

Evaluation of Excellence in Cities / Ethnic Minority Achievement Grant (EIC/EMAG) Pilot Project

Mark Cunningham, Joana Lopes and Peter Rudd
National Foundation for Educational Research

**Research Report
No 583**

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Minority Achievement Grant (EIC/EMAG)
Pilot Project*

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The views expressed in this report are the authors' and do not necessarily reflect those of the Department for Education and Skills.

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Throughout this report every effort has been made to give voice to those who have been involved in the management and delivery of the projects, including:

- ♦ LEA officers
- ♦ Headteachers
- ♦ EiC/EMAG project coordinators
- ♦ School staff involved in delivering the projects
- ♦ Students
- ♦ Parents.

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EXECUTIVE SUMMARY

Background

The Excellence in Cities (EiC)/Ethnic Minority Achievement Grant (EMAG) Pilot Project was initiated by the Department for Education and Skills (DfES) in 2002. A range of projects were implemented across primary and secondary schools in England with the purpose of raising the achievement of minority ethnic students. Thirty-five schools situated in EiC areas participated in the initiative by identifying target groups of students and running a wide range of programmes and activities. Excellence in Cities is a targeted programme of support serving schools in disadvantaged areas of the country. The programme focuses on teaching and learning, behaviour and attendance, and leadership.¹

Whilst schools shared a central aim to raise achievement, they chose different groups of children with which to work, dependent upon local priorities. Essentially, a range of students of various year groups and backgrounds, such as those for whom English is an additional language (EAL), Pakistani, African-Caribbean, Somali and refugee students amongst others, benefited from project activities.

The evaluation of the pilot scheme, carried out by the National Foundation for Educational Research (NFER), focussed on the work of local education authority (LEA) officers, and teachers and other support staff who were active in the implementation and operation of projects in schools. In addition, the NFER research team obtained the views of students, parents and others who had experienced direct or indirect project involvement.

Aims and objectives

The Government's central aims for this initiative were to '*make sure that the resources available through EMAG links with wider programmes to raise standards such as the Key Stage 3 Strategy and Excellence in Cities*', and to '*support the development and implementation of a range of initiatives aimed at bridging the achievement gap*'.²

The aims of the evaluation were to assess:

- ◆ the extent to which the EiC/EMAG Pilot Project scheme had achieved its aims and expected outcomes
- ◆ the difference the programme had made over and above the impact of other ongoing educational initiatives and policies aimed at raising achievement

¹ DfES Excellence in Cities website: <http://www.standards.dfes.gov.uk/sie/eic> [12 August, 2004]

² (http://www.standards.dfes.gov.uk/ethnicminorities/raising_achievement/763607/)

- ♦ the contribution of EiC/EMAG to equal opportunities, including its impact on different types of students.

Research Methods

In conducting this evaluation four main methods were used:

- ♦ Visits to the ten participating LEAs during the first year of the pilot projects, including face-to-face interviews with the LEA officers responsible for projects in their areas. These visits were followed up during the second year of projects with telephone interviews.
- ♦ Annual surveys of headteachers at all participant schools, the first of which took place in January 2003 followed by a later (2004) survey, allowing for longitudinal comparisons to be made.
- ♦ School case-study visits, arranged with ten schools which were visited twice during the course of the evaluation. School managers, project coordinators, project practitioners, other teaching staff and students contributed to semi-structured face-to-face interviews.
- ♦ Discussion groups with parents of students at nine participating schools, which allowed the evaluation to determine parental awareness of projects and obtain their views about their children's experiences.

Key findings

Strategy and approach

- ♦ The EiC/EMAG Pilot Project has served to enhance existing EMAG activities in most participating schools and initiate new approaches for others. Where schools had previously been active in their work to raise the achievement of minority ethnic students, the project provided the scope for them to deliver some of the best practice ideas which they may have previously identified.
- ♦ Schools were given the scope to interpret the Government's central aims of the EiC/EMAG Pilot Project when devising their own strategy for raising achievement of their targeted groups of students at the local level. As such, over the two-year period of evaluation, schools have sought to enhance the self-esteem and self-confidence of minority ethnic students, as well as raising the achievement of these groups of students.
- ♦ Whilst project coordinators in schools made considered decisions in order to select participant students upon whom projects were likely to have the most impact, they were sensitive to the challenges which could be created by alienating groups of students. Schools were keen to avoid forming groups of students who could be viewed either as high profile or as groups of underachievers with behavioural problems.
- ♦ Two of the main barriers to learning which were identified included 'lack of language skills' and 'cultural stereotypes'. Some school staff, concerned about the language skills of students, focussed their attention, on students for whom English was a second language (EAL). In other schools, where cultural stereotypes were thought to be hindering student

progress, projects were directed towards addressing issues such as peer pressure and negative expectations.

Implementation

- ◆ Having made decisions about their student target groups and their intended strategies, schools used a range of project activities in order to meet their stated aims and objectives. Approaches varied across schools. Some students received in-class support with academic work such as literacy, whilst others were involved in one-to-one or group discussions. In most cases schools made students aware of their inclusion in the projects, however, some schools chose to adopt a more discrete approach, opting not to alert students to the fact that they were being targeted for special support.
- ◆ Some participant schools had benefited from partnership arrangements with external organisations or individuals, delivering awareness-raising workshops (covering issues such as identity, transition to secondary schools, careers and drug-taking through drama, poetry and using role models) as well as other programmes, often designed to enhance students' self-confidence.
- ◆ The evaluation focused on projects funded by the EiC/EMAG grant but it should be noted that links between EiC/EMAG Pilot Projects and other EiC initiatives were established across many schools. Examples exist where EiC/EMAG Pilot Projects have benefited from transferable skills which teaching staff had gained from their EiC involvement. In addition, students involved in EiC/EMAG Pilot Projects have also participated in EiC activities, where these activities were running simultaneously and had the same goals.
- ◆ Schools received Government funding for projects (up to a maximum of £40,000) via their LEAs, most of which was used to meet staffing costs. Some of these schools had also secured additional funding for their projects, mainly from their LEAs.
- ◆ For some projects time demands and limits on finance presented the main challenges for teachers. Some teachers struggled to fit project requirements, such as planning and management, in with their other teaching duties. Likewise, in some cases, particularly where activities clashed, students had to make choices between project involvement and other extra-curricular activities.

Monitoring and Evaluation

- ◆ Most projects were either currently engaged in or had plans to start some form of monitoring and evaluation, often by obtaining the views of teaching staff about the impact of projects on students and also by assessing students' test or examination results.
- ◆ LEA officers had carried out monitoring and evaluation activities in schools to varying degrees; from in-depth termly and annual assessments to no form of intervention at all. Some of the LEAs which confirmed their involvement in monitoring and evaluation activities had collected both

qualitative and quantitative data from both staff and students. ‘Lighter touch’ evaluation activities included school visits, target setting and end-of-project conferences.

The LEA Perspective

- ◆ LEA officers supported projects in a number of ways, such as providing direction, coordination and clarity. As one officer said: *‘The most common thing is clarity. With lots of initiatives underway schools find it difficult to focus ...’* Variations existed in the amount of contact that LEA officers maintained with schools in connection with EiC/EMAG Pilot Projects.
- ◆ Most LEA officers reported their ‘light-touch’ involvement, where they executed a project facilitating role or coordinated their LEA’s involvement with projects. LEA officers responsible for EiC/EMAG Pilot Projects in schools also had other LEA responsibilities and as such were not exclusively dedicated to the projects.
- ◆ Most LEA officers interviewed felt that the EiC/EMAG funding had been spent effectively. However, the evaluation found that there were a number of challenges for LEAs such as working towards sustainability and the integration of EiC/EMAG into other national strategies aimed at raising achievement and expectations, such as Aiming High.

Impact on students

- ◆ Students benefited from the expertise of project staff, particularly Learning Mentors, who assisted with academic work (both inside and outside lessons) and social interaction skills (in one-to-one and group meetings). Project workers reported successes in keeping students on-task and, through observation and assessments, in the identification of key areas to work on.
- ◆ Whilst most students reported that they appreciated the work of the projects, some of them, particularly the boys, avoided potential marginalisation by their peers by not openly discussing their project involvement. Students’ avoidance strategies prevented them from being categorised by their classmates as more or less academically able.
- ◆ School staff reported that they felt EiC/EMAG projects had both directly and indirectly made positive impact on student attainment. Headteachers added that projects had benefited students by raising their self-esteem, motivation and achievement.
- ◆ Project workers employed various methods to stimulate students’ interests, including the use of motivational speakers or videos. Students testified to the success of these strategies, claiming that they had gained confidence and felt encouraged to succeed with their studies.
- ◆ Whilst students welcomed the support that they received from project workers, they were sometimes critical of their form tutors (or heads of year), suggesting that they took little interest in project activities.
- ◆ Year 11 students, their parents and project workers confirmed that project activities had encouraged students to be more pro-active in considering

their future career aspirations. As a result of the projects, students developed a commitment to their studies and gained a better understanding of higher education opportunities.

Impact on parents

- ◆ Although most schools had attempted to notify parents about their children's involvement in projects through letters, parents felt that this method of notification was not always effective as schools often relied on students to deliver the letters. Parents were particularly impressed with those project workers who had made efforts to make personal contact, either by telephone or in person. Parents also said that they would have liked to have received details about the content of project programmes at the commencement of projects.
- ◆ Some of the projects sought to enhance students' self-esteem by raising their cultural awareness through studying the work of professionals from minority ethnic backgrounds. Students were also given the resources to study African and Asian history, an experience which parents felt was crucial in assisting students' to gain a sense of identity.

Impact on staff, the school and beyond

- ◆ Project staff had attempted to raise the profile of their pilot projects by presenting details about project work to teachers at meetings, through school newsletters, through training and displays of relevant materials. Interviewees reported that efforts to raise the profile of projects over the past two years had resulted in more teaching staff taking an interest and engaging in joined-up working with EiC/EMAG project staff.
- ◆ Project coordinators stressed the importance of the support of school managers and the inclusion of project aims in school development plans, in order to raise project profiles.
- ◆ Analysis of the headteacher surveys revealed that in both years of the pilot projects, project activities had a positive impact on both involved and uninvolved teaching and non-teaching staff. Most typically, individuals had benefited from shared learning resources and/or teaching approaches.
- ◆ Case-study visits revealed that pilot projects had made an impact on LEAs and wider communities, including colleges and non-pilot project schools. However, interviewees were also conscious of the limitations of what they considered to be a relatively small scale EiC/EMAG Pilot Project.

Conclusions and recommendations

This evaluation has assessed the EiC/EMAG Pilot Project in terms of its impact on students and its ability to engage parents, teaching staff and others in the drive to raise the achievement of minority ethnic students. It has highlighted many areas of success, such as the level of support that students had received from project staff. Students have participated in activities which have directly and indirectly had a positive impact on their confidence and ability to make a positive contribution towards their learning experiences. In some cases, teachers also provided examples of raised attainment which they

partly attributed to the EiC/EMAG work. However, the need to secure the commitment of senior teaching staff was highlighted by several students, their parents and other project workers.

The research team made several recommendations for consideration by schools, LEAs and the DfES, including:

- ◆ there is a need to look at the scope for improvement in the ways that schools plan, staff and manage projects
- ◆ in many cases, the relatively small grants sometimes facilitated significant improvements in schools, but more thought needs to be given to the issue of security of funding and project sustainability: several respondents stressed that improved government funding of projects is crucial to the effectiveness and sustainability of projects
- ◆ some schools should raise the profile of their projects: school management teams should be encouraged to gain a full appreciation of the projects in their schools through improved communication and training
- ◆ parents need to be included at an early stage of projects and kept informed about project activities; schools need to be more proactive in involving parents.

1. INTRODUCTION

1.1 Background

Raising minority ethnic students' achievement and improving their schooling more generally are key aims of the Government's education agenda. Despite recent improvements, research shows that children of African-Caribbean, Pakistani and Bangladeshi heritage tend to perform less well than other groups. The OFSTED publication, *Raising the attainment of minority ethnic students – school and LEA responses*, suggested that most LEAs and schools lacked clarity and direction when it came to addressing inequalities of attainment between different ethnic groups.³

This report is the main outcome of the evaluation, carried out by the National Foundation for Educational Research (NFER), of the implementation of the Excellence in Cities/Ethnic Minorities Achievement Grant (EiC/EMAG) Pilot Project scheme, launched by the Government to encourage innovative approaches to raising minority ethnic achievement in schools in EiC areas (Excellence in Cities is a targeted programme of support serving schools in disadvantaged areas of the country. The programme focuses on teaching and learning, behaviour and leadership).⁴

The £1.5 million EiC/EMAG Pilot Project scheme involving 10 LEAs was implemented in 35 schools across the country and there was considerable variety in the forms that projects had taken at a local level. There were variations, for example, in the objectives of local projects, in the ages, numbers and ethnic backgrounds of targeted students, and in the types of schools involved.

The report draws on all the research evidence collected since the evaluation commenced in August 2002.⁵ The aims of the evaluation and the research methods used are described in the next section.

1.2 Aims of Evaluation

The central aim of the EiC/EMAG evaluation was **to assess the effectiveness of the pilot project at both national and local levels**. The specific aims of the evaluation were to assess:

³ OFFICE FOR STANDARDS IN EDUCATION (1999). *Raising the Attainment of Minority Ethnic Pupils: School and LEA Responses*. London: OFSTED.

⁴ DfES Excellence in Cities website: <http://www.standards.dfes.gov.uk/sie/eic> [12 August, 2004].

⁵ An unpublished Interim Report was submitted to DfES in August 2003: MANN, P., MASSON, J and SIMS, D. (2003). Evaluation of Excellence in Cities/Ethnic Minority Achievement Grant (EiC/EMAG) Pilot Project. Unpublished report.

- ♦ the extent to which EiC/EMAG has achieved its aims and expected outcomes
- ♦ the difference the programme has made over and above the impact of other ongoing educational initiatives and policies aimed at increasing achievement
- ♦ the contribution of EiC/EMAG to equal opportunities, including its impact on different types of students.

Since the projects took a variety of forms and addressed a range of different age and ethnic groups, a flexible, multi-method approach, which covered a range of different 'stakeholder' viewpoints, was required for the evaluation. The evaluation methods needed to address both 'global' (whole programme) and 'local' (project-specific) perspectives. Details of the data sources and the research methods used are provided in the following section.

1.3 Research Methods

Four main research methods were used in the evaluation:

- ♦ visits to LEAs
- ♦ an annual questionnaire survey of headteachers
- ♦ school case-study visits
- ♦ discussion groups with parents.

Further details of the four methods used are given below.

Visits to LEAs

All ten participating LEAs (Birmingham, Camden, Hounslow, Leeds, Lewisham, Manchester, Nottingham, Rochdale, Southwark and Wandsworth) were visited by a researcher in the first phase of the evaluation (between October 2002 and February 2003). A face-to-face interview was carried out with the LEA officer responsible for the implementation of the EiC/EMAG Pilot Project in each of these ten areas. Key issues discussed in this session included:

- ♦ the nature of the project(s) each LEA was involved with
- ♦ whether the launch of the EiC/EMAG Pilot Project had any impact on the individual LEAs or schools and, if so, the nature of that impact
- ♦ the process by which each project was set up, including the approximate amount of time spent by the named contact in setting up the project(s)
- ♦ whether any additional funding had been used to supplement the pilot project(s)
- ♦ the ways in which money was spent on a project-by-project basis.

In the second phase of the evaluation, in order to track changes and to obtain an LEA view further into the implementation of the project, a follow-up telephone interview was completed with each LEA respondent. These interviews were completed by November 2003. Both sets of interviews were transcribed and analysed and reference is made to the LEA perspective at various points in this report (but for an overview of the LEA role, see Chapter 6).

Annual Questionnaire Survey of Headteachers

The project timescale allowed for two annual surveys of headteachers of EiC/EMAG Pilot Project schools. The first questionnaire survey was sent out to 33 schools⁶ in January 2003: 27 of these returned their questionnaire, allowing the NFER team to build up a reasonably comprehensive picture of the nature of EiC/EMAG provision in the schools, and of the headteachers' views on this provision. The questionnaire contained 20 questions (plus numerous sub-questions), divided into the following sections:

- ◆ background and aims
- ◆ resources
- ◆ initial perceptions of impact
- ◆ monitoring
- ◆ overview of EiC/EMAG Pilot Project.

The second (2004) annual survey was sent to all of the 35 schools involved in the EiC/EMAG Pilot Projects in December 2003. A reminder letter to schools was sent out in January. Twenty-five questionnaires were returned: this constituted a school response rate of 71 per cent (somewhat lower than the response rate of 82 per cent for the 2003 survey, but certainly enough for meaningful longitudinal comparisons to be made with responses from the first round of the survey). The second survey included a few additional questions (23 in all) and similar section headings were used, though the 'Initial perceptions' section was updated to cover 'Evidence and perceptions of impact'.

For each of the two rounds of the survey coding frames were devised for the analysis of both the closed and the open questions. A spreadsheet, based upon the coding frame, was completed, so that a database of information from EiC/EMAG schools was put in place. This database provided the research team with much useful statistical information covering the main period of implementation of the project and references to this data are made throughout the report.

⁶ Staff at two of the 35 schools in the pilot project indicated at this time that they did not wish to receive a questionnaire.

School Case-study Visits

Ten case-study visits were set up in order to find out more about the detail of how the projects were being implemented in the schools and which groups of students were being targeted. The case-study visits were used to collect qualitative information to complement the survey data. Each of these case-study schools was visited twice during the course of the evaluation. The selection of case-study schools was made with assistance from the DfES EiC/EMAG team who drew upon their knowledge of the pilot projects. The main criteria used were as follows:

- ♦ **Approach taken** (e.g. LEA driven, school driven, working in partnership with outside organisations, parental involvement).
- ♦ **Aims of the project** (e.g. entry into FE, improvement in academic grades, improvement in specific skills such as speaking skills, change in behaviour).
- ♦ **Target group** to include a range of groups that are currently underperforming in schools, (e.g. new arrivals such as refugees and asylum seekers, African-Caribbean, Pakistani and Bangladeshi students).

In general, each school visit involved semi-structured interviews with:

- ♦ the headteacher or assistant headteacher
- ♦ the project coordinator (usually EiC/EMAG Coordinator)
- ♦ project practitioners (e.g. Learning Mentors/outside tutors)
- ♦ staff not directly involved in EiC/EMAG (class teacher/head of department)
- ♦ students (approximately four).

This enabled the research team to collect a wealth of interview data, developed from a range of different 'stakeholder' perspectives. In addition, because there were two visits during the timescale of the evaluation, it was possible to examine how the EiC/EMAG Pilot Projects were developing and impacting over time. The case-study findings are used at various points throughout this report.

Discussion Groups with Parents

Since the EiC/EMAG Pilot Projects had the aims of involving parents and of raising parental awareness, it was important that the evaluators should obtain a parental perspective on their children's schooling experiences. Past experience suggests that parents are usually able to make comments on their children's experience of school and the classroom, but cannot always link these experiences with particular educational initiatives. Accessing parents can also be difficult because of the numerous demands being placed upon them.

For these reasons, the NFER team worked closely with school staff (especially EiC/EMAG Pilot Project coordinators) in order to gain their assistance in setting up parental discussion groups. School staff were very supportive, but encountered some difficulties in terms of encouraging parents to participate and with the practicalities of setting a group discussion up. By the end of the evaluation, discussions with a total of 26 parents in nine of the schools had been completed. This was despite the fact that school staff and researchers were as flexible as possible about times of day for the interviews, e.g. some attempts were made to set up interviews alongside a parents' evening.

Two different schedules were used for the interviews with parents, depending on their degree of involvement in the EiC/EMAG Pilot Project (one for direct participants and one for non-participants). An overview of parents' perspectives is provided in Chapter 8.

1.4 Structure of the Report

The evaluators drew from all four of the data collection exercises described above and compared the findings from the different sources in their analyses of the research evidence. The report presents a comprehensive picture of the implementation and impact of the EiC/EMAG Pilot Projects. The structure of the report is as follows:

- ♦ Chapter 2 provides an overview of the characteristics of the Cohort 1 Pilot Schools.
- ♦ Chapter 3 presents findings on how these projects were set up, what their aims were, and how they were managed.
- ♦ Chapter 4 develops this theme by examining the different forms of implementation, including the range of activities delivered, staff roles, partnership working in these projects and the use of EiC/EMAG resources.
- ♦ Chapter 5 examines, with examples, the extent and forms of monitoring and evaluation adopted by both schools and LEAs, including the feedback processes used.
- ♦ Chapter 6 draws upon the LEA interviews, in particular, in order to give an overview of LEA perspectives and roles in relation to these projects.
- ♦ Chapter 7 is the first of three chapters on the impact of the EiC/EMAG Pilot Projects: this examines the perspectives of students, drawing upon the relevant survey and interview data.
- ♦ Chapter 8 examines parental views of the projects along with their perceptions of the impact on their children.
- ♦ Chapter 9 presents findings on the impact of EiC/EMAG on schools and school staff.
- ♦ Chapter 10 identifies the main benefits of the pilot projects for schools, students, teachers, parents and LEAs.

