Still Aiming High

Inderjit Dehal

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: 2000
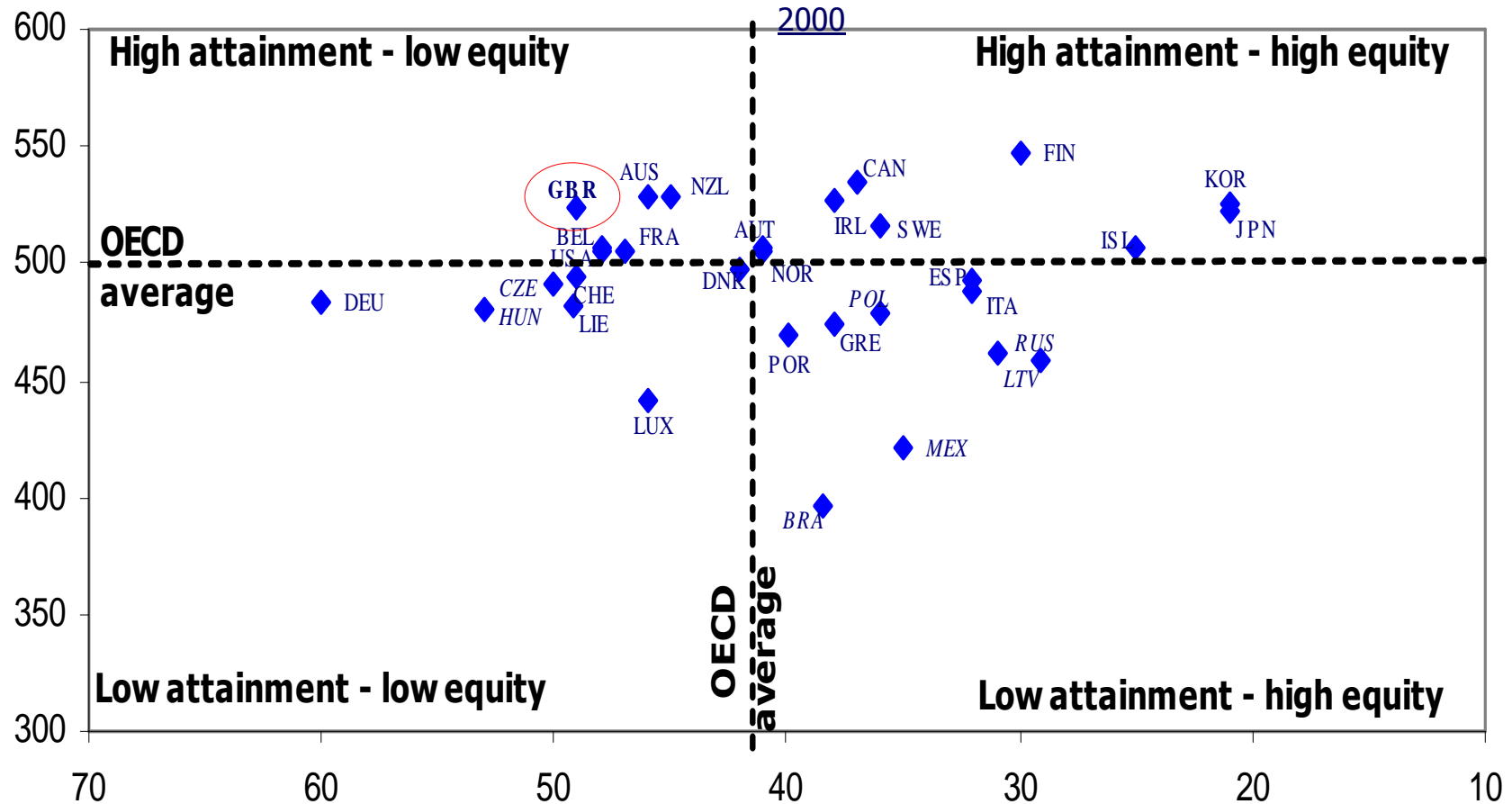
What are we trying to achieve?

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)
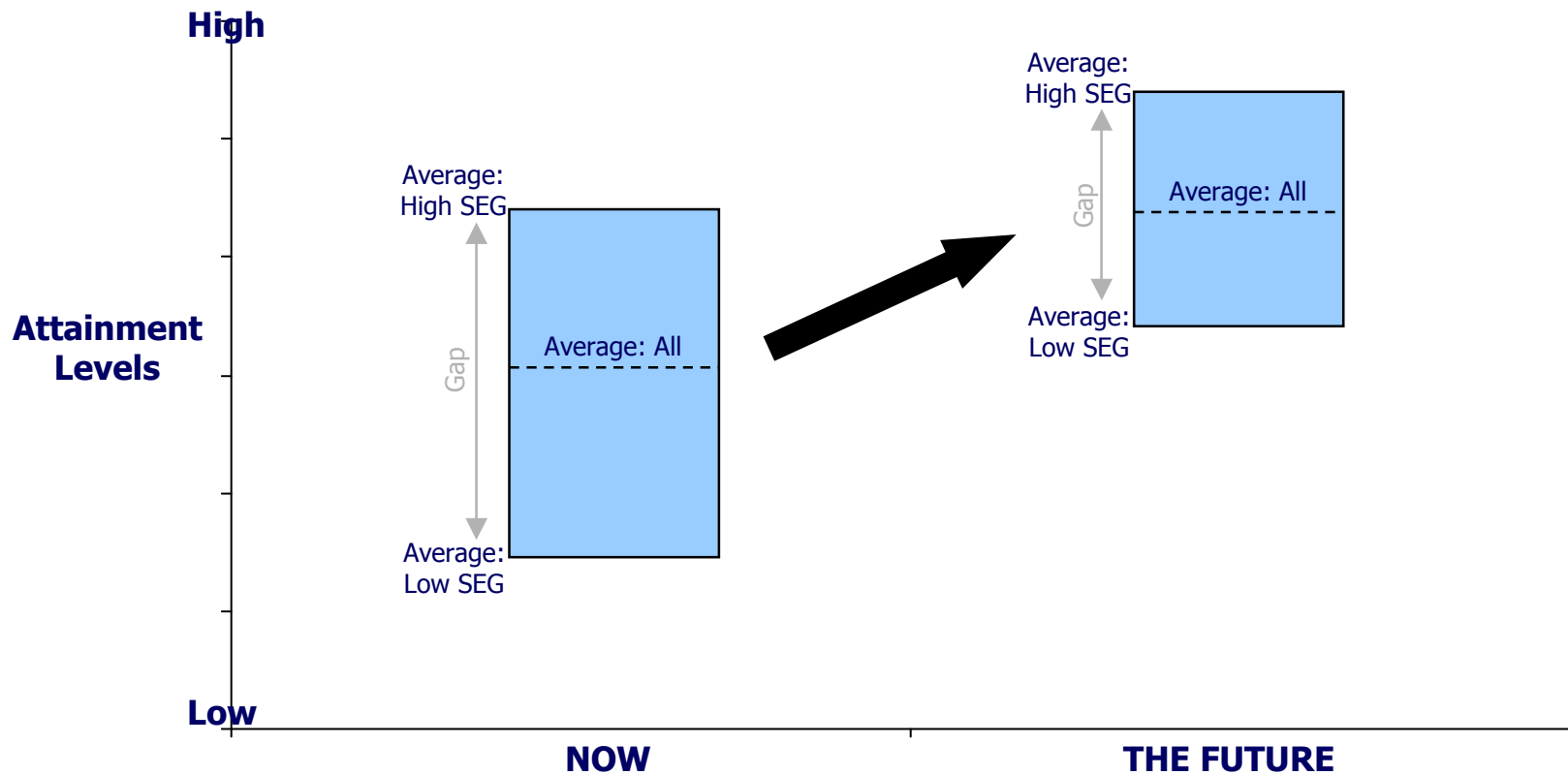
Achieving both of those objectives simultaneously is challenging

