

Still Aiming High

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Context

- Ethnic Minority Achievement Unit established 2002
- Aiming High launched October 2003
- Pilots and programmes in place for 2 plus years
- Consistent ethnicity data over 3 years – 2002-2005

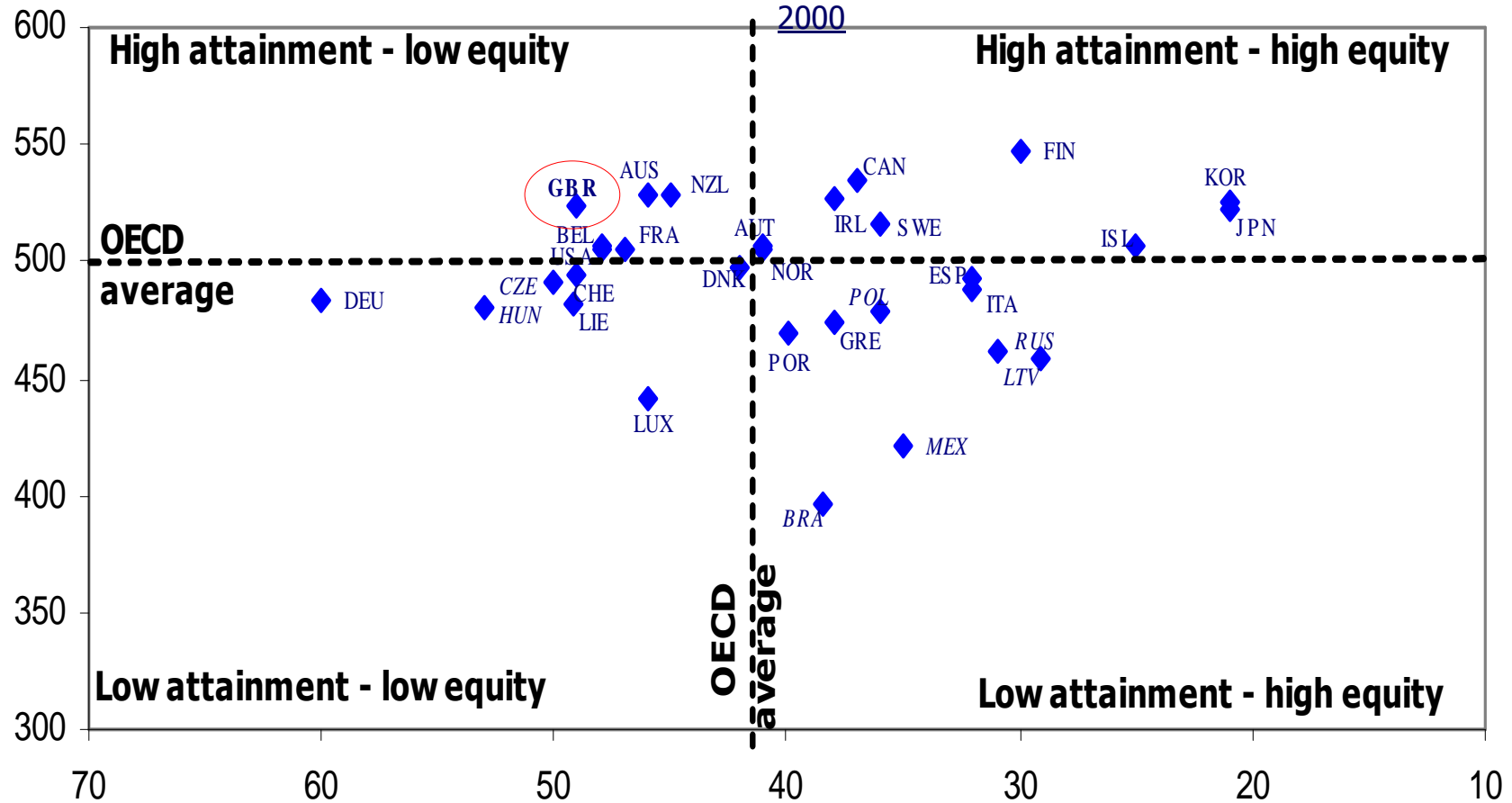
What do we know about the system?

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- High Excellence low equity
- Strong correlation between deprivation and performance
- The poorest White working class pupils and pupils from some BME groups are the lowest achieving

High excellence, low equity

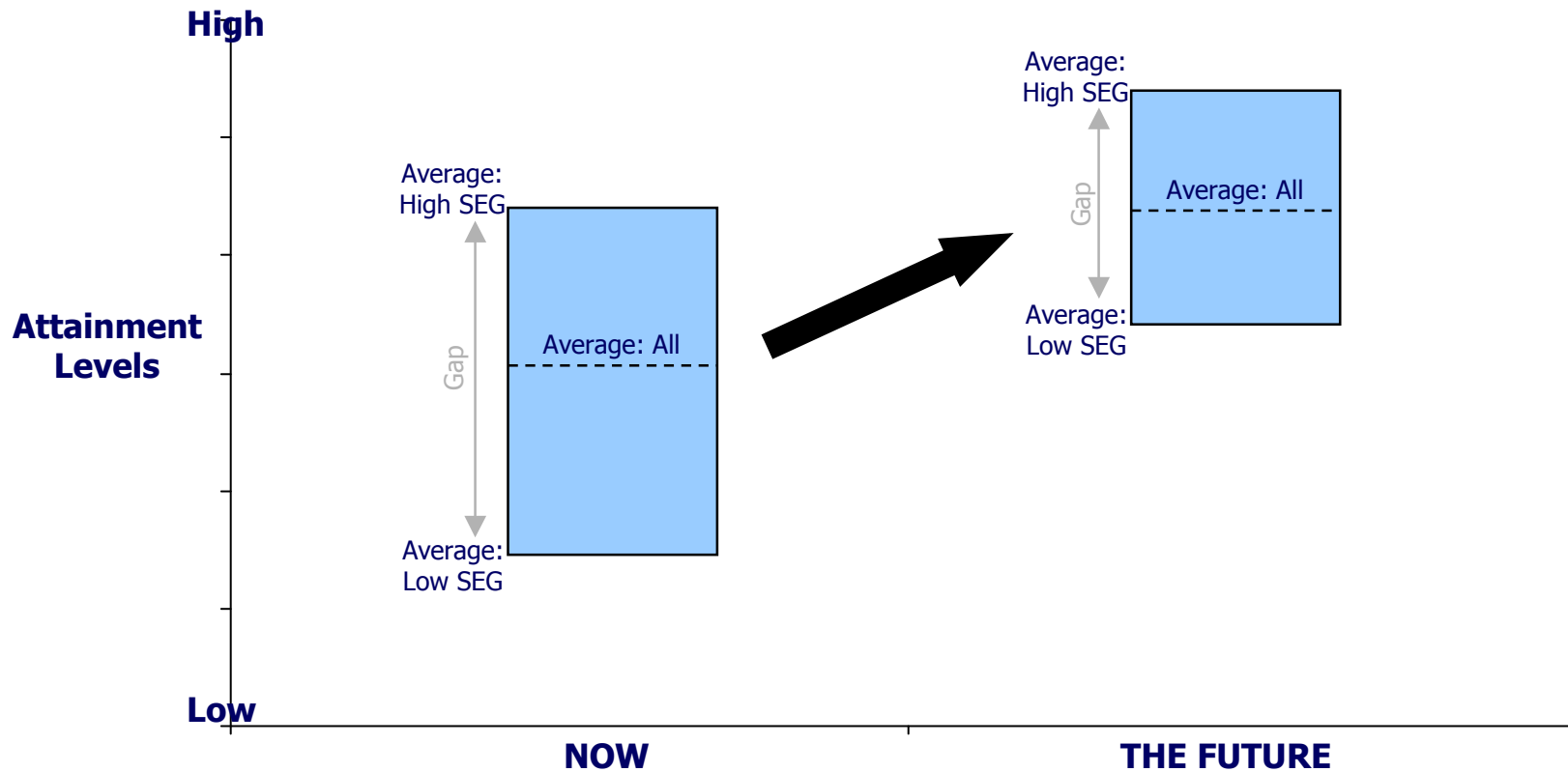
Relationship between the average performance of participating countries on the PISA reading literacy scale and the socio-economic gap in student performance:



What are we trying to achieve?