- ◆ Chapter 11 looks in some detail at the key challenges and issues for the project and for project staff, and at some of the ways these were addressed or overcome.
- ◆ Finally, Chapter 12 presents the research team's conclusions, made upon the basis of all the evidence, along with a number of provisional recommendations that may help to inform this and related initiatives in the near future.

2. OVERVIEW AND SCHOOL PROFILES FOR COHORT 1 PILOT SCHOOLS

2.1 Introduction

This chapter constitutes a descriptive statistical analysis of the main characteristics and student performance outcomes of the 27 schools featured in this pilot project.⁷ The analysis draws from public information on the characteristics and achievements of the schools, making use of the DfES Primary and Secondary School Performance Tables, the Office for Standards in Education (OfSTED) reports database and the NFER's Register of Schools.

The main descriptive analyses are presented in the next three sections, covering the contexts of the schools, their characteristics and general patterns in their performance data.

The main evaluation (as noted in Section 1.3) included a survey of headteachers in all of these 27 schools and case-study visits, involving semi-structured interviews with staff, students and parents, to ten of the schools. The descriptive statistics outlined here provide a quantitative backcloth to the illustrative, qualitative findings reported in subsequent chapters of this report.

There are several important points, or caveats, about the EiC/EMAG projects and schools that need to be borne in mind when considering the descriptive analyses presented below, particularly when discussing the possible impact of these projects upon student and school performance indicators. These can be summarised as follows.

- ♦ The *nature of the EiC/EMAG projects* varied considerably, ranging from fairly superficial activities (such as a teacher attending a one-off conference or a parents' evening) to much more sustained activities (such as regular meetings of several staff, or repeated instances of lesson observation, or the regular and active use of evaluation/performance data).
- ♦ The projects had a *large range of target groups*: they could relate to a small number of pupils from a specifically-identified minority ethnic group, to a whole year group, or to a whole Key Stage within the school. The projects were implemented across the full age ranges of both primary and secondary schools. In this respect, the EiC/EMAG pilot initiative, with its built-in freedom for schools to choose their activities, is different to other, targeted initiatives – and this makes the quantification and evaluation of outcomes much more difficult.

⁷ There were 35 schools in the EiC/EMAG Pilot Project. This report, however, is based on the 27 schools for which we have complete information. (The headteachers of these 27 schools returned the evaluation questionnaire which the NFER sent to them in 2003.)

- ♦ The qualitative case-study aspects of the evaluation show that the general nature of EiC/EMAG pilot work and modes of dissemination were *changing* as the initiative progressed: for example some pilot schools took some time ‘to find their feet’, but later adapted and modified their project as they became more experienced and saw how implementation was progressing.
- ♦ These schools may well have been involved in *other initiatives*: for example, all were, by definition, involved in the Excellence in Cities programme (which included Gifted and Talented and Learning Mentor provision), so any patterns in student outcomes could have several influences apart from the EiC/EMAG work.
- ♦ Finally, it needs to be emphasised that the data presented here covers a *longer time span* than the life time of the EiC/EMAG projects. In many cases the 2002-3 performance data will not reflect any impact or influence from the EiC/EMAG projects, though they will say something about the school Year 11 cohort’s general performance at around the time the projects were being introduced.

For all of these reasons, ***caution must be exercised*** when looking at the schools’ performance data. It is not possible, because of the various complicating factors outlined above, to identify direct correlations between EiC/EMAG pilot project activities and student performance outcomes. The aims of this report are simply to set out the contexts and characteristics of the pilot project schools and, where possible, to provide some broad illustrative examples of the improvements in performance that were taking place in some of these schools.

2.2 School Characteristics: Secondary Schools

All of the 22 secondary schools were mixed sex schools, with the exception of one girls’ school in Manchester. The majority of schools were recorded as community schools, where the local education authority (LEA) acts as the admissions authority. Two schools were classified as ‘voluntary aided’ and one as a ‘foundation’ school: student admissions in these schools are managed by their governing bodies.

The 2003 Secondary School Performance Tables recorded a varied spread of numbers of pupils on roll. Almost three quarters of the schools (15 schools) had recorded in excess of 1,000 students, with the largest school being in Manchester with 1,918 students. A school in Nottingham, with 361 on their register, had the fewest students.

Table 2.1 Secondary Schools: percentage of students from minority ethnic groups - 2003

	Number of students (1)	% minority ethnic students (2)
1	1683	62
2	1012	45
3	1145	42
4	1164	38
5	1355	90
6	501	41
7	1167	20
8	1131	54
9	787	14
10	1285	76
11	361	61
12	1279	48
13	1918	37
14	622	65
15	1617	42
16	962	89
17	1309	63
18	826	49
19	1400	1
20	966	11
21	1199	56
22	1664	77

(1) Number of students of compulsory school age and above.

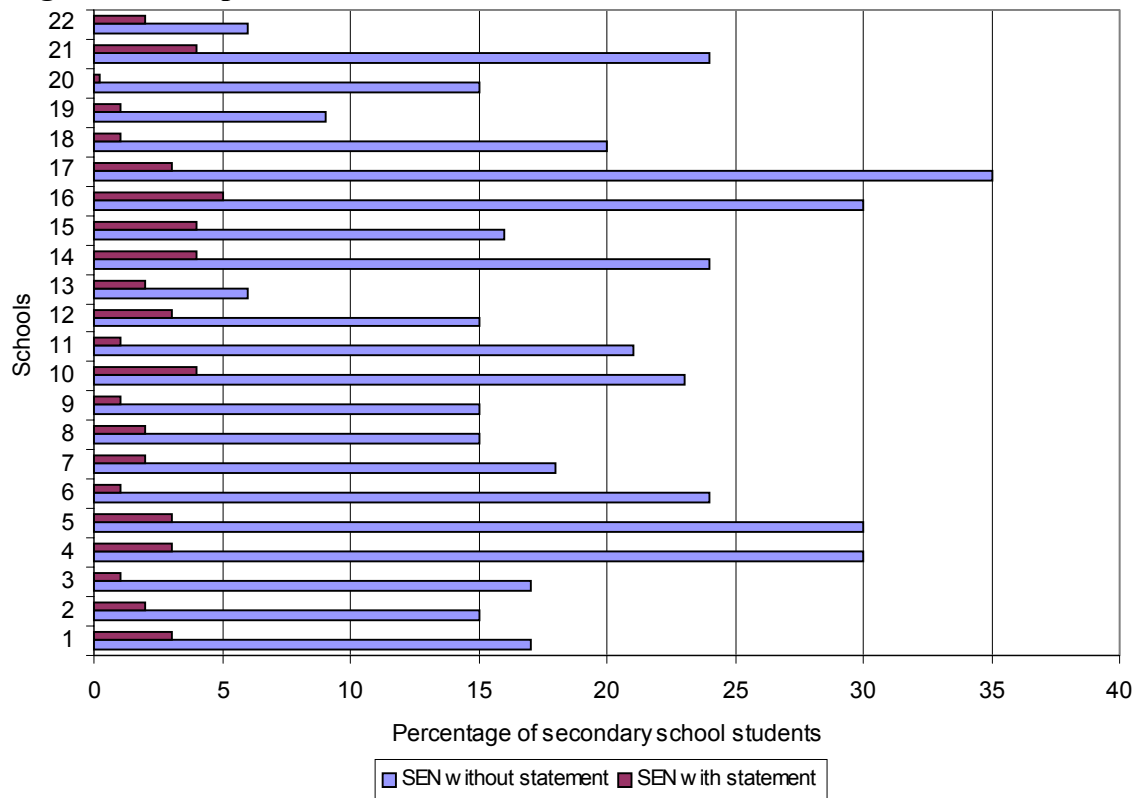
(2) Total minority ethnic students (excludes White British) expressed as a percentage of the total students of compulsory school age and above.

Source: Information for January 2003 provided by Schools Statistics Unit, DfES.

Due to rounding percentages may not match official statistics.

It can be seen from Table 2.1 above that the EiC/EMAG secondary schools featured in this evaluation generally had high proportions of students from minority ethnic groups. Only one school had a percentage of such students that was less than double figures. In 18 of the 22 schools, more than a third of the school population was made up of minority ethnic students, and in 10 of the schools more than a half of students were from minority ethnic backgrounds.

Figure 2.1 Special Educational Needs 2002-3

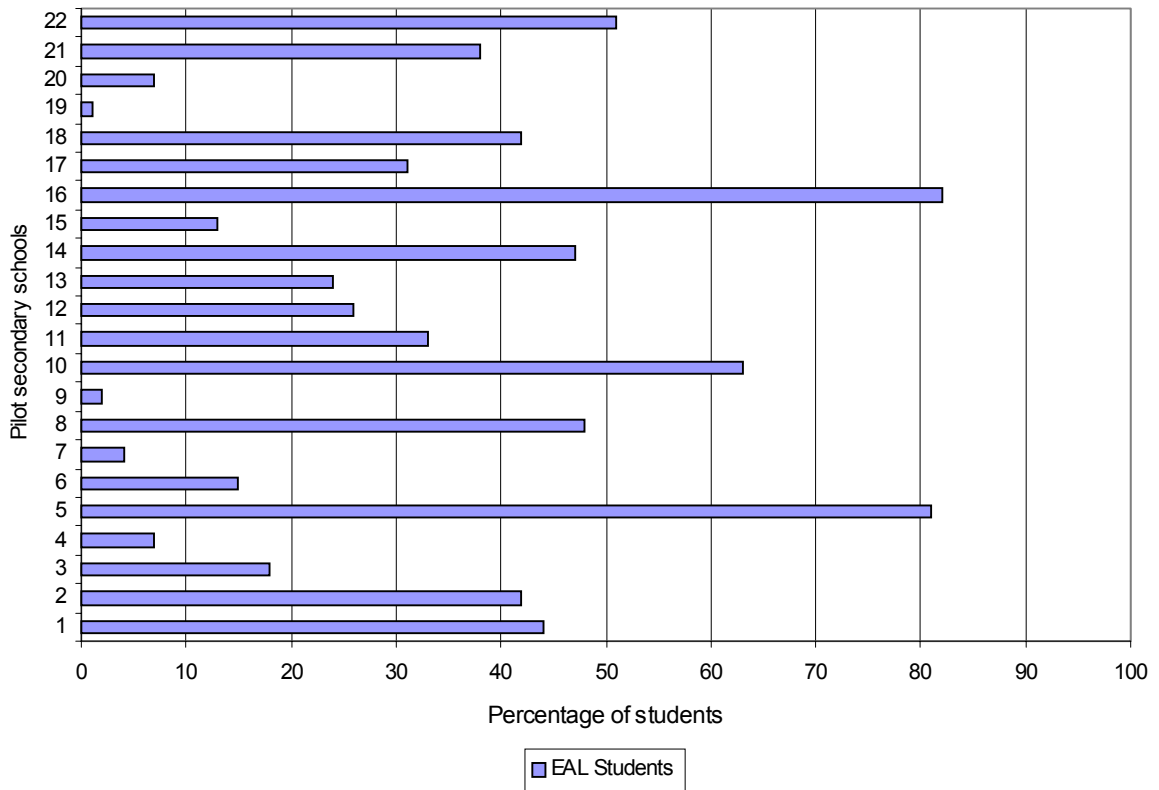


Source: DfES Performance Tables 2003

The proportions of students recorded by schools as having special educational needs, with statements (see Figure 2.1 above), ranged from between less than one per cent at a school in Nottingham and five per cent at a Camden school. Larger proportions of students, however, had been recorded as having special educational needs without statements. In almost half (ten) of the schools, at least one fifth of their students fell into this category, with the highest proportion (35 per cent) of unstatemented SEN students being situated in a school in Wandsworth.

Diversity in the secondary schools can be partially indicated by the proportions of students attending the school for whom English is an additional language (EAL). Figure 2.2 below shows that Schools 5 and 16, situated in Hounslow and Camden, had the highest proportions of EAL students, with 81 per cent and 82 per cent respectively.

Figure 2.2 Proportions of secondary school students with EAL 2002-3

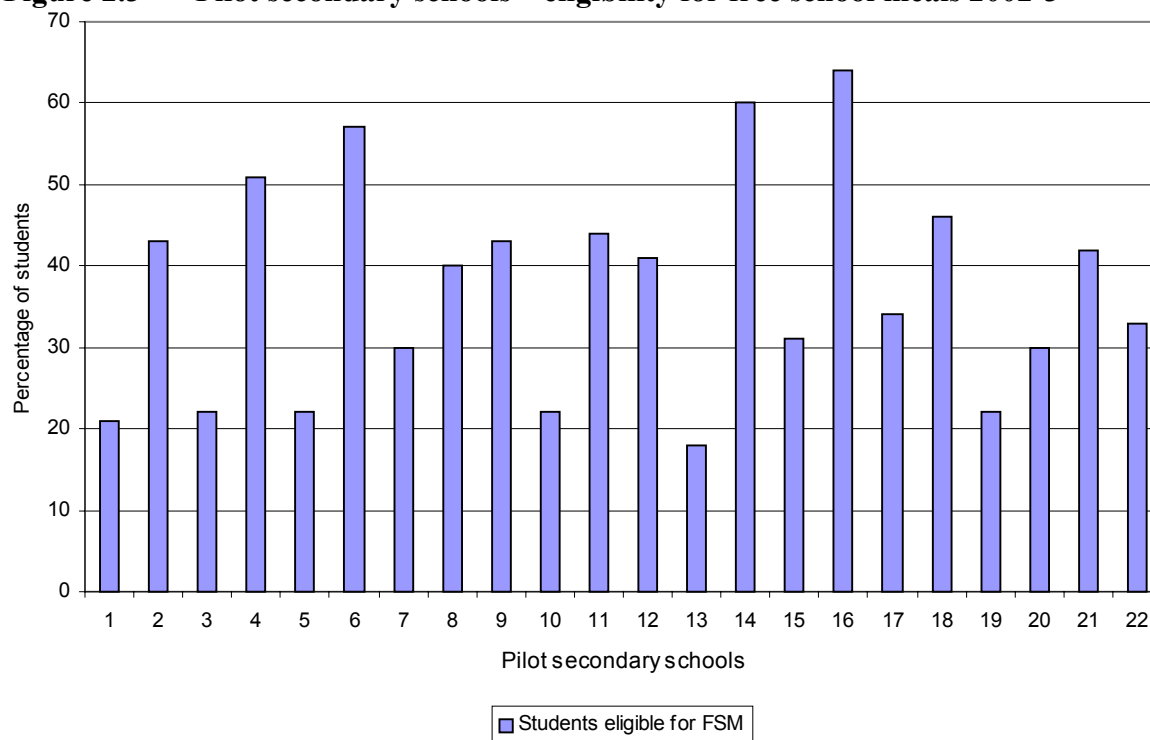


Source: NFER Register of Schools

Figure 2.2 above also shows that in half of the secondary schools at least a third of students were classified as EAL students. The five schools with fewer than ten per cent of their students having EAL are all situated in LEAs outside London (Birmingham, Nottingham and Rochdale).

Figure 2.3 below illustrates the extent of eligibility for free school meals (FSM) across the pilot secondary schools.

Figure 2.3 Pilot secondary schools – eligibility for free school meals 2002-3



Source: NFER Register of Schools

All of the schools had proportions of students eligible for free school meals that were higher than the national average: an indication that the implementation of the EiC/EMAG projects was largely involving students from more socially and economically deprived areas than would be the norm. This provides a partial rationale for the emphasis, in some projects, on such issues as student self-esteem and the need to involve parents more in their children’s education.

The school with the highest proportion of students entitled to FSM (64 per cent in School 16) can be found in Camden. In four more schools more than 50 per cent of students had entitlement to free school meals. Notably, the two schools with the highest proportions of students entitled to FSM (Schools 14 and 16), also had high proportions of EAL students and students with SEN (both with and without statements).

In School 14, situated in Leeds, almost two thirds (60 per cent) of their students were entitled to free school meals: just under a quarter (24 per cent) of the students were categorised as SEN, without statements; the school was amongst those secondary schools with the highest proportion (four per cent) of stated SEN students and for almost half of the students in the school English was an additional language. This provides an example of the kind of challenging context within which the EiC/EMAG projects were being implemented. A similar student profile existed for School 16, though here greater proportions of students fell into each of the categories as outlined above and in Table 2.2 below.

Table 2.2 Pilot secondary school students' profiles 2002-3

School	Students eligible for FSM	SEN students without statement	SEN students with statement	EAL Students
	%	%	%	%
1	21	17	3	44
2	43	15	2	42
3	22	17	1	18
4	51	30	3	7
5	22	30	3	81
6	57	24	1	15
7	30	18	2	4
8	40	15	2	48
9	43	15	1	2
10	22	23	4	63
11	44	21	1	33
12	41	15	3	26
13	18	6	2	24
14	60	24	4	47
15	31	16	4	13
16	64	30	5	82
17	34	35	3	31
18	46	20	1	42
19	22	9	1	1
20	30	15	<1	7
21	42	24	4	38
22	33	6	2	51

Sources: DfES Performance Tables and NFER Register of Schools

Due to rounding, percentages may not match those recorded in the DfES Schools Performance Tables.

The Secondary School Performance Tables also provide details of absences for the school year 2002-3. Authorised and unauthorised absences from the 22 schools are presented in Table 2.3 below: the national averages (England) are 7.1 per cent and 1.1 per cent, respectively.

Table 2.3 Absences in pilot secondary schools 2002-3

School	Authorised absences % of half days	Unauthorised absences % of half days
1	7	2
2	7	2
3	5	<1
4	8	2
5	5	2
6	12	5
7	8	2
8	8	2
9	10	3
10	6	1
11	11	4
12	6	<1
13	6	1
14	11	6
15	8	2
16	9	4
17	8	<1
18	10	2
19	8	1
20	6	3
21	12	2
22	6	<1
England	7	1

Sources: *DfES 2003 Secondary School (GCSE/GNVQ) Performance Tables*

ONS First Release 2003 – Pupil absence in schools in England 2002-3(revised)

Due to rounding, percentages may not match those recorded in the official statistics.

It can be seen that the percentages of authorised absences in six of the schools stood at ten per cent or more. With respect to unauthorised absences, 15 of the 22 schools had absence rates higher than the national average of just over one per cent. School 3, a voluntary-aided school, also granted Technology status, situated in Nottingham, recorded the highest attendance rates for their students. Of the available half days, students missed five per cent due to authorised absences and less than one per cent due to unauthorised absences.

In order to gather data relating to the exclusion of students, schools' Ofsted inspection reports were analysed. Owing to the fact that Ofsted's inspections of the pilot schools took place at various stages between 1999 and 2003, it is not possible to make meaningful comparisons of exclusion rates across all schools. Ofsted reports, to some extent, of course, represent a 'snapshot' of a school at a particular point in time and the numbers of exclusions within a school can vary dramatically from year to year. Table 2.4 below, however, provides details of the numbers of exclusions for specific schools during the year of their individual inspections.

Table 2.4 Student exclusions from pilot secondary schools 1999-2003

School	Date of inspection	Fixed-term exclusions	Permanent exclusions
1	May 1999	No data available	No data available
2	May 1999	30	2
3	March 1999	38	2
4	November 1999	63	4
5	September 2003	49	6
6	May 2003	57	2
7	October 2001	57	0
8	March 1999	38	1
9	November 2003	233	0
10	February 1999	96	5
11	February 2003	65	0
12	October 1999	60	5
13	March 2001	58	2
14	October 2000	57	0
15	November 2002	446	12
16	September 2001	81	2
17	December 2001	56	2
18	October 1999	42	4
19	November 2002	146	4
20	November 2001	105	1
21	January 1999	76	8
22	February 2003	96	8

Source: *Ofsted Inspection Reports*

It can be seen that, on the basis of these figures, there was considerable variation in the numbers of permanent and fixed exclusions. Permanent exclusions ranged from zero to 12 and fixed-term exclusions ranged from 30 to 446.

The quality of teaching at schools was also examined during Ofsted inspections. This is graded, in most cases, into the categories: excellent, very good, good, satisfactory, less than satisfactory and poor. Frequently, these gradings are reduced to three main groups to aid analysis and Table 2.5 displays (where the data is available) the ratings for each of the pilot secondary schools.

Table 2.5 Teaching quality at pilot secondary schools between 1999 and 2003

School	Teaching quality		
	Very good or better % lessons	Satisfactory or better % lessons	Less than satisfactory % lessons
1	No data available	No data available	No data available
2	10	98	2
3	18	94	6
4	11	86	14
5	22	91	9
6	20	99	2
7	25	95	4
8	9	93	7
9	15	92	8
10	21	90	10
11	No data available	No data available	No data available
12	19	94	6
13	31	98	2
14	20	98	2
15	26	93	7
16	25	93	7
17	28	98	2
18	11	94	6
19	19	93	7
20	29	96	4
21	5	86	14
22	30	100	0

Source: Ofsted Inspection Reports

The Ofsted inspection which took place in school 13 (situated in Manchester) in March 2001, graded almost a third (31 per cent) of all teaching as 'very good or better'. Schools 20 (in Nottingham, inspection in 2001) and 22 (in Manchester, inspection in 2003) received similar ratings with 29 per cent and 30 per cent (respectively) of teaching classified as 'very good or better'. The girls' school (School 22) was the only school with none of its lessons graded as 'less than satisfactory'.