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
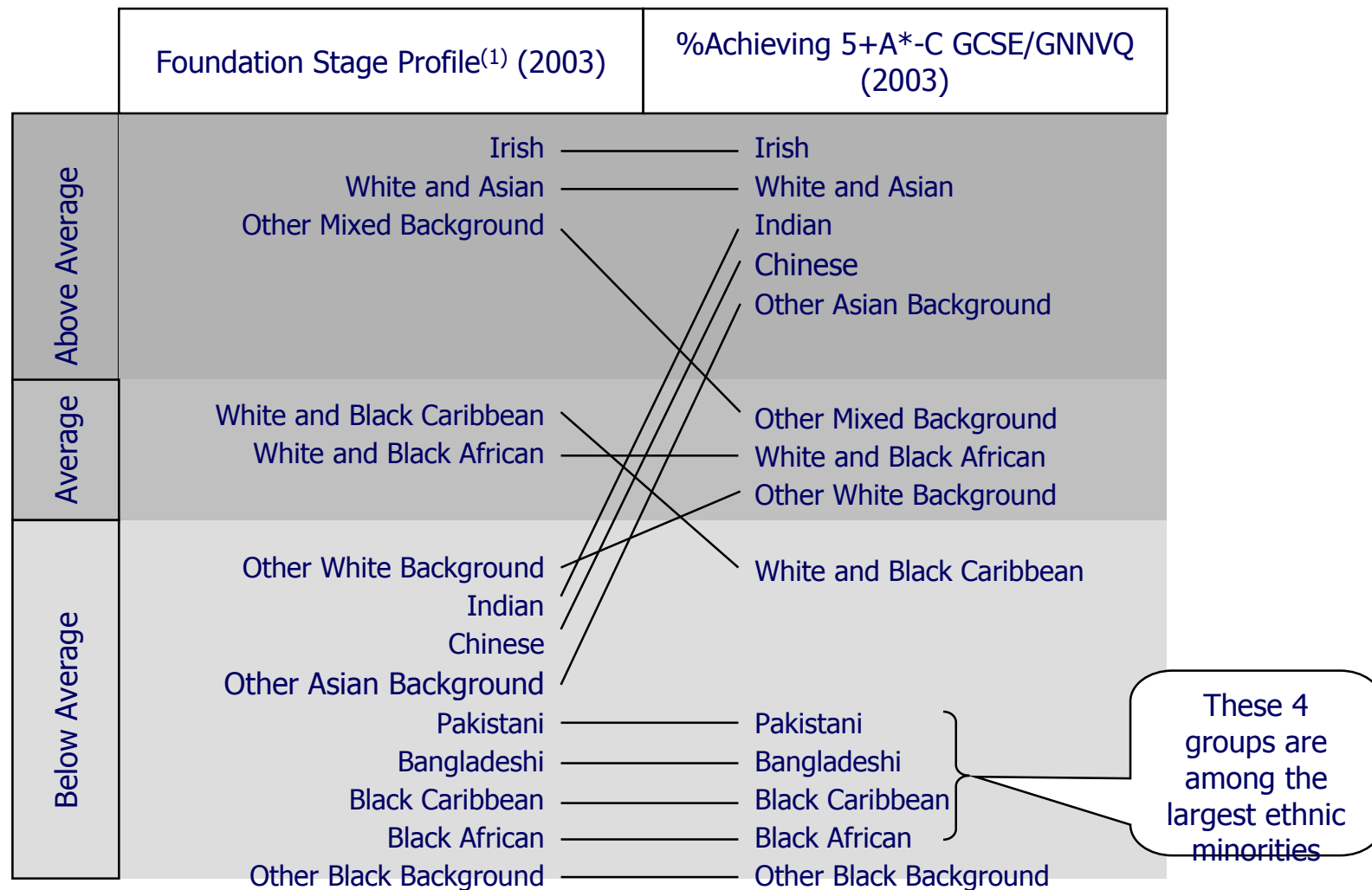- Changing Migration patterns resulting in changing populations