Aim - Creating a high-performance/high-equity system: reducing the attainment gap and increasing the average level of attainment

Educational Attainment Levels in England: Present and Future (Indicative Only)



Achieving both of those objectives simultaneously is challenging

Raising BME attainment

- Developing a better understanding of performance across ethnic groups
- Using that analysis to inform our interventions
- Focusing on the dissemination of what works

The analysis

Demographics: minority ethnic groups large, growing, changing and concentrated

- Demographic changes – requiring changes in mindset
- In 2005 20.6% of pupils in primary schools and 16.8% in secondary schools from BME communities
- BME school population has grown by an estimated fifth to a third in number since 1997 (compared to a 2.3% increase in the total number of pupils)
- 35% increase of pupils with EAL since 1997
- Changing Migration patterns resulting in changing populations

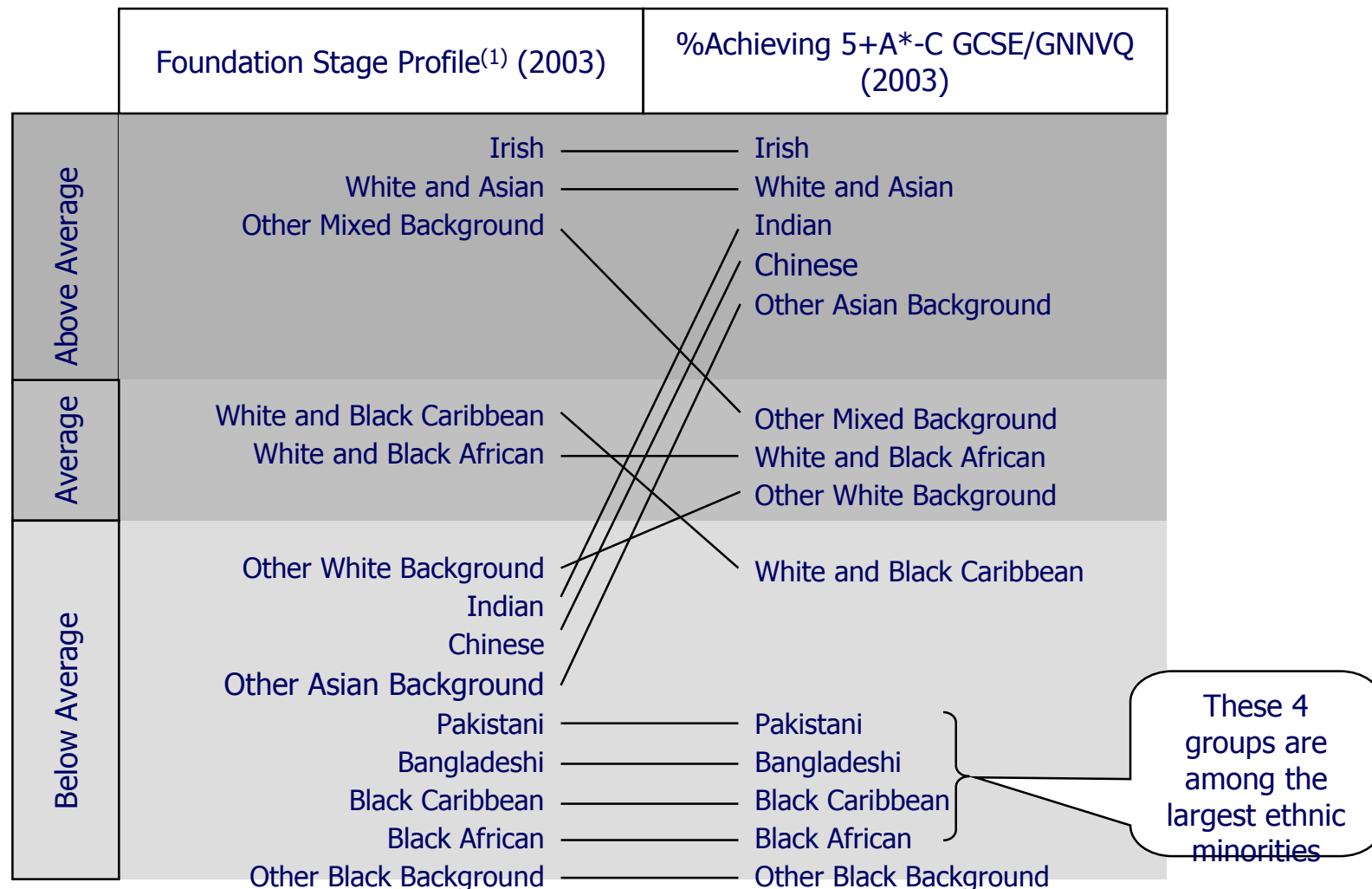
Factors impacting on attainment vary for different ethnic groups suggesting that generic solutions will have a limited impact

Share of Total Pupils	Measure Group	Proportion on FSM	GCSE Attainment Non-FSM	GCSE Attainment FSM	GCSE Boys Attainment	Exclusions	SEN	SEN (B'aviour & Social)	Post-16 Achievement
82.7%	White British (WB)								
	11.3%	Pakistani	■	■	■	■	■	■	■
		Indian				■			■
		Any Other White	■			■	■		
		Black African	■	■		■	■		■
		Black Caribbean	■	■		■	■	■	■
		Bangladeshi	■	■		■		■	■
		White & Black	■	■		■	■	■	■
		Any Other Mixed	■				■		
		Any Other Ethnic Group	■	■		■		■	■
4.8%	Any Other Asian	■			■				
	White and Asian	■				■			
	Irish	■				■	■		
	Any Other Black	■	■		■		■	■	
	Chinese								
1.2%	White & Black African	■	■			■	■	■	
	Gypsy Roma	■	■	■		■	■	■	
	Traveler of Irish Heritage	■	■	■	■	■	■	■	

Source: A (see Appendix)

Same/Better than WB
 Slightly Worse than WB
 Considerably Worse than WB
 Much Worse than WB

By the end of compulsory school life, for many 'below average' there has been little movement in relative position



(1) For Communication, language and Literacy:

Note: BME Groups not ranked within each category; **Comparison is not for the same set of pupils**; Foundation Stage Profile results are an indication of attainment only

Past research indicates that the causal factors for attainment gaps are multiple and complex

