above local and national averages in KS3 tests in 2005. The school is particularly proud of the strong achievement of African girls in Science subjects and the number of girls going to university to study medicine.

Target-setting processes are simple but effective. The school feels the data provided by the LA is comprehensive and provides a basis for action. The school is looking to make processes as simple as possible. All staff are involved in 'listening' – keeping their ears to the ground for any factors which might be pulling or pushing girls off the achievement track. Maintaining good relations with parents is also seen as part of the raising achievement role of teachers in the school.

Support and Guidance

Support for African heritage pupils in terms of their personal and social as well as academic development is a strength of the school. The school uses EMAG funding primarily to focus on pupils with EAL; raising achievement is seen as a core task of the form tutor. The school has 2 learning mentors and a School Counsellor. In addition the school has devised a 'parallel curriculum' for those pupils who are having difficulty in Key Stage 3. Each term the school runs a short programme (girls are withdrawn from 5 lessons) of yoga, drama therapy, circle time and anger management to support girls who are underachieving. Girls are referred by form tutors to the head of year who liaises with the parents. The emphasis is on supporting girls to become better and more focussed learners. This was initially seen as a response to poor or deteriorating behaviour, but now as a key tool for working with girls with low self-esteem and coping strategies. The project is at its most effective in Y7 and Y8; SATs and timetabling makes it more problematic in Year 9 but generally the programme is seen as effective. Parents are often initially resistant but once fears are allayed, the programme is supported. Learning mentors and teaching assistants are encouraged to attend parents' evenings as part of the team. Their role also includes supporting parents of children who are having difficulties.

Curriculum Provision and Organisation

Girls report that the curriculum in English and Humanities most reflects the diversity of the school. Time and capacity are seen by the headteacher as the main constraints on developing links. The school would be keen to extend its curriculum links with Africa, perhaps in collaboration with St Martin-in-the-Fields High School and Dunraven School. Currently La Retraite communities work in South Africa and the Cameroon, which could be used more as a resource to the school. The headteacher also tried to build links recently with a French Lycee in Paris to engage in dialogue on secularism and the State. The school is streamed on entry to Year 7 in English, Maths and Religious Studies. African heritage pupils are in the majority in the top streams. Generally parents and pupils of African heritage favour a more formal curriculum and the tone and ethos of a church school such as La Retraite.

Leadership and Management

Leadership by the headteacher and her team is a strength of the school. The school has a very clear sense of its mission and purpose as a church school. The majority of African heritage pupils come

from Nigeria, Ghana and Sierra Leone and have strong faith backgrounds which the school recognises and supports. The school conforms to African notions of a church-school with its formality and sense of pride. For example, African heritage pupils wear the uniform well and with pride; the formality of school processes reflects notions of respect and courtesy towards teachers and between pupils. In Ghana, one student reported, parents have a saying 'Every teacher is your parent.' The school takes this responsibility very seriously.

Governors support the leadership and direction of the school. They note the following factors as significant features of the school's success:

- Strength of leadership by the headteacher and her team
- The school's commitment to nurture the individual
- The school knows its parents well
- Diverse and hardworking staff – all of whom, black and white, are clear about the importance of teachers as role models. Pupils characterise the staff as 'prepared to go the extra mile for you.' This is a good school to work in and it is evident in the low staff turnover and long-serving stable staff
- Half-termly monitoring arrangements, which trigger action
- Engaging parents in key strategies to raise achievement. For example recently the school used external consultants to teach study skills to Y7 and Y8 girls during the school day and offered this as a masterclass for parents after school as well
- Parental involvement in target-setting
- Rewards and sanctions consistently applied. Pupils know where the boundaries lie in school.
- Deep roots in Catholicity which set the tone
- Willingness to learn from collaboration with other schools in their consortium.

Effective Use of Data

Using Data for Self-Evaluation and Tracking Pupils Progress

The school monitors its performance and uses the data extensively for self-evaluation and target setting. It is now a data rich environment and children are assessed at age 11, 12, 13, 14 and 15 using key stage assessments, Cognitive Abilities Test (CATs) and GCSE public examinations. The school keeps careful records of all pupils, using spreadsheet and school management software. It is possible to look at attainment using baseline assessments/ tests on entry, KS2, KS3 and GCSE by any combination of ethnic origin, gender, free school meals, mobility rate, EAL stage, SEN stage, years in the school, terms of birth and which teachers classes had been attended, previous schools and number of school attended, date of admission and pupils addresses and postcodes. The school produce their own internal CAT, KS3, GCSE information that is widely used by senior managers, assessment co-ordinators, heads of year, heads of department and classroom teachers.

In addition the school effectively uses the national PANDA report for self-evaluation. PANDA is circulated to the senior management team. In the words of the deputy head responsible for monitoring performance he pointed out that 'The PANDA is useful but it does not tell us any thing we do not know. It confirms our judgements'

The school also uses a range of historical comprehensive benchmarking, contextual and value added data provided by the LA. The school uses the LA School Profile which provides a comprehensive set of benchmarking data to support governors and headteachers in developing their roles and exercising their responsibilities for the strategic management of schools, and identifies possible strengths and weaknesses of the school. The school profile data is used in asking a number of questions on overall school performance such as What does it tell me about my school?

Do we know why we are in that position? Are we happy to be where we are? Where do we want to be in one or two year's time and how do we get there?'

In addition, the school uses extensively customised LA Contextual and value added data. The KS3 and KS4 contextual report provides analysis by factors such as gender, ethnic background, fluency in English, free school meals and mobility rate. Value added data is also used extensively in the school to track the performance of individual pupils to monitor their educational progress⁵. This value added information is seen in the school, along with other pupil performance information, as essential to enhance teachers' abilities to analyse their effectiveness in terms of the progress their pupils have made and to enable them to take necessary steps for improvement.

The school and governors use the contextual and value added report to monitor progress over time and to identify factors influencing performance, to identify key areas of action to ensure improvements and to set targets and address issues of underperforming groups of pupils. Over time the school's own data, the LA contextual and value added reports and PANDA reports have been very useful to ask a number of the following questions in context of factors influencing performance in the school:

- How does the school compare to other borough schools in respect of performance at KS3, GCSE, by gender, free school meals, mobility rate, terms of birth, levels of fluency in English?
- What is the relative performance of different ethnic groups and mobile groups in your school compared to the LA average and similar schools?
- How many pupils appear to be achieving less than expected levels in the end of KS3 and GCSE tests?
- What are the school's strengths and weaknesses?
- What must be done to improve?

These questions are debated and discussed at staff and governors' meetings as a basis for self-evaluation and raising standards in schools. As a result the senior management team, teaching staff and governors are now well aware about the performance trends of the school.

Using Data for Target Setting

Arrangements for monitoring pupils' performance as noted above are thorough and effective, and are regularly reviewed to check that they are achieving their core purpose of ensuring the pupils, parents and staff use data on performance to motivate and accelerate improvement. The school uses the following performance data sources: Lambeth Profile, the OFSTED PANDA and CATs tests in Year 7 to benchmark and then track progress and impact. The school uses these arrangements to group girls by ability in Year 7. Although the school describes these arrangements as 'setting', in practice the school streams across the core subjects and girls are taught in the same groups throughout KS3. Black African girls form the majority in the top streams of the school.

An experienced deputy head leads the school's work in monitoring pupils' performance and target setting. He believes strongly that the trick is not to make the monitoring systems over elaborate and that enough information can be gleaned from a simple 4 point grading (0-3) scheme of regular whole school monitoring. The criteria are:

- 3 – exceeding targets and expectations
- 2 – hitting targets
- 1 – falling below
- 0 – falling below and causing concern

⁵ The school uses value added scatter plots for all subjects between KS2 and GCSE and KS3 and GCSE with a confidential code number for each pupil. In the attached sample of a median line value added chart, the solid line shows the median performance, i.e. 50% of pupils nationally with a particular KS2 score achieved a GCSE results above the line, and 50% achieved the result below it. The two thin outer red lines represent the upper and lower quartiles, and pupils above the top line are in the top 25% nationally, conversely, the pupils below the lower line in the lower quartile and area making the least progress.

The scores are then aggregated and an average grade for overall performance is assigned to girls. Each tutor is then expected to seek additional information and broker a range of responses. This process happens twice termly and the formula is used in both Key Stages, although in KS4 GCSE grades are used. The process has drawn teachers across the school into the discourse on achievement more generally and the keys to raising the achievement of individual pupils. Those girls identified by their tutors as sustaining high achievement are rewarded in a celebration assembly.

In addition in Years 8-10, assessment, recording and reporting involves parents as well as staff and pupils in the end of year report. A summer report sheet is sent to parents to comment on and bring to a pre-arranged academic interview, which is scheduled for the first weeks of the new term. A teacher will have read the report and set 3 targets for the following academic year which are then revisited in subsequent meetings with parents and with pupils in PSHE. Around 60% of parents attend and participate in the process.