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'haviour & Social)	Post-16 Achievement
82.7%	White British (WB)								
11.3%	Pakistani	Much Worse	Slightly Worse	Same/Better	Much Worse	Same/Better	Considerably Worse	Same/Better	Slightly Worse
	Indian	Same/Better	Same/Better	Same/Better	Slightly Worse	Same/Better	Same/Better	Same/Better	Slightly Worse
	Any Other White	Considerably Worse	Same/Better	Same/Better	Much Worse	Same/Better	Much Worse	Same/Better	Same/Better
	Black African	Much Worse	Slightly Worse	Same/Better	Considerably Worse	Same/Better	Same/Better	Same/Better	Slightly Worse
	Black Caribbean	Much Worse	Much Worse	Same/Better	Much Worse	Much Worse	Much Worse	Much Worse	Slightly Worse
	Bangladeshi	Much Worse	Slightly Worse	Same/Better	Much Worse	Same/Better	Slightly Worse	Same/Better	Slightly Worse
4.8%	White & Black Caribbean	Much Worse	Much Worse	Same/Better	Slightly Worse	Much Worse	Much Worse	Much Worse	Slightly Worse
	Any Other Mixed	Considerably Worse	Same/Better	Same/Better	Same/Better	Much Worse	Same/Better	Same/Better	Same/Better
	Any Other Ethnic Group	Much Worse	Slightly Worse	Same/Better	Much Worse	Same/Better	Considerably Worse	Same/Better	Slightly Worse
	Any Other Asian	Considerably Worse	Same/Better	Same/Better	Much Worse	Same/Better	Same/Better	Same/Better	Same/Better
	White and Asian	Considerably Worse	Same/Better	Same/Better	Same/Better	Slightly Worse	Same/Better	Same/Better	Same/Better
	Irish	Considerably Worse	Same/Better	Same/Better	Same/Better	Same/Better	Slightly Worse	Slightly Worse	Same/Better
1.2%	Any Other Black	Much Worse	Slightly Worse	Same/Better	Considerably Worse	Same/Better	Much Worse	Same/Better	Considerably Worse
	Chinese	Same/Better	Same/Better	Same/Better	Same/Better	Same/Better	Same/Better	Same/Better	Same/Better
	White & Black African	Much Worse	Slightly Worse	Same/Better	Same/Better	Much Worse	Considerably Worse	Same/Better	Slightly Worse
	Gypsy Roma	Much Worse	Much Worse	Much Worse	Much Worse	Same/Better	Much Worse	Much Worse	Slightly Worse
	Traveler of Irish Heritage	Much Worse	Much Worse	Much Worse	Much Worse	Same/Better	Slightly Worse	Slightly Worse	Slightly Worse

Legend: ☐ 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

Foundation Stage Profile[1] (2003)	%Achieving 5+A*-C GCSE/GNNVQ (2003)

Above Average

Foundation Stage Profile	%Achieving 5+A*-C GCSE/GNNVQ
Irish	Irish
White and Asian	White and Asian
Other Mixed Background	Indian
	Chinese
	Other Asian Background

Average

White and Black Caribbean	Other Mixed Background
White and Black African	White and Black African
	Other White Background

Below Average

Other White Background	White and Black Caribbean
Indian	
Chinese	
Other Asian Background	
Pakistani	Pakistani
Bangladeshi	Bangladeshi
Black Caribbean	Black Caribbean
Black African	Black African
Other Black Background	Other Black Background

These 4 groups are among the largest ethnic minorities

(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
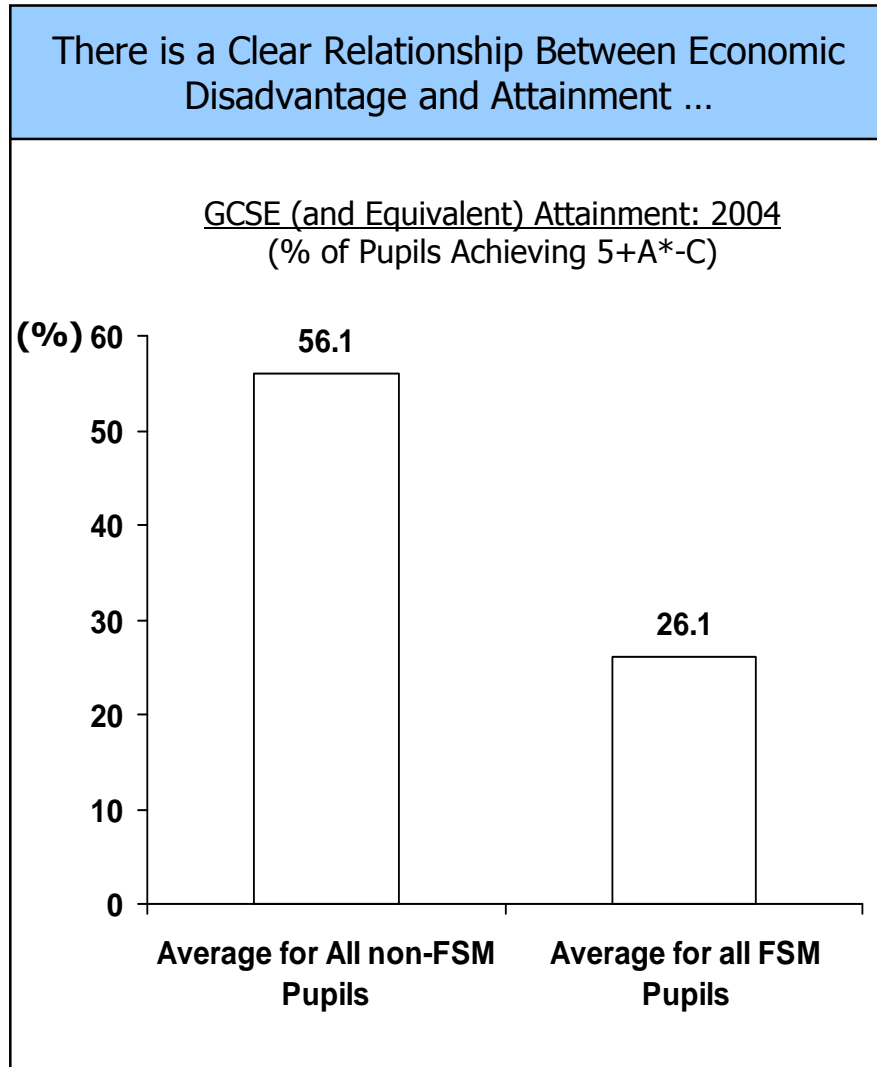
Source: A