Table 2.6 below shows (where the data is available) the student-teacher ratios for the pilot secondary schools, as reported at the time of their Ofsted inspections.

Table 2.6 Student/teacher ratios at pilot secondary schools between 1999 and 2003

School	Date of inspection	Student/teacher ratio
1	May 1999	17:1
2	May 1999	No data available
3	March 1999	17:1
4	November 1999	17:1
5	September 2003	No data available
6	May 2003	13:1
7	October 2001	16:1
8	March 1999	16:1
9	November 2003	No data available
10	February 1999	15:1
11	February 2003	No data available
12	October 1999	17:1
13	March 2001	16:1
14	October 2000	12:1
15	November 2002	16:1
16	September 2001	15:1
17	December 2001	16:1
18	October 1999	17:1
19	November 2002	18:1
20	November 2001	16:1
21	January 1999	18:1
22	February 2003	15:1

Source: *Ofsted School Inspection Reports*

Due to rounding, percentages may not match those recorded in the official statistics.

Table 2.6 above shows that the large majority of schools had a student-teacher ratio of between 15 and 17 to one. The ratios ranged from 12 students per teacher to 18 students per teacher.

Overall, the data shows that the characteristics of these EiC/EMAG pilot secondary schools were not greatly dissimilar for those of secondary schools nationally, except in that some of the EiC/EMAG schools, as one would expect of schools in these areas, display some of the characteristics of 'urban' schools. Proportions of students eligible for free school meals, for example, were higher than the national averages, EAL percentages were also higher than the national average, and absence rates (both authorised and unauthorised) were slightly higher than the averages. In addition, as Table 2.1 showed, these school populations included high proportions of minority ethnic students.

The next section summarises the characteristics of the primary schools where EiC/EMAG pilot projects were being implemented.

2.3 School Characteristics: Primary Schools

The five EiC/EMAG pilot primary schools included in this analysis are in London (three schools), Rochdale (one school) and Manchester (one school). All the schools are of similar large sizes, with the numbers of pupils on roll ranging from 329 to 467.

Table 2.7 Primary schools: percentage of pupils from minority ethnic groups 2003

	Number of pupils (1)	% minority ethnic pupils (2)
1	313	89
2	329	91
3	275	65
4 (3)	n/a	n/a
5	353	65

(1) *Number of pupils of compulsory school age and above.*

(2) *Total minority ethnic pupils (excludes White British) expressed as a percentage of the total pupils of compulsory school age and above.*

(3) *Data for Hopwood Hall College unavailable.*

Source: Information for January 2003 provided by Schools Statistics Unit, DfES.

Due to rounding percentages may not match official statistics.

Table 2.7 shows that the EiC/EMAG primary schools featured in this evaluation had high proportions of pupils from minority ethnic groups. DfES data were available for four of these five schools, and for two of these minority ethnic children constituted around two-thirds of the school population; in the remaining two primary schools they made up around 90 per cent of the school population.

Considerable variations existed in the proportions of pupils categorised as having special educational needs (SEN), as shown in Table 2.8 below.

Table 2.8 Primary school pupils with Special Educational Needs 2002-3

School	SEN with statements %	SEN without statements %
1	1	23
2	1	15
3	1	21
4	2	14
5	<1	13

Source: DfES School Performance Tables

Due to rounding, percentages may not match official statistics

The school with the highest proportion (two per cent) of SEN pupils for whom they had issued statements was based in Rochdale. As would be expected, larger proportions of pupils had been categorised as having special educational needs for which a statement was not required. Almost a quarter (23 per cent) of pupils in School 1 (based in Lewisham) had SEN without statements. School 5 had the smallest proportion (13 per cent) of pupils categorised as SEN without statements; this school also had less than one per cent of SEN pupils with statements.

Even greater variations existed in the proportions of pupils that schools had recorded as having entitlement to free school meals, or having English as an additional language. Over three quarters (77 per cent) of the pupils at School 2, based in Hounslow, were recorded as having English as an additional language. Large proportions of EAL pupils also attended School 1 in Lewisham and School 5 in Manchester (58 per cent and 43 per cent respectively).

Figures which show entitlement to free school meals (FSM) provide a proxy indication of the levels of socio-economic deprivation amongst pupils and enables examination of pupils' performances to be analysed within that context. In two schools (Schools 1 and 3), both in Lewisham, over half (55 per cent and 59 per cent respectively) of the pupils on their register were entitled to free school meals.

The DfES Performance Tables for 2003 also provide details of authorised and unauthorised absence rates in primary schools (the national averages were five per cent for authorised absences and less than one per cent for unauthorised absences). Table 2.9 below shows high attendance rates at School 4, where just four per cent of the available half days were missed due to authorised absence (and there were no unauthorised absences). The school with the highest absence figures for 2003, both authorised and unauthorised, was School 3, located in Lewisham.

Table 2.9 Primary Schools: authorised and unauthorised absences 2002-3

School	Authorised absence % of half days	Unauthorised absence % of half days
1	7	1
2	4	2
3	7	3
4	4	0
5	6	1
England	5	<1

Source: Source: DfES Performance Tables 2003

ONS First Release (2003)

Due to rounding, percentages may not match official statistics

Ofsted inspections were carried out in the five primary schools between January 2000 and April 2002. Since the inspections were conducted at different points in time, a rigorous comparative analysis of schools' inspection data is not possible. It is useful, however, to consider the figures for pupil exclusions, Ofsted perceptions of teaching quality and for pupil-teacher ratios.

Exclusion figures at schools help to provide a picture of the challenges experienced at certain schools (see Table 2.10 below), especially as more recent exclusion figures are broken down by ethnic groupings. It needs to be borne in mind, however, that there can be very large variations in the exclusion numbers year by year.

Table 2.10 Pupil exclusions in primary schools 2000-2

School	Ofsted inspection date	Fixed exclusions	Permanent exclusions
1	November 2001	39	1
2	April 2002	2	0
3	February 2002	7	0
4	January 2000	0	0
5	September 2000	17	1

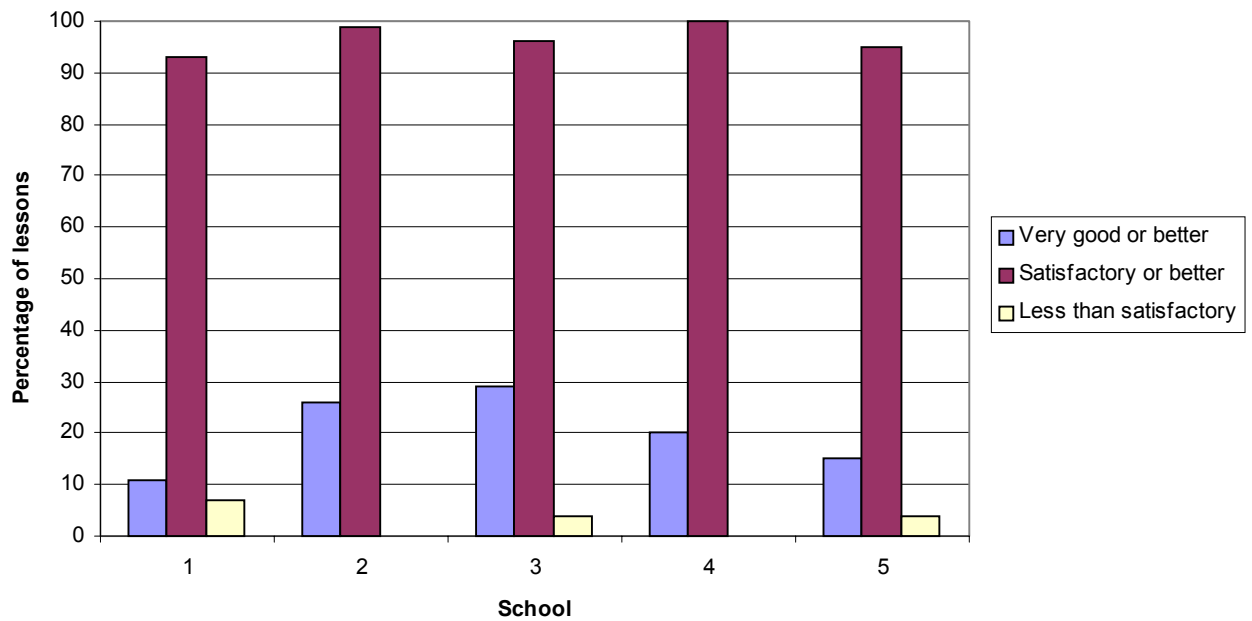
Source: Ofsted School Inspection Reports

Due to rounding, percentages may not match official statistics

Records for School 4 show that they had no exclusions in 2000. In contrast, 39 fixed-term exclusions and one permanent exclusion were recorded at School 1 in the following year (November 2001).

Findings relating to Ofsted inspectors' evaluation of the quality of teaching at the five pilot primary schools are presented in Figure 2.4 below.

Figure 2.4 Quality of teaching 2000-2



Source: Ofsted School Inspection Reports

It can be seen that in Schools 2 and 4 there were no ‘less than satisfactory’ lessons. According to the 2002 inspection report for School 3 (situated in Lewisham), 29 per cent of lessons taught at the school were judged to be ‘very good or better’. Little more than one in ten (11 per cent) of lessons at School 1 (inspected 2001), also situated in Lewisham, however, fell into the same category, showing that there can be considerable variation in perceived teaching quality even within the same local education authority.

Pupil-teacher ratios at these schools are shown in Table 2.12 below. In terms of maximum and minimum ratios, in January 2000, School 4 recorded 26 pupils to every teacher, and the following year (November 2001), School 1 recorded 17 pupils to each teacher.

Table 2.12 Primary school pupil-teacher ratios 2000-2

School	Pupil/teacher ratio
1	17
2	20
3	24
4	26
5	24

Source: Ofsted School Inspection Reports

Due to rounding, percentages may not match official statistics

Details of pupil performance in terms of Key Stage 2 test results, in these five schools, are set out in the following section, which also examines student performance patterns in the EiC/EMAG pilot secondary schools.

2.4 Performance Data 2002-2003

This section of the chapter looks briefly at the main public pupil/student performance indicators for the 27 EiC/EMAG pilot project schools for which the NFER team had complete information. It commences with an examination of the secondary school indicators (GCSE/GNVQ level), and then considers Key Stage 2 data for the primary schools. At this point it is worth reiterating the qualifying comments made in the introduction to this report. Specifically, it is worth noting once again that:

- ♦ within reason, and within the remit of the LEA action plan, the schools were free to choose the form and the content of their EiC/EMAG projects, and consequently there was much variation in the foci of the projects
- ♦ the size and age ranges of the target groups varied considerably, from just a few pupils or students through to whole year groups or even ‘boys’
- ♦ in some cases, formative evaluation was taking place and the schools were also learning from each other, so that changes of emphasis could be made as the implementation of the projects progressed
- ♦ it is unlikely that the EiC/EMAG project was the only initiative that would have been present in these schools: there are several other initiatives that could have impacted upon student attainment
- ♦ in addition to the fact that the performance data presented here may not always be applicable to the EiC/EMAG target group, it should also be noted that there may have been time differences with respect to the implementation of the EiC/EMAG projects: some schools progressed their project work very quickly, whereas others took time to find a focus and to adopt approaches for raising minority ethnic achievement.

It should also be noted that there are a number of methodological problems in terms of using cohort data of the sort presented here. The ideal would have been to have used individually-matched pupil level data to look at the value added scores for the recipients of EiC/EMAG project activities (and to remove the ‘cohort effect’), but given the various complicating factors mentioned above, this was not possible.

A useful starting point, when looking at the **secondary schools**, is to examine progress over the academic years 2001-2 to 2002-3 (though even this is limited: the usual ‘school improvement cycle’ is normally three or five years, and over a period of just two years any cohort effect is likely to be over-emphasised). Tables 2.13 and 2.14 below, set out details of the schools’ achievements with respect to two of the main public outcome indicators:

- (a) proportion of students achieving five or more GCSEs at grades A*-C;
- (b) proportion of students achieving five or more GCSEs at grades A*-G.

Table 2.13 Secondary Schools: GCSE/GNVQ Results 2002 and 2003
Percentage of students obtaining five or more grades A*-C

School	2002	2003	Difference
1	40	43	+ 3
2	34	34	0
3	53	64	+ 11
4	13	20	+ 7
5	44	51	+ 7
6	15	15	0
7	37	29	- 8
8	31	25	- 6
9	16	26	+ 10
10	44	52	+ 8
11	16	16	0
12	34	45	+ 11
13	57	63	+ 6
14	13	13	0
15	30	32	+ 2
16	32	31	- 1
17	27	20	- 7
18	26	33	+ 7
19	42	36	- 6
20	27	18	- 9
21	14	18	+ 4
22	52	46	- 6
National average	51.6	52.9	+ 1.3

Sources: DfES 2002 and 2003 Secondary School (GCSE/GNVQ) Performance Tables
Due to rounding, percentages may not match those recorded in the official statistics.

In terms of the traditional ‘academic’ performance indicator, the proportion of students achieving five or more GCSEs at grades A*-C, there has been much variation across the 22 schools. Table 2.13 above shows that 11 of the schools improved their performance in terms of this indicator, four stayed at the same level as in 2002, and seven saw a decrease. Nationally, the overall average percentage of the cohort achieving five or more ‘good’ GCSEs increased from 51.6 per cent in 2002 to 52.9 per cent in 2003 (a 1.3 per cent improvement). The average increase across these 22 schools was slightly more than this, at 1.5 per cent.

The EiC/EMAG pilot secondary schools achieving the highest levels of improvement, a ten or 11 per cent increase, included School 3 in Nottingham (which had targeted African Caribbean and dual heritage students), School 9 (also in Nottingham and with the same target group), and School 12 in Manchester (target group: Somali students). It should be stressed that there is not necessarily a correlation between the EiC/EMAG project activities (which are sometimes, by definition, limited to small numbers of students) and these improvements: but it can be said that the general backcloth at these schools,

in the first year of the implementation of the EiC/EMAG pilot projects, was one of improving GCSE/GNVQ results.

Changes in the proportions of students achieving five or more GCSEs at grades A*-G provide some indication of how the school has been catering for the needs of students at all (GCSE) ability levels. Again, as Table 2.14 below shows, there has been much variation across the 22 schools. Ten of the schools improved their performance in terms of this indicator and twelve saw a decrease. Nationally, the overall average percentage of the cohort achieving five or more GCSE/GNVQs grades A*-G decreased slightly from 88.9 per cent in 2002 to 88.8 per cent in 2003. The average decrease across these 22 schools was 0.8 per cent. The EiC/EMAG schools achieving the highest levels of improvement in terms of A*-G grades were Schools 4 (in Birmingham) and 9 (in Nottingham).

Table 2.14 Secondary Schools: GCSE/GNVQ Results 2002 and 2003
Percentage of students obtaining five or more grades A*-G

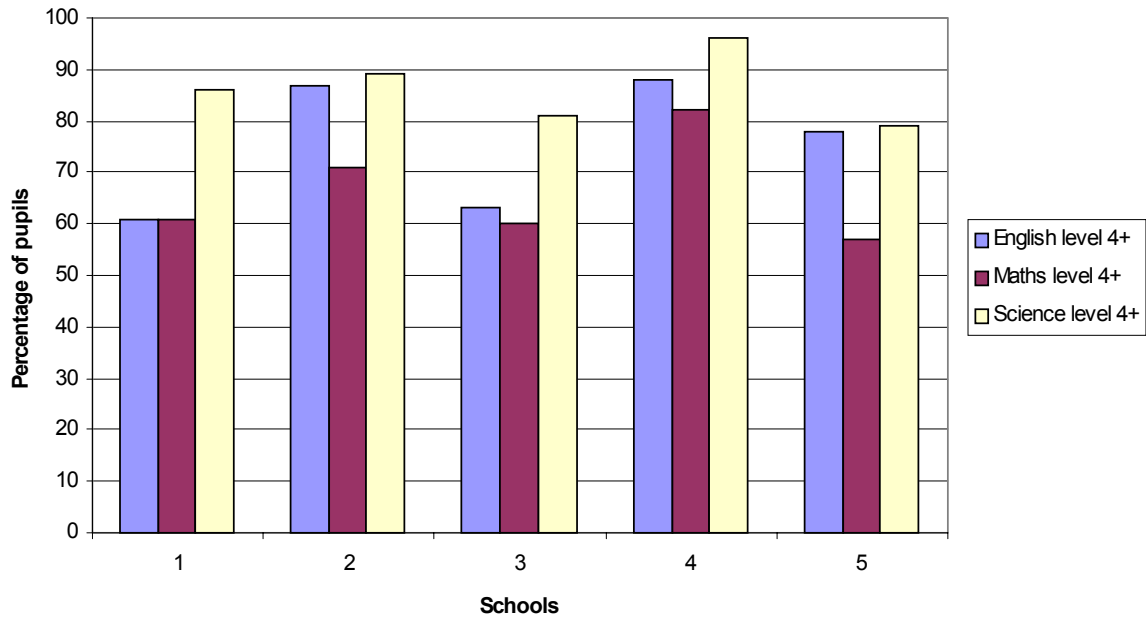
School	2002	2003	Difference
1	78	83	+ 5
2	93	84	- 9
3	96	98	+ 2
4	72	83	+ 11
5	96	90	- 6
6	61	64	+ 3
7	79	82	+ 3
8	88	87	- 1
9	58	70	+ 12
10	87	89	+ 2
11	69	63	- 6
12	85	90	+ 5
13	87	88	+ 1
14	63	62	- 1
15	87	85	- 2
16	93	90	- 3
17	90	76	- 14
18	87	78	- 11
19	93	88	- 5
20	82	77	- 5
21	82	87	+ 5
22	90	87	- 3
National average	88.9	88.8	- 0.01

Sources: DfES 2002 and 2003 Secondary School (GCSE/GNVQ) Performance Tables
Due to rounding, percentages may not match those recorded in the official statistics.

In the five **primary schools**, pupils' test results show that more than half of the pupils in each school achieved level 4 or above in their Key Stage 2 (KS2) English, mathematics and science tests in the academic year 2002-3 (see

Figure 2.5 below). In each of the schools more pupils achieved level 4 or above in science than for English or mathematics.

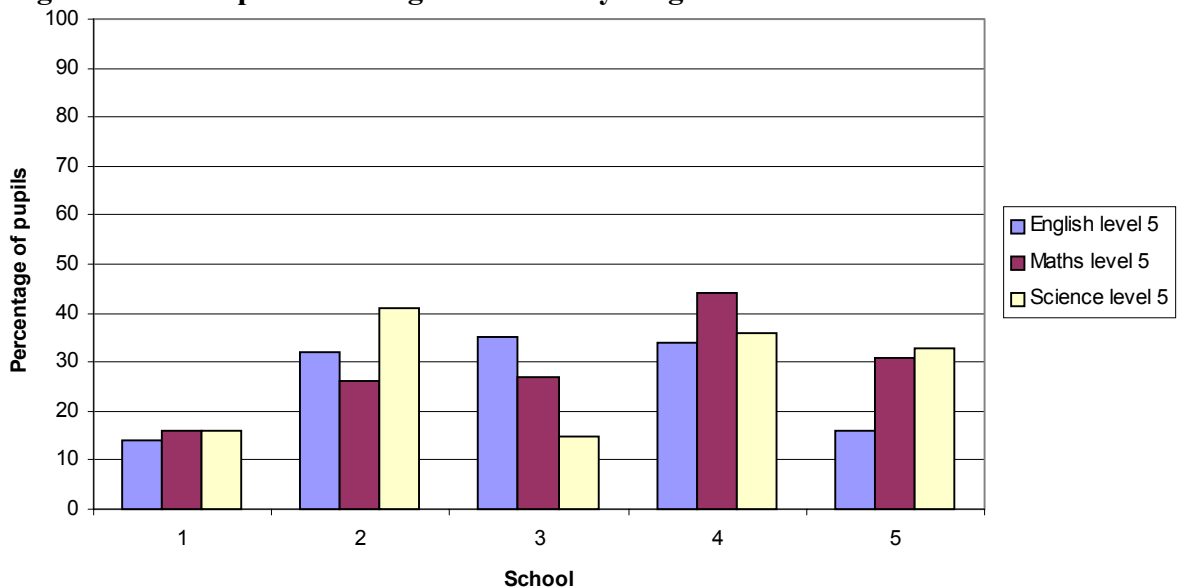
Figure 2.5 Pupils achieving level 4 and above in Key Stage 2 tests 2003



Source: DfES Performance Tables 2003

In School 4, situated in Rochdale, the vast majority of pupils (96 per cent) attained level 4 or above in their Key Stage 2 science tests. For each of the three core subjects (English, mathematics and science), larger proportions of pupils at this school achieved level 4 or above than in any of the other four schools: so in this instance, the EiC/EMAG project was being delivered in a context of relatively high attainment. Figure 2.6 below shows the proportions of pupils at each school attaining level 5 in Key Stage 2 tests.