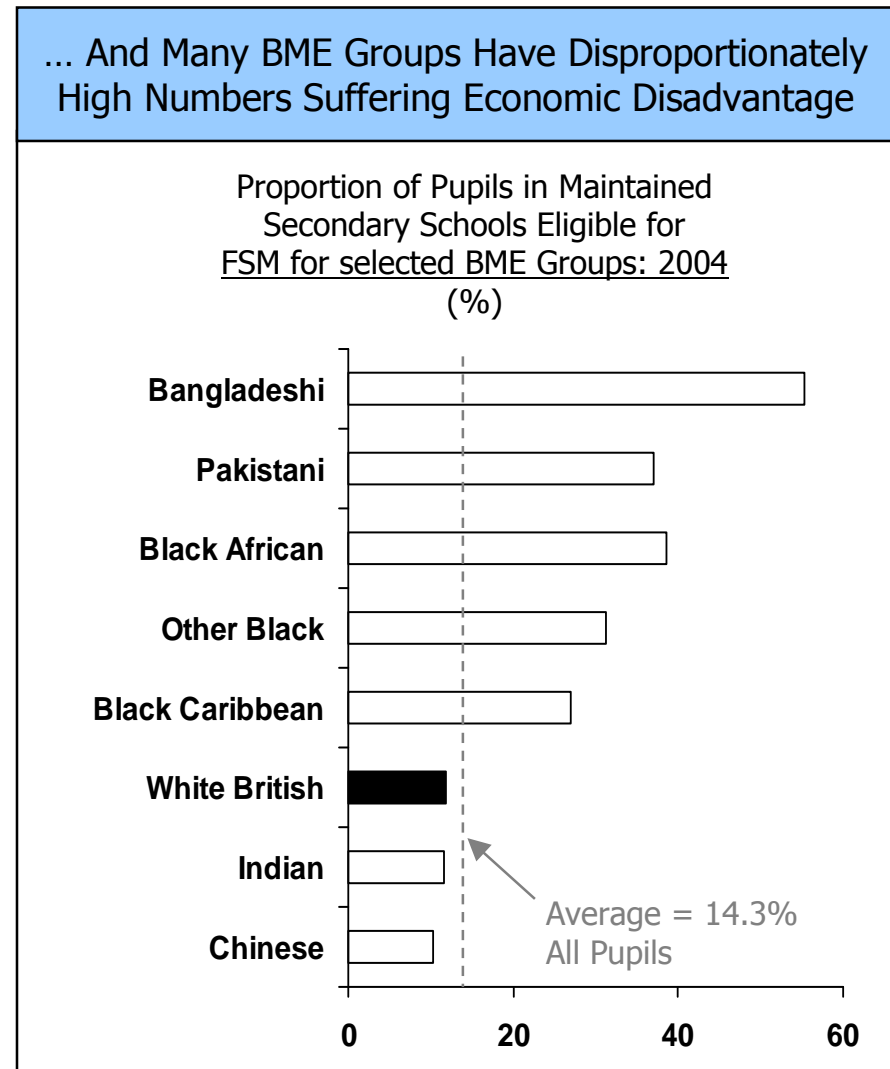
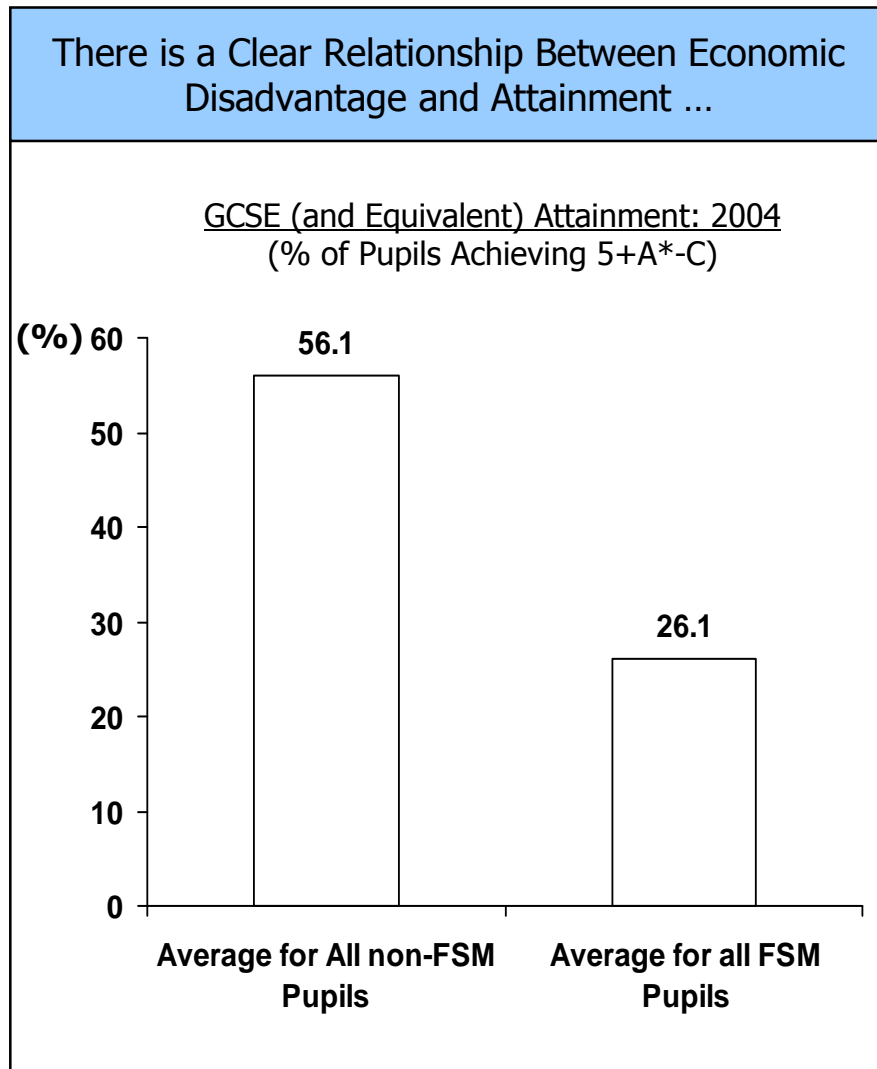
A recent summary of the research in this area suggested that casual factors fall into three buckets ...

Non-School Factors	Systemic School Factors	'Between' School Factors
Family background	Education policy and practice (e.g. National Curriculum prescriptions)	Unequal distribution of teachers (by characteristics) across schools
Societal attitudes	Accountability systems (e.g. making it difficult to retain teachers in low-performing schools)	Teachers' race, gender, ethnicity
Parental education (mother and father)		Teachers' expectations of BME pupils
Poverty		
Home environment		
Single parent families		
Ambitions and aspirations about social mobility		
Ethnic group peer pressures and fear of 'acting white'		