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 …

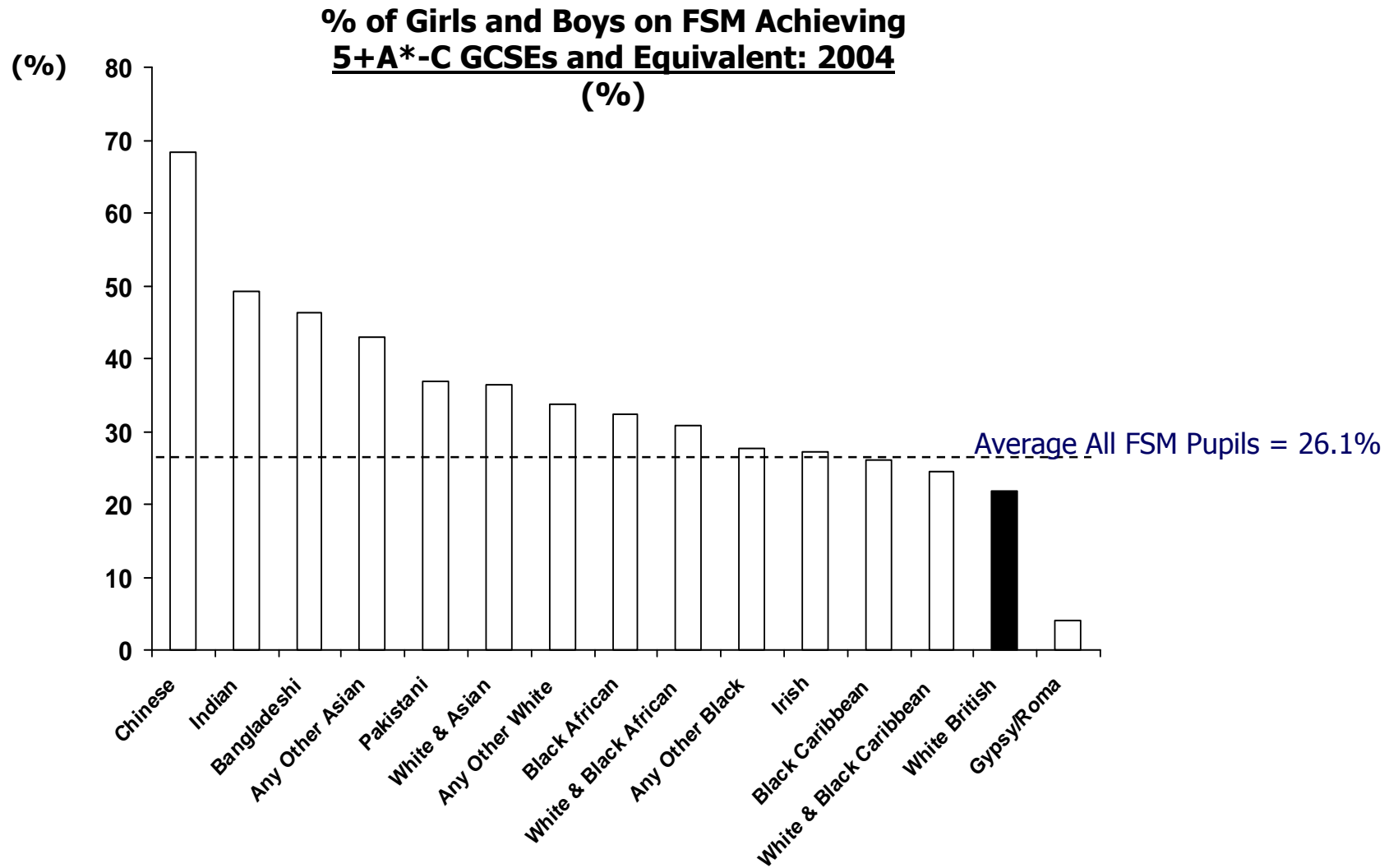| **Non-School Factors**	**Systemic School Factors**	**'Between' School Factors**
Family background	Education policy and practice (e.g. National Curriculum prescriptions)	Unequal distribution of teachers (by characteristics) across schools
Societal attitudes		
Parental education (mother and father)	Accountability systems (e.g. making it difficult to retain teachers in low-performing schools)	Teachers' race, gender, ethnicity
Poverty		Teachers' expectations of BME pupils
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 …

There is a Clear Relationship Between Economic Disadvantage and Attainment …

GCSE (and Equivalent) Attainment: 2004
(% of Pupils Achieving 5+A*-C)

(%)

- Average for All non-FSM Pupils: 56.1
- Average for all FSM Pupils: 26.1

… And Many BME Groups Have Disproportionately High Numbers Suffering Economic Disadvantage

Proportion of Pupils in Maintained Secondary Schools Eligible for FSM for selected BME Groups: 2004
(%)

- Bangladeshi
- Pakistani
- Black African
- Other Black
- Black Caribbean
- White British
- Indian
- Chinese

Average = 14.3% All Pupils

Source: A

… but its impact does differ substantially across BME groups

% of Girls and Boys on FSM Achieving
5+A*-C GCSEs and Equivalent: 2004
(%)