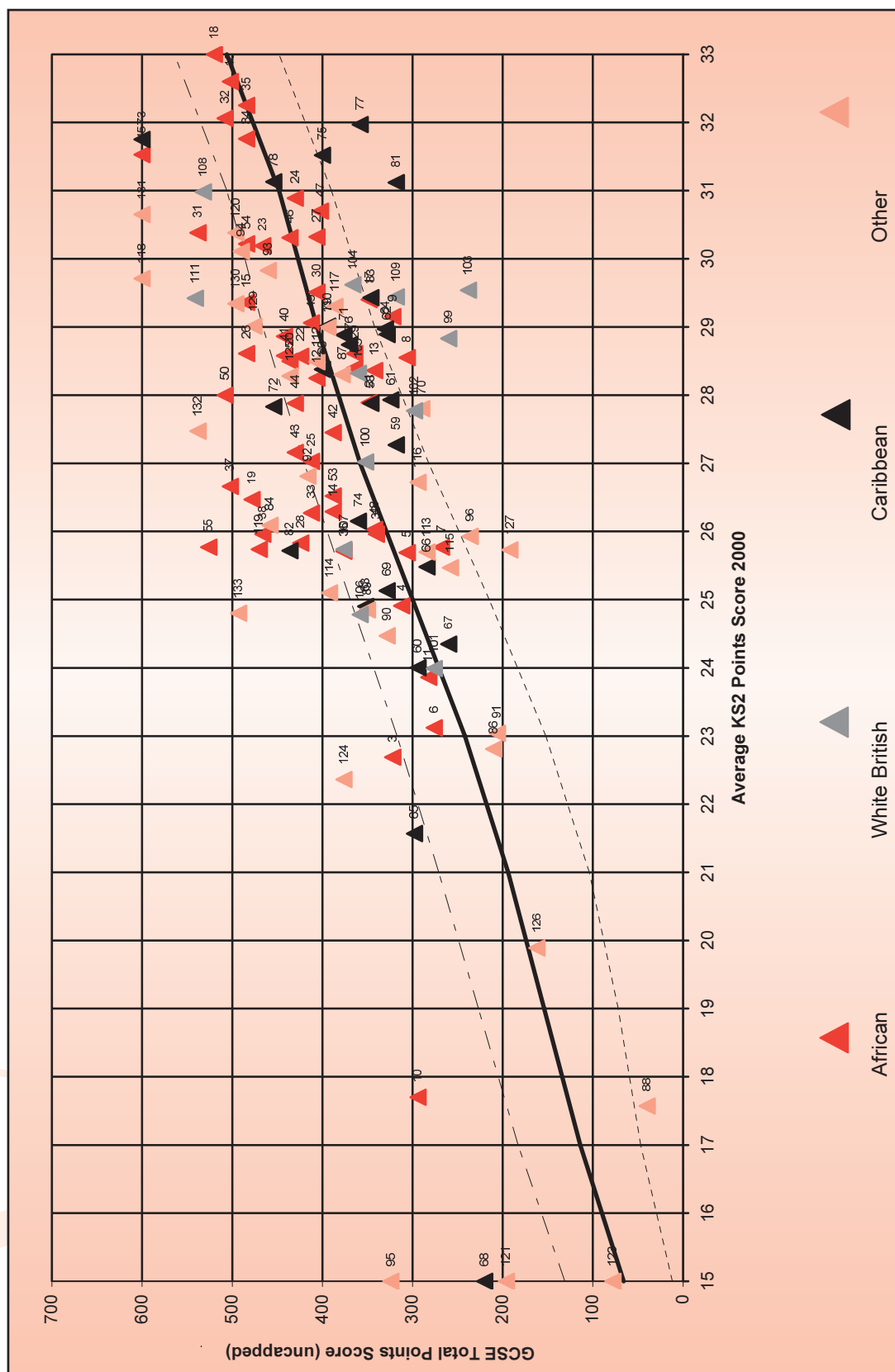
The school stresses the importance of not losing sight of the rationale and objectives in using data to raise achievement. It is a tool to design and underpin intervention strategies for individuals and groups of pupils, not as an end in itself.

Conclusions

Strengths:

- Strong leadership by the headteacher and senior leadership team.
- Staff take their jobs as role models seriously. A generally stable staff is prepared to 'go the extra mile'.
- Arrangements for monitoring pupils' performance are thorough and effective, and are regularly reviewed to check that they are achieving their core purpose of ensuring the pupils, parents and staff use data on performance to motivate and accelerate improvement.
- Procedures systematically applied with clear boundaries which builds confidence of teachers, pupils and parents.
- The school operates in a niche market where faith, discipline, formality and high expectations are part of its marketing and appeal.
- Engaging parents in key strategies to raise achievement e.g. target setting/ study skills master classes for parents.
- Its winning formula is evident in the high proportion of pupils going on to study medical sciences.
- High numbers of pupils stay on for sixth form studies.
- EAL department is very strong. This is evident in the KS3 scores and level of fluency achieved.
- There is a parallel curriculum with a creative response to behaviour and esteem issues for girls causing concern or at risk of exclusion. This includes resilience building activities.

National Median line Relating Pupils' KS2 APS in 2000 to their GCSE Total Points Score 2005 - La Retraite.



12. ST MARTIN-IN-THE-FIELDS HIGH SCHOOL

Achievement and Standards



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St Martin-in-the-Fields High School is a comprehensive girls' school that has a majority of its pupils from Christian backgrounds. There were 806 pupils on roll in 2005. Black Caribbean pupils are a third of the school population that is overall 93% from minority ethnic group backgrounds. The Black Caribbean population is also high and stands at 37% compared to 25% Black African and 16% other Black and 7% mixed race. The proportion of pupils eligible for free school meals is 24.1% higher than the national average.

The attainment of African heritage pupils in this school is consistently high. At KS3 girls of African heritage achieve L5+ in the following proportions (83% English; 77% Mathematics and 67% in Science). Performance is above the local average in English and Mathematics and in line with national averages. Dual heritage pupils also did well. The school's GCSE performance at grades A*-C was 73% and is the highest in the LA. Standards of attainment at GCSE is high and the improvement rate has been impressive in the last few years. Since 1998, the percentage of pupils gaining 5+*-C increased from 30% to 73% in 2005. 81% African heritage pupils in the school achieved 5+A*-C compared to 61% Caribbean and 57% white British.

The value added of the school is impressive and pupils in the school progress much higher than similar pupils nationally with a higher proportion of pupils in the upper quartile and inter quartile ranges. African pupils progress better than any other group as 50% are in the upper quartile compared to 25% nationally. The interquartile performance is even higher as 44% of African pupils are in this range compared to 50% nationally. Only 6% are in the lower quartile range making less progress, compared to 25% expected nationally.

The school was featured in Lambeth and an OFSTED report 'Achievement of Black Caribbean Pupils: Good Practice in Secondary Schools' published in 2003 and 2002. The report highlighted some of the basis of success that made a difference for all pupils but particularly for those of Black Caribbean background. It featured particularly St Martin's strength of ethos, leadership, developments in the curriculum, monitoring and support of pupil progress and links with parents.

Leadership and Management

The headteacher is passionate about the contribution that St Martin-in-the-Fields High School can make in the lives of African heritage pupils and their parents. Her commitment is non-negotiable and drives the school. It would be difficult to work in this school if you did not share this approach. One parent summed up her leadership and the Christian ethos critical in their choice of this school as 'infuse and enthuse'. She feels the powerful message of the Gospel Choir's theme song: 'So Strong' by Labi Siffre is symptomatic of the commitment of the school's values. Staff feel very proud of the school and its achievement. They have a professional sense of pride and reward at seeing children achieve above and beyond what they thought they were capable of achieving themselves. New staff are inducted into the ways of the school which gives parents confidence.

It has become a very enjoyable school in which to teach and learn and that is reflected in the vitality of the school which shines out from the outstanding quality of display that graces the walls of the school. It is a passionate school – comfortable with the emotions, expectations and consequences of its mission 'to make every girl feel special' and this is reflected in the ethos of the school. Outside the school is misleadingly understated, inside there is a vibrant learning community. Many parents who have a strong Christian or Muslim ethos talked about the invitational atmosphere of the school where they feel the diversity of faiths is appreciated and respected. 'Godly ways' are encouraged in a way that is a real strength. One girl summed up the school's strengths with the following words: solid foundation, community, loving, diverse and Christian.

Leadership to raise the achievement of African heritage pupils is excellent. The strong mission of the school is powerfully transmitted through the tools and processes adopted by the school to monitor the performance of pupils in the school. Strategies to overcome the barriers to learning and access to the curriculum have been reframed within an overall commitment to building an inclusive, godly learning community. Data is used across the school within departments, by form tutors and the Year Directors, by the Achievement Co-ordinators and the small team of learning mentors, the senior leadership team and by governors. All members of the workforce play their role in monitoring the academic and emotional wellbeing of pupils in this school and a strong sense of common purpose pervades the school.

There is a strong identification with African cultural norms and desire for achievement for their children which is reinforced by the school and many teachers. The wide and diverse range of black staff in the school are happy to be seen as role models and those include the non-teaching staff. One member of staff sees the older woman who collects the dinner vouchers at the entrance to the dining area as equally important. Lots of girls come to her at lunchtime for a hug. This teacher acknowledges his knowledge of black histories and the experience of African diaspora as a key to his sense of himself as an effective black teacher.

The Post of Head of Ethnic Minority Achievement has been reframed as the achievement co-ordinator in this school by the EMA team, who heads a team of two learning mentors. There is a systematic use of data to track pupils and design interventions to get girls back on track. This involves a home-school liaison focus in some cases. African heritage pupils are targeted for EAL support as a number come from French-speaking African countries or East Africa. Generally African heritage pupils are a small minority in the 'case work' of the team - most of the work is with Black Caribbean girls. On the whole the team feel early interventions with those African heritage girls who are referred, tend to have immediate impact. There is a lot of informal mentoring from staff. Pupils feel that teachers look out for them in this school and provide a range of opportunities for individual special talents to emerge. One girl recently arrived from Burundi, having spent 6 years in a refugee camp has been encouraged to develop as a long-distance runner and now represents the County. Her prowess at running was something that had only been noticed at this school.

The Achievement co-ordinator uses the usual range of interventions with Year 11: target C/D borderline particularly in middle sets across all subjects; offer 1:1 support as well as in-class; some group work if appropriate; home-school liaison.

There is a focus on revision techniques and study skills which are personalised to girls and their individual circumstances. And work in KS3 on the transition from Y8 to Y9 to consolidate achievement using a similar model to KS4.

There is extensive use of performance data (including KS2), classroom observation, school data and knowledge of home backgrounds to personalise interventions. There is recognition of the pressure that some African heritage girls face to conform and deliver their parents' aspirations. There are concerns about the domestic workload of some African heritage girls while their parents are out at work in the evening. This has to be mediated with parents. However the school promotes an aspirational goal as one in which achievement is given the same respect as 'street cred.'

Arrangements for Monitoring The Performance of Pupils

The robust nature of tracking and monitoring of individual pupils' in St Martin-in-the-Fields High School has already been highlighted in the LA's last report on Black Caribbean achievement. The school's use of data to raise achievement is highly regarded by the LA. The school collects a range of data which is analysed at all levels across the school. Data is then used by the SLT to design a range of interventions some of which are systemic: for example the reconfiguration of head of years (HOYs) as year directors of learning in the remodelling framework of this school; the calendar of widening participation activities. In other cases they are cohort specific: dips in progress lead to clear plans to redress or address underperformance and in the case of those African heritage pupils, early interventions are normally successful in getting girls back on an achievement track. In 2005 for example there is a separate achievement strategy for Y10 following an analysis of their performance in Year 9 SATs.