Many of these factors are outside the purview of the DfES

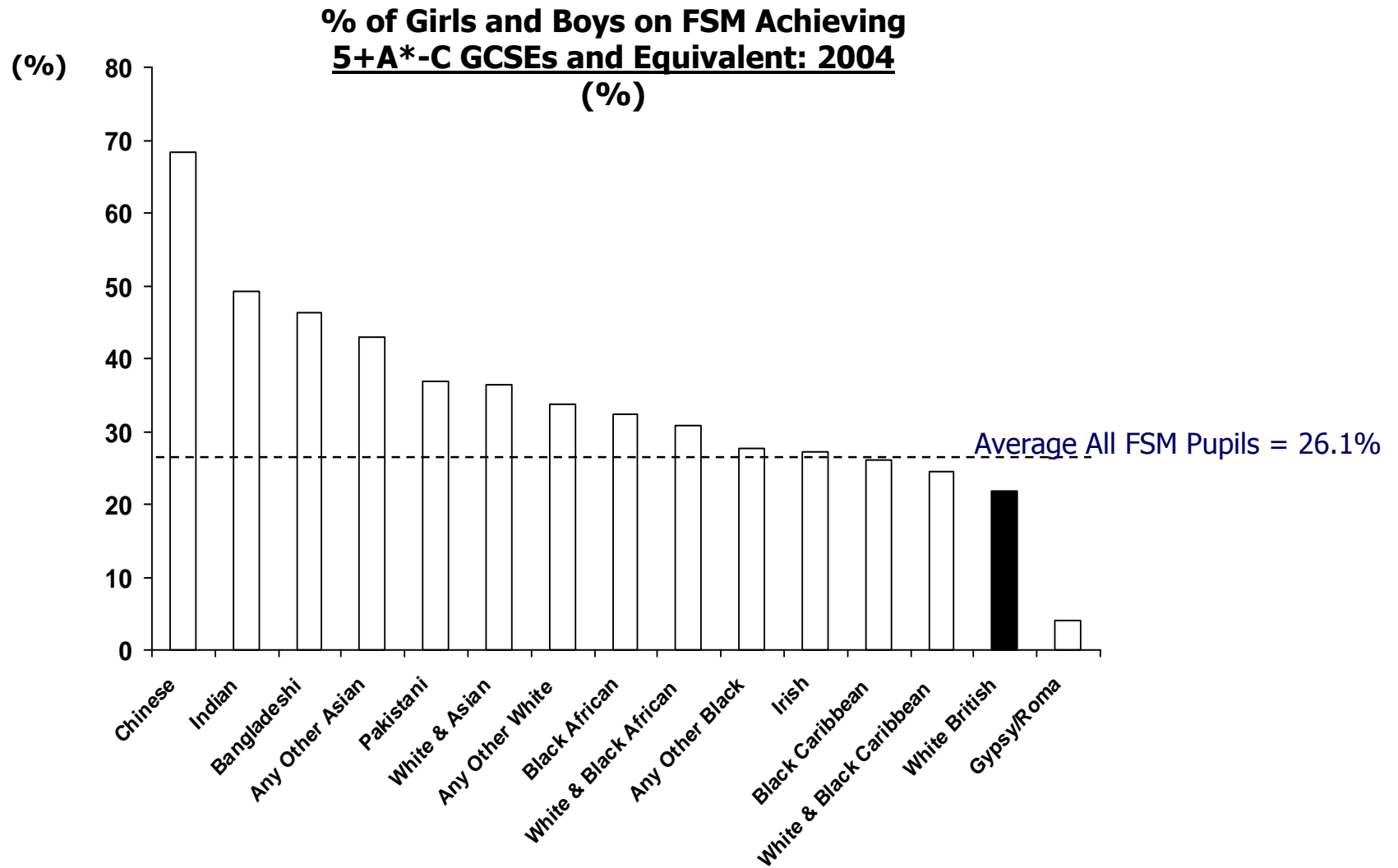
Source: Based on a summary review of the evidence in Burgess et al, *The Dynamics of School Attainment of England's Ethnic Minorities*, Oct 2005 – based on research in UK and the USA

Economic disadvantage is the key driver of ethnic disparity ...



Source: A

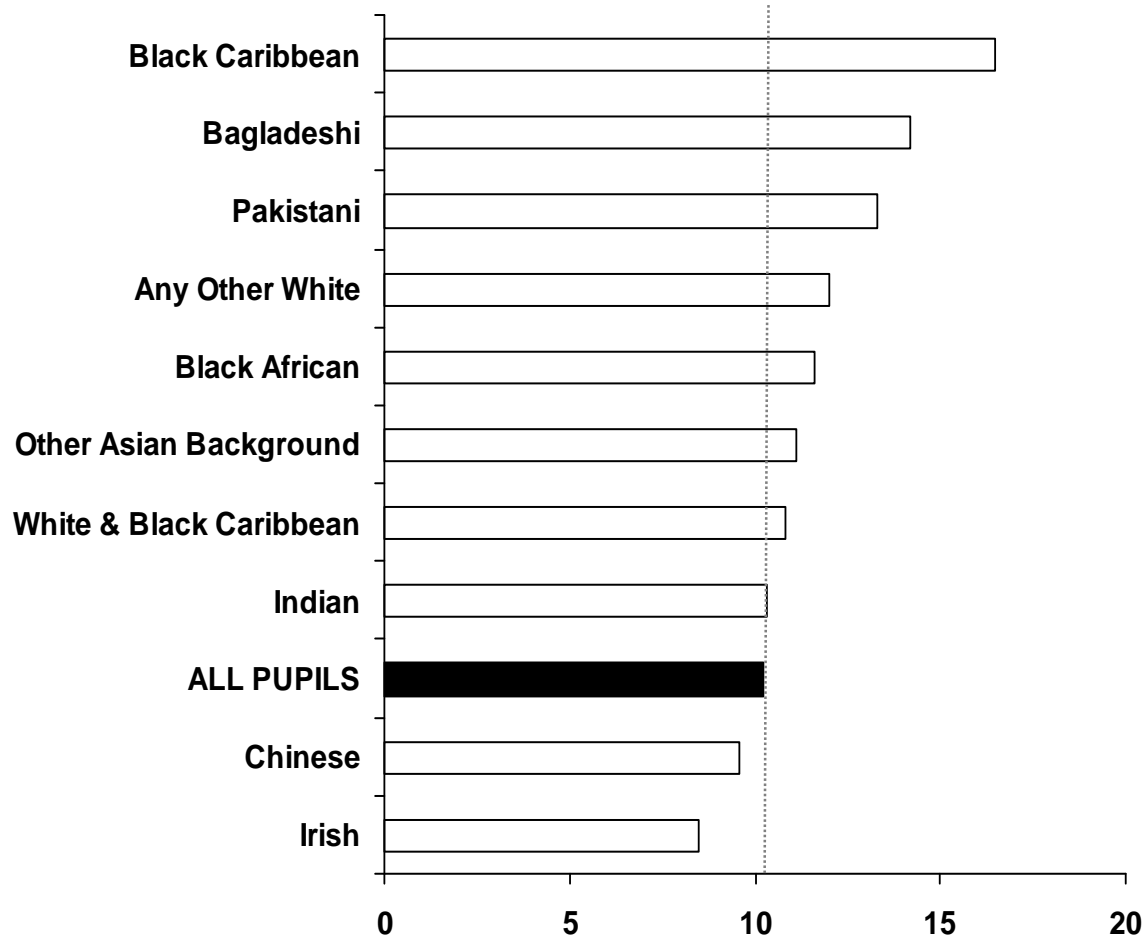
... but its impact does differ substantially across BME groups