Average All FSM Pupils = 26.1%

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)
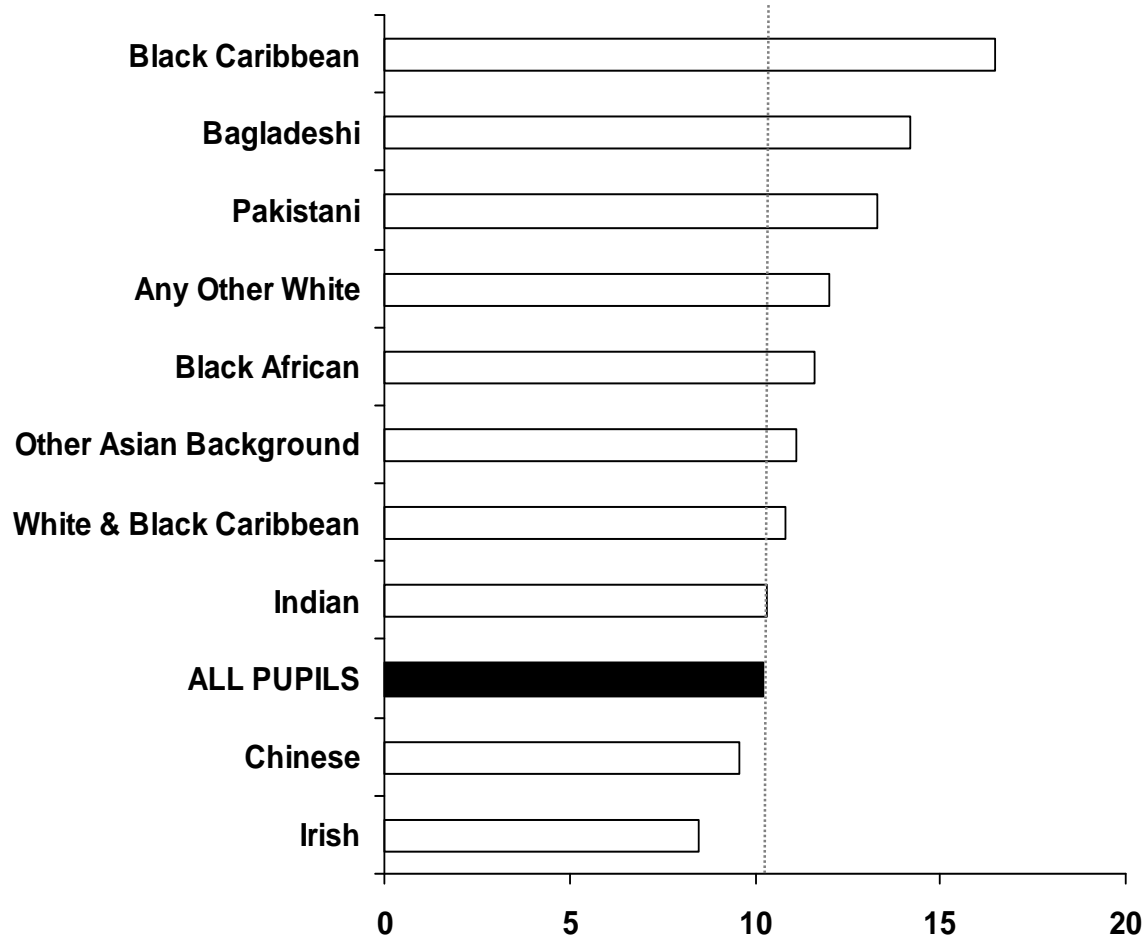
Source: A

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

Comparison of GCSE Attainment and 'Gap' for EAL and non-EAL Pupils:2004

Percentage Gap Between Attainment for EAL and non-EAL pupils

Language **MORE** of a problem

Language **LESS** of a problem

Black African

Pakistani

Other white

Other Asian

Indian

Chinese

Bangladeshi

Percentage of EAL Pupils Achieving 5A*-C GCSEs
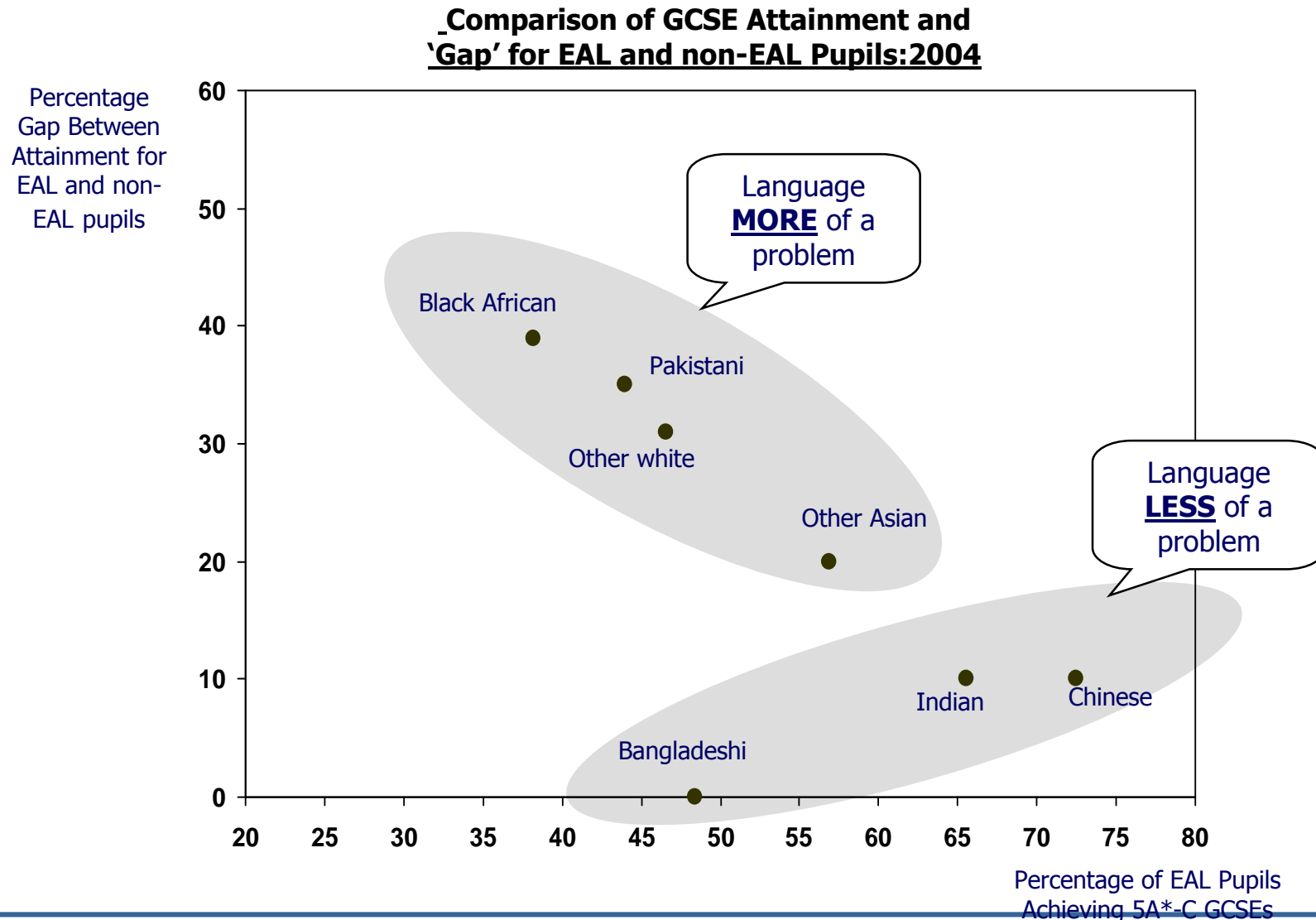
So, what are we doing raise BME attainment?