Figure 2.6 Pupils achieving level 5 in Key Stage 2 tests 2003



Source: DfES Performance Tables 2003

Using the attainment of level 5 as a sign of high achievement, Figure 4.2 above shows that similar proportions of pupils in Schools 2, 3 and 4 (around a third) were high achievers in English tests. School 1, in Lewisham, was the only pilot primary school where less than a fifth of pupils were high achievers in mathematics tests. Indeed, School 1 had fewer high achievers for each of the Key Stage 2 test subjects.

Overall, it is difficult to make any clear assessment about the impact of the EiC/EMAG pilot projects on these broad indicators of pupil/student achievement. The indicators suggest that the attainment background for these schools was similar to national patterns, though it needs to be borne in mind that these 27 schools were, on the whole, operating in more difficult socio-economic circumstances, than many schools nationally.

At the level of the individual institution, however, there were sometimes considerable improvements in school performance outcomes, and the average improvement for the percentage of students achieving five 'good' GCSE grades was 1.5 per cent compared to 1.3 per cent nationally. As the EiC/EMAG projects progress, it would be instructive to look directly at the attainment outcomes for the actual groups of minority ethnic pupils/students involved in these projects (as opposed to those for the Year 6 or Year 11 cohort). Consideration of the 2004 performance data should also throw more light on the achievements and outcomes of this initiative.

3. STRATEGY AND APPROACH

This chapter gives an updated picture of how the projects were set up, which target groups were featured, what the project aims were and how these were changed or adapted, what the perceived barriers to learning were, and how the projects were managed as they were being implemented.

3.1 Key Findings

- ♦ Most of the schools involved used the EiC/EMAG project to build upon previous work they had undertaken (or were undertaking) in relation to raising minority ethnic achievement.
- ♦ The most frequently-mentioned aims of the EiC/EMAG projects, according to the headteachers involved, were in the areas of raising student achievement and raising self-esteem and confidence. The dissemination of good practice was also an important aim in the second year of the projects.
- ♦ It was clear that school staff had put a good deal of thought into the selection of a target group for the project: this is supported by the fact that there were only four reported instances of a change in the identification of a target group between January 2003 and January 2004.
- ♦ The main barriers to learning which were encountered (these were present in a minority of schools) were: the impact of student mobility, a lack of language skills, poor staff attitudes, lack of parental support and the influence of 'cultural stereotypes'.
- ♦ In terms of the setting up and management of the projects, schools and LEAs generally worked well together. Some of the issues faced by project managers at the early stages of implementation of the projects included: recruiting appropriate staff and setting up monitoring and evaluation procedures.

3.2 Strategies in place before EiC/EMAG

Findings from the first round of case-study interviews indicated that the EiC/EMAG projects were not being implemented in a vacuum. Projects were often based upon previous models of good practice or other, smaller initiatives which had been wholly or partially aimed at minority ethnic students. For many of the school staff interviewees, the EiC/EMAG project was a natural progression from the work that had been previously been going on. According to some interviewees, the project had provided additional funds and more staff time, and had enabled a particular focus to be identified.

Not surprisingly, most of the schools already had in place, prior to the EiC/EMAG projects, some kind of support system for the students. This was provided, for example, through English as an Additional Language (EAL) support for students whose mother tongue was not English. In some schools, a teacher responsible for minority ethnic achievement was already in place prior to the commencement of the project. Where this was the case, the EiC/EMAG teacher was able to work with the other teachers to look at ways in which classes were structured and at how things could be changed to meet the needs of the target groups.

The schools would also have been benefiting from EiC funding. Furthermore, the policy strands of EiC, to varying extents, were also being implemented in the schools. For example, some of the EiC/EMAG schools were either Beacon or Specialist Schools, and some minority ethnic children were in the EiC Gifted and Talented programme.

3.3 Project Aims

According to the 2004 headteachers' questionnaire survey returns, for the school, the main aims of the EiC/EMAG projects were to raise the achievement levels, along with the self-esteem and the self-confidence, of minority ethnic groups (see Table 3.1 below for a full list of aims). These findings are similar to those for 2003, suggesting that, on the whole, the project aims have not been changed as the projects have progressed. However, in 2003, improving levels of self-esteem and confidence (and aspirations) were only mentioned by six schools (but note that the increase in the number of references to these aims may be partly due to the change in question format, from an open to a multiple choice question).

It is also worth noting that the dissemination of good practice was mentioned as a main aim for more than half of the projects, whereas in 2003, only a small minority of schools referred to this aim. While this may also be due to change in questionnaire format (it is likely that such a difference in the prominence of this aim also linked with the fact that schools, by 2004, were considering how to sustain the project beyond the funding period, one of the ways to do this being through dissemination of good practice in the area).

Table 3.1 Main aims of EiC/EMAG projects in 2003-2004 for the school

Main aims in 2003-2004	Number of Projects
Improve the achievement/attainment of minority ethnic groups	22
Raise the self-esteem or confidence of minority ethnic groups	22
Disseminate good practice	15
Enhance teaching and learning skills	13
Increase the participation of parents/carers	13
Enhance the language development of EAL students	12
Increase the involvement with the local community	3
Other	3
No response	1
N= 25	

Base: EiC/EMAG projects for which questionnaires were received in 2004.

More than one response could be put forward.

Source: NFER headteachers' annual survey, 2004

The improvement of minority ethnic achievement was the most frequently mentioned aim for the pilot projects in both 2003 and 2004 (19 schools in 2003; 22 projects in 2004). However, other aims were also identified for sizeable numbers of projects in 2004, including developing examples of successful practice (19 projects), sharing successful good practice across schools (17 projects) and removing barriers to learning (13 projects). Increasing involvement with the local community, was mentioned in relation to three projects.

Only for a minority of projects (four projects) was there a change in aims over the period of implementation (2003-2004). The reasons for this were varied and tended to be project-specific: widening of the scope of the project (two projects), more focus on raising achievement (one project) and change from resource development to focused work by different agencies within the school (one project).

3.4 Identifying Target Groups

With respect to the identification of target groups, the evaluation has produced two main findings. Firstly, it was apparent that the schools put considerable thought into the identification of the target groups, with a strong emphasis on choosing students who were most likely to benefit from participation in the EiC/EMAG project. Secondly, it was found that, on the whole, the school staff seem to have been satisfied with their initial selection of a target group of students for the projects. Over the period of implementation of the projects only a handful of headteachers or EiC/EMAG coordinators reported making any change to their criteria for inclusion in the target group.

Responses to interview questions asked during the first phase of the case-study visits indicated that the target groups were identified through a mixture of baseline assessments, end of Key Stage tests, and one-to-one interviews with students. A paramount consideration was the need to ensure that those students who were selected were those who would benefit most from the project.

School staff were careful to consider the peer impact of the selection of target students and the selected group usually included students of mixed ability. The school staff adopted this strategy because they wanted to avoid these individuals being seen as part of a group of high profile students with a certain reputation in the school or being regarded exclusively as being drawn from a group with poor behaviour or low academic performance (see Section 7.3 for the student perspective on this issue). As one deputy headteacher explained:

We didn't want the rest of the students around the school to look at them and see them as the ones that are always getting in trouble... it had to be a mixed group where you can have different opinions and different walks of life, a mix of personalities.

The headteacher survey returns for 2004 indicated that only in four projects (the same number as in 2003) had there been any change in the identification of a target group since the action plan for the current school year had been written. One explanation given for a change in the identification of a target group was the need, retrospectively, to fine-tune the criteria used for inclusion of students in the target group (see case study in Figure 3.1). Another respondent explained that the achievement gap between the initial male target group and other male students had closed significantly, leading to the inclusion, in an expanded version of the project, of *all* underachieving boys in the year group, regardless of their ethnic background.

Figure 3.1 The evolving identification of EiC/EMAG target groups

One EiC/EMAG project was aimed at Key Stage 3 students who had not attained level 4 in English. The school staff welcomed the opportunity that EiC/EMAG afforded them to concentrate on students at this level, given that often it is only those students who are relatively new to English at Key Stage 3 who receive special support. As part of the EiC/EMAG activities, the target group received additional support through literacy catch-up sessions (on spelling, grammar and/or punctuation) according to the students' needs.

Although the aims, objectives and activities of EiC/EMAG remained unchanged, in the second year of the implementation, different criteria were applied to the selection of students. As a result of the process of monitoring and evaluation of the project, it was agreed that length of exposure to English would also be a criterion for selection to participate in the project. Consequently, in the second year of the implementation, refined criteria were applied: besides the language level criterion, students with less than five years exposure to English were also targeted.

3.5 Barriers to Learning

At the interim stage of the evaluation (i.e. after the completion of the first-round case-study visits) headteachers and other staff were asked to comment on what they considered to be the main barriers to learning for the target groups. It should be stressed that these barriers were not necessarily present across all the project schools; rather they were each identified by a relatively small number of respondents looking at the situation of students in their own school. Five main barriers were identified at this stage:

- ◆ **Student mobility** – i.e. students having to change schools because the family moved to a different area.
- ◆ **Lack of language skills** – language was also considered to be a barrier to learning for some of the target groups, especially in those cases where the focus of the project was EAL.
- ◆ **Teacher-student relationships** – in a few instances the main barrier was perceived to be the difficulty in changing the attitudes of school staff.
- ◆ **Lack of parental Support** – some teachers highlighted the importance of parental support in encouraging students to learn. As a deputy head explained: *‘I think on the whole, what is happening outside the school...for us, this is a three-way partnership... we need the parental support as well’.*
- ◆ **The influence of ‘Cultural Stereotypes’** – was also identified as an issue. For example, an assistant headteacher made the following observation about how cultural expectations were a barrier to learning faced by a group of African-Caribbean boys in his school: *‘I think there is a lot of peer pressure for this cohort not to succeed at school. There is an awful lot of pressure to play a certain stereotypical role in terms of their masculinity, but also in terms of their colour as well’.*

There was no information arising from the second round of case-study visits to suggest that views about the barriers to learning had changed (but see Chapter 11 on the key challenges to schools, teachers, students and parents).

3.6 Management Issues

From the first round of case-study visits it was apparent that the way the projects were set up depended very much on the LEA and on the action plans produced by schools. A variety of personnel were involved in establishing the projects, including EiC coordinators and EiC/EMAG programme managers, as well as members of schools’ senior management teams.

Relations between schools and LEAs were generally very good. The challenges and difficulties reported were mainly related to issues of (initial) staffing and time implications. One LEA officer pointed out that his authority faced a challenge in that the EiC/EMAG grant was the same all over the country and therefore did not take account of higher wage costs in the south

east, which made it difficult to recruit new staff. There was also a concern about '*initiative overload*' in the schools and one LEA interviewee made reference to '*initiative fatigue*' being felt among the staff in the targeted schools.

There were also some monitoring and evaluation issues: different schools had different methods for tracking the progress of students involved in the projects and LEAs had varying degrees of involvement in these processes too. One EiC/EMAG coordinator, interviewed in a second round case-study visit, suggested that there should have been '*more guidance*' on this (Chapter 5 provides more detail on monitoring and evaluation processes).

The next chapter presents interim details on the day-to-day implementation of the EiC/EMAG projects at both school and LEA level.

4. IMPLEMENTATION

This chapter explores the range of activities implemented in the second year of the EiC/EMAG projects, the distribution of roles and responsibilities amongst EiC/EMAG team members and the partnerships in place, both between EiC/EMAG and other initiatives in the schools and between the schools and external organisations. The use of funding and resources and the challenges which projects faced are also considered.

4.1 Key Findings

- ◆ In the majority of projects, target groups of students were aware of their involvement in the pilot projects. However, the extent to which the rationale for the project was explored with them varied.
- ◆ A range of changes occurred during the projects' implementation in their first year. These included the increased involvement of parents and changes in external partners.
- ◆ There were benefits associated with the EiC/EMAG coordinator also being a senior manager in the school, such as increased coordination of the different initiatives under his/her remit.
- ◆ Partnerships between EiC/EMAG and other EiC strands appeared to be the most well-developed.
- ◆ Schools tended to be satisfied with the ways in which they had deployed their EiC/EMAG funding.
- ◆ The challenges to the implementation of the projects which were most often mentioned related to time and finance.

4.2 Range of Activities

The activities carried out as part of the EiC/EMAG projects in 2003/04 were varied. They included study support, in-class support, work with mainstream teachers on areas thought to contribute to the achievement of the target group, casual lunch-time discussions with students and more formal one-to-one mentoring. There were also poetry and other workshops with external professionals and events such as a sports competition and visits to the theatre. This variety of activities reflects the provision presented in the Interim Report (Mann *et al.*, 2003) which reported on the pilot projects in their first year.

The areas covered by the activities were also varied. For instance, some sessions focused on transition to secondary school, future plans and aspirations, and others focused on developing oracy or on drug awareness. Extra class activities took place both during and after school. Some happened

on a weekly basis, others monthly and others were one-off events. In most case-study schools, a combination of approaches was used.

The survey revealed that, in the majority of projects (18), the target groups were aware of their involvement in the pilot projects. They were made aware of their involvement by staff who talked to the children (eight projects), through formal introductory sessions or meetings (six projects), letters, pamphlets or contacts with parents (six projects), as well as through the evaluation process (e.g. student questionnaires) and mentoring sessions. As far as parental awareness is concerned, in most cases, the parents or carers of the students involved in the pilot projects were informed of their participation (19 projects, which is relatively more projects than in 2003, when this had happened in only half of the cases).

The case studies reflected the fact that, although in most cases students were aware of their involvement in a particular project, not all schools decided to make the children aware of the fact that they were part of a particular project:

There's no need to make a big issue of it because we're not asking anything special of them... We're just asking for more [oral work] than we would normally... I don't know if they [the students] are aware that they actually get a lot more support... it's just normal for them.
(Project practitioner)

Associated with this, there was variability on how openly staff talked with the students about the project aims and achievement data. In two schools there was evidence of a high degree of openness. For instance:

I am quite open with the students and I talk to them about, statistically, how they're doing, how we sort of hope them to do...I am quite specific with the students. I tell them what I'm here for... I tell that I'm here to get them to speak more in the language of the subject and start using academic English and they know that, and they seem to like it... they notice me making marks in their groups and talking to them about punctuation and grammar... (Project practitioner)

According to the survey, parents had been involved in only nine of the 25 pilot projects surveyed (a smaller proportion than in 2003, when 12 out of 26 respondents reported that this had occurred). In three of those projects, this involvement had been developed since the previous year. The projects which involved parents did so in a wide variety of project-specific ways. For instance, in some cases this was through the provision of computers for use by whole families, encouraging parents to read to their children at home by sending them reading lists and workshops to introduce the project and generate interest.

Case-study interviews indicated that, in relation to the previous year, there was a range of changes in the projects' implementation in at least half of the schools visited. These were mainly the addition of new activities, for both target students and their parents, and some concerned practical adjustments to

the delivery. For instance, one school decided to start running some of the activities after school hours. This was because some of the students were falling behind in their school work due to missing lessons. Also, teaching staff were often unhappy about releasing the students.

In schools where the parents of EiC/EMAG students were involved in the projects, staff were planning to maintain the same sort of contact they had in year one (contacts by letter, newsletters, telephone and home visits) but they were also seeking to intensify this parental contact. In one school, an evening workshop was being planned for the early part of the year to help the parents assist their children. In another, staff were planning to organise monthly sessions with parents (see case-study Figure 4.1). A school, whose EiC/EMAG project focused on transition, organised meetings with parents to support them in this process. Moreover, the school was planning to involve more parents who were established in the area to support newly-arrived parents of the same background. This was because, from experience, the coordinator knew that the latter are more amenable to visiting secondary schools if accompanied by someone who both speaks their language and has good English.

Figure 4.1 Enhancing Parental Involvement

In one of the schools visited, the EiC/EMAG project aimed to enhance the achievement of African-Caribbean heritage pupils by supporting the students through the pastoral curriculum, the provision and development of appropriate materials and strategies, and parental involvement.

In 2002/03, the focus was on the first two and it was felt that parental involvement was a weak strand, with contact with parents being merely through letters. Therefore, in 2003/04, a plan was devised to develop this strand. It involved organising a monthly, evening drop-in session for parents of African-Caribbean pupils. The session would take place in a local community centre, perceived to be a neutral site and which would enhance the likelihood of parents coming. The need for such a neutral place was felt because parents may often have had negative school experiences themselves and may be used to mostly receiving negatively charged information from schools (e.g. concerns about their children).

Prior to the organisation of the first session, questionnaires were sent out to parents to find out what parents would like to gain from the sessions and how formal they would like them to be, to then tailor them accordingly.

Some of the changes to the implementation of the projects were made in response to feedback received and analysis of monitoring data. In two schools, students who had been involved in the project were going to be either mentoring or sharing their experiences with those who were now taking part in it. In one case this was in response to some of the students' requests for peer mentoring. There were also two more schools where changes to the activities, such as the provision of more drama activities, were made in response to the feedback of the target groups and/or the suggestions of parents relative to the previous year's activities.

Other changes to activities compared to last year's projects were more fundamental, given that they concerned the focus of the activities. In one school, it was felt that the first year of the project had been a time when efforts were concentrated on '*getting started*', whereas in 2003/04 efforts would be mostly made in the area of dissemination (through staff INSET days, both in the school and at LEA level). In another school, it was decided that some of the EiC/EMAG project's provision, which concentrated on developing confidence and self-esteem, overlapped with other provision in the school. Therefore, the school was working on '*a more rigorous academic programme*', covering study skills and approaches to examinations.

Finally, in one school there were changes to the content of the curriculum and the activities, including the integration of more activities in the area of '*Black History*', such as asking students to find out about the history of their families.

4.3 Staff Roles and Involvement

During the case-study visits, the senior manager with responsibility for the EiC/EMAG project in each school was interviewed. When this was not the headteacher, it was someone whose remit covered either the school's EiC projects, the student support network in the school/college, or areas which could affect or were linked to the EiC/EMAG project, such as the curriculum, timetabling and Key Stage 3 Strategy. Most said that they were kept informed about what was going on in the project, though only in one case did the senior manager mention very frequent (daily) meetings with EiC/EMAG staff who provided information about the activities and the students who were taking part in them.

The position of EiC/EMAG coordinator was held variously alongside headship of the Ethnic Minority Achievement department, support teaching, headship of the EAL Department, coordination of EiC areas, headteacher or other senior management position in the school. The overlap of responsibilities appeared to be particularly beneficial in the case of one coordinator whose senior management remit included the oversight of the Gifted and Talented and the Aimhigher strands of EiC. This stimulated close collaboration between all of those working on minority ethnic achievement, making the different efforts in the area both effective and efficient. Although the width of his remit did not enable this coordinator to continuously concentrate on each of the projects which he oversaw, this did not affect the implementation of EiC/EMAG. This was put down to the impressive performance of the EiC/EMAG team: '[They] *can run it themselves*'.

Coordinators tended to describe their role as one of '*day-to-day*' management of the projects. Their responsibilities included making decisions about how to allocate proportions of funding to different sorts of resources needed, and liaison with the senior management team, other partner schools, the LEA (staff and steering meetings) and other external agencies, as well as selection of the target groups, keeping school staff involved (e.g. through school year or

faculty meetings) and training staff. In some schools, the responsibility for attending department meetings to talk about the project or to decide on the resources to be used was also shared with project practitioners.

As far as monitoring and evaluation were concerned, coordinators mentioned being involved in setting targets and checking whether these were achieved by the students, gathering data and keeping records, analysing these and discussing results with their managers (see also Chapter 5). Some project practitioners also mentioned being involved in monitoring and evaluation, for which they gathered data. On the other hand, the senior managers' responsibilities in this area were not hands-on. Rather, staff on the project, particularly the EiC/EMAG coordinators, tended to feed information back to them. In one school, the role of one project practitioner whose particularly developed as far as providing information to senior management was concerned:

She is there almost as a link person to encourage the children to work with the rest of the school... Students who work on the project, because they work so closely with her, they have got to know her, they have a lot of trust in her, they will go to her for advice... and she will give us different points of view... if we're looking at an exclusion [of an EiC/EMAG student]...then I would go and seek out [teacher] and... she will bridge the gap for us [and give us the larger picture regarding the student]. (Senior manager)

Hands-on involvement in the project's activities was reported by two EiC/EMAG coordinators. For one of them, this constituted a change in relation to the coordinator's responsibilities in the first year of the project. She said that the time spent with the children in the classroom had helped her be able to see both sides of the project: *'I am getting to know the students much better. I am much more hands-on this year, which is good'*. One other type of change in relation to the roles of the EiC/EMAG coordinators surfaced in the interviews: in two schools dedicated time had been agreed in this second year for their role, in recognition of the time involved in the coordination activities. Finally, one coordinator emphasised that her role would be widened this year as more emphasis would be placed on dissemination of practice (e.g. organisation of training for other teachers in the school and the LEA).

4.4 Partnerships

In the first year of their projects, some case-study schools had established links with outside partners to help them attain the objectives of their EiC/EMAG projects. These included contacts with organisations which had their own programmes and drama groups, and writers who ran workshops with the children on a variety of topics.