Source: A

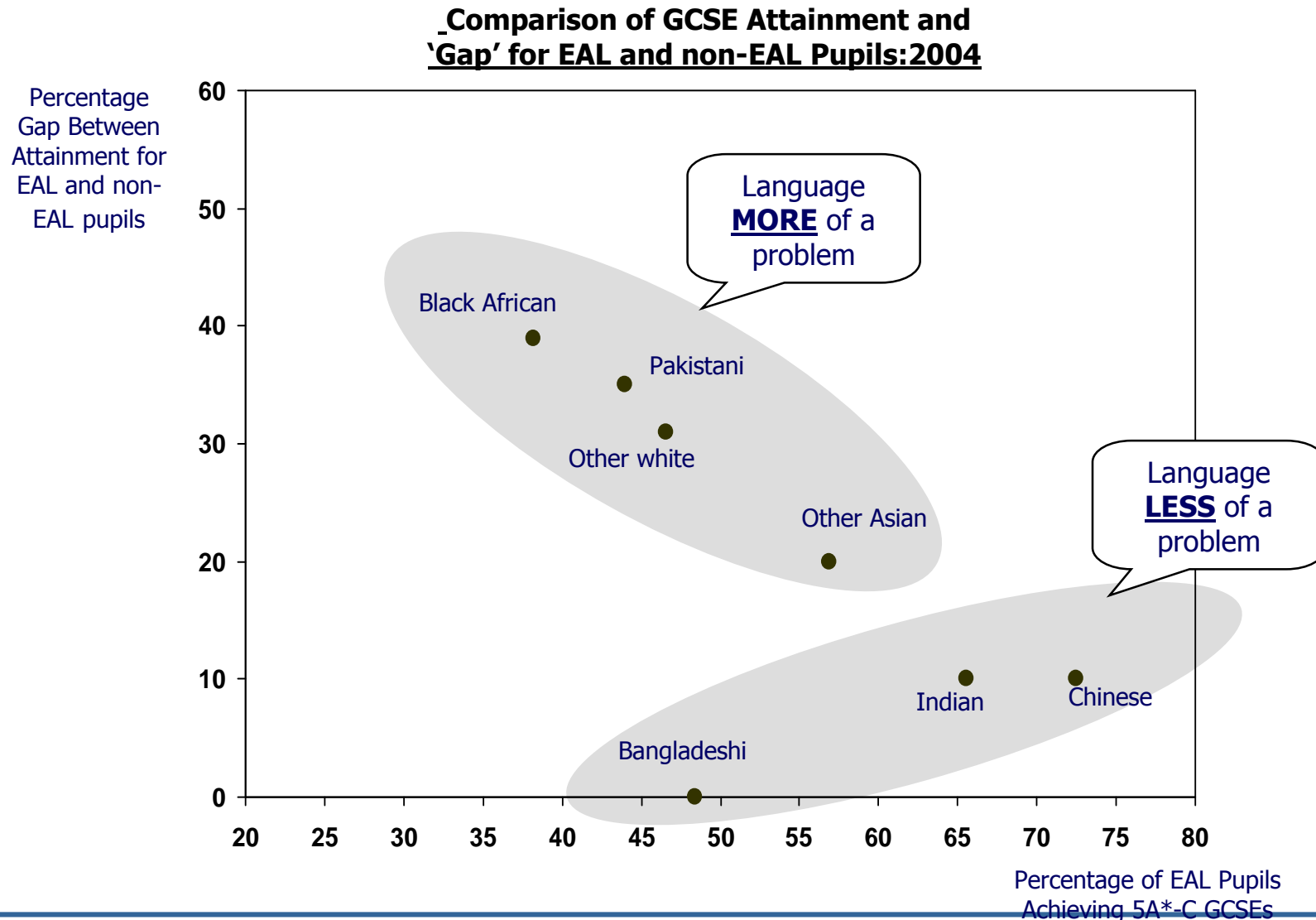
Gender attainment gaps are often bigger among BME groups, suggesting issues with BME boys

Percentage Point Difference Between the % of Girls and Boys Achieving 5+A*-C GCSEs and Equivalent: 2004
(Percentage Points)



Source: A

Similarly, for some ethnic groups, language issues appear more pronounced



Source: A

So, what are we doing raise BME attainment?

Under performance is not inevitable- Social factors are the biggest driver of the attainment gap – **but our educational levers are stronger**

Tackling social factors is critical, but they are harder to affect



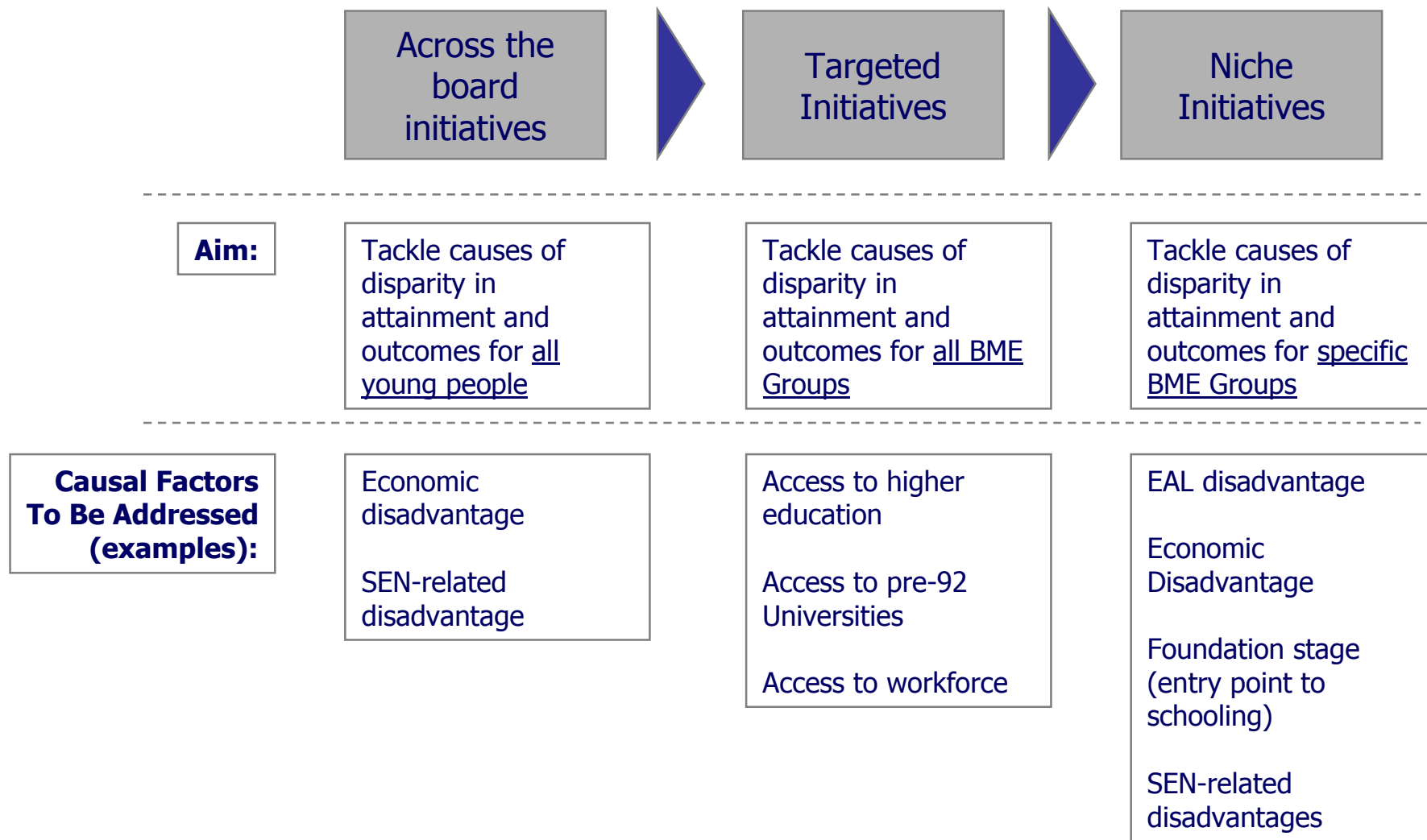
The most **significant factors behind a child's achievement are social, and in particular, parental.** However, it is harder for government to intervene to effect change here.