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

Across the board initiatives	Targeted Initiatives	Niche Initiatives

Aim:

Tackle causes of disparity in attainment and outcomes for <u>all young people</u>	Tackle causes of disparity in attainment and outcomes for <u>all BME Groups</u>	Tackle causes of disparity in attainment and outcomes for <u>specific BME Groups</u>

Causal Factors To Be Addressed (examples):

Economic disadvantage SEN-related disadvantage	Access to higher education Access to pre-92 Universities Access to workforce	EAL disadvantage Economic Disadvantage Foundation stage (entry point to schooling) SEN-related disadvantages

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)

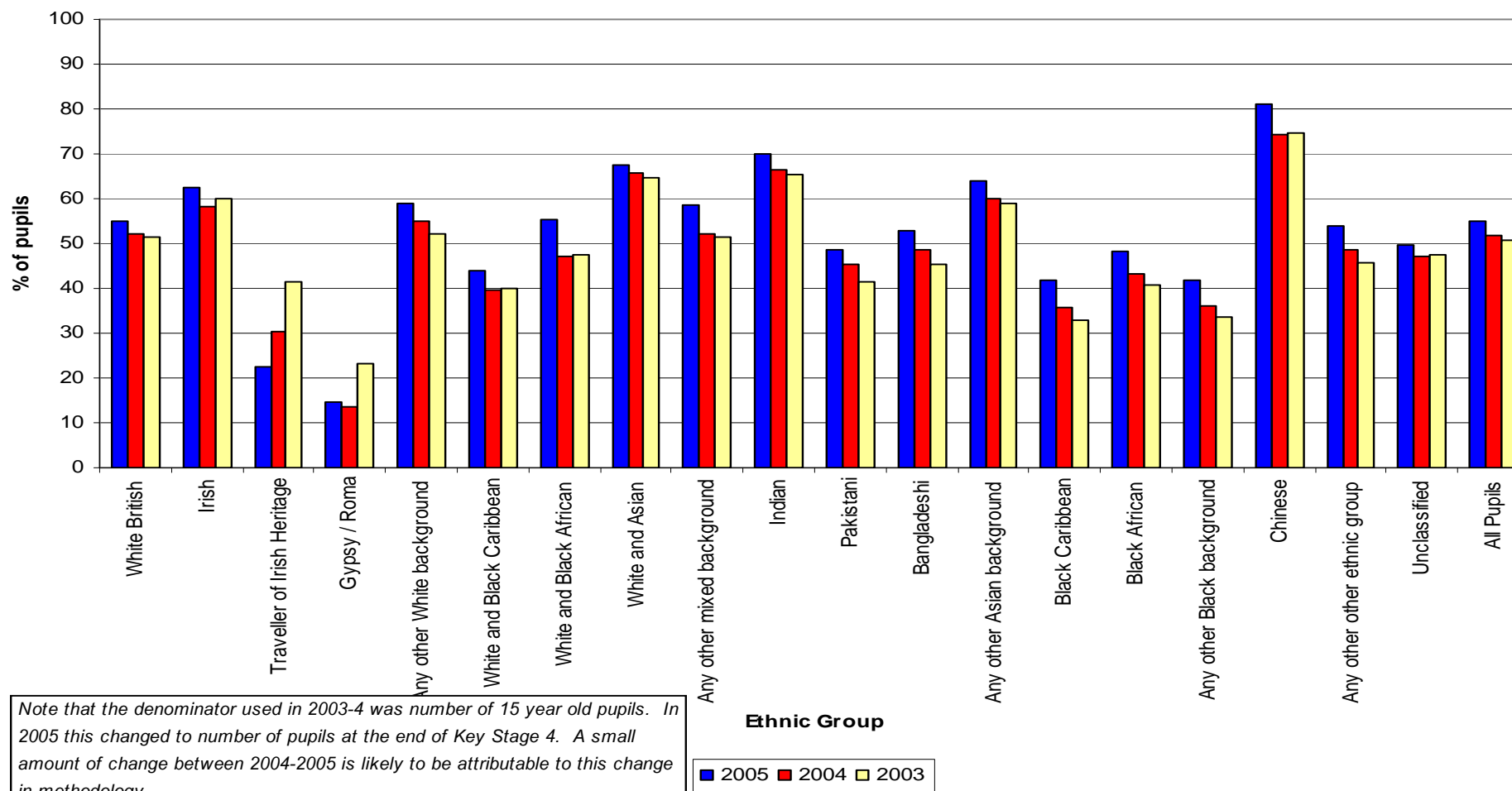- Bangladeshi: up 4.3 percentage points to 52.7 per cent

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2003 to 2005 – A changing picture