For instance, one project included an after-school activity in which Black professionals spoke about their experiences and careers. Drawing on such community resources was perceived to be valuable by a member of staff:

If you've got role models, if you've got solicitors, if you've got doctors that come in and say well, hang on, I drive a Mercedes and I still dress like this and I still use your kind of slang and I still listen to the same kind of music. I've got an education, but it's been hard work...it has to be a good thing.

At another school, talking about activities with community organisations, a student said: *'I would say the most important part is that they tell us about themselves, especially what they had to go through to get as high as they are'*.

There was evidence from the case studies that, in 2003/04, adaptations were being made to the format of these partnerships. In one school, a new external partner was found because it was felt that the target group required more academic input than that provided in the first year of the project. This school also sought to establish a different relationship with the new partners. Whereas in the first year there had not been enough monitoring of the partners' work and of how it fitted in with the aims of the project, there was now more dialogue with the new partners to ensure greater mutual understanding and that work was done in collaboration to produce a programme which was suitable for the students. In another school where professional writers had been contracted to run workshops the previous year, the coordinator was seeking to establish links with a local higher education college whose drama students might be able to collaborate with the school. It was expected that this would lead to being able to run workshops more economically, in a fashion which would be sustainable beyond the period of funding.

There were links between the EiC/EMAG and other strands of EiC within many schools, as also found in the first year of the implementation of the projects when, for instance, it became apparent that linking the two initiatives could help raise awareness of issues of race and ethnicity in schools. Links were mainly in the form of EiC/EMAG students and parents attending EiC activities. In addition, there was evidence that, in some cases, EiC Learning Mentors staffed EiC/EMAG activities, which enabled the EiC/EMAG projects to capitalise on their expertise. Indeed, in one case-study school, the EiC Learning Mentor who was also working on EiC/EMAG considered that his EiC training on transition had helped him with his EiC/EMAG work in the area. Additionally, there were three schools where the support of the Learning Mentors was made available to EiC/EMAG children, where the need arose. In a further school it was felt that this would be desirable but it was reported that the Learning Mentor could not easily give up the time required.

In the school where the EiC/EMAG coordinator was also a senior manager with responsibility for numerous other initiatives in the school, there appeared to be very close links between EiC/EMAG and other EiC-related strands or

initiatives (Aimhigher, Gifted and Talented, Learning Mentors). The school was working in a coordinated way and, where initiatives were happening at the same time and with similar targets, EiC/EMAG students were invited to participate in EiC activities as appropriate. One interviewee said: *'we thought, let's try and work with all these projects in a coordinated way, so we make use of their funding, their resources, their staffing, their activities... to widen the variety and spread of the activities that you can offer'*.

There were some issues associated with linking EiC/EMAG and EiC efforts which needed to be taken into account. In one school it was pointed out that caution is needed if there is not to be too much overlap between the initiatives, and resources are therefore not overused. In another, the coordinator said *'it's just a question of making sure that one individual doesn't get so much help that they are overwhelmed, while another is left floundering, and you target your support appropriately'*. In one school mention was made of the fact that linking the EiC/EMAG and the EiC initiatives had been difficult. This was due to there being no joint management of the EiC and the EiC/EMAG initiatives, which were attached to different faculties.

In many case-study schools, it was believed that there was an overlap between the EiC/EMAG projects and the Key Stage 3 Strategy. As one assistant headteacher put it:

there might be a difference in emphasis and you cover different bits of ground, but... methodology is going to be the same, [because] good teaching strategies for teaching...young people per se are going to be good strategies for teaching African-Caribbean boys who might be disaffected.

In another school, the coordinator highlighted that EiC/EMAG staff at his school have received training and learned about styles of delivery that they can use, including *'activities of self-awareness, self-esteem, self-confidence, so... they are almost part of the strategy as well in terms of teaching and learning styles and delivery'*. It would therefore appear that gains from EiC/EMAG, in terms of staff training for instance, are likely to support the implementation of the Key Stage 3 Strategy in the schools.

In addition, links were made in some schools with the Literacy Strategy for students and for families (e.g. with the participation of both EiC/EMAG and non-EiC/EMAG students in drama workshops and some of the transition work being done in family literacy time). On the other hand, in one school there were close links between the pastoral team and the EiC/EMAG team, which enabled both teams to make referrals to each other and keep each other aware of what was going on with specific students.

Finally, it is worth noting that, as mentioned in the Interim Report, schools had in general established good relationships with LEAs, who provided advice and support (e.g. regarding the selection of pupils for participation in EiC/EMAG projects and the design of activities). In one school, the headteacher felt that

the LEA '*have really supported us well in the training area*' in terms of INSET provided.

4.5 Funding and Resources

According to the survey, in most cases (22 projects), the LEA had devolved EiC/EMAG funding to their schools. This was similar to the findings of the 2003 survey. The EiC/EMAG grants to schools tended to be amounts of less than £10,000 (16 projects), but in five cases they equalled or exceeded £10,000, up to a maximum of £40,000. The main areas in which this funding was spent by projects were human resources (18 projects), events for parents/carers (16 projects), material outputs (14 projects), in-school activities (12 projects), training (12 projects) and time to plan and organise the project (ten projects). In 2003, the area in which devolved funding was most frequently spent was also staffing (e.g. specialist support and supply cover).⁸

Seven of the 25 projects surveyed expected to receive funding in the future, three did not. (Fourteen respondents gave no response to this question.) The amounts expected by the seven projects which anticipated further funding were in the same range as above. As for the three projects for which no further funding was expected, in two the LEA would be supporting the delivery of the project in the school by providing additional staffing.

Since the projects began in 2003/04, eight of the 25 projects had acquired additional resources, a smaller proportion than in 2003, possibly due to most projects being in their second year and therefore being able to utilise resources previously acquired. Most of those eight projects had obtained learning materials (five projects), while others had purchased computer equipment or sought the collaboration of extra-curricular facilitators. In most cases, these resources had been acquired with the support of the LEA.

Information obtained from the case-study visits suggested that schools were satisfied with how they had been using their funding to date. Furthermore, partnerships between different initiatives in the school were seen in some case-study schools as an effective way of using resources (see case-study Figure 4.2).

⁸ The other types of spending tended to be mentioned more often in 2004 than in 2003, which could be partly due to the change in question format from an open question to a multiple choice one. However, in some cases, such changes would also be due to actual modifications in the implementation of the project.

Figure 4.2 Partnership between EiC/EMAG and the Learning Mentor strand of EiC

One EiC/EMAG project in a primary case-study school aimed to assist EAL and late-arriving students and their families with the transition to secondary school. A part-time EiC Learning Mentor, who had acquired skills for supporting students and parents with transition as part of his EiC training, played the key role in this project. Part of the EiC/EMAG funding was used to make him full-time, which had the advantage of enabling him to organise his own work more flexibly to the benefit of all the activities in which he was involved.

As part of EiC/EMAG, the Learning Mentor carried out activities in the area of transition which no other member of staff would have been able to undertake, namely establishing contacts with a local secondary school. This involved meeting staff at the school and organising open days for families. Support was also provided to parents (e.g. information about the transition process and help with filling in forms) and to students (through one-to-one sessions where appropriate). Although the support and activities provided were available to all students and families in the school, particular efforts were made to make contact with and engage the EiC/EMAG target groups.

4.6 Challenges

Survey findings indicated that the limitations of the 2003/04 pilot projects which were most often mentioned were time- and finance-related (see also Section 11.2). Reflecting this, during the case-study visits, many references were made to these types of challenge, which were sometimes closely linked. Indeed, one coordinator commented: *'Time [is a challenge]. This is a small project in terms of money. Therefore, we have not been able to employ someone to take on some of the teaching and some of the administration work associated with the project'*.

There were diverse types of time-related challenges faced by the case-study schools. In two schools there were issues relative to the availability of the target students and fitting in project activities. For instance, in one school the Saturday sessions clashed with other activities and, although the students' commitment to the project was not in itself an issue, maintaining attendance to that session was a challenge for some students. As one member of staff pointed out, students were faced with questions such as: *'is it more important that I do Saturday session or I represent my football team?'* (see Section 11.3).

In most schools, finding sufficient time for activities essential to the running of the project (liaison, coordination, planning, administration and/or management activities) was challenging. For instance, in one school there were difficulties finding *'time for liaison with the partner teachers that we are teaching with'*, particularly as this school's day had changed accentuating this further. As reported above, there were schools where this had been recognised and time had been allocated to coordinators for these activities. There were also time limitations impinging on the delivery of the activities. For instance,

in one school where the students showed interest by doing more drama, it was thought that doing it with large groups would place too many demands on teacher time, so this was done with a small group.

Challenges that were not related to time were also highlighted in the interviews. In one school, the institution's own characteristics and circumstances were thought to pose a challenge to some aspects of the project. Due to the many new arrivals with little or no English to the school, *'there's a lot of pressure from all staff for us to be involved in supporting the beginners, whereas this project is targeting the more able underachieving students who already speak English [and who] are not that obviously failing...'*

Getting the teachers on board also represented a challenge in some circumstances. A project practitioner who had developed a relationship of trust with the students said *'it's basically trying to get other people to recognise why students want to come to me'*. She felt it was possible that some teachers might feel that she is *'stepping on their toes'*. In addition, in one school there were changes in the mainstream teachers with whom EiC/EMAG staff were working. Although this was positive because working with new teachers enhanced the dissemination process, it was also time-consuming. *'[They] have not worked on this project before, so it's a bit like starting all over again'*.

The case studies revealed that schools faced diverse challenges regarding staff and external collaborators. Finding local professionals such as art therapists and writers to come and work with the children, was not always straightforward. *'You need to get together a group of people with expertise in those innovative areas but who also understand the whole agenda [behind the project]'*. Another coordinator mentioned the fact that such professionals can have busy agendas and are expensive, making it difficult to organise sessions.

Other challenges mentioned were:

- ♦ the fact that in one school project practitioners felt that students were still not willing to trust them because they had been let down in the past
- ♦ establishing links with the parents of target children and getting information to them about transition
- ♦ being clear about the selection criteria for the students
- ♦ finding resources concerning mixed heritage children
- ♦ in one school, accessing IT facilities: *'a lot of this project relies on getting into the IT suite, [but] it's completely timetabled out'*.

Despite many challenges having been mentioned, not all interviewees considered that there had been challenges associated with implementing their project. In one school, the coordinator considered that there had been no challenges regarding its management. This was attributed to the fact that there was a programme which was structured enough to be followed through quite closely and to the fact that project staff had demonstrated initiative and self-management skills.

5. MONITORING AND EVALUATION

This chapter focuses on the monitoring and evaluation that was taking place in the project schools. Examples of monitoring and evaluation activities are given and difficulties in evaluation processes are also discussed. The chapter finishes by examining the nature of the feedback process in some of the EiC/EMAG projects. The discussion draws upon both the survey findings and the interview responses.

5.1 Key Findings

- ◆ The majority of schools had monitoring and evaluation procedures in place.
- ◆ Staff views on impact and examination and test results were the types of data which were collected by the greatest number of schools.
- ◆ Most headteachers had received feedback from staff and students involved in the projects and had acted upon it.
- ◆ The degree of involvement of LEAs in monitoring and evaluation varied from in-depth approaches to more light-touch, informal methods.

5.2 Monitoring and Evaluation by Schools

There is evidence that the schools were reasonably active in terms of monitoring and evaluation: responses to the 2004 headteachers' survey indicated that, for all but one the 25 respondents to the survey, monitoring and evaluation activities had either taken place or were planned. A preference for increasing student participation in the project's activities was the main reason given by the headteacher in the project which had not yet embarked on evaluation activities.

Evaluation and monitoring for the remaining 24 projects was most often (to be) carried out by the EiC/EMAG team (17 projects) and/or senior management (head of department or above) (13 projects). Other individuals involved in this activity in three or fewer projects included Learning Mentors, the LEA EiC/EMAG coordinator or another LEA officer.

Analysis of the 2004 survey returns showed that the two most common forms of evaluation and monitoring data which had been or were going to be gathered in most projects were, firstly, staff views on the impact of the pilot projects on students, followed by, secondly, the examination or test results for individual students. Over half the projects were also using other types of evaluative information, such as the students' own views, or behaviour records.

Thus there was a mix of qualitative and quantitative types of data and of sources of information (see Table 5.1 below).

Table 5.1 Types and sources of data (to be) used as part of monitoring and evaluation

Monitoring and evaluation information	Number of Projects
Staff views on project impact on students	22
Examination/test results for individual students	20
Student perceptions	18
Individual exam results against a baseline	17
Samples of students' work	15
Staff views on project implementation	16
Records of attendance of classes	14
Behaviour records (e.g. sanctions and rewards)	13
Parental views	11
Attendance of extra-curricular activities	9
Other	4
Monitoring and evaluation not planned or taking place	1
N = 24	

Base: EiC/EMAG projects for which questionnaires were received in 2004.

All those projects for which monitoring and evaluation was/will be carried out.

More than one response could be put forward.

Source: NFER headteachers' annual survey, 2004

The information tended to be collected on an annual basis (13 projects), but there was also termly (nine projects) and on-going (seven projects) collection. Some projects were also collecting data twice yearly and at the end of Key Stage.

These findings are generally consistent with those of last year's headteachers' survey, when the majority of schools were found to have carried out some form of monitoring of their pilot projects and to have plans for future monitoring. Half of those having such plans said that this would involve analysing and tracking students' results, the most commonly mentioned monitoring method in 2003. In 2004, more projects than in 2003 mentioned all other types of data gathering, which may be due to the fact that projects were in their second year and monitoring and evaluation may have received more attention relative to implementation issues.⁹

The headteachers' survey also included a question about how monitoring and evaluation information was going to be used. In most cases, information collected had been (or will be) used to provide feedback to staff on the pilot

⁹ This difference, however, could have been due to the change in format from an open question to a multiple-choice question, with respondents being better able to remember all the aspects of their evaluation and monitoring processes as they encountered them as part of the multiple choice items.

project (13 projects) and to feed back findings to the LEA (13 projects). Other common uses of the data were providing feedback to the school's senior management team (12 projects), to students (eight projects) and governors (seven projects), and informing the development or the improvement of the project (eight projects). Other uses of the data, in each case mentioned in relation to only a few projects, included informing school-level improvements, feeding the information back to the EiC/EMAG steering group and the publication of an article in a local newspaper on the success of the EiC/EMAG project.

Most schools appear to have developed a degree of confidence in terms of collecting and using data in relation to the EiC/EMAG project. Only five respondents in the 24 projects for which monitoring and evaluation had either taken place or was planned, reported experiencing (or anticipating) difficulties had been experienced in this process. The difficulties mentioned by individual projects referred either to specific circumstances in the schools (for instance, the eminent closure of the school or the high mobility of its population), or to issues related to the monitoring and evaluation process itself (the need for staff training, the fact that an in-house process may be '*too cosy*', the challenge of monitoring the motivation and confidence of students). It is noticeable that all of these are issues that could be encountered in *any* monitoring and evaluation process, i.e. they are not issues that are specific to EiC/EMAG projects.

5.3 Feedback Processes

The headteachers' survey provided an opportunity to ask whether feedback relative to the EiC/EMAG projects had been received and whether the feedback had been acted upon (in the context that it is now fairly well established that one of the characteristics of good or improving schools is that there is regular, *active* use of evaluation data).

Questionnaire respondents indicated that they had indeed received feedback relative to the pilot projects from a range of individuals. For most projects, feedback was from staff and/or students who were directly involved in the projects, and this had, in the majority of cases, been acted upon (as shown in Table 5.2 below).

Compared to 2003, in 2004 the provision of feedback from students directly involved in the projects was considerably more widespread (nine schools in 2003, 20 in 2004), while feedback from parents was reportedly received in slightly fewer cases in 2004 (13 schools in 2003, nine schools in 2004). The high number of projects involving students suggests that, in line with what is probably a national trend, these schools have placed an emphasis on the 'student voice'.

Feedback had mostly been received informally (e.g. 'verbally', through discussions). In some cases, however, there was mention of formal sessions and meetings (e.g. planning and evaluation meetings) and other formalised

methods for feedback gathering, such as questionnaires and reports on classroom observations.

Table 5.2 Feedback received: source, whether acted upon and how obtained

Feedback regarding the EiC/EMAG Pilot Projects	Staff directly involved	Students involved	Staff not directly involved	Parents/ carers	Students not involved
Feedback received	24	20	10	9	5
Acted upon ¹⁰	16	15	9	6	4
Received informal	27	13	6	9	2
Received through formal sessions / meetings	8	5	3	3	0
Received through other formalised methods	4	9	0	1	3
N = 25					

Base: EiC/EMAG projects for which questionnaires were received in 2004.

Figures are numbers of projects.

Question on how the feedback was obtained: more than one response could be put forward.

Source: NFER headteachers' annual survey, 2004

5.4 Examples of Monitoring, Evaluation and Feedback Activities

This section of the chapter provides examples and a case study of how these processes were actually being implemented in the schools. It makes use of examples given in the school staff interviews and of spreadsheets or record sheets provided by some of the schools featured in the case-study visits.

The following case-study provides an example of how one school's staff were collecting information and acting upon it.

Figure 5.1 Active Monitoring and Evaluation

A Learning Mentor described how the EiC/EMAG staff carry out reviews of progress every two weeks, set targets and keep in touch with tutors. Each meeting with the students is logged, along with details of telephone calls or visits to parents. The staff carried out an evaluation last year and the Project coordinator is going to combine the various reports for the DfES. Activities and progress are also recorded on a spreadsheet. The results of monitoring revealed that the (Asian) target group, in particular the Pakistani students, had made good progress. As a result of this, the Learning Mentor said, many other students who are not involved in the EiC/EMAG project have asked to take part.

¹⁰ The question as to whether feedback from staff directly involved in the pilot projects had been acted upon was accidentally omitted in the e-mail version of the survey questionnaire. This affected four survey questionnaires for which there is therefore no information on this question.

All of this, along with the suggestion that student achievement received more of a priority in 2004 compared to 2003, suggests that the majority of schools were becoming increasingly aware of the importance of the data collection process, and of acting upon the data in ways which could benefit the teaching and learning of minority ethnic students.

5.5 Monitoring and Evaluation by the LEAs

For many schools there was an additional layer of evaluation activity, arising from the work of the LEA. Telephone interviews with officers in the ten LEAs with EiC/EMAG projects, carried out in the autumn of 2003, revealed that eight of these were carrying out monitoring and evaluation activities in some form. Four of these described in some detail how they carried out a considerable range of in-depth evaluative activities, while a further four mentioned what might be described as 'light touch' evaluation work. Two LEAs did not carry out any monitoring or evaluation of the EiC/EMAG projects (see also Section 6.2).

Four respondents indicated that their LEA collected detailed data, in both quantitative and qualitative forms. One, for example, said that, *'The LEA has played a regular role in this, for example through regular meetings with the staff involved. It also collects monitoring data on students'* (this interviewee actually felt that the two schools were actually *'inundated'* with evaluation). Another respondent echoed this comment: *'The LEA plays a direct role in this'*. The data collected in this particular LEA ranged from examination results to student opinions as expressed on an evaluation form.

The 'lighter touch' evaluation activities included occasional visits to the schools, assistance with school target setting, end-of-project conferences, making assessments of progress at steering group meetings, and short evaluative questionnaires for students. Two of the LEA officers did not carry out any evaluation of the projects. One of these indicated that *'The LEA plans to play a role'*, and the other explained that *'There is no formal evaluation process...I don't know if they [the schools] have a structured monitoring and evaluation system, but I visit the schools now and again'*.

6. THE LEA PERSPECTIVE

This chapter, based upon researcher visits to each of the LEAs involved, and follow-up telephone interviews, presents the viewpoints of LEA officers regarding the EiC/EMAG projects. This includes discussions of the LEA role and of the main challenges arising from the implementation of these projects at LEA level.

6.1 Key Findings

- ◆ The type and degree of LEAs' involvement in different EiC/EMAG projects varied both within and between LEAs.
- ◆ Most LEA officers thought that the funding allocated to the EiC/EMAG projects was being spent effectively.
- ◆ LEA interviewees identified various challenges involved in the implementation of the pilot projects. These included staffing the project in the schools, project sustainability, and the short-term nature of projects.

6.2 The LEA Role

Each of the LEAs overseeing the EiC/EMAG projects in schools was visited by a member of the NFER research team between October 2002 and February 2003. In addition, a follow-up telephone interview was carried out by November 2003, to ascertain how the LEAs viewed the projects, their implementation and their impact, some months into the programme.

As would be expected with a project that took various forms and emphases within schools, the LEA role also varied according to local priorities (for a list of projects by LEA, target group and project aims see Appendix A). An analysis of LEA EiC/EMAG Action Plans revealed examples of local variations:

- ◆ the number of schools involved in each LEA varied from one to 12 (and the EiC/EMAG budget was spread accordingly)
- ◆ normally, both primary and secondary schools were involved within an LEA
- ◆ there were variations in the degree of LEA involvement
- ◆ there was a considerable range of target groups.