Educational interventions can be effective, even though their potential impact is smaller



Though less of a driver of the social class attainment gap than social factors and individual characteristics, the evidence of the positive impact of **educational interventions** is more tangible.

Raising the attainment of BME pupils - building a race equality strategy



Aiming High – raising the attainment of BME pupils

- Mainstreaming – stronger universal programmes
- Supported by targeted initiatives benefiting all BME communities
- Niche programmes targeting specific communities of learners

National programmes targeting particular groups of pupils

- Black pupils
- Bilingual pupils
- Gypsy Roma/Traveller pupils
- Muslim pupils

Niche initiatives

- Whole school
- Interventions specifically focused on meeting the needs of the target group
- High quality targeted support
- Building capacity at LA & school level
- LAs and schools collaborating to support each other and lead change!

EAL Secondary programme

- Building on the success of the primary programme
- Focus language across the curriculum – building awareness of language development needs of mainstream staff
- Particular focus on advanced bilingual learners –
 - Developing better grasp of academic language
 - Developing thinking skills
 - Improving writing
- Delivered through existing strategy material

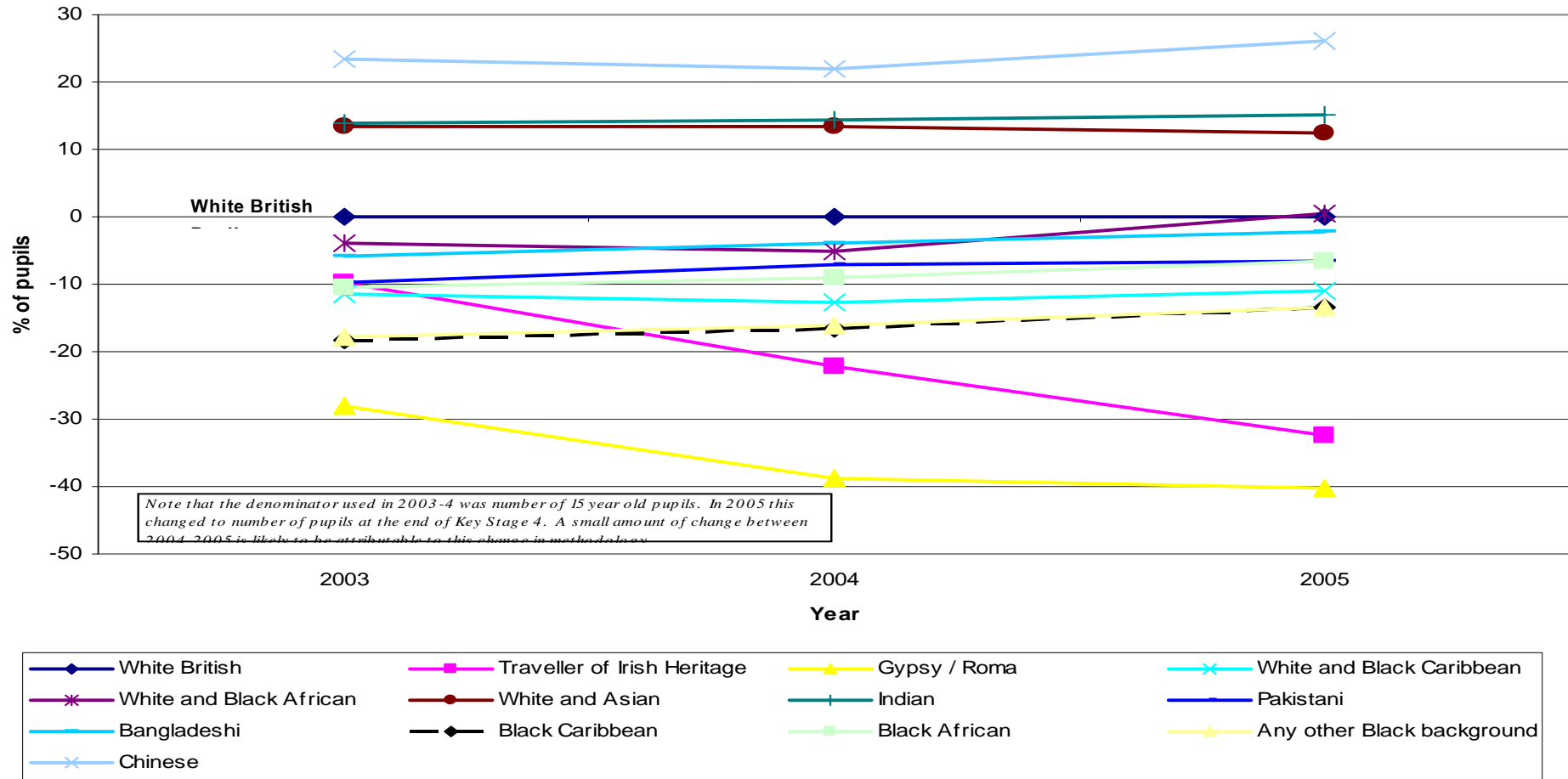
The impact?

2005 Results – the best so far

- the gap between each of the Black ethnic groups and the average for all pupils has narrowed at KS4 since 2004.
- For Black Caribbean pupils 6% increase at KS 4. At KS3 the gap between Black Caribbean pupils and the average for all pupils narrowed in each subject. This was also the case in KS2 English and Maths.
- Pakistani: up 3.2 percentage points to 48.4 per cent (54.9 per cent for all pupils)
- Bangladeshi: up 4.3 percentage points to 52.7 per cent