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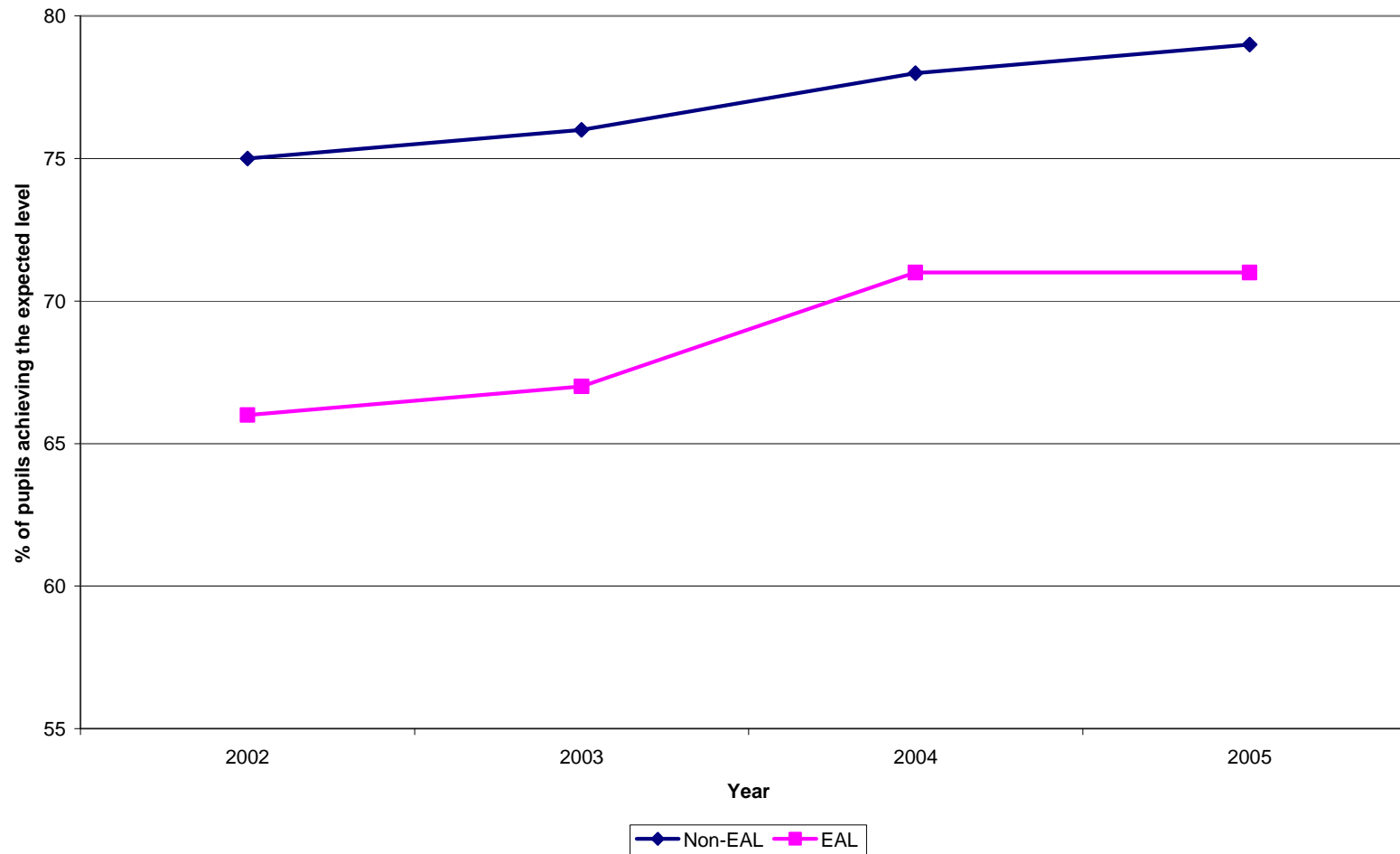(% achieving 5+A*-C) from 2003-2005**

Note that the denominator used in 2003-4 was number of 15 year old pupils. In 2005 this changed to number of pupils at the end of Key Stage 4. A small amount of change between 2004-2005 is likely to be attributable to this change in methodology.

Legend:
- White British
- Traveller of Irish Heritage
- Gypsy / Roma
- White and Black Caribbean
- White and Black African
- White and Asian
- Indian
- Pakistani
- Bangladeshi
- Black Caribbean
- Black African
- Any other Black background
- Chinese

Performance at GCSE 2003 to 2005

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

Note that the denominator used in 2003-4 was number of 15 year old pupils. In 2005 this changed to number of pupils at the end of Key Stage 4. A small amount of change between 2004-2005 is likely to be attributable to this change in methodology.