Support and Guidance

The conceptualisation of parental support by staff in this school is impressive. Many schools pay lip service to notions of school-parent partnership but it is a lived reality in this school and is demonstrable in the engagement of African heritage pupils and their parents in co-constructing an achievement culture in St Martin-in-the-Fields High School. It is not a matter of the school doing all the work; African parents form a critical mass in the school and their commitment to education and their daughters' achievement is equally significant. Nevertheless, African parents cite the leadership and ethos of the school as critical factors in their choice of St Martin-in-the-Fields High School for their daughters. There is the concept of school with the same expectations of courtesy and discipline that you might expect 'back home' for African parents. They are a 'listening staff' who prompt but do not dominate the dialogue between school and home

The school has a very strong sense of its role as partners with parents in delivering their aspirations and hopes for their daughters. This is clearly demonstrated in the booklet which the school issues to new Year 7 parents: 'Springboard for Success.' The tone and detail of the advice are symptomatic of the strong sense of purpose and focus which underpins all aspects of the school's ethos and delivery. It is evident in the leadership style adopted by the headteacher and her team which stresses the nature of the dialogue that staff are expected to engage in with pupils and parents. The recently appointed head of English reflected on how much this had caused her to change her approach from that adopted in previous schools. Parents' evenings are used as an opportunity to build that dialogue, to break bread together and to deepen the sense of one community. There is a strong sense of the role of a school serving black pupils to 'equip the girls to overcome any barriers' and seeking without being patronising to ensure that girls are not penalised because of their socio-economic circumstances. The school anticipates the women they might become and offers them opportunities to host events, coaches them in the expectations that will be placed on them in their chosen professions so they are not disadvantaged.

There is no such thing here as an unreachable case:

'Teachers give up their Saturdays to help with coursework to build 'that learning mentality' in you. The achievement culture is applauded in school. This makes you want to be a success. When the school does well, the headteacher writes to parents praising them for their contribution'.

One mother, a recently arrived refugee has drawn on the school for support. She feels the school support is there not just for the child, but the parent too. She feels the school has encouraged her daughter to exceed her expectations and that engenders powerful feelings of support and gratitude towards the school.

For those parents who have not achieved their educational goals, the school's shared aspirations are important:

'To be a person in life, her education must be better than I was able to achieve. I want my daughter to achieve so many things in life so that they are a credit to you back home. I do not want to be ashamed in the future.'

Another parent described:

'The school has given her the confidence, it has helped her to discover her direction. I feel that I do not have to impose it, the school has helped her to come to that knowledge and understanding herself. I have become merely the taxi driver. In the African family everyone has a role to play in achieving the family goals. Girls are seen as role models to siblings and to family 'back home.'

Many families know the reality of poverty in Africa for those who did not have access or succeed in education – hence the aspiration and the discipline.

The refugee parent:

'I hope she becomes someone in life. She has decided to become a doctor and I was not confident since English is her third language. Miss B (a teacher) says she has made up her mind and sees that she can do it. The teachers have talked me through it and so I now believe she can do it!'

The way one girl described the school brought to mind a marathon race:

'At the beginning your parents and teachers are running alongside you and coaching/driving you with their aspirations, Aim Higher visits etc, but at some point in Year 11, you begin to run on your own, and want their goals for yourself. Even after that the school is still looking out for you – monitoring'.

Parents talk with as much clarity about the guidance the school gives them in the difficult task of parenting in the inner city. They feel the school empowers them and supports their aspirations and helps them to maintain an achievement focus at home. Partnership between school and home is actively fostered and maintained. The headteacher is an active church-going parent herself and makes common cause with other black parents trying to enable their children to achieve their potential; this sense of kinship is much appreciated by African parents. She acknowledges the importance of the headteacher to the parents who see her as a third parent in the girls' lives.

The majority of families attend local Pentecostal Churches which have a strong focus on self-improvement and the importance of education, taking on some of the commitments seen in the US where black Baptist churches offer sponsorship to support families in difficulty or specific groups, e.g. young men.

The school adopts a holistic approach to supporting and guiding African pupils and parents. It runs breakfast clubs, Saturday coursework clinics, the Gospel Choir and a range of supplementary additional activities under the Aim Higher widening participation banner. These include trips to Higher Education Institutes, Houses of Parliament and trips to the South Bank as well as opportunities to travel and perform.

This support is extended in the follow-up given to girls who are suspended or permanently excluded – sanctions genuinely used as a last resort. One parent described how skilfully the school handled the temporary expulsion of a friend's daughter and the support to her readmission four weeks later – a changed child. Another missed school through illness and another girl brought homework home for her. One parent, whose daughter was involved in an incident, feels he was called in to be part of the solution.

The school takes effective measures to intervene early and decisively to raise any dips in achievement as a school and with individual pupils.

Early interventions with individual pupils always involve parents at an early stage. The school's philosophy is that parents are partners and have to be involved in sharing the problem and the solution. Data is part of the evidence used to underpin such processes. One parent likes the balance between social and academic and describes the school 'helping his daughter to make up her mind to become a doctor' through their involvement in the 'Access to Medicine' programme and as a result she knows what she wants to become – a paediatrician but she is also been able to take part in Drama activities sponsored by SHELL.

The school has highly affective pastoral systems which are linked to achievement. These include the full range of intervention programmes listed above. Sanctions are framed within an achievement culture so if girls transgress, their punishments are linked to catching up on work missed. Sanctions are always purposeful and linked to achievement and if the 'crime' requires a more serious response, then parents are the first port of call and invited into school to help design and agree a more serious withdrawal of privileges.

So interventions include compulsory attendance at KS4 Saturday morning classes to catch up on work missed, coursework deadlines etc. The school runs a breakfast club, a good range of sporting and cultural extra-curricular activities and a strong programme of arts and drama opportunities. The success of these is evident in the display boards which are an exceptional feature of the school. On every corridor, the school displays girls' achievement within class and beyond; the Media Resources Officer does an excellent job at capturing the school at work and play which reinforces the ethos of the school. The new Sports Hall and new Sixth Form provision also signal that the school cares about the experience of girls in this school and is ambitious on their behalf. Widening participation and raising girls' expectations are considered within the Aim Higher framework.

For those parents who have not achieved their own educational goals, the school's shared aspirations are important.

'To be a person in life, her education must be better than I was able to achieve. I want my daughter to achieve so many things in life so that they are a credit to you back home. I do not want to be ashamed in the future.'

Success has not come without a struggle. As one teacher acknowledges, the school is fighting the anti-education cultures of the 'street' and the 'estate' which is a strong pull even for African pupils with strong backgrounds. His aspiration is to make 'educational achievement' more powerful and credible – it is no easy task, but this school is making significant inroads. The school celebrates diversity in every sense of the word and its representation is in the profile of school departmental teams whose pictures are framed on departmental doors on the corridors; in the range of social and cultural activities; royal visits, representation of girls and teachers hard at work in drama, on courses, in school and beyond.

A girl in one of the focus groups looked round at her six other peers and described in each case the 'special talent' the school had brought out and nurtured. For example, X is an amazing actress who recently performed in a school play in a theatre in Croydon; Y was noticed by the PE department and now sees herself as an athlete, she now runs for the County and wants to become a doctor'.

The school has become stronger in its sense of purpose around black pupils' achievement and has taken on board the range of backgrounds pupils are drawn from in terms of developing compensatory activities without patronising parents – subtle distinction. More individualised responses to girls – feel 'each child is respected individually within an inclusive and confidently diverse community.' The school has become more at ease with diversity.

Such possibilities and opportunities are regularly reinforced in the display on corridors and in classrooms. The work of the Media Resources Officer in organising the quality of display throughout the school deserves special note. One of the assistant headteachers on the SLT described one of the objectives of the school as, 'to make our children feel beautiful.'

Both African heritage pupils and parents acknowledge and appreciate the work being done on their behalf at St Martin-in-the-Fields High School.

Use of Data to Raise Achievement

St. Martin's school is well known nationally for raising the achievement of underachieving groups through effective use of data. The school was featured in a series of local authority reports and an OFSTED report Achievement of Black Caribbean Pupils: Good Practice in Secondary Schools (see OFSTED 2002, and McKenley et al 2003). Previous studies and current evidence again confirms that good use of data is a basic feature of this schools practice. In particular:

1. Monitoring of pupil progress is seen as a core activity for class teacher and the school. The school undertakes extensive assessment using NFER tests at Year 7, CATs at Year 8, KS3 assessment at Year 9 and GCSE at Year 11 and keeps detailed records for tracking all pupils' performance. This data is analysed by ethnicity, gender, free school meals, mobility rate, EAL level of fluency in English, SEN stage and term of birth and which teachers classes had been attended. Data is used to provide baseline to monitor and review progress, especially to identify signs of underachievement and to help set targets for the pupils and subject departments. Data is made available across the school and is used by teachers, heads of department, assessment co-ordinators and the senior management team to help review the pupil progress. The data is also shared with the school governors who help to determine the schools' budget and priorities.
2. The school extensively uses KS3 to GCSE and KS2 to GCSE value-added data to improve the attainment of individual pupils in addition to monitoring the standards of year groups or the whole school. Each individual pupil is plotted on the chart according to their GCSE point score or KS3 point score and a level point score. The value-added charts offer the opportunity to probe the strengths and weaknesses within the group.
3. Ethnic monitoring is seen as an effective method of raising achievement levels. It is used positively as a means of identify learning issues and shortcomings in school provision to make target setting more responsive to the needs of students. Each year in this school, when KS3 and GCSE results are available, heads of departments prepare a very detailed response regarding academic achievement including their conclusions of ethnic background to target individual students.
4. Teachers use data effectively to review the performance and expectations of pupils, to identify groups of pupils who are underachieving and to evaluate the effectiveness of their teaching. The school encourages teachers to plot their student results and set challenging, but realistic targets.

5. The senior management team sifts through the data to pick out highlights and address issues at least one weekend a year, as part of school away day. Every department then spends a day writing a departmental action plan, for which the department analyses the results of every cohort of students.

Conclusions

Strengths:

- A passionate school with a strong mission to make 'every girl feel special'.
- The commitment of the leadership drives the school. Teachers will 'give up their Saturdays to help with coursework to build that 'learning mentality in you.'
- The work of the Media Resources Officer in organising the quality of display throughout the school.
- Holistic approach to supporting and guiding African heritage pupils and parents e.g. Saturday coursework clinics, Gospel choir, trips to e.g. South Bank and opportunities to travel and perform. The school anticipates the women that girls might become and offers them opportunities to host events, coaches them in the expectations that will be placed on them in their chosen professions so that they are not disadvantaged.
- The school has a strong sense of its role as partners with parents in delivering their aspirations and hopes for their daughters. Parents' evenings are used as a opportunity to build a dialogue, to break bread together and to deepen the sense of one community.
- Monitoring and support of pupil progress. Data is analysed at all levels of the school and interventions are planned accordingly.