The interviewees were asked how their LEA supported schools implementing the EiC/EMAG projects. Forms of support varied considerably and there was no obvious common theme in the answers given to this question. Forms of support mentioned (each mentioned by one LEA interviewee) included:

- ◆ coordination of the project
- ◆ provision of information
- ◆ financial support (over and above EiC/EMAG)
- ◆ identification of expertise
- ◆ provision of out-of-classroom support for students
- ◆ assisting with monitoring and evaluation
- ◆ assisting with transition/transfer from primary to secondary school
- ◆ going into schools to examine how data is used: *'I get them to look at what the... results by ethnicity look like'*
- ◆ providing clarity: *'The most common thing is clarity. With lots of initiatives underway schools find it difficult to focus on one thing. I sometimes need to go through the process with them'*.

Most of the LEA officers had visited the project schools at least once. One or two maintained contact by telephone only, others visited the schools every half-term. One respondent explained that there were varying levels of contact: *'...some schools have simple projects which are easy to manage, others have more complex projects... some have better management than others, so the level of intervention is less'*. To a large extent, the level of LEA involvement was shaped by the needs of individual schools.

In the majority of LEAs, EiC/EMAG project funding arrangements had not changed since the beginning of the project. Most LEAs simply shared the funding out between the schools (*'We were guided by headteachers in the schools on this'*, said one interviewee), though one shared the money out on the basis of the implementation of particular activities, and another asked their schools to make bids.

Two LEA officers, however, did mention changes in funding arrangements. One indicated that less money had been spent on an advisory teacher, and more on an external worker who went into schools, whilst another observed that the funding had been more spread out (across twelve months rather than eight months) in the second year of the project.

Eight of the ten LEAs reported that they were conducting EiC/EMAG monitoring and evaluation activities in some form. These ranged from a full mix of in-depth statistical and qualitative evaluation (including open questions for students and staff), through to 'light touch' occasional visits to the project schools. Two LEA officers said that they were not conducting formal monitoring or evaluation activities, though one had plans to introduce these in the future (see also Section 5.5).

6.3 LEA Officer Perspectives

In the telephone interviews the LEA officers were asked about their specific roles and responsibilities. These reflected the variations in LEA involvement mentioned in the previous section. Most LEAs were at the ‘light touch’ end of the spectrum, with officers making comments such as: *‘I have a facilitating role more than anything else’*, or *‘I co-ordinate the LEA’s involvement’*. At the more engaged end there were a minority who made comments such as: *‘The LEA keeps the schools on track and provides an opportunity for sharing good practice’*.

There was also a considerable range of variation in interviewee job titles, including Team Leader for Pupil Diversity, EiC/EMAG Consultant, Chair of the EiC/EMAG Steering Group and EiC/EMAG Project manager. The last of these was the most common job title. None of the LEA officers interviewed had solely a dedicated EiC/EMAG role. In other words, they tended to have additional, but overlapping roles, e.g. working with community groups, overseeing evaluation and monitoring, raising achievement. One respondent had *‘thematic responsibility for black achievement... across [the city’s] districts’*.

Each interviewee was asked what support was available to them, as the EiC/EMAG coordinator for the LEA. The most frequently mentioned sources of support were LEA colleagues, followed by the DfES EiC/EMAG team (who were described as being *‘very good’*, *‘very approachable’* and as having *‘good communications’*) and the EiC partnership. One respondent mentioned *‘help from the local community’*.

It was apparent that some respondents worked predominantly on their own on minority ethnic issues. One pointed out that she was the only person working on *‘Black achievement’* issues, and another said that she *‘does not have much support’* from any other source. The latter respondent also commented that the DfES: *‘should have provided better guidance on what was required in terms of reporting’*.

All but two of the LEA officers interviewed took the view that the EiC/EMAG project funding was being spent effectively. One indicated, for example, that *‘The money is being spent effectively as the programme is embedded into the EiC partnership... Any ideas, resources or strategies can be shared’*. Another suggested that the school’s national test results have *‘proved’* that the money was well spent:

Eighty-seven per cent of boys who wouldn't have been expected to get level 4 actually achieved it. The improvement is due to the project as it targeted the disaffected and children who were recent arrivals with poorly-developed literacy skills.

One interviewee, in response to our question about whether the EiC/EMAG funding was effective said:

Yes and no. No, because year by year the EiC/EMAG budget has been decreased. Yes, because it provides new money for schools which they could use for new things. The DfES should have increased the total EiC/EMAG funding and enabled LEAs to do this work...It's always better to fund things long term. EiC/EMAG is a short term initiative and not really a good way of providing funding.

Another respondent gave a straight 'no' in answer to this question. He was concerned that one of the schools involved, which had employed a project worker who was neither a qualified teacher nor a Learning Mentor, was not utilising the funding in the most effective way. He said that, in retrospect: *'If people had the time to look at the project in depth then the money would have been spent differently. For example it could have been spent on working with feeder schools'*.

6.4 Challenges for LEAs

Analysis of the interview responses suggested that the main reported challenges for LEAs, arising from the implementation of the EiC/EMAG projects, were as follows:

- ◆ staffing, recruitment and retention issues: it was sometimes difficult to recruit and to keep appropriately skilled and experienced teachers for EiC/EMAG work
- ◆ sustainability: some of the projects were of a short-term nature and this led to LEA-level anxieties about longer-term planning
- ◆ resource limitations: there was a concern about whether the financial resource was really 'additional' or whether it was just 'plugging gaps' where scarce resources were not really meeting needs
- ◆ pressures on teaching and LEA staff time
- ◆ the lack of appropriate monitoring and evaluation tools
- ◆ uncertainty about where EiC/EMAG fitted in relation to EiC and other national policies and strategies; EiC/EMAG should not be seen as a *'bolt on'*.

This is not to say that LEA officers were particularly negative about the implementation and impact of the EiC/EMAG projects. They did appreciate that there were many benefits to this work. The benefits of participation in these projects for students, and some of the difficulties that they faced, are reported in the next chapter.

7. IMPACT ON STUDENTS

This chapter presents findings from the evaluation on the impact of the EiC/EMAG project on students. The impacts reported include effects on self-esteem and motivation, achievement, relations with teachers and career aspirations.

7.1 Key Findings

- ◆ Students had generally appreciated the assistance that they received from EiC/EMAG staff.
- ◆ According to both students and headteachers, EiC/EMAG had benefited students in a number of ways, including by increasing self-esteem and achievement, and by enhancing their relationships with teachers and their career decision making.
- ◆ Headteachers considered that EiC/EMAG had relatively more impact on achievement than on soft targets such as relationships with teachers and behaviour, but less than on motivation and self-esteem.
- ◆ Despite some students having faced difficulties relative to the project (e.g. feeling that being on the project meant they were deemed less able than others), in most cases they felt that, on balance, their involvement in EiC/EMAG had been positive.

7.2 Project Activities

Students were involved in a range of activities designed to challenge them both academically and in terms of their ability to manage their social interaction. Some projects addressed literacy and numeracy skills of students for whom English was a second language (e.g. Somali or Bangladeshi students). Other students welcomed assistance with their Key Stage 3 or GCSE coursework.

Almost invariably, schools used Learning Mentors to deliver this assistance to their students either within or outside of the classroom. The skills of Learning Mentors were also deployed to address the less academic 'soft targets', such as improving student motivation or confidence. Where these softer targets formed the focus of the project, Learning Mentors developed a range of activities in which students participated during and/or outside of the normal school day. Several projects combined their academic and confidence-building activities, providing a rounded and more complete programme.

Students interviewed during the case-study visits generally said that they had appreciated the assistance that they received from project staff, many feeling that the extra help enabled them to remain on-task. A Pakistani student, identified as 'borderline' at GCSE grades C/D, said '*It [project name] just helps you do a little better. It's been better with [Learning Mentor] coming to the classes and that, that helps you concentrate more*'. The project workers were able to observe students during lessons and assess students' ability to understand tasks or to remain focussed on their lessons. One project worker noted that this role has potential whole-class benefits, as teachers may experience fewer disruptions to the flow of their lessons and other students are also less distracted.

7.3 Peer Pressure

During the group discussions, involvement in the EiC/EMAG projects was generally described positively by students of all minority ethnic groups. However, the extent to which students shared information about the projects with their classmates revealed more about their degree of acceptance of the projects. Analysis of the interview data revealed that most students did not discuss their involvement in the projects with their classmates unless their classmates themselves were involved. Students appeared more willing to speak with their friends about the more established projects, especially those which engaged students in external visits. These projects carried a certain amount of appeal for students who openly talked about their visits and activities with their classmates and, in some cases, said that their friends were '*jealous*'.

The fear of being alienated or being classed as a 'boffin' deterred other students from discussing their involvement in the projects. Peer pressure and the desire to be seen as 'one of the lads' formed the most dominating influences for a few of the African-Caribbean boys who had, nevertheless, shown that they had the potential to achieve good examination results. One of these boys, identified as gifted and talented, chose not to discuss his project activities with classmates for fear of appearing boastful. He explained: '*... I don't really talk about it, because I don't want them to think I'm bragging*'. Parents recognised that their children had to deal with a considerable amount of peer pressure as one of the fathers articulated during a parent focus group:

I think there's an enormous amount of peer-pressure. I never had to deal with that amount of peer pressure when I was at school. I find that if they're gifted some of them don't want to show it off too much to their mates... sometimes I think they're afraid of saying they know the answer to something because they're worried about their peers.

Peer influences were also a problem for students who resented being targeted because they were deemed less able or requiring additional assistance to stay on-task. Some of these students explained that initially they did not welcome the attention that they were receiving either in the classroom or as a result of

being withdrawn. One African-Caribbean girl who had been in this situation said: *'It makes me feel stupid, getting extra help'*. Some parents also felt that the fact that their children were participating in the projects was an indication of failure and for this reason had not been particularly supportive of the projects. During a parent focus group an African-Caribbean mother explained that her son's father thought that his son's performance must have been very poor in order to have been selected. She said: *'He saw it as a negative thing to begin with, he thought that [boy's name] shouldn't have been in a position where he could have been picked for a project like this'*.

In most cases, however, students acknowledged that the end result of their involvement had been positive. Scepticism about the merits of project involvement at the start of the projects has, in most cases, been overcome by the rates at which students have shown improvements, either academically or in their social interaction. An African-Caribbean boy explained:

At first I was a bit embarrassed, but then I thought that it was all for the better because, normally, people think that she [project worker] is helping me with my work, but she's helping me to stay focused. That's what I was thinking at first, but then I blanked that out of my mind and just did my work.

7.4 Impact on Students' Achievements

None of the schools involved in the project made the claim that their project had been singularly responsible for improving the academic achievement of minority ethnic students. Most school staff interviewees, however, indicated that they considered that the EiC/EMAG projects had contributed towards improving attainment levels in various direct and indirect ways.

The findings from the headteachers' questionnaire survey support this general view. According to respondents to this survey, the views expressed by members of staff directly involved in the EiC/EMAG projects (and who had provided the headteacher with feedback) mostly indicated a perception that the projects, firstly, were generally worthwhile or beneficial for the students (seven projects); and, secondly, had had an impact on students' achievement or academic output (seven projects).

For the majority of projects, survey respondents tended to indicate that their EiC/EMAG project(s) had had at least 'some' positive impact on the self-esteem, the motivation and the achievement of the target groups. Respondents were asked their views of the impact of the project on various student outcomes (and the findings from this question are summarised in Table 7.1 below).

Table 7.1 Positive Impact of EiC/EMAG on Target Groups

Views on impact of the pilot projects on target groups	A lot	Some	A Little	None	Too Early to Say	N/A / No response
Self-esteem	12	9	1	0	2	1
Motivation	10	12	1	0	1	1
Achievement	8	9	3	0	3	2
Relationships with teachers	7	8	4	1	3	2
Relationships with other students	7	6	6	0	3	3
Attendance	2	8	6	1	3	5
Behaviour	1	12	6	0	3	3
Increased involvement in school life	5	6	4	1	3	6
N = 25						

Base: EiC/EMAG Projects for which questionnaires were received in 2004.

A series of single response items.

Figures are numbers, not percentages.

Source: NFER headteachers' annual survey, 2004.

Compared to the results of the 2003 survey¹¹, in 2004 there were fewer projects for which respondents indicated that it was too early to say whether there had been an impact on the target groups. The different areas of impact of the EiC/EMAG projects were ranked according to how many projects were deemed to have had either 'a lot' or 'some' impact in those areas. Comparison of the rankings for 2004 and 2003 (shown in Table 7.2 below) indicates that the only noticeable change is the fact that 'achievement' now ranks third rather than fifth. This is not surprising, given the emphasis in the second year of the project on outcomes, and given that impact on achievement is likely to be dependent on changes occurring in other areas first, such as motivation and self-esteem.

¹¹ It should be noted that in 2003 respondents were asked about whether the pilot projects had had 'an impact' on the target groups, whereas in 2004 they were specifically requested to indicate whether there had been 'a positive impact'.

Table 7.2 Aspects on which EiC/EMAG had an impact

Ranking of 'a lot' or 'some' answers	2004 (positive impact)	Ranking of 'a lot' or 'some' answers	2003 (impact)
1	Motivation	1 =	Motivation
2	Self-esteem	1 =	Self-esteem
3	Achievement	3	Relationships with teachers
4	Relationships with teachers	4	Relationships with other students
5 =	Relationships with other students	5 =	Achievement
5 =	Behaviour	5 =	Behaviour
7	Increased involvement in school life	7	Increased involvement in school life
8	Attendance	8	Attendance

Base: For 2004, 25 projects for which questionnaires were received; for 2003, for 27 respondents who answered the question.

Figures are ranks.

Responses of 'a lot' or 'some' to a series of single response items.

Source: NFER headteachers' annual survey, 2004

Most schools had designed their project activities so as to focus on raising the self-esteem and confidence of minority ethnic students, in ways that would give them the motivation to maximise their academic potential. Schools met these objectives through one-to-one and/or group discussions, videos, external visits and the use of 'motivational' speakers. Students across all projects felt that they had gained or expected to gain confidence as a result of taking part in project activities.

Some projects encouraged students to develop a feeling of self-worth through the use of videos and external speakers. Talking about a video, an African-Caribbean boy said '*when we watched the video and saw those kids determined and giving all they've got and actually become professionals, it made me want to be like them and not give up*'. One of his classmates, also participating in this project, and who was conscious of the degree to which African-Caribbean children were underachieving, explained that this knowledge served to motivate children like her. She said: '*I think it is because at the moment statistics say that Black children are underachieving and I think that this is raising our self-esteem, so we're doing better and it encourages other Black children to work harder*'.

7.5 Teacher/Student Relations

Project involvement, for some of the students interviewed, had provided them with the confidence to contribute to lessons in a positive way and, in some cases, teachers were seeing fewer disruptions to lessons through poor behaviour. This was the case for a student at a primary school who said: *'Before I used to be kind of quiet, but now I can express myself better'*. Questions remained, however, over the extent to which the projects were embedded in school processes and about the level of the profile that the projects were afforded in the schools.

In most cases, for example, students felt that their form tutors (or heads of year) had not fully embraced the work of the project or indeed had not given it much credence. It was reported by the students that few form tutors extended encouraging words to the individuals who were involved in the projects. One form teacher did encourage a Year 10 African-Caribbean student to: *'just go for it, do the best you can and listen to all the advice'*, but other form tutors were less supportive. As a Year 11 Pakistani student complained: *'I think all they care about is missing lessons, but it's not just about that is it?'* Another African-Caribbean Year 10 girl echoed the view of most of the students interviewed when speaking about their form tutors, she said: *'...I don't really think he's bothered. I don't think he really cares ...he's not that sort of person to ask "how's it going and stuff"'*. These views reflected those of some Learning Mentors who indicated that they themselves had experienced difficulties getting teachers to accept the project work as a positive contribution to students' learning processes.

In many cases, encouragement for students involved in the project came from project staff and parents. Parents were often grateful for the role that project staff played, as they felt that these staff were more approachable than the heads of year. One African-Caribbean parent explained that previously she took issues to the head of year: however, since her daughter had been involved in the project, she discusses problems with the project staff prior to going to the head of year. She said *'you get the feeling that the project staff will have a more grass-roots or on the ground view of things, what's really happening with the kids. The heads of year are a bit more distant'*.

During the interviews, students were asked about their behaviour in class and whether the project had had any influence on their relationships with teachers. Most students felt that they had always been well behaved in classes and had amicable relationships with their teachers. A minority of students, however, acknowledged that they had exhibited unproductive attitudes during lessons. Nevertheless, these students felt that the work of the projects had made a positive impact on their relationships with teachers. Projects had helped them to understand school rules, manage their emotions and focus on their ultimate goals. This was an important lesson for some students who had previously been at risk of exclusion, as was the case with the Year 11 African-Caribbean student who said:

I am the type of person that if I find someone is being disrespectful to me I don't respect that person at all. If a person respects me I respect the person, never mind who you are, even a teacher. Some teachers respect me, I respect them...

Interestingly, most parents could not identify any previous initiatives on the part of the school to address the needs of minority ethnic students. Pakistani and African-Caribbean parents spoke about what they considered to be the racist attitudes of some teachers' towards their children. One parent (white mother of a dual-heritage boy), summarised the discussion which she had had with a former student as follows:

A white lad, new to the school, was puzzled. He said that the teachers shout at the Black kids more. It was the first time he had ever come across something like that. It still happens and it creates a vicious circle because the kids want to answer back.

One of the African-Caribbean parents told her child that teachers' attitudes were the same when she went to school herself. However, she stressed to her daughter the importance of not responding negatively to such attitudes.

7.6 Career Aspirations

Project activities in some schools have encouraged students to think seriously about their chosen career paths. Sessions focusing on career development have taken the form of group discussions with project workers, visits to colleges and universities, and visits to places directly related to individual students' career choices. In most cases, students who knew what they wanted to do after leaving school had made these decisions prior to taking part in the projects. Some of these students, however, acknowledged that project sessions had helped them to gain a greater understanding of the consequences of their decisions and of what these choices meant in terms of their commitment to their studies. One African-Caribbean student said that she wanted to be an actress. She also liked working with children. She hoped to combine her passion for drama and working with children by teaching drama, perhaps to Year 7 students.

Other students, particularly those in Year 11, gained confidence, through their project involvement, in making decisions about their career choices. In particular, some students, as a result of their project activities, no longer viewed university or certain types of careers as being beyond their grasp. The project workers and associated external influences, such as visiting motivational or inspirational speakers, helped students to develop challenging, but realistic, career aspirations. The parents of a Year 11 Pakistani boy said, '*mainly, before this project, there was not much of an aspiration, but since he's been working on this he's chosen his own course*'. Following consultations between the student, his parents and the Learning Mentor, it was decided that the boy would remain in school, complete his ICT course and

then perhaps continue in that area of study throughout higher education. For this individual, and for a number of other students, the EiC/EMAG project was having an impact on decisions about future plans and activities.

The next chapter summarises parental views concerning their levels of awareness of the EiC/EMAG projects, their broader cultural awareness, and their awareness of learning strategies that were in place as a result of the implementation of the projects.

8. IMPACT ON PARENTS

A central aim of the EiC/EMAG programme has been to raise parental awareness of school-based activities to improve minority ethnic students' achievement. Focus group discussions were carried out with parents (of children in the target groups) in order to find out what they felt about their children's educational experiences, and to ascertain their levels of awareness of, and involvement in, the EiC/EMAG projects. The research findings cover parental awareness of the projects, parents' cultural awareness, and their awareness of learning strategies and good practice.

8.1 Key Findings

- ◆ Whilst most project coordinators used letters and meetings to notify parents of their children's involvement in projects, the most effective method of notification included home visits carried out by Learning Mentors.
- ◆ Parents expressed dissatisfaction with the level of contact received from schools regarding projects, indicating that schools did not fully communicate project information to parents.
- ◆ In certain cases, the activities and learning resources used to make students more culturally aware have also been beneficial to parents.
- ◆ Parents felt that their children found positive role-models in Learning Mentors, the effect of which has been reflected in improved attitudes towards school and teachers.

8.2 Awareness of the Projects

The extent to which parents were made aware of their children's involvement, as well as parents' levels of knowledge of project activities, varied considerably between and within projects. During discussions with EiC/EMAG coordinators, project staff and parents, it was revealed that schools had mainly notified parents that their children had been selected to participate in projects through letters sent home. Parents in one of the focus groups said that they had been invited into the school to discuss the project, and parents in another group session said that they had seen newsletters which had informed them about the project work. Parents in two further discussion groups expressed gratitude to the project workers who had taken the initiative to make direct contact with them, either through telephone calls or via home visits.

In one primary school parents had been informed about the project through the screening of a video. Somali parents indicated that they had benefited greatly from the video, which teachers, project workers and students from a local community college had produced to help make parents aware of the activities that students would be involved in at school. The video, having been translated for the benefit of Somali parents, enabled parents to participate in the early years learning experiences of their children. These parents said that, being in their languages, the video had given them the confidence to work with their children. One said: *'We didn't know that we could work with the children, before we just used to leave them to get on with it'*. The video showed parents how teachers interacted with students in relation to their learning, as the Somali mother went on to explain, *'when they came home we didn't ask them what they had done at school but now since we watched the video, we learned that we can learn together, tell stories and talk about the school'*.