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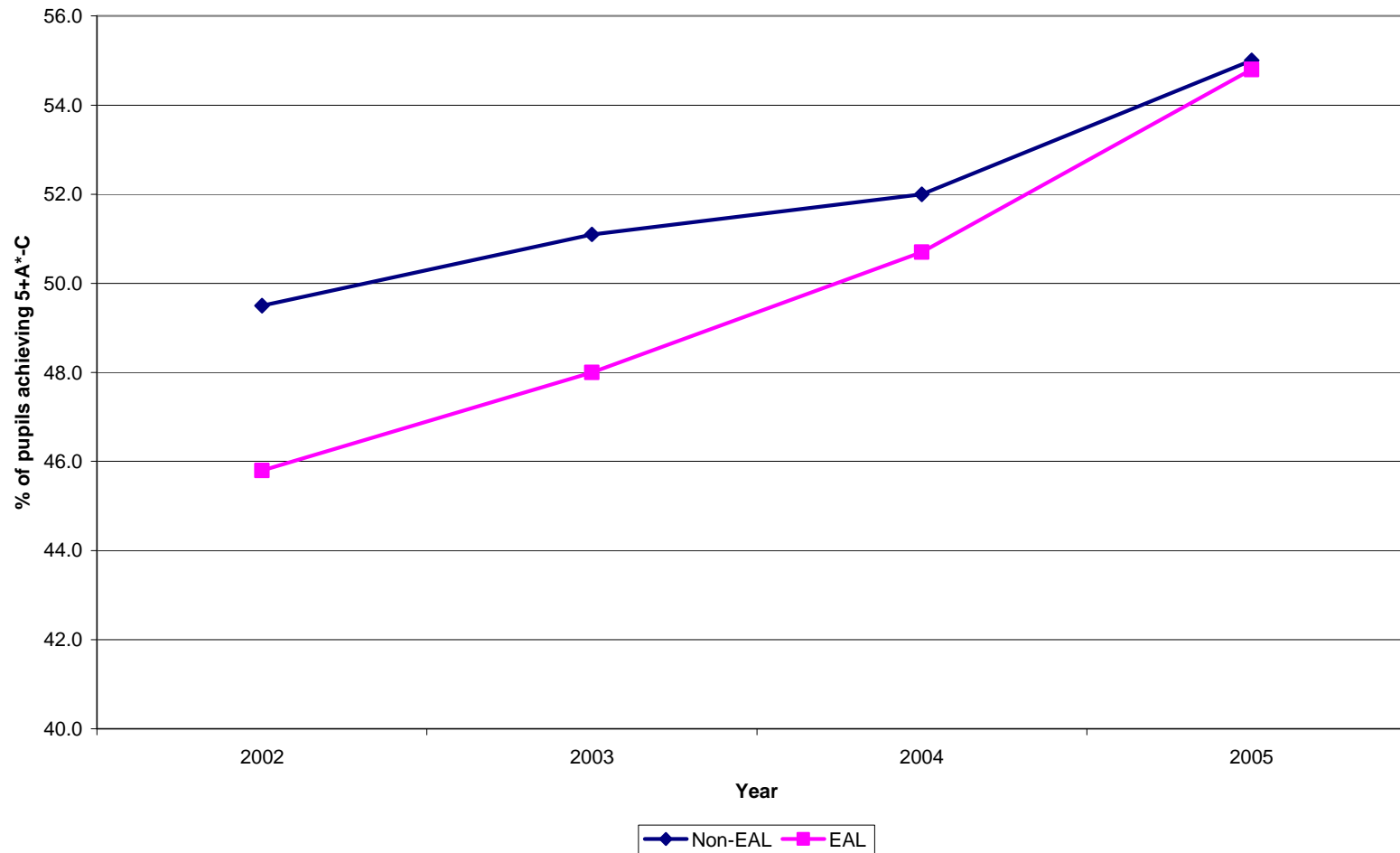
Percentage of pupils achieving the expected levels in 2005 Key Stage 2 Tests and Teacher Assessments by EAL status
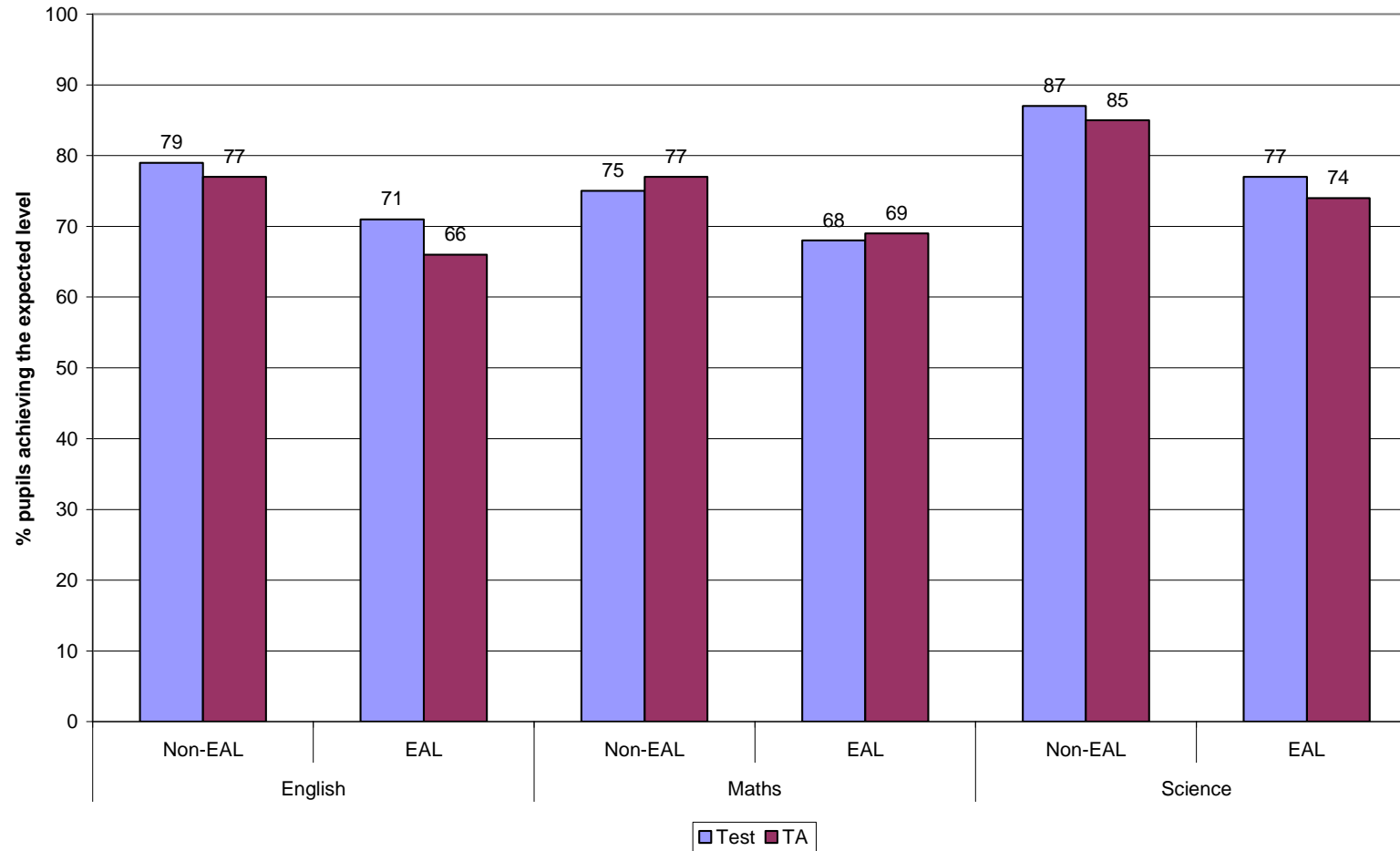
Moving on

- 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