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SECTION 6: PUPILS SURVEY AND THE EXPERIENCE OF AFRICAN HERITAGE PUPILS

Introduction

The views were sought from pupils in relevant cohorts in the project schools about how they felt about school. The survey questioned pupils' thoughts about and attitudes to school and learning, friendship, school experiences and support from home.

Pupils were told that:

- They did not need to put their name on their survey
- There were no right or wrong answers
- Each survey should take no more than 10 – 15 minutes to complete.

The survey was divided into four:

- Section 1:** Basic details about the pupil, including sex, national curriculum year group, ethnic background and country of birth.
- Section 2:** Pupils' views on their education and the support that they might receive from home.
- Section 3:** Pupils' experience of school, including their attitude to their school, teachers and lessons.
- Section 4:** The experiences of black pupils in school, pupils' thoughts on what they like best about their school and any general comments pupils' had about their school.

Section 1: Background of the Pupils

Questionnaires were returned by 839 pupils in 7 primary schools and 3 secondary schools. Of the pupils who responded to the survey:

- 625 (74.5%) were female and 213 pupils (25.4%) were male, 1 pupil was unclassified.
- 425 pupils (50.7%) were in primary schools and 414 (49.3%) were in secondary schools.
- 215 pupils were in Year 5
- 209 pupils were in Year 6
- 268 pupils were in Year 9
- 146 pupils were in Year 11
- 1 pupil was unclassified.

Table 1: Ethnic Background

	All		Primary		Secondary	
Ethnic Background	Number	%	Number	%	Number	%
Black African	304	36.2	153	36.0	151	36.5
Black Caribbean	228	27.2	108	25.4	120	29.0
Mixed African and White	16	1.9	8	1.9	8	1.9
Mixed Caribbean and White	37	4.4	17	4.0	20	4.8
Mixed Other	36	4.3	15	3.5	21	5.1
Other	51	6.1	21	4.9	21	5.1
White (ESW)	73	8.7	48	11.3	25	6.0
White Other	89	10.6	51	12.0	38	9.2
Unclassified	5	0.6	4	0.9	1	0.2
Total	839	100	425	100.0	414	100.0

The majority (36.2%) of pupils were of African ethnic background, followed by Black Caribbean at 27.2%. Of the respondents 79.4% or 666 pupils were born in the UK, followed by 48 or 5.7% of pupils born in Africa.

Section 2:

Views on Education, Friends and the Support from Home – All Schools

Table 2: How important do you think it is to get a good education?

	All		Primary		Secondary	
	Number	%	Number	%	Number	Number
Very important	763	90.9	390	91.8	371	90.1
Important	52	6.2	24	5.6	28	6.8
Quite important	21	2.5	9	2.1	12	2.9
Missing	2	0.2	1	0.2	-	-
Not important	1	0.1	1	0.2	1	0.2
Total	839	100	425	100.0	414	100.0

The importance of 'a good education' was highly rated by the pupils who completed the questionnaires. 91.8% of primary pupils and 90.1% of secondary pupils rated it as being 'very important'. Overall 763 pupils or 90.9% considered that it was 'very important' to get a good education and 52 pupils considered it 'important'. Only 1 respondent thought it was not important.

Table 3: How important do you think it is to get a good education?

Importance of Getting a Good Education	%	Very important	Important	Quite important	Not important	Missing	Total
Black Caribbean		211	12	4	1	0	228
	%	92.5	5.3	1.8	0.4	0.0	100
White (ESW)		65	5	2	0	1	73
	%	89.0	6.8	2.7	0.0	1.4	100
Mixed African and White		11	2	3	0	0	16
	%	68.8	12.5	18.8	0.0	0.0	100
White Other		71	11	7	0	0	89
	%	79.8	12.4	7.9	0.0	0.0	100
Black African		290	13	1	0	0	304
	%	95.4	4.3	0.3	0.0	0.0	100
Mixed Caribbean and White		33	3	1	0	0	37
	%	89.2	8.1	2.7	0.0	0.0	100
Mixed Other		33	2	1	0	0	36
	%	91.7	5.6	2.8	0.0	0.0	100
Other		45	4	2	0	0	51
	%	88.2	7.8	3.9	0.0	0.0	100
Missing		4	0	0	0	1	5
	%	80.0	0.0	0.0	0.0	20.0	100
Total		763	52	21	1	2	839
	%	90.9	6.2	2.5	0.1	0.2	100

When considering the question on importance of a good education, Black African pupils rated it most highly, as 99.7% said it was 'very important' or 'important'. Caribbean pupils were next at 97.8%, followed by English, Scottish, Welsh at 95.8%. Mixed African and White rated the importance of a good education lowest at 81.3%, however it should be noted that there were only 16 pupils in this group and therefore their views are unlikely to be representative of the group overall in Lambeth.

Table 4: What are most of your lessons like?

What Lessons are Like	All		Primary		Secondary	
	Number	%	Number	%	Number	%
Interesting	314	37.4	114	26.8	15	3.6
Quite interesting	292	34.8	174	40.9	140	33.8
Really interesting	129	15.4	114	26.8	178	43.0
Boring	97	11.6	20	4.7	77	18.6
Missing	7	0.8	3	0.7	4	1.0
Total	839	100	425	100.0	414	100.0

314 pupils (37.4%) thought that their lessons were 'interesting', while a further 292 (34.8%) thought they were 'quite interesting'. However, 97 pupils (11.6%) thought that they were 'boring'.

Table 5: What are most of your lessons like?

What Lessons are Like?	%	Really interesting	Interesting	Quite interesting	Boring	Missing	Total
Black Caribbean		29	74	89	35	1	228
	%	12.7	32.5	39.0	15.4	0.4	100
White (ESW)		14	32	25	2	0	73
	%	19.2	43.8	34.2	2.7	0.0	100
Mixed African and White		1	5	6	4	0	16
	%	6.3	31.3	37.5	25.0	0.0	100
White Other		22	28	27	11	1	89
	%	24.7	31.5	30.3	12.4	1.1	100
Black African		47	131	92	30	4	304
	%	15.5	43.1	30.3	9.9	1.3	100
Mixed Caribbean and White		5	8	20	4	0	37
	%	13.5	21.6	54.1	10.8	0.0	100
Mixed Other		4	14	15	3	0	36
	%	11.1	38.9	41.7	8.3	0.0	100
Other		7	20	16	8	0	51
	%	13.7	39.2	31.4	15.7	0.0	100
Missing		0	2	2	0	1	5
	%	0.0	40.0	40.0	0.0	20.0	100
Total		129	314	292	97	7	839
	%	15.4	37.4	34.8	11.6	0.8	100

English, Scottish, Welsh pupils considered that their lessons were the most interesting, with 63% of pupils in the survey rating them 'really interesting' or 'interesting'. Black African pupils were second with 58.6%, followed by White Other pupils at 56.2%.

Table 6: Do most of your school friends have a positive influence on you?

Positive Influence of Friends?	Number	%
Yes	413	49.2
Not sure	354	42.2
No	66	7.9
Missing	6	0.7
Total	839	100

The overwhelming influence that friends had on the pupils involved in the survey was 'positive' (49.2%), although 354 pupils (42.2%) were 'not sure' about the influence that their friends had on them. 66 pupils or 7.9% felt that their friends did not exert a positive influence over them.

Table 7: Do most of your school friends have a positive influence on you?

Positive Influence of Friends	%	Yes	Not sure	No	Missing	Total
Black Caribbean		116	96	15	1	228
	%	50.9	42.1	6.6	0.4	100
White (ESW)		32	37	4	0	73
	%	43.8	50.7	5.5	0.0	100
Mixed African and White		5	8	3	0	16
	%	31.3	50.0	18.8	0.0	100
White Other		41	39	8	1	89
	%	46.1	43.8	9.0	1.1	100
Black African		159	118	25	2	304
	%	52.3	38.8	8.2	0.7	100
Mixed Caribbean and White		21	14	2	0	37
	%	56.8	37.8	5.4	0.0	100
Mixed Other		16	14	5	1	36
	%	44.4	38.9	13.9	2.8	100
Other		23	24	4	0	51
	%	45.1	47.1	7.8	0.0	100
Missing		0	4	0	1	5
	%	0.0	80.0	0.0	20.0	100
Total		413	354	66	6	839
	%	49.2	42.2	7.9	0.7	100

Mixed Caribbean and white pupils thought their friends had the most positive influence on them at 56.8%, although this group only contains 37 pupils and is likely to be un-representative. Black African pupils were second with 52.3% of friends having a positive influence, followed by Black Caribbean pupils at 50.9%.

Table 8: Do your friends have more of an influence on you than your parents or carers?

Friends More Influential than Parents?	Number	%
No, hardly ever	397	47.3
Yes, sometimes	350	41.7
Yes, most of the time	66	7.9
Missing	26	3.1
Total	839	100

397 pupils, or 47.3% thought that their friends were 'hardly ever' more influential than their parents or carers, although 350 pupils (41.7%) thought that they were 'sometimes'. 66 pupils (7.9%) were more influenced by their friends than by their families.

Table 9: Do you get good levels of support and encouragement from home?

Good Levels of Support and Encouragement from Home?	Number	%
Most of the time	592	70.6
Sometimes	166	19.8
Rarely	59	7.0
Never	12	1.4
Missing	10	1.2
Total	839	100

A larger majority of pupils believed that they get good levels of support and encouragement from home (90%). 592 pupils or (70.6%) of pupils reported that they got good levels of support and encouragement from home 'most of the time'. 166 pupils (19.8%) felt that they got good levels of support 'sometimes'. Only 12 (1.4%) pupils said that they 'never' got good levels of support from home.

Table 10: Do you get good levels of support and encouragement from home?

Good Levels of Support and Encouragement from Home?	%	Most of the time	Rarely	Sometimes	Never	Missing	Total
Black Caribbean		165	17	41	1	4	228
	%	72.4	7.5	18.0	0.4	1.8	100
White (ESW)		51	5	14	3	0	73
	%	69.9	6.8	19.2	4.1	0	100
Mixed African and White		10	0	6	0	0	16
	%	62.5	0	37.5	0	0	100
White Other		57	8	19	3	2	89
	%	64.0	9.0	21.3	3.4	2.2	100
Black African		223	17	58	3	3	304
	%	73.4	5.6	19.1	1.0	1.0	100
Mixed Caribbean and White		28	3	6	0	0	37
	%	75.7	8.1	16.2	0	0	100
Mixed Other		25	2	9	0	0	36
	%	69.4	5.6	25.0	0	0	100
Other		33	6	10	2	0	51
	%	64.7	11.8	19.6	3.9	0	100
Missing		0	1	3	0	1	5
	%	0	20	60	0	20	100
Total		592	59	166	12	10	839
	%	70.6	7.0	19.8	1.4	1.2	100

75.7% of mixed Caribbean and white pupils felt that they received good levels of support and encouragement from home, although there are only 37 pupils in this group. Black African pupils were second in receiving good support from home, followed by Caribbean with 72.4%

Table 11: Do you talk with your mother, father or carer about school most days?