Most parents said that they were reliant upon their children to inform them about project involvement and specific project activities. However, they felt that this was an unreliable method of notification as students brought letters home infrequently and were often uncommunicative or even selective with the amount of information that they imparted to their parents. Some parents said that they had to wait until the school's parent consultation evenings in order to gain information about the projects. These parents were not content with this arrangement as an African father explained, *'we'd like more feedback and probably termly, we'd like something to say what they're going to be doing...'* The mother of an EAL student stressed her disappointment with the lack of effort, on the part of the school, to notify her about the project. She explained that:

The school did not tell me anything about it and I am annoyed that they did not. I would have liked more contact about these activities. If they had sent a message through [her daughter] about the drama workshops, I would have been OK.

Other parents had only recently, and as a result of this evaluation process, realised that the project was being run by the school. They thought that the project had been designed and conducted by an organisation independent of the school and having no connection with the school other than the fact that they were using school premises. Parents explained that they would like to have received, at the beginning of the project, a schedule to inform them about the activities that their children were going to be involved in. An African-Caribbean mother said that she would have liked to have attended one of the sessions to hear some of the discussion topics *'because some of the issues that they cover in that session are the issues that I have to deal with at home, so it could give me an idea'*. The mother of an EAL student argued:

This school could do more to help with language difficulties and the difficulties of ethnic minorities. They could involve the mother or father more in the day-to-day life of the school when the children are

from an minority ethnic background because it's scary for the children to go to school when they do not speak the language.

Cultural awareness

Some of the projects attempting to deal with the problems of low self-esteem which is manifest in some minority ethnic students, have used group discussions to study the work of successful individuals such as inventors, scientists, entrepreneurs and other professionals from minority ethnic backgrounds. EiC/EMAG coordinators and other project staff have felt that these individuals serve as role-models for students.

In addition, projects have invested a considerable amount of time studying African and Asian history, with a view to broadening student awareness and enabling them to gain or confirm a sense of identity. These sessions, in the views of project workers, students and their parents, were seen to provide a degree of balance to a Eurocentric curriculum. An African-Caribbean mother felt that the *'Black history that he's been learning provided him with an identity and it's given him confidence. This has had a positive impact on his personal development, as he previously had behavioural problems'*. Another African-Caribbean mother praising the efforts of the Learning Mentor said that the black history sessions and groups discussions had boosted her son's confidence. She said that although her son was African-Caribbean he had very fair skin colour and he was conscious about needing to identify with his culture because *'... he's at that age where he's having an identity crisis'*.

Asian parents explained that teachers did not appreciate the demands that their cultural traditions placed on their children and as such felt that cultural differences acted as a barrier to Asian children's achievement:

Because of their culture sometimes they go to Mosque in the evenings so can't attend homework classes, even if they do it's very hard for them to juggle both. They're in school from 9 till 4 then they've got half an hour then it's back to education again, so they're going all day long in a circle, which is very difficult for them because of the culture difference. There's nothing that can be done about that, if they lose out on their mother tongue etc., that doesn't help either'. (Pakistani mother)

Strategies and good practice

A group of African and African-Caribbean parents agreed that the project was particularly helpful for Year 9 students as they felt that this was their *'crunch time, it can either go one way or the other when children reach a difficult stage of their growth'*. They said that their children needed support rather than constant instructions, and it was that type of support which the project provided. They felt that the project espoused the same messages that parents were trying to impart at home. Parents further said that the projects acted as a counter-balance to students' classroom experiences. One parent observed that: *'If there are problems in the class, then it's just all negative messages that the students are getting from the teachers, then we're balancing that and trying to see how we can change that experience'*.

Both Asian and African-Caribbean parents spoke about the need to ensure that cultural awareness is embedded into school practices in order for their children to feel a sense of belonging and self-worth. They explained that teaching Black history and including African-Caribbean food on the school menu would work towards bringing about social inclusion:

It's the lack of all those kinds of things that give messages to kids that their history and culture's not valued, it's not part of the everyday thing. It's not just part of the project but it wants to be an everyday thing'. (African-Caribbean mother)

Learning Mentors have been the key figure for many projects included in the case-study visits and their involvement has been highly regarded by most contributors to this evaluation. Learning Mentors have established relationships with students and parents which have, in certain cases, transformed the learning experiences of many of the minority ethnic students. A Year 10 Bangladeshi student was grateful for the support which her Learning Mentor provided and explained:

She tells us more about it [something done in class], which makes you understand it properly... when you learn it from the teachers, they'll probably just say the whole thing and then you don't know some of the bits. She helps us find the bits and then we'll understand the work properly.

Students also found a confidant in some Learning Mentors who allowed students to discuss issues with them on a one-to-one basis and acted as an intermediary between students and some of their teachers. An African-Caribbean Year 11 boy said, *'If I've got any problems or queries she'll help me and direct me in the right path'*. A Pakistani boy also saw improvements in his work and gave the credit to the project through which the Learning Mentor had supported his classroom work. He explained, *'I have always done my work really good actually. But it [the project] just helps you do it a bit better. It has been better, like [Learning Mentor] coming to the classes and that, that helps you like, concentrate more'*.

Parents were equally appreciative of the work of Learning Mentors and an African-Caribbean mother said: *'In an ideal world all kids should have access to Learning Mentors, just to help them along, because schools are so big and heads of years just don't have the time, so you've got to target resources'*.

According to the headteachers surveyed, those **parents** who gave feedback on projects tended to be pleased about the impact that the project was having on their child (both academically and otherwise) (three projects) and on themselves (six projects) due to the support provided and the feeling of being more involved in their children's school lives. Two projects had received constructive suggestions from parents: one request for more support to parents who did not speak English as their first language, and another for updates about what was being done.

9. IMPACT ON STAFF, THE SCHOOL AND BEYOND

This chapter covers issues related to the profile and awareness of the EiC/EMAG projects in the schools implementing them, and the degree of awareness there is of the projects across schools and LEAs. It then considers the impact which the projects have had on staff, schools as a whole, and at the LEA and community levels. Finally, it concentrates on schools' intentions and capacity to sustain the projects once funding ceases.

9.1 Key Findings

- ◆ EiC/EMAG teams undertook to raise the profile and awareness of the pilot projects in their schools with a degree of success and these can be expected to develop further as more training takes place and project practices are embedded in schools.
- ◆ In most schools there was awareness of EiC/EMAG projects in other local schools and LEAs.
- ◆ The DfES conference in July 2003 played a clear role in raising this awareness, offering benefits such as providing attendees with an opportunity to network and share good practice.
- ◆ Projects benefited staff and the schools in a variety of ways, including by widening the scope of staff's work and the range of approaches and resources used, and by stimulating a more tolerant attitude towards minority ethnic issues.
- ◆ In general, schools plan to sustain the EiC/EMAG projects once funding ends, although not all aspects of projects will be equally sustainable.

9.2 Profile of EiC/EMAG within Schools

Those involved in the EiC/EMAG projects at different levels had attempted to raise the profile of their pilot project amongst staff in a number of ways: providing information at meetings (such as staff and departmental meetings), through newsletters and bulletins, through displays of materials resulting from project activities, inclusion of information in EiC handbooks, training (including through involvement of staff in workshops by external professionals) and personal communication with teachers.

Efforts to raise the awareness of the EiC/EMAG projects appeared to have had a degree of success in raising the awareness and profile of the project amongst staff, although in at least two schools it was thought that more work on this would be needed.

In most schools interviewees mentioned that many staff were aware of the project even if they were not directly involved or that awareness was greater this year than in the previous year. Manifestations of this were, for instance, the fact that, in one school, staff were approaching and liaising more with EiC/EMAG staff about EiC/EMAG students and that, in another school, staff from whose classes students were withdrawn for EiC/EMAG activities were giving them catch-up work to help them. One coordinator expressed the view that:

...the best thing has been the person to person contact. The staff have made sure they've gone to talk to the teacher prior to going into the classroom, for example... [and] built up that personal relationship which has made staff much more willing to release students from lessons... The personal touch has been quite important, the staff have gone... about and introduced themselves to other people. They are very well known to senior staff in the school.

Another coordinator, referring to taking part in meetings to inform staff, said: *'People really appreciate it because, if something is happening in someone else's classroom, you want to know about it'*.

In one school, it was thought that the process of embedding the project into school practice would further enhance the profile of the project, as would linking this into the Key Stage 3 Strategy implementation. The headteacher said:

[the project's profile] is increasing, but could increase a lot more... we need to look at the successes of the project and begin to embed practice across the school... [and] the introduction of the new strand of the Key Stage 3 Strategy... seems an ideal time to do that... [The lessons learned from the project] are a very good thing to include in our whole-school Key Stage 3 strand for teaching and learning in foundation subjects.

Some of the efforts which contributed to raising the awareness and profile of the projects amongst staff also had a school-wide impact. For instance, one EiC/EMAG practitioner said: *'It's good for the students who have also started to use displays. I used to keep their work just in the newsletter, but the displays around the school have made it a whole school thing'*. On the other hand, in another school, it was thought that the target students themselves contributed to raising awareness of the project by sharing their experiences with their classmates, who then become aware of what the project was about.

Given that, in some of the case-study schools, further training for staff was planned, including as part of efforts to embed projects into school practice (see Section 9.6), it would appear likely that in most cases the profile and awareness of projects amongst staff will further increase during the current school year. In one school, both an INSET day for science teachers and a whole-school literacy training day were being planned. In another, it was

hoped that a forthcoming INSET session would further raise staff's awareness of listening and speaking skills, which were now being encouraged across the school.

Some issues which may be worth considering when deploying strategies to raise the awareness and profile of the EiC/EMAG projects surfaced in case-study interviews. Firstly, in one school, it was thought that, initially, a degree of apprehension from staff could always be expected relative to a new initiative, as there was uncertainty about the time it would require from staff and whether it would produce results. In line with this, one coordinator considered that one of the things which contributed to raising the profile of the project within the school was '*what they [staff] have noticed in terms of what students are doing in the classroom. The children are perhaps a bit more confident*'. Secondly, in another school it was feared that, if efforts to raise awareness were to be increased, this might limit the amount of time project staff could put into project activities. One headteacher pointed out a third issue for London schools. Given that there is a high turnover of staff, constant reinforcing of the messages related to the project is needed. In a further school, the fact that, in the first year, staff took part in workshops run by external professionals and had the opportunity to assist in a school performance resulting from such work, led to the project having a high profile. However, this had decreased in the current year as now the work was being carried out by school staff.

Finally, one coordinator commented on the importance of having '*the backing of the Language Service*' for increasing the profile of the school's project and two others highlighted the importance of management support. Having targets in the school development plan which reflected the aims and objectives of the EiC/EMAG project was perceived to be helpful, as was having the support of the heads of faculty with whose staff EiC/EMAG workers were collaborating (e.g. as demonstrated by heads of faculty giving project staff time to report on project progress at faculty meetings).

9.3 Awareness of EiC/EMAG Projects across Schools

The survey revealed that in most schools there was awareness of the EiC/EMAG projects in other schools within the same LEA (21 projects) and beyond (16 projects), which was similar to 2003 survey findings. Respondents reported that they had become aware of other projects in a variety of ways, mainly through conferences and national events such as the Summer 2003 EiC/EMAG conference (eight projects), the LEA (six projects), information made available by the DfES EiC/EMAG team (six projects) and the DfES and other websites (five projects). Other ways in which respondents had become aware of projects were through EiC/EMAG steering group meetings and LEA events (e.g. meetings of the coordinators in the LEA).

Of the respondents who were aware of other EiC/EMAG projects, the majority had contacts with the schools where they were implemented (15 projects).

Such contacts had occurred mostly at LEA-wide events or meetings (eight projects), national events or conferences (four schools) and joint staff INSET days (four projects). The benefits of these contacts tended to be mainly related to the sharing of good practice and the cross-fertilisation of ideas (12 projects).

The case-study interviews supported the finding that the Summer Conference organised by DfES contributed significantly towards attendees becoming aware of other EiC/EMAG projects in the country. Amongst the interviewees who had attended the conference, the majority commented that they had appreciated the opportunity to gather information about what other schools were doing, as well as the '*obstacles*' and '*complications*' they faced. '*Suddenly finding out what's being done in the North of England and in different areas is quite stimulating*', observed one project practitioner. In addition, many interviewees highlighted the fact that it constituted an opportunity for networking (including with organisations other than schools), sharing good practice and picking up ideas for their own projects (e.g. starting a newsletter for the project, planning strategies for monitoring the project or for sustaining the activities once the project is over). One coordinator said: '*It was a bit like training because I saw what other people are doing... I also made contact with a couple of other people.*'

Interviewees were largely satisfied with the way in which the conference was organised. For instance, one senior manager commented that '*I thought it was actually well put together, with the real opportunity to collaborate, breaking down into groups*'. They were also able to make constructive comments about how the conference might be improved. These fell into five distinct areas:

- ◆ Location – London was considered to be difficult to reach by some delegates. '*If you weren't a London person, it was quite a hard day, really*' (coordinator). Interviewees suggested Birmingham as an alternative because of its more central location.
- ◆ Management of time – '*Some of the people presenting were a bit rushed towards the end*', leading to the suggestion that it would be advantageous to try to keep sessions to time in the future.
- ◆ Structure of the sessions – Some of the individuals who had made presentations at the conference felt that '*if you are doing a presentation, then you can't go and see somebody else do theirs [in another group]. That was a bit of a down-fall*'. Another coordinator suggested that '*they could think about how to mix up the groups a little bit*'.
- ◆ Content of the sessions – one coordinator said that it often felt that '*a lot of people are saying the same thing... That's probably inevitable when people haven't met before and haven't sort of sat down and said 'well, I'll say what's different about mine'*'. This coordinator suggested that, if it were possible, the conference organisers might ask different people to concentrate on the facets of their projects which make them distinct.
- ◆ The NFER presentation was mostly well received, though one coordinator felt that it had only covered certain types of projects or areas of working:

‘...the presentation was interesting, but they only picked out certain areas... There seemed to be gaps in it’.

9.4 Impact on Staff

For six pilot projects, survey respondents had evidence that their school’s project had made a positive impact on school staff, their work or their management. In addition, mirroring the findings of the previous survey, the 2004 survey revealed that the majority (20) of pilot projects were thought to have had an impact on individuals not directly involved in them, including teaching and non-teaching staff (nine projects) in the same school or college. The most frequently mentioned way in which those 20 projects were thought to have had an impact on these individuals was through the dissemination of professional resources and/or approaches (six projects). For three projects, a shift towards greater awareness and understanding of minority ethnic students and related teaching and learning issues (three projects) was perceived to have occurred.

These findings are consistent with case-study evidence. Indeed, in most of the schools visited, there was the perception that coordinators, project practitioners and non-involved staff had benefited from the project. Only in one school did a project practitioner express the view that, although there had been some impact on staff in the school, this had been mostly for those who already had an interest in working in different ways. For the others, perhaps more training would be needed if a greater impact was to be visible.

One way in which the projects were perceived to have had a positive impact on staff was by widening the scope of staff’s role (e.g. facilitating drama activities) or providing an opportunity to take part in different activities and work in different ways. One coordinator mentioned that teachers appreciated having people from outside coming into the school for the EiC/EMAG activities in which staff were invited to take part because teaching can be quite an *‘isolating profession’* and *‘you can get stuck in your own ways of giving lessons’*.

Projects were thought to have impacted on staff by giving them the opportunity to acquire more knowledge (e.g. about Black history), greater awareness of project-related issues (e.g. insights into transition issues) and new resources. They were also believed to be an opportunity for both project practitioners and other staff to focus on the issues being targeted. In this same vein, one coordinator also mentioned:

...it’s very satisfying to be able to give support to students who are at higher stages of learning English and talk to them about academic vocabulary... Because... the students who are still developing at the late stages often get left out of the support frameworks.

In addition, a head of year, who was not directly involved in the projects but whose students were, thought that obtaining information about the students from the EiC/EMAG coordinator was useful as this helped him form a holistic perspective of the students in his year group. On the other hand, one member of the senior management team of one of the schools, also not directly involved in the project, thought that she had personally benefited from the project. Although literacy has been on the agenda for the last few years *'in the curriculum... I think it's made me think... above and beyond things like word lists and definitions. It's using literacy at a higher level'*.

This evidence that the pilot projects had a mainly positive impact on staff is consistent with the findings of the Interim Report relative to the projects in 2002/03. However, it should also be noted that in the first year some staff not directly involved in the projects mentioned that they faced challenges due to student movements during their lessons, for instance *'you have to keep track of not only the pupils you are teaching but the ones who have to come and leave and come back... it becomes a job in itself'*.

9.5 Impact on the School and Beyond

The majority of survey respondents thought that their schools' EiC/EMAG projects had had an impact on individuals not directly involved in it, (see Section 9.4) including, in some cases, other children. The fact that other students took advantage of the project's extra-curricular activities, resources or teaching methods was mentioned as the vehicle for such an impact (three projects).

In addition, four projects thought to have impacted on individuals not directly involved were believed to have had an impact on the whole school or college community, and a further three on other teachers in the LEA, or on LEA language service staff. In the case of the two projects which were thought to have had a whole-school impact, the impact was in the form of a shift towards greater awareness and understanding of minority ethnic students and related teaching and learning issues. This kind of impact had also surfaced in the evaluation of the pilot projects in the first year of their implementation, as mentioned in the Interim Report. For instance, in the 2002/03 evaluation, an assistant headteacher commented that: *'From the college perspective, I think it's all helping to promote awareness of the needs of a particular group of students and how those needs can best be met.'* Nevertheless, one coordinator did feel that the school-wide impact of the project may not be evident for some years: *'Maybe even after three years of this project the true effects will not be seen because the true effects will be seen as the school goes through and takes this belief system [that Black students can be high achievers] through'*.

In the course of the case-study visits, some comments were also made on the impact of the pilot projects on the LEA and the wider community. In one school it was felt that the pilot work in the transition to secondary school would benefit the LEA, in that the process would be smoother. Nevertheless,

it was highlighted that these benefits might be limited, because of the small number of schools involved and it was therefore hoped that more schools would be included in the future.

9.6 Sustainability: Lasting Impact on School Practices

The 2004 headteachers' survey revealed that, in most cases, steps were being taken to ensure the project's continuity once the EiC/EMAG funding ends, with only five respondents indicating that DfES funding is or may be essential if the project is to be sustained. Common ways in which sustainability was being ensured were:

- ◆ exploiting or developing the existing strategies, staff skills and resources, including through staff training and good practice sharing (nine projects)
- ◆ embedding the project into on-going activities, through the curriculum and the schemes of work, for instance (seven projects)
- ◆ exploring alternative sources of funding (five projects).

From the case-study visits carried out, it became apparent that schools were interested in sustaining the practices developed as part of EiC/EMAG for working with minority ethnic students or even for working with students at a whole-school level (e.g. integrating drama in school's schemes of work). This was being done in a variety of ways.

Some project teams were ensuring that resources remained available once funding ends. In one school, the acquisition of a PC with EiC/EMAG funding was being contemplated, which would benefit both the running of activities for the duration of the project and their continuation once funding finishes. In other schools, a series of materials that would remain available for future use by teachers was being compiled, or the ICT programme on the English language used for EAL students was already available to all students in the library and being used by teachers in the English Department. Other project teams were attempting to influence teaching practice in the wider school, through changing schemes of work, training staff in the area of the project and making them aware of relevant issues.

There was evidence that, between 2002 and 2004, several case-study schools made use of the EiC/EMAG funding available for providing professional development to staff in the school and, thus, embedding practice in the school. As one headteacher mentioned: '[Good practice from the project] *should feed into the professional development of all staff at some point*'. The training events organized provided opportunities for staff to acquire knowledge and skills which would enable them to improve their classroom practice to the benefit of minority ethnic pupils. This included, for example, training by the EiC/EMAG practitioners and a training event at a university on the development of oracy (aimed at science and geography teachers) (see Section 4.5).

It may be worth noting two important issues which may impact the extent to which projects are sustained. Firstly, in two schools, some interviewees demonstrated a degree of concern or uncertainty regarding whether available materials and schemes of work developed as a result of EiC/EMAG would indeed be used by teachers. Secondly, it also became apparent that, even if a school/college makes efforts to sustain practice developed as part of EiC/EMAG, not all of its aspects may be equally sustainable (see case-study Figure 9.1). Indeed, some areas will be more susceptible to being affected by what, in some case-study schools, were considered to be the barriers to sustainability: limitations on funding (leading to resources not being affordable) and staff turnover (in that trained or developed staff may leave and be replaced by others who are not).

Figure 9.1 Sustaining EiC/EMAG practice

In one school, the EiC/EMAG activities with a group of Black Gifted and Talented Year 7 students were started with strong support from the headteacher.

Activities have included trips to the theatre, a summer school (one week of intensive study during which families and students are encouraged to network), and academic mentoring and target setting – using EiC good practice from the Gifted and Talented and the Learning Mentor strands.

At the school, it was felt that not all aspects of the project will be equally sustainable. Each year, the mentoring of Year 7 Black Gifted and Talented students will be taken over by Year 8 students who will have gone through the programme. On the other hand, without additional funding, paying for activities such as visits to the theatre will not be possible once the EiC/EMAG funding finishes.