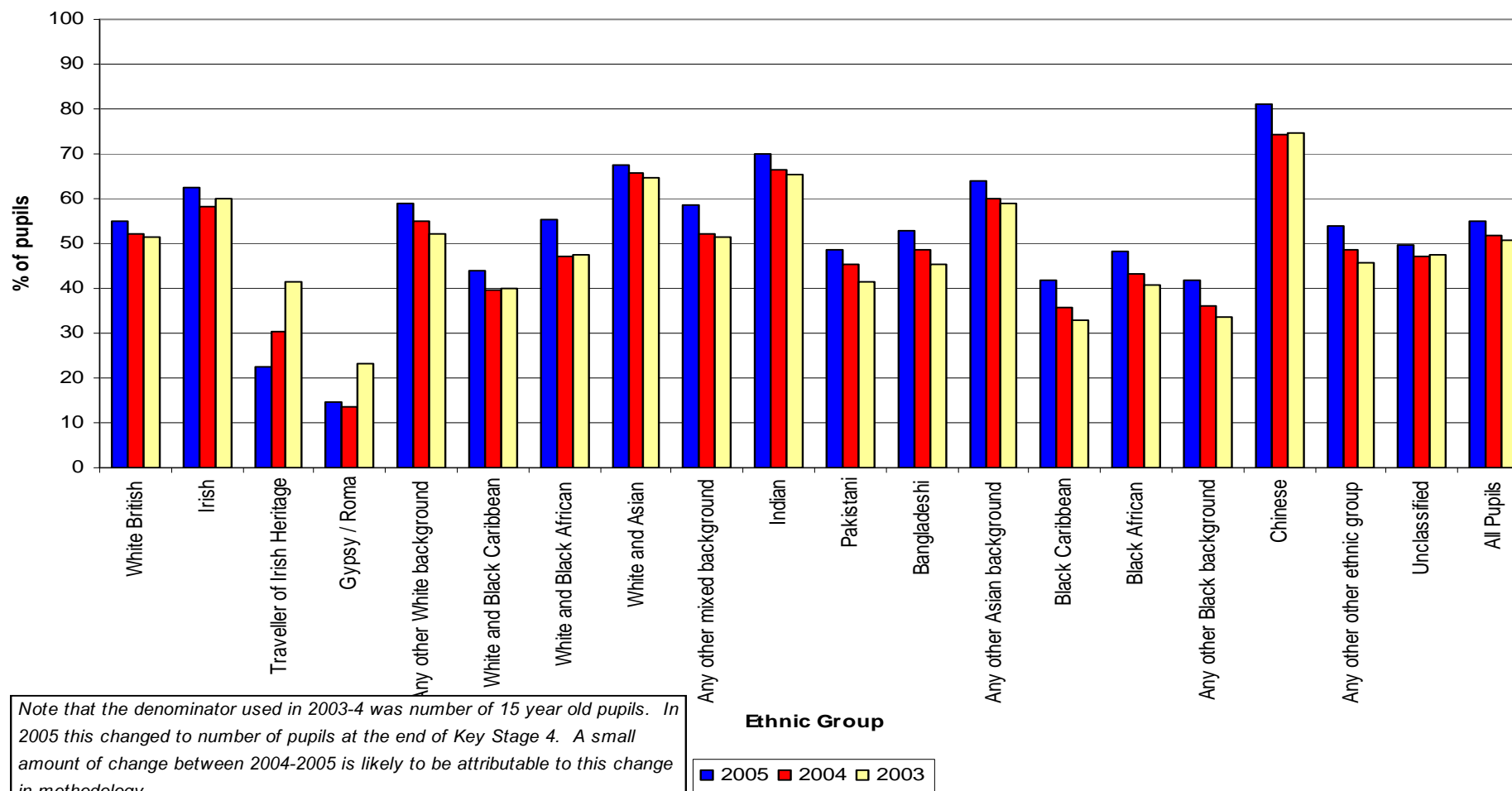
2003 to 2005 – A changing picture

Performance of minority ethnic pupils relative to White British pupils at GCSE
(% achieving 5+A*-C) from 2003-2005