Talk About School to Parents/Carers Most Days?	Number	%
Yes	648	77.2
No	179	21.3
Missing	12	1.4
Total	839	100

648 pupils or 77.2% spoke about school to either a parent or carer on most days, although 179 or 21.3% did not speak about school at home on most days.

Table 12: Do you talk with your Parents or carer about school most days?

Talk to Parents/Carers Most Days About School?	%	Yes	No	Missing	Total
Black Caribbean		177	46	5	228
	%	77.6	20.2	2.2	100
White (ESW)		61	11	1	73
	%	83.6	15.1	1.4	100
Mixed African and White		12	3	1	16
	%	75.0	18.8	6.3	100
White Other		67	22	0	89
	%	75.3	24.7	0.0	100
Black African		235	66	3	304
	%	77.3	21.7	1.0	100
Mixed Caribbean and White		27	10	0	37
	%	73.0	27.0	0.0	100
Mixed Other		25	10	1	36
	%	69.4	27.8	2.8	100
Other		41	10	0	51
	%	80.4	19.6	0.0	100
Missing		3	1	1	5
	%	60	20	20	100
Total		648	179	12	839
	%	77.2	21.3	1.4	100

Of the larger ethnic groups, English, Scottish, Welsh pupils were most likely to speak to their families about school on most days (83.6%), followed by Caribbean pupils at 77.6% and Black African pupils at 77.3%

Table 13: What are the main reasons that your parents/carers come into school?

Main Reasons Why Parents/Carers Come into School?	Number	%
Parents evening/meeting	541	64.5
Parents evening & social event	103	12.3
Problem with behaviour	45	5.4
Problem with your school work	29	3.5
Social event, e.g. concert	28	3.3
Parents evening, problems with behaviour	27	3.2
Parents evening, problems school work & behaviour	18	2.1
Parents evening, social event, problems with school work & behaviour	14	1.7
Parents evening, problems with school work	12	1.4
Parents evening, social event, problems with school work	5	0.6
Problems with school work & behaviour	5	0.6
Parents evening, social event, behaviour problem	3	0.4
Social event & problems with behaviour	1	0.1
Missing	8	1.0
Total	839	100

The main reason that parents / carers came into school was at a formal parents evening or meeting. 541 pupils or 64.5% of pupils reported that this was the main reason why their family came into school. Parents evenings and less formal social events accounted for 103 replies or 12.3%. Parents only coming into school to discuss problems with behaviour was the third main reason with 45 replies, 5.4%.

Section 3: Pupils' experience of school, including their attitude to their school, teachers and lessons

Section 3 in the questionnaire was in the form of a grid with a series of statements. Pupils were asked to place a tick in the box under the column heading that was the closest match to what they thought in response to each statement, i.e. 'Strongly Agree', 'Agree', 'Not Sure', 'Disagree' and 'Strongly Disagree'.

The table 14, demonstrate pupils' views about the statements in both number and percentage forms.

Attitudes to aspects of school:

72.9% of pupils agreed, 27.3% strongly, that their school was successful, although 20.3% were not sure. 55.9% agreed that the facilities were good, although again, 21.6% were not sure. 54.4% of pupils agreed that they had been treated fairly by their school, with 25.0% being not sure. 70.6% of pupils agreed, 42.4% strongly that their school showed respect for students of all races and cultures. 68.6% also agreed, 47.1% strongly that their school took a strong stand against racism, with 20.4% being not sure, although only 2.6% disagreed.

Comments about teachers Expectations and beliefs

Pupils were asked a range of questions about their teachers, to which they could indicate agreement on a five point scale, from 'strongly agree', to 'strongly disagree'. Overall 89.8% of pupils were most likely to feel that teachers expect them to do well at school. 56.5% strongly agreed that their teachers expected them to do well at school, with only 5.8% stating that they were not sure. 77.4% also stated that their teachers expected them to do their homework and would chase them for it if necessary. 77.1% agreed that their teachers really cared about their progress and achievement and 50.5% agreed that their teachers listened to what they had to say. Only 29.2% agreed that they were often in conflict with particular teachers, with 50.6% agreeing that they thought they were liked by their teachers. 80.4% agreed that their teachers expected the best of them. 55.3% of pupils agreed, 26.0% strongly, that their teachers gave them respect, although 8.8% disagreed strongly with this statement and 20.0% were not sure.

The majority of parents for all ethnic groups came into school to attend either a formal parents evening or a more informal social event. English, Scottish, Welsh parents (23.3%) were more likely to come into school to attend a social event than any other group, whilst of the larger groups, Caribbean parents (68.0%) were more likely to attend a formal parents evening.

Table 14: Pupils' experience of school – in percentages

School, Teachers and Attitudes to Learning	Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree	Missing	Total Number
This is a successful school	27.3	45.6	20.3	2.5	2.1	2.1	839
Most of the time I am bored at school	11.4	29.2	18.4	25.6	13.9	1.4	839
In general, school facilities here are good	25.4	30.5	21.6	12.6	6.7	3.2	839
My views count at school	20.0	25.3	30.8	11.7	6.8	5.5	839
Most of the teachers expect me to do well at school	56.5	33.3	5.8	1.2	0.8	2.4	839
Most of my teachers expect me to do my homework and will chase me for it if necessary	47.0	30.4	11.1	6.6	2.5	2.5	839
Most of my teachers really care about my progress and achievement	42.8	34.3	15.4	3.1	2.1	2.3	839
Most teachers listen to what I have to say	21.2	29.3	21.7	16.4	8.2	3.1	839
I am often in conflict with particular teachers	12.4	16.8	21.5	21.9	22.3	5.1	839
By and large the teachers seem to like me	20.7	29.9	31.8	7.5	4.3	5.7	839
I feel that I am making good progress at this school	33.3	43.3	15.1	3.6	1.4	3.3	839
I enjoy learning	33.5	44.0	13.0	4.1	2.1	3.3	839
I get given a lot of responsibilities	26.5	28.8	21.3	15.1	5.4	2.9	839
The teachers seem to expect the best of me	48.3	32.1	12.0	2.0	1.4	4.2	839
I have generally been treated fairly by this school	21.9	32.5	25.0	11.7	5.0	3.8	839
The school shows respect for students of all races and cultures	42.4	28.2	17.8	3.7	3.6	4.3	839
The school takes a strong stand against racism	47.1	21.5	20.4	3.7	2.6	4.8	839
Most lessons are interesting	21.8	40.3	15.1	14.1	4.4	4.3	839
The teachers give me respect	26.0	29.3	20.0	11.8	8.8	4.1	839

Comments about attitudes to learning

40.6% of pupils agreed, 11.4% strongly that they were bored in school most of the time, although 39.5% disagreed and 18.4% were not sure. Perversely 62.1% agreed, 21.8% strongly that most lessons were interesting. 77.5% of pupils in the survey agreed, 33.5% strongly that they enjoyed learning and 76.6% also agreed that they felt that they were making good progress at their present school. 55.3% of pupils also agreed that they were given a lot of responsibilities.

Section 4: The experiences of black pupils in school, pupils' thoughts on what they like best about their school and any general comments pupils' had about their school.

In this section pupils were asked to 'Write down what you like best about your school?' as part of the questionnaire. As can be seen the comments below the vast majority of respondents felt that their school is a good school and they get good education and teaching is of a high standard.

What Pupils Like Best About Their School

After school activities and friends.
After school club.
Assisting you when you have a problem.
Because all children have different backgrounds and experiences.
Community feeling between the pupils and that everyone is treated equally.
Different mix of cultures.
Different races, socialising and going around with my friends.
Everyone is treated equally, no-one is discriminated against based on their colour.
Getting a good education and seeing friends.
Good learning, some nice teachers, good helpers, caring people.
Gospel choir and textiles.
Here, the teachers treats the student equals.
I enjoy learning and I like the way that the teachers teach me.
I like activities like trips, golden time, school journey and many more.
I like best about my school is that children gives respect to me and is kind to my set self.
I like best about my school is that most lesson's are interesting.
I like best about my school is that they give me a good education.
I like best about this school that people are not racist here and people help other people.
I like coming to see my friends and learning new things.
I like our school because we have a good education we have a good environment
I like the atmosphere and the enthusiasm to try new things.
I like the education and the teachers and the lunch the hole school is very good the teachers are not racist.
I like the fact that the teachers always support and encourage you.
I like the learning environment that most of us are quite ready to learn and that we can also relate
I like the teachers and the learning is a very high standard.
I like the way they help me and the way they help other pupils.
I like this school because it is fun, the teachers are enjoyable to work with and it has load of quality marks awards
I think the best thing about school is that is that they give us a very good education.
In my school, I like learning new things and seeing my friends best. I also like the fact that it
My friends make learning a positive educational experience.
Students get along well, teachers have good teaching technique.
Teachers and pupils get long very well and so do the pupils.
Teachers are encouraging, teach well and give good advice.
Teachers are helpful and explain things to help students' understanding.
Teachers are nice and school environment is safe and there is no bullying
Teachers are nice. The learning is good. The helpers are nice people
Teachers are really encouraging and want you to achieve to the best of your ability.
Teachers are really good.
Teachers are supportive and help me when needed.
Teachers are very fair with decisions and do not take in pupils with bad behaviour but do give them chances.
Teachers are very good and friendly and try their best for the school. Students are friendly and helpful too.
Teachers encouragement and the school community.
Teachers help you with your problems and try to give you the best education.
Teachers listen to you and help you.
Teachers put themselves out to help us in their spare time.
Teachers try their best to help you.
Teachers will do anything to help students get higher grades in their studies.
Teachers, facilities, community, friends and the environment.
The fact that they emphasise that citizenship and friendship are as
The multi-cultural nature of the school makes it feel closer as a community.
The multi-cultural society and the friendly family unit that it has created.
The thing I like about my school is that they make us all take part in activities and
The things I like about the school are that the lessons are interesting and everyone gets treated fairly.
They give you education and respect.
Variety of opportunities & good facilities.
What I like best about this school is we go to plenty of active things and we get to have fun
You can get along with the teachers, they are willing to help with problems with class work, homework.

Section 7: Commentary

1. Introduction

This research project has been undertaken to discover and disseminate good practice in Lambeth schools, so as to contribute to raising the achievement of pupils in all Lambeth schools. It is one of a series of reports to which the local authority has committed itself. The introductory section of this report sets out in detail the reasons for this research project. These include the under-achievement nationally of Black African pupils and the paucity of research into the factors which contribute to this.

It builds on the previous Lambeth report, 'Raising Achievement in Lambeth schools: Success and challenges, (Lambeth Education, 2000) which highlighted the importance of addressing under-achievement of identified groups in schools. That report concluded that while there were pockets of sound practice, many schools were not nearly as effective as they needed to be in tackling the under-achievement of, for example, Black Caribbean, Black African, Portuguese and mobile pupils in its schools. It highlighted the need to carry out research into the factors which contribute to educational success and high attainment.

While this report reinforces some of the key findings of good practice set out in the 2003 report, it has a different focus, specifically on the good achievement of pupils of Black African heritage in some Lambeth schools, both primary and secondary. This achievement belies the national trend. In the schools described in the case studies in this report, most of whose pupils have high levels of disadvantage, Black African pupils are performing above national and LA averages.

The term Black African is used in the report to identify pupils with Black African heritage. The great majority of these pupils in Lambeth schools come from Nigerian or Ghanaian family backgrounds. It also includes a smaller number of pupils whose families originate in Sierra Leone, Senegal, Cote d'Ivoire, the Democratic Republic of Congo, Angola, Somalia, Ethiopia, Eritrea, Sudan, Kenya and Tanzania. Because the greater number come from families of West African heritage their views, and those of their parents, are given greater emphasis in the report, although many of the cultural attitudes, especially towards education, are shared by families from across Africa. The schools included in the project were selected because the:

- Attainment of Black African pupils has been consistently high;
- Black African pupils in the case study schools make good progress and
- The improvement rate of Black African pupils in the case study schools is impressive and is rising faster than for all other schools. Between 2000 and 2005 the primary schools in the case studies improved their KS2 results from an average 74% to 82% - up 8%. This compares with an improvement rate of 1% for African pupils in other schools, and with an overall improvement rate for the LA of 3%.

Further detail is provided in Sections 3 and 4. Section 3 also highlights the impact on performance of factors such as the number of pupils who speak English as an additional language, are entitled to free school meals, or are deemed to have special needs. All the schools in this survey have significant proportions of pupils for whom English is an additional language and are entitled to free school meals.

2. What are the factors that contribute to this success?

All the case study schools share many of the characteristics of successful schools nationally. They demonstrate good practice in key aspects such as visionary leadership, good management, the high quality of teaching and learning, effective use of performance data, and behaviour management that encourages good pupil motivation. The schools have high expectations of their pupils. They enrich the curriculum they provide with a wide range of cross-curricular and extra-curricular learning. They provide an ethos that makes pupils feel valued and part of a wider community. All these factors are explored below. However, the case study schools also demonstrate some significant features that appear to be key factors in the high achievement of their Black African pupils.

The most outstanding of these specific features are the contribution of parents to the upbringing of their children, the support they give, and the values they share with their school and with their children. The evidence of this comes from discussions with parents, heads, teachers, governors, and pupils themselves.

Parental support

African parents value education very highly. Some have themselves received a good education and have gained professional qualifications although they may not be working in jobs in the UK that fully reflect this. Staff in schools recognise that parents, whatever their jobs, are able to build and support a culture of achievement at home to support their children's education. Many parents are themselves continuing their studies. One parent commented 'my child's father is Nigerian and he is very focused on learning. He never says, 'I haven't got anything to do', he is always improving his skills-set. This definitely is an African thing; it is like that in Jamaica too.' However, while this is well understood by staff and parents, some work in jobs with low pay and low status. They share the view that they need to work together to give children the best start in life. All see a good education as the key to their children's future success in life. This is shown in parents' comments:

- 'Africans invest in education because we need it. Back home we do not have the opportunity that these children have. Education makes a way for you.'
- 'My background was such that I wasn't able to go to school due to lack of money. When I sit down with my kids I tell them I do not want them to have the life I have had. Children now have choices – education is the key.'
- 'Without an education you cannot earn a decent salary, without qualifications you cannot get a good job. The best thing is to push your children as hard as you can.'
- 'Being a black woman if you don't have education in this country, what job will you have to do, clean people's toilets?'
'I have taught my children to get an education and you have choice, as a social worker I see children having choice in this society'.
- 'Without knowledge you are nothing. Even if you get money you wouldn't be able to manage it without wisdom.'
- 'Knowledge is a lifetime investment, money comes and goes but knowledge lasts forever'.

These attitudes are the driving force behind parents' support of their children and schools. Teachers recognise and welcome the shared values and aspirations.

'I like to teach here because I know I have the support of African parents. If I advise them what to do they will do it, whereas other parents might not. African parents may sometimes be poor, but their standards are higher...standards regarding their aims for their children. They expect and want their children to achieve and they will do whatever they can to help them and make sure it happens. It is not so important to other groups. Because we promote this, and they already have this sense of the importance of education, we can work together. We know we have their backing so there are no behaviour issues to be resolved.'

Attitudes to authority

Parents have strong views on the importance of mutual respect and respect for authority. When asked what parents expect their children to do at school parents replied: 'Hard work, respect, discipline, listening to the teacher, working together. What you feed them at home is what they bring to school — this is reinforced at school.' In this they support the authority of teachers. A teacher with twenty years experience comments: 'parents show respect for teachers – they defer to professionalism... They want to know what they can do to help and this plays a big part in children's success... it is backed by action.'

One of the most frequent ways that parents support teachers and their children is by ensuring that they do their homework. At primary age, parents often help pupils with homework. 'I will meet teachers at the end of the day. I want my child to get ahead and I ask for ideas about homework, especially in the holidays. I read to them even while we are away on holiday.' At secondary level, parents check homework diaries and follow up comments made by teachers, ensuring that work is completed.

Parents regularly attend open days and evenings to discuss their children's progress with teachers. The attendance rate is generally very high because parents value the opportunity to discuss with teachers their child's progress. In secondary schools, teachers share performance data with parents who are included in discussions about target setting. In this way, parents feel well informed about the progress of their children and children feel that parents know of their success. As one Year 9 pupil, at a school where tutors and teachers regularly telephone parents, commented 'When I do well they tell my parents. This reflects on me at home.' A Year 13 pupil at the same school linked the common efforts of parents and teachers: 'Parents give strong motivation from day one... Our head of year really pushes us – he's really behind a lot of pupils' success'.

Shared values

Christian values are also shared and deeply valued by parents and schools. In particular, schools with a religious affiliation provide a strong Christian ethos based on spiritual and moral values that are closely shared by parents of African heritage. A Ghanaian father stated the importance of the school in supporting his Christian faith and values:

'Being a Christian I always wanted my children to attend a Christian school. Character-wise they are very disciplined like most Church schools. I have family and friends with children in the school and I see how they take their studies seriously. I am trying to instil into my children what my parents instilled in me, I always tell them to work hard in school and listen to what the teachers say and I always help them with their homework. The workload of the teachers is too much now, they cannot teach everything in class, so they give us a weekly sheet of work to do and it's up to parents to give additional help. Back home we don't have the chances we have here, we do not have the facilities and yet we expect children to work hard, so with the facilities here you should do even better'.

Another parent remarked 'I hear the school reinforcing the Ten Commandments. They receive it here what we teach at home. The school, Church and home working together'.

This strong spiritual and moral ethos is also evident in schools without a religious affiliation. One parent said:

'The kind of training that I was given in Ghana – they give the same training here... the kind of people my children meet here, are similar to us and our values and we can trust the school.... I am a Christian but although it isn't a Christian school, the Pastor from the Baptist church visits the school for religious studies. My children come home and tell me what they have learned'.

In another primary school with no religious affiliation, spiritual, social, and moral values are promoted through a 'Virtues Project'. 'The teaching of virtues such as honesty, gentleness, truth and justice enables a school which has pupils from a number of different religions (or none) to unite together with common values.'

Attitudes to discipline

Parents frequently dwell on the importance of discipline and choose schools where they feel that discipline is strong. Sometimes, this causes dissonance with what is considered good practice in managing pupils' behaviour in schools in the UK. All case study schools have strong behaviour management policies which stress positive ways of teaching children to behave well, and to respect others. Considerable emphasis is put on developing pupils' moral and social understanding, through personal, social, and health education, through the work of tutors, and through consistent approaches practised by all staff. Behaviour in these schools is mostly good. Parents appreciate this. One mother spoke passionately about her school's 'disciplined environment... because I'm African, I believe in discipline.'

The subject of discipline, which African parents see as being of crucial importance in raising children, is often a thorny subject as some teachers feel uncomfortable with the issue. One teacher explained:

'I know there are children who are chastised. A parent once said to me: 'I give you permission to beat him'. Parents have ways of disciplining their children. We never condone parents hitting their children. Most of the black teachers and staff believe in discipline but I have had to speak to parents to tell them that if they beat their child it will make them worse. My experience is that discipline in schools in Ghana is very different from here. Here it instils fear and violence, whereas in Ghana, the values maintain reverence and respect for adults. Here that isn't the case; children tend to realise that they can question everything, children know their rights. Generally West African parents believe that if you spare the rod you spoil the child. Nigerians are very strict. Bringing up a child is the responsibility of grandparents, and other family members have the right to chastise a child. There is a lot of support within families. That still happens here where there is a large family base'.

Some African families struggle with the comparatively permissive nature of English education and the freedom enjoyed here is hard for parents who were brought up in a much more disciplined, respectful and less equitable teacher-pupil relationship. In one all-girls school, 'Most girls manage to walk that rather tricky tightrope of school and home expectations and remain on track in 8 out of 10 cases, but for those 1 or 2 the freedom leads to under-achievement. For those 1 or 2 routine trips back home are used to reinforce the general view that opportunities on offer in the UK are not to be squandered. The school operates a Student Learning Centre with counsellors and mentors to support those pupils who stray from their family's script.' Such trips home often serve their purpose and pupils return in a more constructive frame of mind.

However, some pupils do 'fall off' and this causes parents and school staff considerable concern. In some schools, it is felt, there is a myth that presents an image of African female pupils as well-behaved, quiet and supported by strong aspirant parents.