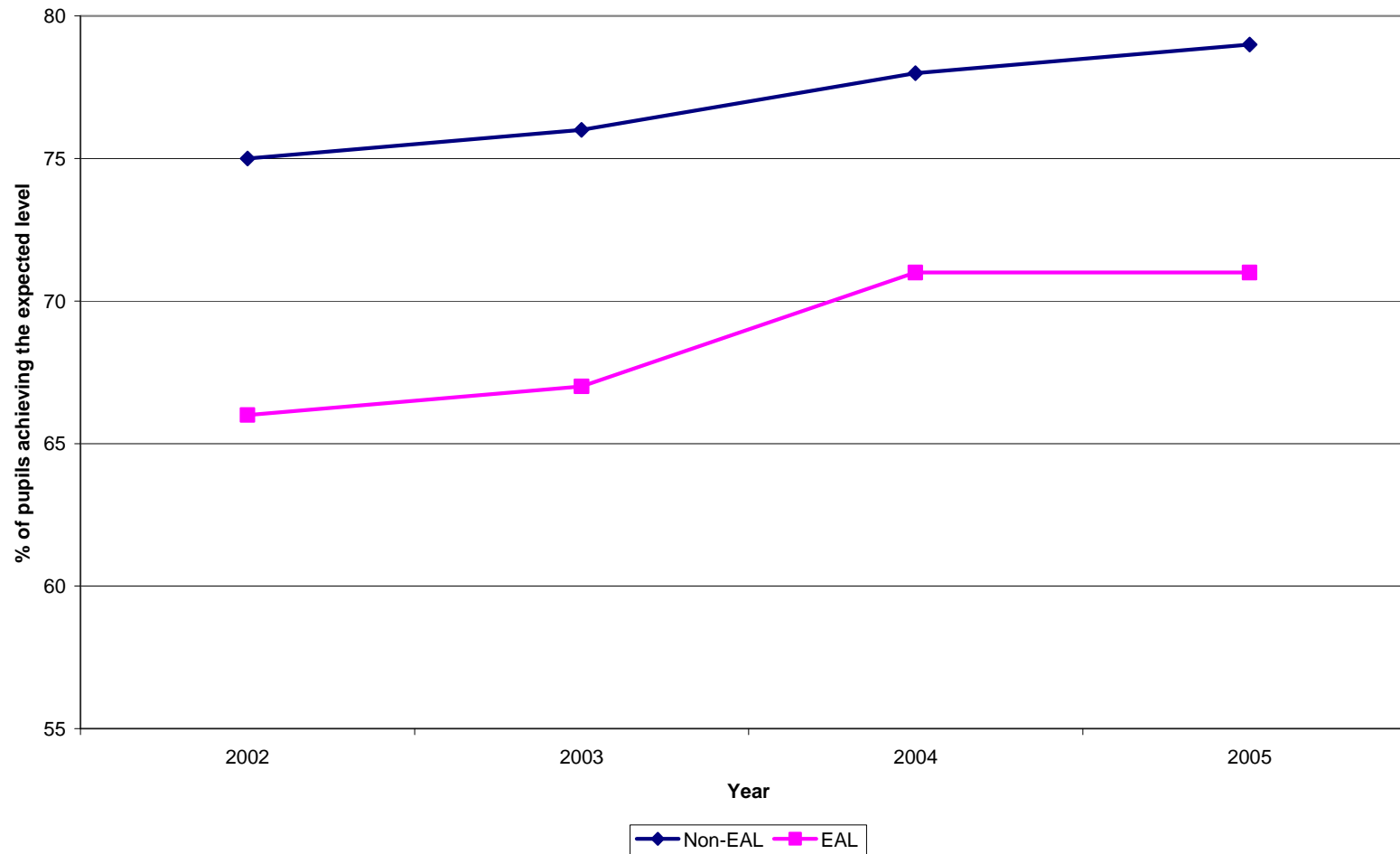


Performance at GCSE 2003 to 2005

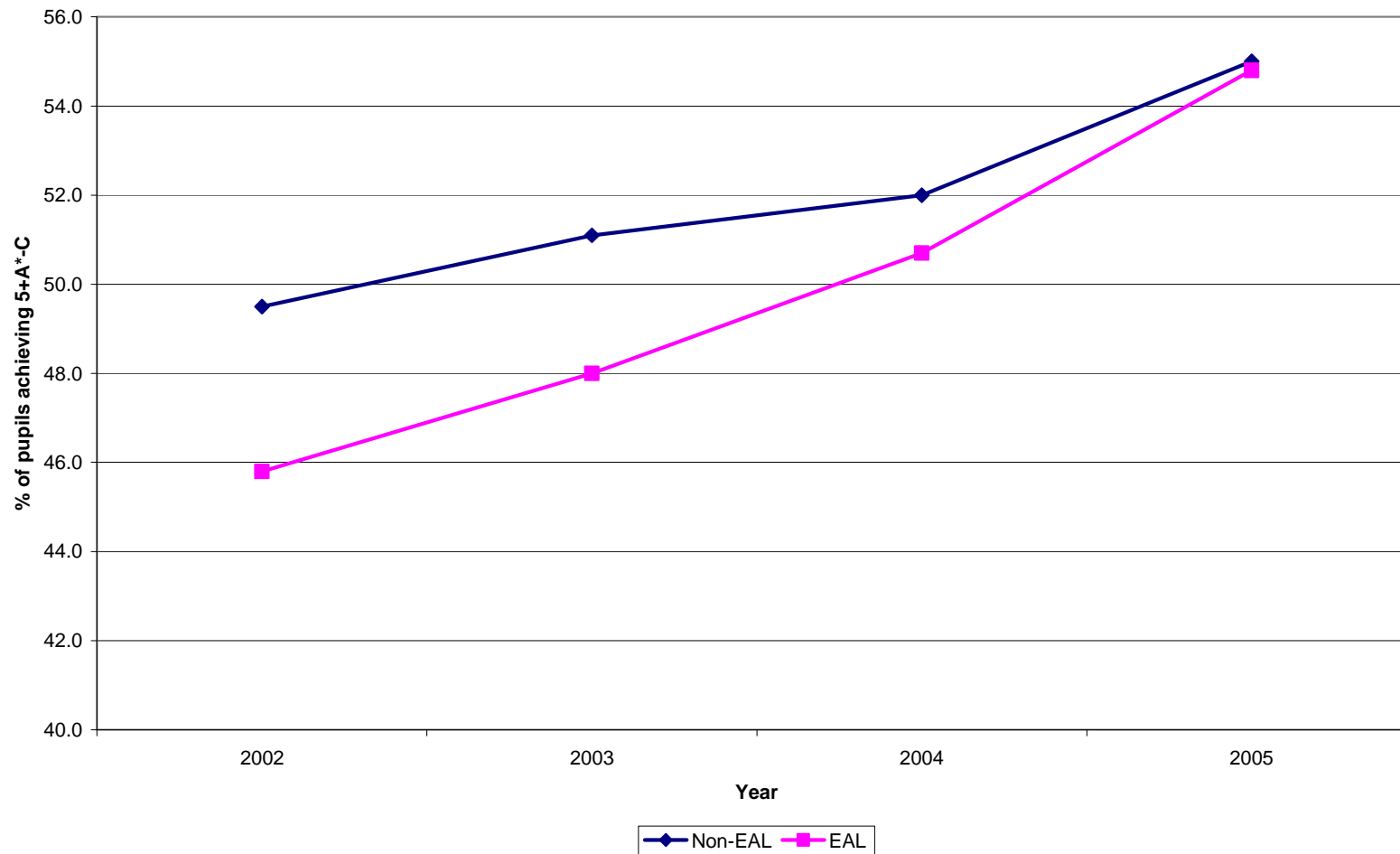
Percentage of pupils achieving 5+A*-C at GCSE and equivalent 2003-2005



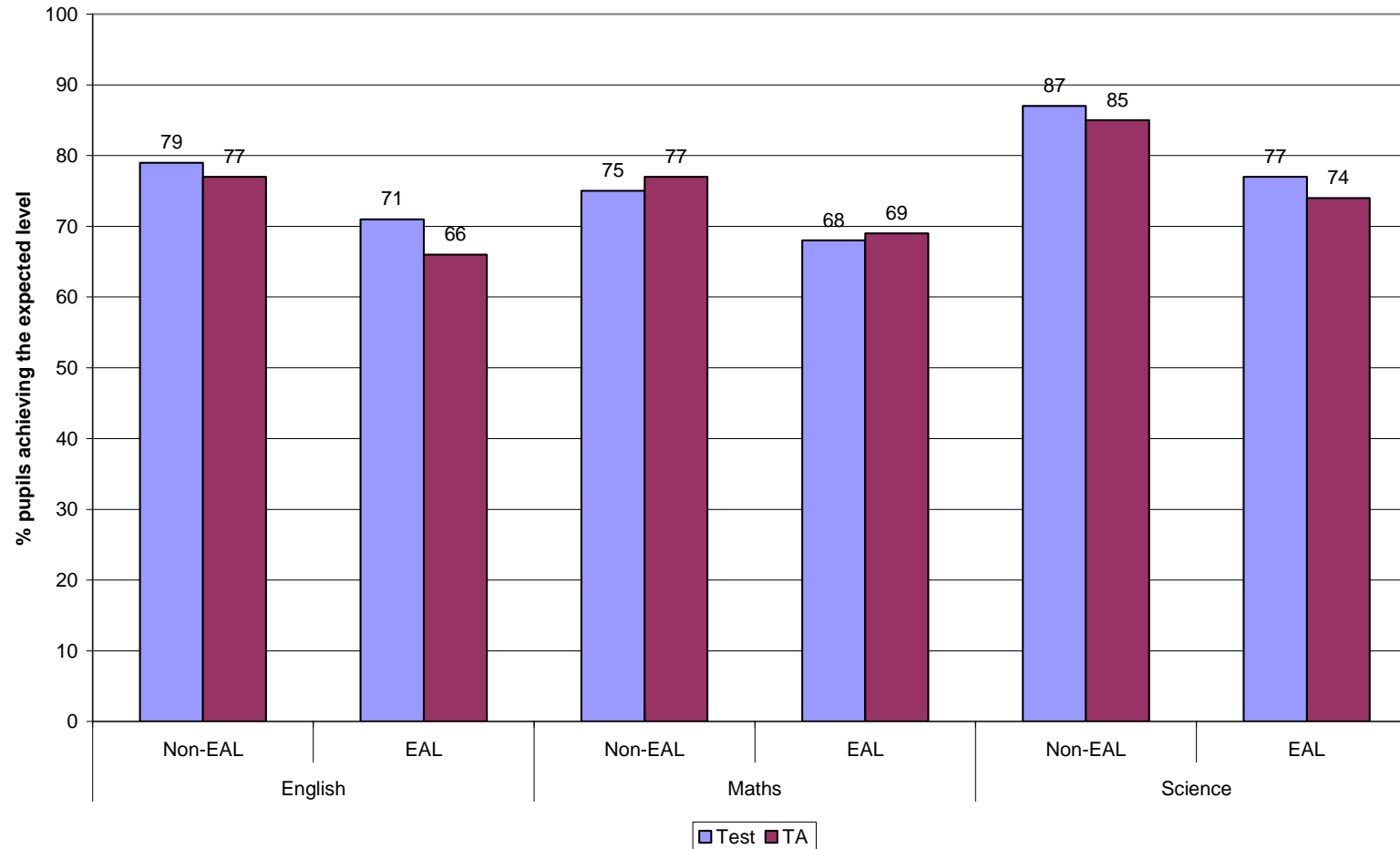
Change in performance of EAL and non-EAL pupils in Key Stage 2 English from 2002-2005



Change in performance of EAL and non-EAL pupils in 5+A*-C at GCSE from 2002-2005



Percentage of pupils achieving the expected levels in 2005 Key Stage 2 Tests and Teacher Assessments by EAL status



Moving on

- No complacency – commitments to strengthen mainstream, targeted and niche initiatives (Schools White Paper and DfES Race Equality Scheme)
- Expansion of all National Strategy programmes
- In particular – review of how we reduce disproportionate exclusions of Black Pupils

department for

education and skills

creating opportunity, releasing potential, achieving excellence