'Many African parents exhibit cultural norms of parental engagement which derive from their experience of the parent-teacher relationship in Africa, where status and respect reinforce the power of the teacher. Here in the UK, teachers have to gain that respect, it is not given automatically. A significant number of girls of African heritage provide a constant challenge and potential distraction to teachers and other pupils.'

A recurring theme in discussion with parents was the importance of the family unit in keeping children 'on track'. African families go to church together and children are encouraged to join in with church

activities. This is seen as a way of keeping them 'off the street'. Many attend Saturday schools or receive extra tuition. Within this family context parents took their job as role models very seriously. One parent talked of 'nurturing their children, not just rearing them. It is a lifelong perspective.' The extended family is also seen as important in helping to bring up children.

The impact of 'street culture'

It is important to give full credit to the hard work of teachers and parents in trying to counteract the negative influences of 'street culture' in Lambeth. Here the role of black teachers is particularly crucial. Teachers who share the cultural heritage of their pupils are aware of the challenges faced by black children, especially boys. One primary teacher of Jamaican origin explained that she and her black colleagues constantly make their expectations explicit, advising boys on appropriate behaviour and attitudes to learning. 'As a black teacher you know about their attitudes, you just know. When I see boys acting in a certain way, I address it immediately. They come into my class 'dipping' – influenced by what they see on TV – with a 'street' attitude. Because I am black I talk to them and I tell them this attitude is affecting their behaviour in this class: 'drop the street culture.. you are here to learn'.'

In secondary schools too, the same challenges occur. A group of three Year 11 boys spoke thoughtfully about the pressures on them especially, on occasion, from the 'street culture' which they face outside the school. One remarked that he felt 'slightly alienated from others outside the school' but was clear about what he wanted to achieve. Teachers too are aware of these pressures and acknowledge that, 'the school is fighting the anti-education cultures of 'the street' and 'the estate' which is a strong pull, even for Black African pupils with strong backgrounds.' Schools are unrelenting in their efforts to maintain good motivation and have very good, holistic, pastoral systems to support pupils and their families. This is an area of parent – school partnership which is of very great importance in raising and maintaining high standards for Black African pupils. Other schools in other circumstances undoubtedly also find they have to counteract 'street culture'. What makes this Lambeth partnership so strong is that parents, teachers and pupils share the same aspirations and the same values.

Church and community links

There is another branch of this partnership which is very important. That is the link between parents, church and community, and the schools which serve them. Many African families attend church, particularly Evangelical churches, which have a strong culture of self-improvement and a commitment to education. They choose a school partly because it has links with their church. These links sometimes include attendance at the same church by teachers and heads, who get to know the families who worship there. One teacher commented: 'We have a lot of children from Eritrea who speak Tigrinya. They come to Church and it's like a family, it makes people feel they are part of a community. We have children who come back who left here fifteen years ago'.

Governors appointed by the dioceses share the responsibilities of leadership in schools and are often parent governors themselves. Pupils attend church events such as harvest festivals and concerts and parishioners sometimes help in the schools. One primary school was visited last year by Archbishop Desmond Tutu. The headteacher said: 'Everyone loved that visit; it had a tremendous impact on parents and the community. We had an assembly in the courtyard garden and then he visited classes'. This sense of belonging is felt even by young children. 'Yes, I belong to this school because some of us have been here since nursery and some of us go to church and this is a church school.' Many African parents believe in the power of prayer and parents and support staff use prayer to help pupils. Pupils themselves are encouraged to pray for each other. A child in a Church of England primary school said 'we pray for people who leave our school and for the new pupils who come. We pray that they will settle in well and they do. They make a lot of friends because people make them feel welcome.'

Pupils' motivation to achieve

The sense of belonging to a school and a community with shared aims and expectations of them is a strong factor in motivating pupils to aim high and achieve well. All the schools in the survey give high priority to raising and maintaining high standards for all pupils. This priority is shared by African parents who are determined that their children will succeed. Because the values of parents and schools match so closely, and because both schools and parents monitor and support pupils' progress, pupils themselves are included in the partnership. They share their parents' aspirations and know that education is the key to their success in future life.

A Year 11 boy was strongly motivated 'to show that black boys are not failing' and another felt that 'you need to step away from the stereotypes.' This group were aiming at a university education and were well aware of the difficulties of getting a good job.

Pupils also understand that their school and their teachers want to do the best for them. Many pupils interviewed paid tribute to the support of their teachers. One Year 6 girl spoke of her teacher's persistence. 'If you don't understand she will make sure you do understand, she won't leave you until you do understand'. This was reinforced by two Year 9 boys who said 'You can talk to teachers. Of course, they're strict, but you can ask for help in learning. Teachers really care about your learning'. That message is heard consistently from pupils, parents and staff and is particularly important in reinforcing the self-esteem and will to achieve of Black African pupils.

This matching of the aspirations of parents, teachers and pupils is unusually close in the case study schools with significant Black African populations. It is found in other schools nationally where parental aspirations are high and pupils feel that it is up to them to meet them. This is sometimes found in independent schools, or schools with a specific purpose such as music schools, but is less frequently found in state primary and comprehensive schools, except within small groups. Sometimes these aspirations are labelled as 'middle class' but in fact are shared by parents and pupils of what is called 'the working class'. However, in all cases where they are successfully achieved, as in the case study schools, it is equally the result of the efforts and the good practice of the schools themselves. The next part of this commentary will, therefore, focus on what schools do to raise achievement.

Leadership and vision

The single factor that links all the case study schools' success in raising the achievement of pupils is the excellence of their leadership. Headteachers have a very strong vision of the kind of school they want to lead and they have the leadership skills to create them. Universally, they focus on high standards and high achievement. They devote time and resources to staff appointments and to continuing professional development.

They build strong, cohesive teams and have the confidence to delegate responsibility to others. They lead by example. Some are themselves of Black African or Caribbean heritage and some are church-goers, as are the families they serve. All have the gift of creating the ethos and relationships with pupils, parents and staff that have developed a real sense of community. Governors work well with heads and share their vision. There is much to learn from the messages arising from this project. One of the strongest is that excellent schools, serving any population, need excellent leaders working in teams in all aspects of school life.

3. What do schools do to raise achievement?

All the case study schools place a high value on ensuring good relationships with parents. The partnerships they create are dynamic and inter-active. What is said of one secondary school is true of all: 'the school-parent partnership is a lived reality in this school. It is demonstrable in the engagement of all Black African pupils and their parents in constructing together a culture of achievement'.

Schools work hard to establish and maintain this partnership. It takes time and effort to build parents' confidence, and schools develop their own approaches. What they have in common is a core belief in mutual responsibility and trust. Reporting to parents on pupils' progress and achievements is a major part of it. All schools arrange open evenings or days, at least twice a year, when parents are invited to discuss their children's progress. Parents, pupils and tutors discuss how far targets have been met and help to set new targets. In this way parents are drawn into monitoring their children's progress. Attendance at these events is usually above 90%. Parents have regular access to teachers in primary schools and to form tutors in secondary; they contribute their own comments to pupils' diaries and so maintain a dialogue. These contacts reinforce the sense of shared responsibility.

Parents are also kept well informed, through newsletters and introductory booklets, about the life of the school and are drawn in to share it in assemblies, school concerts and performances, special events and guidance sessions.

Schools usually have an 'open door' policy and links with parents are maintained at all levels. Key people are headteachers and senior managers, class tutors, sometimes subject specialist leaders, and often staff with specific responsibility such as the EMAG co-ordinator, SEN co-ordinator, school counsellor and Learning Mentors. In schools with a significant proportion of bilingual pupils, the EMAG co-ordinator meets parents and keeps them informed of pupils' progress. All schools give guidance to parents on transfer between primary and secondary schools, and where relevant, post-16 or 18. Learning Mentors provide important links between school and parents whose children they support.

All schools encourage parents to take part, sometimes in school or on school trips, but especially at assemblies and special events. In a primary school with an extended day, the special co-ordinator has found new ways of engaging parents through classes for steel band, salsa, ballroom dancing as well as Weight Watchers and Sickle-Cell support groups. Some parents have also taken IT classes taught by the nursery teacher. Another primary school has a drop-in counselling service funded by a local charity. A secondary school organised study skills sessions in Years 7 and 8 and then offered a master class in these for parents after school. The schools recognise their value as a community focus and resource, and parents' response reflects their shared view.

The assessment in detail of pupils' progress is an important factor in their success. The schools in the survey all draw on a wide range of data, including the results of baseline assessment, national and optional tests at each key stage and at GCSE. They also use the LA's school profile and contextual reports and value-added data. Many schools have sophisticated databases which allow them to track the progress of individual pupils and of groups defined by gender, ethnicity, time spent in the school and socio-economic factors.

The most effective schools are those which use the data as powerful tools on which to base action. This includes additional support for bilingual pupils, those with SEN, booster and revision classes. Evaluation also feeds into the School Improvement Plan. However, as one school put it, 'the importance is in not losing sight of the rationale and objectives in using data to raise achievement. It is a tool to design and underpin interventions and strategies for individuals and groups of pupils, not an end in itself'.

Schools do more than monitor pupils' academic progress. Staff throughout the school have a sense of mission and are as committed to pupils' personal development through strong pastoral systems to promote this. All schools give pupils opportunities to take responsibility and to achieve in a wide range of activities. Parents too support this approach. A Ghanaian governor expressed his vision that education will 'empower young people to become strong and intellectual citizens who would represent important areas of the community... We have to find something that the ethnic minorities will engage in, they are hungry for success in social areas.'

Some of the case study schools are involved in the LA's link with schools in Takoradi in Ghana. Heads and teachers from each country have exchanged study visits and have set up continuing curriculum links. These are warmly welcomed by Ghanaian parents and by Black African pupils generally. One Year 8 boy who had watched a video made in Takoradi on a visit said that it made him feel proud that he was black because the film showed Ghanaian children asserting their own pride in being black.

Some of the teachers interviewed during the project commented on the growing self esteem shown by Black African pupils, often as a result of the celebration of their history and cultures through school performances, studies during Black History month, and Lambeth's Landmark History project. African experience is also used to enrich the curriculum in art, dance, music, geography, history and technology. When pupils are asked to bring in artefacts from Africa for display or to show others, they do so with pride. As one teacher said: 'there was a time when they wanted to be part of the black culture, they wanted to be Jamaican. Now they are proud to call themselves African and to share these things with others.'

One of the factors that has helped schools to acknowledge and celebrate African culture and heritage is that many of the staff working in the schools are themselves of Black African or Caribbean heritage. Not only does this give them insight into the lives of their pupils, it also provides pupils with good role models and the sense that the school is also part of their community. These are truly multi-cultural schools where the diversity of ethnic origin, languages spoken, and of cultural heritage, brings real life to learning. Pupils thrive because they see around them everyday the living evidence of what it is to live in a multi-cultural world.



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SECTION 8: CONCLUSIONS AND RECOMMENDATIONS

Conclusions

Over the past three decades national research has shown Black African heritage pupils' achievements lag far behind the average achievement of the majority of their peers and that the gap is growing at the end of primary and secondary education. However, in recent years the need for detailed case studies of successful schools in raising the achievement of ethnic minority pupils has become apparent as a means of increasing our understanding of the ways schools can enhance pupils' academic achievement. The aim of this research paper was to investigate how pupils from Black African backgrounds are helped to achieve high standards in schools and to identify the factors that contribute to the success of raising achievement.

The study draws on detailed statistical analyses as well case studies based on schools visits. These compile the views of headteachers, staff, governors, parents and pupils. The main findings of the research show that:

- The authority has a number of excellent secondary schools that offer good education to African heritage pupils.
- Seventy-nine percent of Black African pupils achieved 5+A*-C grades in 2005 compared to 56% overall nationally and 42% in other local authority schools.
- Standards of performance of Black African pupils in the case study schools have improved steadily and faster than in other schools in the local authority and nationally in the past five years. Between 2000 and 2005 the authority recorded a 23% improvement rate compared to a national overall improvement rate of 7%.
- The leadership in case study schools is outstanding and the quality of teaching and learning is very high.
- African parents value education highly. Their support for the work and values of schools is one of the most important factors contributing to their children's achievement.
- The case study schools have expectations of high achievement for all. Black African pupils are as valued as others in these schools, teachers have high expectations of them.
- Parents share the schools' sense of mission and service, the caring values that support their children and the schools' involvement in the community.
- Pupils share their parents aspirations and their understanding that a good education is crucial to their success in later life.
- Parents respect authority and value the good discipline that schools instil.
- Parents, pupils and staff value the diversity of those who work in schools and welcome the very good role models that Black African and Black Caribbean staff provide.
- Schools use performance data very effectively in order to monitor pupils' progress.
- Schools enrich the curriculum with projects and studies that draw on pupils' family experience, and add to their growing pride in being African.

The overall conclusion of this study is that the local authority schools have bucked the national trend through the use of a range of strategies which include leadership, effective teaching and learning, parental involvement, partnership with parents and the African community, an inclusive curriculum, effective use of data, well co-ordinated support and guidance, effective use of a diverse a black and white workforce and a commitment to equal opportunities and the diversity agenda. Black African students who attend the case study schools in the authority are performing well above the national average suggesting that with commitment, similar results could be achieved elsewhere. This study also confirms, without a doubt that the education provided in the local authority schools is the reason for bucking national trends.

Recommendations:

Local Authority (LA)

1. The authority should celebrate the achievement of African heritage pupils in its school through organising an African Parent Conference. This should be instrumental in:
 - Giving achievement awards for all pupils who were successful at KS1, KS2, KS3 and GCSE from the Executive Director of CYPS.
 - Celebrating the contribution African parents/ communities make to their children's education.
 - Celebrating the contribution that teachers make to African pupils achievement.
 - Raising the levels of achievement.
 - Raising the expectations of teachers and parents and pupils.
 - Improving the relationship between parents and teaching staff.
 - Creating an opportunity for all the stake holders to come together to celebrate academic excellence in the authority.
 - Motivating other pupils to get an award after seeing siblings and friends at the award ceremony.
2. The LA should work together with the case study schools in sharing good practice with all Lambeth schools and especially with schools below the floor targets as part of the Lambeth education development plan. Attention should be given to offering appropriate training / consultancy support, using staff in case study schools, to disseminate good practice in other LA schools.
3. The LA should continue using data effectively to identify underachieving groups and to improve teachers and management awareness in understanding the roots of African culture and black African pupils as learners.
4. The LA should continue / broaden the link between schools in Ghana and beyond with schools in Lambeth to contribute significantly to staff and pupils' knowledge of modern Africa.
5. One African Group which is noted during the research as underachieving is the Somali group of pupils. The LA should have a clear map of Somali underachievement to develop strategies to raise achievement.

Schools

6. Schools to use performance data to monitor and guide pupils' progress.
7. Schools to share performance data with parents and include them in the target setting process.
8. Schools to provide a curriculum that reflects the lives and cultural heritage of the pupils in their schools. The curriculum to be enriched by projects and studies that draw on pupils' family experience, and add to their experience of being African.
9. Schools to work closely with community groups regarding issues for African heritage pupils.
10. Schools to be sensitive to the high achievement culture of many African families although this might not always be reflected by the living conditions and employment of African parents.
11. Schools to reflect the heritage of the pupils in their schools through their staff profile and where possible school governor composition. Attention should be given in recruitment and encouraging more African school governors in collaboration with the LA.

African Parents and Communities

12. African parent and communities should substantially increase levels of involvement in their children's schools. This should be through active involvement as members of the governing body and through networking with other parents to make a good sense of what is happening at the schools.

The Department for Education and Skills (DfES)

The raising achievement of ethnic minority underachieving groups is a local issue that is better addressed by innovative Local Authorities and school initiatives, such as the work of the case study schools, with the involvement of local communities. Based on the lessons learnt from the Lambeth good practice research:

13. The DfES should review its current highly centralised national strategies such as literacy, numeracy and raising achievement of ethnic minorities which has restricted school and local innovations. Elements of the strategy should include targeted funding and giving more power to local authorities and schools to innovate without unnecessary interventions or initiatives through national strategies.
14. The DfES should establish a national fund which school and local authorities could access to link British schools with African schools to exchange experience and improve cultural awareness.

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APPENDIX 1: Demographic Differences Between the Major Ethnic Groups - KS2 2004

	White-British			Portuguese			Mixed White & Caribbean			Mixed other			Indian, Pakistani, Bangladeshi & Chinese			Black-African			Black-Caribbean			Black- other groups			Any other groups		
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%			
birth season		138	33.4	49	36.3	49	38.9	43	34.4	56	42.4	191	36.0	169	32.8	18	23.7	43	41.7								
	autumn																										
	spring	137	33.2	45	33.3	31	24.6	47	37.6	36	27.3	168	31.6	174	33.8	28	36.8	34	33.0								
gender	summer	138	33.4	41	30.4	46	36.5	35	28.0	40	30.3	172	32.4	172	33.4	30	39.5	26	25.2								
	girls	210	50.8	62	45.9	62	49.2	56	44.8	71	53.8	265	49.9	260	50.5	41	53.9	65	63.1								
Free meal		142	34.4	39	28.9	52	41.3	44	35.2	55	41.7	209	39.4	181	35.1	30	39.5	51	49.5								
fluency		399	98.3	58	20.3	117	95.1	84	67.7	10	7.9	74	14.5	495	98.2	59	77.6	27	25.2								
	mono-lingual English			16	5.6					2	1.6	7	1.4			2	2.6	1	0.9								
	Beginner			41	14.3			2	1.6	18	14.2	50	9.8	1	0.2	1	1.3	17	15.9								
	considerable support																										
SEN stage	some support	2	0.5	91	31.8	1	0.8	9	7.3	42	33.1	143	27.9			7	9.2	30	28.0								
	fully fluent	5	1.2	80	28.0	5	4.1	29	23.4	55	43.3	238	46.5	8	1.6	7	9.2	32	29.9								
	No SEN	292	70.7	88	65.2	97	77.0	88	70.4	104	78.8	399	75.1	309	60.0	47	61.8	82	79.6								
	School Action	54	13.1	21	15.6	21	16.7	13	10.4	12	9.1	78	14.7	93	18.1	10	13.2	14	13.6								
mobile	School Action Plus	50	12.1	21	15.6	6	4.8	17	13.6	11	8.3	42	7.9	93	18.1	15	19.7	7	6.8								
	Statedemented	17	4.1	5	3.7	2	1.6	7	5.6	5	3.8	12	2.3	20	3.9	4	5.3										
	joined after Dec. Y3	49	11.9	24	17.8	15	11.9	15	12.0	40	30.5	127	24.0	140	27.2	13	17.1	24	23.5								
	2B or above	192	47.4	12	10.3	61	49.2	62	50.4	46	40.7	193	43.7	149	35.3	19	26.8	35	39.8								
KS1 reading test																											
KS1 writing test		192	47.4	12	10.3	61	49.2	62	50.4	46	40.7	193	43.7	149	35.3	19	26.8	35	39.8								
KS1 maths test		212	52.3	28	23.9	66	52.8	58	47.2	57	50.9	183	41.5	150	35.5	23	32.9	42	47.2								

Variable	Values	White-British		White-Other		Portuguese		Black-African		Black-Caribbean		Black-Other		Indian, Pakistani, Bangladeshi, Chinese		Any Other	
		n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
gender	boy	136	52.3	57	54.3	22	44.9	111	34.9	82	28.7	40	44.4	39	48.1	61	43.6
	girl	124	47.7	48	45.7	27	55.1	207	65.1	204	71.3	50	55.6	42	51.9	79	56.4
Free Meals	Not entitled FSM	186	71.5	60	57.1	28	57.1	196	61.6	179	62.6	59	65.6	41	50.6	92	65.7
	entitled FSM	74	28.5	45	42.9	21	42.9	122	38.4	107	37.4	31	34.4	40	49.4	48	34.3
SEN stage	No SEN	215	82.7	81	77.1	33	67.3	252	79.2	215	75.2	73	81.1	69	85.2	120	85.7
	SA	17	6.5	12	11.4	9	18.4	30	9.4	32	11.2	7	7.8	9	11.1	7	5.0
	SAP	14	5.4	9	8.6	5	10.2	30	9.4	32	11.2	9	10.0	1	1.2	6	4.3
	FA/State	14	5.4	3	2.9	2	4.1	6	1.9	7	2.4	1	1.1	2	2.5	7	5.0
Mobility	Spring Y7 or later	21	8.1	32	30.5	11	22.4	102	32.1	48	16.8	9	10.0	22	27.2	31	22.1
KS2 English	level 4+	183	75.3	40	64.5	10	25.6	142	67.0	156	65.8	59	70.2	44	71.0	74	69.8
KS2 maths	level 4+	187	77.0	48	72.7	9	25.0	135	63.4	142	60.4	57	68.7	47	75.8	72	67.9
KS2 science	level 4+	207	85.5	48	72.7	13	33.3	156	73.6	167	71.1	59	70.2	39	63.9	81	76.4

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