It is apparent from the findings reported in this chapter that the EiC/EMAG projects had often had an impact beyond the school staff and students immediately involved in them. The next chapter focuses on some of the main benefits, for various ‘stakeholders’, arising from these projects.

10. MAIN BENEFITS

Some of the main benefits arising from the implementation of the EiC/EMAG projects have already been mentioned in previous chapters. This chapter summarises these benefits, and draws on both the headteachers' questionnaire survey and the case-study interviews to set out more detail on what the main perceived benefits were from the perspectives of school staff, students and parents.

10.1 Key Findings

- ◆ Three benefits arising from the implementation of the EiC/EMAG project for schools were:
 - (1) the contribution it made to raising levels of achievement
 - (2) the raising of awareness about the needs of the target group
 - (3) improved staffing levels.
- ◆ The main benefits for individual teachers were:
 - (1) the provision of professional development opportunities
 - (2) the availability of extra, useful resources
 - (3) having new opportunities to share good practice.
- ◆ The main benefits for LEAs were:
 - (1) the development or identification of examples of good practice
 - (2) improved school performance or raised achievement
 - (3) the raised profile of LEA EiC/EMAG work.
- ◆ Numerous benefits for students were identified, including:
 - (1) raised aspirations
 - (2) improved self-esteem and motivation.
 - (3) in some cases, improved achievement.
- ◆ The main benefits identified by parents were:
 - (1) that the projects enabled them to give more support to their children
 - (2) more involvement in, and awareness of, their children's education.

10.2 Benefits for Schools, Teachers and the LEA

As in 2003, the projects were considered in 2004 to contribute to raising achievement and standards, provide new opportunities and experiences for students, create an awareness of the needs of the target group and offer opportunities to develop and disseminate good practice.

The majority of respondents (24 projects) gave a positive response in relation to the question of whether the project had been a good way of raising standards among minority ethnic students. This is similar to 2003, when all respondents endorsed this opinion. In 2004 (and 2003) respondents largely took the view that the project was a good way of raising achievement because it allowed the school to focus on a particular issue or an underachieving cohort.

In the interview responses, the benefits identified included improved staffing, as this comment illustrates:

Well, staffing. I don't know what we will do now without [two named members of staff]...It has certainly raised the profile of the whole department...It's good to have a very clear focus... [it] is actually a very simple thing for us to develop and employ... staff don't want any more paper, any more worksheets or a new scheme... they actually want easily useable techniques and strategies.

The main benefits for the LEA which were most often identified in the headteachers' survey were the development or identification of examples of good practice (ten projects) and raised school performance or raised achievement (five projects). Other benefits included the development or sharing of resources and materials, and the raised profile of LEA work on minority ethnic issues.

The main benefit for individual teachers identified in the headteachers' survey was professional development. It was reported that professional development activities had enabled teachers to develop their ability to meet the needs of learners and had also improved teacher self-confidence. In five instances, the projects were also perceived to be rewarding for staff because of the children's visibly improved attitudes, behaviour or achievement. Other reported benefits for staff were, firstly, that new resources or materials had become available or had been developed and, secondly, that there were new opportunities to share good practice and to network.

10.3 Benefits for Students and Parents

When asked about the main benefits of the EiC/EMAG project for their school, survey respondents mostly identified benefits at the student level. These included (with the most frequently-mentioned items first):

- ◆ raised student aspirations
- ◆ improved self-esteem and confidence
- ◆ better commitment and motivation
- ◆ improved achievement
- ◆ enhanced provision of extra-curricular activities

- ◆ new experiences or support to students or parents
- ◆ improvements to the curriculum or the schemes of work
- ◆ raised awareness of ethnic groups and their culture in the school.

In the case-study interviews, an EiC/EMAG coordinator tried to explain the importance of making the students feel involved. She said that the main benefit arising from the project in her school was:

... the students feeling special. I get a sense that they feel very special about being involved and that extra focus on them and our kind of passion for their achievement and that we want the best for them and we want to give them these opportunities.

Other teachers identified more specific benefits for students: *‘To highlight the value of doing oral work before doing written work, which we’ve always tried to emphasise really, but because people now know they’re reporting on this... it’s made a difference somehow’*. Another headteacher stressed the importance of the project contributing *‘Support to the transition process, which has been recognised as being an area for improvement’*.

For *parents*, the main benefits identified were: the fact that the projects helped them support their children (e.g. in literacy or the secondary transfer), enhanced involvement in their children’s education or school, and the benefits for their children (e.g. raised achievement). Other benefits included opportunities to develop their own skills (English and other academic skills) and knowing that their children had an awareness of their own background.

In the case-study interviews, a Learning Mentor, although unsure about the benefits for the local community (*‘there should be an impact due to the links with parents, but it’s hard to say’*), was very positive about the benefits of the project for parents: *‘For the parents – they received additional support themselves and appreciated the help given to their children. Their attitudes grew more positive and therefore... their children will hopefully do better at school’*.

The main *general* benefits which survey respondents identified were greater awareness and consideration of minority ethnic achievement issues, the opportunity to take an investigative, action-research approach to teaching and learning, and greater understanding, respect and awareness of equal opportunity issues in the school.

No initiative or programme is without its challenges and, although staff, students and parents were keen to tell us about the benefits of the EiC/EMAG projects, they were also asked about the key issues and challenges. These are summarised in the next chapter.

11. KEY ISSUES AND CHALLENGES

Some of the main issues and challenges arising from the implementation of the EiC/EMAG projects have already been mentioned in previous chapters. This chapter summarises these challenges, and draws on both the headteachers' questionnaire survey and the case-study interviews to set out more detail on what the main perceived issues and difficulties were from the perspectives of school staff, students and parents.

11.1 Key Issues

- ◆ The issues most commonly mentioned by school staff interviewees were time demands, staffing issues and (occasional) communication difficulties.
- ◆ Very few issues were raised by students. Where difficulties were identified, these related to clashes of lessons or activities; a perceived lack of support from teachers who were not involved in the project; and the need for more diverse, more interesting project activities.
- ◆ Parents were also generally very supportive of the EiC/EMAG projects. Two or three raised issues relating to the need for more information from the schools, and one or two questioned the long-term effectiveness of the project (and whether it would become embedded in the school culture).

11.2 Challenges for Schools and Teachers

In the 2004 questionnaire survey, we asked the headteachers for their opinion on 'the main limitations', to the project and how, in their view, it could be improved. In the case-study interviews, the school staff were asked either: 'What challenges, if any, did you encounter when *implementing* the project?' (EiC/EMAG coordinators) or 'What have been the main challenges, if any, in *managing* the project?' (headteachers). Both these sets of interviewees were also asked the more general question: 'What if anything do you see as the main barriers to learning for minority ethnic students in the school?'

The most-commonly mentioned issues (by school staff) in response to the questions about the main challenges encountered were: (1) time demands; (2) staffing issues; and (3) communications.

Pressures on time, arising from the additional demands of implementing the EiC/EMAG projects were mentioned by many school interviewees:

- ♦ [The main challenge] *'As with anything, is time. You know, you take on a new project you need to be able to give the commitment to make that project work'*.
- ♦ *'Liaising with colleagues in school and at other schools - this takes quite a lot of time'; 'There's no time for liaison; you have to create your own time'*.
- ♦ *'Cover was provided for INSET days, but more funding for freeing some more time for setting-up and disseminating information would be good'*.
- ♦ *'And also given my limited time, like half-a-day a week here and in the other schools... the maximum use of the limited time that you've got'*.
- ♦ *'Time... It's still an add-on to what I would be doing in the rest of the day/my managerial post as head of faculty. There are things I would have liked to do sooner but were not able to because of teaching commitments in school, in terms of dissemination and evaluation and monitoring'*.

This last point was a common concern: as the projects were reaching their later stages, dissemination became an uppermost concern; also, looking back over the project, some respondents expressed a view that they would have liked to have done more in terms of monitoring and evaluation (see Chapter 5).

Two main types of staffing issue were identified: recruiting appropriate staff and dealing with staff turnover (see also Section 4.6). Sometimes at the start-up phase it was difficult to decide how the project should be staffed and, where a new member of staff was to be appointed, there were also some recruitment difficulties. Another problem for a small number of schools was staff turnover: if a teacher or other project worker left mid-way through the project, then there was almost a need to start again: *'There was someone else teaching on the project for a certain period and when they left there was reorganising to do'*.

There were also some (relatively minor) concerns about communications, especially at the setting up stage of the projects: *'Being clear about the selection criteria for the students and obtaining information on the students... It took a while to get this together'*. Teachers who became involved some way into the project sometimes had concerns arising from the fact that they had not been involved in the setting up process, or had not been able to have a say on the selection of students for the project: *'Initially,... I didn't target the students, they were targeted for me... they were selected by... the language service teachers in the schools'*. One EiC/EMAG coordinator commented: *'Communications – we are doing that better, and I think that's been a challenge to make that work effectively'*.

11.3 Challenges for Students

The majority of students interviewed expressed positive views about their participation in the EiC/EMAG project. They enjoyed being part of a particular, identifiable group and participating in outside visits and so on. Most enjoyed being in a group with their friends and also felt that they benefited from the additional support that was provided via the project. Only a few student respondents identified any difficulties or challenges arising from their participation. Examples of issues occasionally mentioned included: dealing with clashes of lessons or activities; a perceived lack of support from teachers who were not involved in the project; and the need, in one or two instances, for more diverse activities.

Just as the teachers had to deal with the time demands being made of them, so (as one teacher indicated) students sometimes had to choose how best to use their time:

Some of the Saturday sessions are clashing more and more with some of the other opportunities that the students have. So they might have a drama workshop that they want to do or a football thing they want to do. So sort of maintaining attendance at that session. So what is the priority, is it more important that I do that Saturday session or I represent my football team? That's been a challenge for some of the students.

Despite this dilemma, this clash of interests, for the students, this same teacher stressed: *'The commitment has never been an issue, the students have enjoyed being on the programme and I think it's been good for the college to focus on...that particular group of students'*.

Some students also reported that, although the project staff were generally supportive and had positive attitudes towards them, this was not always true of staff who were not closely involved in the project. One African-Caribbean Year 10 girl suggested, for example, that her form tutor did not appear to be particularly interested in her progress on the project (see Section 7.5). There were also sometimes concerns about how EiC/EMAG students were viewed by their peers (see Section 7.3).

Most students reported enjoying all aspects of the project, but there were one or two examples where there were signs that they would have liked more diverse activities, more variation in terms of what they were actually doing. In one school a boy complained that: *'But on the computers, with the games, we had it everyday... and it started getting boring because it was the same thing over and over again'*. In the same school, there was also a feeling that there was too much writing. Here, when the interviewer asked if there was anything about the project that the students did not find interesting, the response was: *'Writing. We don't like doing stuff that is not interesting. Old fashioned English... All new words are more interesting'*. In another school, a Year 8 pupil suggested that the course should involve *'More creative work'*.

In addition to the comments from students, school staff were also asked a question about 'the main barriers to learning'. This was asked in both 2003 and 2004 (and the findings are reported in Section 3.5).

11.4 Challenges for Parents

The parents interviewed were also, on the whole, positive about their children's experiences of the EiC/EMAG project. A small number, however, did report some challenges, mainly relating to a lack of information from the school.

In Section 8.2 it was shown that some parents were developing their awareness of the EiC/EMAG project, but others did not feel particularly well informed. In one school, parents were not completely satisfied with the information they had received about the project, as this remark indicates: *'We'd like a little more feedback and probably termly, we'd like something to say what they're going to be doing on the Saturdays'*. Parents stressed that they were reliant upon the limited information that they received from their children. A mother said that she would like to see an organised schedule of activities so that she could engage in conversation with her son about the project. Another mother explained: *'I wasn't aware of things that were going to be discussed in the session on a particular Saturday, and it would be good for me to know so that I could encourage him and prompt him more'*.

In another school, a mother of a girl participating in a project workshop said: *'The school did not tell me anything about it and I am annoyed that they did not. I would have liked more contact about these activities'*; *'I do not know what they talk about [in the workshops]. I don't know whether it has got any specific objectives'*. She continued: *'I only found out that there was a project taking place when [a teacher] contacted me about NFER wanting to speak to me'*. Despite these communication issues, this mother said that the activities had been useful for her daughter and she would recommend participation in the project to other parents.

In one school there was a degree of cynicism, on the part of one father, about whether the project was a genuine attempt to improve children's life chances, or a short-term confidence booster. He explained that, in his opinion, the project might simply serve to provide a temporary confidence booster for the children. He expressed a view that the pupils needed some form of consistency, as a once-a-week feeling that they can succeed is short-lived. When asked about the merits of projects, this father said that: *'Our children are used as guinea pigs. It's difficult to see if it's going to be successful, the proof of the pudding will be in five years time, when we see what they go on to do'*.

One or two parents also raised questions about the attitudes of some teachers and were unsure as to whether the (otherwise very worthwhile) project work was becoming 'embedded' across the school. One parent said that she would

like to have had a group meeting with teachers, students and parents. Parents at this school thought that teaching Black history and including African-Caribbean food on the school menu, for example, would work towards bringing about social inclusion: *'It's the lack of all those kinds of things that give messages to kids that their history and culture's not valued, it's not part of the everyday thing'*. These developments should be embedded into school activities: *'It's not just part of the EMAP but it wants to be an everyday thing'*.

It should be stressed, once again, that these issues were raised only by a small number of students and parents. The majority of interviewees from these stakeholders were positive and pleased with the EiC/EMAG work that was going on in their schools. The next chapter provides some overall concluding comments based upon our evaluation of these projects.

12. CONCLUSIONS AND RECOMMENDATIONS

This chapter takes an overview of the evaluation and offers some concluding comments. A number of recommendations are made regarding the implementation of the EiC/EMAG project and related initiatives.

12.1 Conclusions

When designing project plans and implementing projects, headteachers and other senior managers were clear about their aims to implement projects which they felt would raise the achievement of minority ethnic students, either directly through projects focusing on, for example, literacy skills or indirectly through projects geared towards raising the self-esteem and confidence of these students. In the absence of any prescribed monitoring or evaluation processes, schools and LEAs measured the extent to which they had been successful in meeting their stated aims through a range of methods, including target setting and the analysis of students' test results.

Key to the success of the EiC/EMAG project has been the impact which the individual projects have had on the target groups of students. Participating students valued the support that they received from projects; however, in certain cases there was evidence that peer-pressure and fear of stigmatisation had hindered them from fully embracing project activities. Project practitioners, through innovative ideas and by initiating contact with parents, have developed techniques to stimulate the interest of participating students and satisfied parents of the merits of the projects. Students have benefited from increased confidence to participate in mainstream classroom activities and, as identified by students and teachers alike, projects have mostly had a positive impact on teacher/student relationships. Parents particularly praised those projects which sought to make their children more culturally aware. By providing students with the resources to explore their own identities, projects had succeeded in enhancing their self-esteem.

The many benefits arising from the implementation of the EiC/EMAG project, reported in Chapter 10 of this report, serve to emphasise the importance of the projects to teaching staff, students and their parents. Further suggestions, detailed in the recommendations below, have been made by contributors who felt that projects could further support and enhance the learning experiences of students.

12.2 Recommendations

Both the headteachers' survey and the case-study interviews provided opportunities for practitioners to make recommendations about the future implementation of this and related initiatives, based on their first-hand experiences of the EiC/EMAG projects. The comments made by respondents have helped to shape the recommendations presented below.

- ◆ There is a need for **improved planning and management** of the projects, at the school level. There was evidence that more effective management, coordination and planning was needed. For instance, collaboration between coordinators of EiC/EMAG projects and other EiC strand coordinators should seek to ensure that where projects have shared goals, then staffing, teaching and learning materials and other resources are efficiently used.
- ◆ The second recommendation is that attempts should be made to **sustain or improve the profile of the project**, both inside and outside the school. This includes the need to keep all staff well informed about the project. School management teams need to take the lead role in this area by encouraging teachers in their departments to work cooperatively with project staff.
- ◆ There is a need for **adequate funding** and **suitable expertise**. Both of these were thought to be essential to the effectiveness of the project. Although respondents were on the whole very appreciative of the benefits of the additional funding, the relatively small scale of this funding (and related issues of sustainability) were mentioned by several school and LEA interviewees. The Government's commitment to raising achievement needs to be supported by substantial and long-term funding arrangements.
- ◆ The quality of **evaluation and monitoring procedures** could be improved. LEAs also need to give further consideration to their roles in terms of monitoring and evaluation of projects and work with schools to develop practicable procedures.
- ◆ The final recommendation is that projects should **involve parents more** and take more note and **act upon students' feedback** and preferences. Schools should ensure that, through effective communication, parents are made aware of project activities and offered opportunities to advance their suggestions and/or concerns.

The above recommendations are offered as a result of our observations and analyses of the various data and have been supported by insightful views of headteachers and EiC/EMAG coordinators who had been closely involved in the implementation of the EiC/EMAG projects (as well as parent and pupils). It should be remembered that, overall, these practitioners and participants took a positive view of the progress and achievements of the projects. Their comments were an attempt to make constructive recommendations with regard to the further implementation of projects aimed at raising minority ethnic achievement.

APPENDIX A

Excellence in Cities/Ethnic Minority Achievement Grant (EiC/EMAG) Pilot Project (2002-2004): Project Activities

Local Education Authority	Target group	Project	Key areas of work
LEA 1	Bangladeshi and Black African Refugee pupils – Years 9-11 over 3 years. Current cohort 45 Year 9 students	Increasing the number of pupils gaining grades A* - C at GCSE Increase % of pupils from these groups who enter further education at 16+	<ul style="list-style-type: none"> ◆ Develop whole school practices for raising achievements of target group ◆ Identify gaps in provision and trial new ways of working ◆ Develop systems for early identification of pupils underachieving against potential
LEA 2	EAL Refugee & Black African pupils Key Stage 2-3 Black Caribbean pupils Key Stage 3	<p>Improving EAL Literacy support for Year 6/Year 7 and during transition from primary to secondary school</p> <p>Increase the number of pupils achieving secure Level 4 English in Year 7</p> <p>Improving the involvement and understanding of parents in the transition process</p> <p>Developing a pilot EAL Primary/Secondary Programme which will be disseminated across schools in the LEA through the Language Service Training and Resource Centre</p> <p>Improvement in KS3 results for targeted pupils</p>	<ul style="list-style-type: none"> ◆ Improving teacher skills in teaching English as an additional language ◆ Effective analysis and use of achievement data by ethnicity. ◆ Increased support for targeted pupils in danger of underachieving at transition from primary to secondary school ◆ Mentoring and training
LEA 3	Year 9 Bangladeshi & Pakistani pupils Year 7, 8 & 9 Pakistani & African Caribbean pupils	<p>Raising attainment and self-esteem through a planned intervention programme</p> <p>Raising attainment particularly through use of ICT to enhance motivation and facilitate independent learning</p>	<ul style="list-style-type: none"> ◆ Increase access to ICT in home environment ◆ Set up peer mentoring scheme ◆ Increased support in literacy and numeracy ◆ Lunchtime and After School Clubs ◆ Study skills ◆ Targeted support & Mentoring ◆ Use of a range of IT packages to motivate pupils and improve learning

<p>LEA 4</p>	<p>Year 5 African-Caribbean boys</p> <p>Year 6 and 7 Gifted & Talented African-Caribbean pupils</p> <p>Year 10 African Caribbean pupils</p> <p>African-Caribbean boys and new arrivals in Year 5&6</p>	<p>Raising attainment, improving attendance.</p> <p>Preventing the achievement dip of Gifted and Talented pupils between Key Stage 2, 3 and 4.</p> <p>Raising attainment</p> <p>Raising attainment, through improved writing and supporting transition from Key Stage 2 to Key Stage 3</p>	<ul style="list-style-type: none"> ◆ A focus on teaching and learning in core subject areas of English, Maths & Science ◆ Parental involvement ◆ Reviewing the curriculum and schemes of work to reflect and celebrate cultural diversity. ◆ Summer Schools, working with parents. ◆ Family sessions in: <ul style="list-style-type: none"> ➢ Accelerated learning ➢ ICT skills ➢ Interacting with school tracking data ➢ Study skills ➢ Parental support group ➢ Preparation for and the effective use of Parents' Evenings ◆ "Fix it Up" Mentoring & Mediation ◆ Black authors writing workshops (4 per school) ◆ Focus on literacy and writing skills ◆ Supporting newly-arrived families with the primary/secondary transfer process
<p>LEA 5</p>	<p>Key Stage 1 and Key Stage 2 boys for whom English is an additional language</p> <p>Dual Heritage pupils in Years 5 and 6</p>	<p>Raising attainment in literacy of boys in Key Stage 1 & Key Stage 2.</p> <p>Raising the achievement in literacy of Dual Heritage pupils</p>	<ul style="list-style-type: none"> ◆ A focus on teaching and learning ◆ Introduction of a home/school reading scheme ◆ Supporting parents to support their children's learning. ◆ A focus on social skills, attitude and motivation ◆ Links developed with Learning Mentors ◆ Audit and purchase of resources that better reflect the experiences of dual heritage pupils. ◆ Use of learning mentors/role models/members the community ◆ Use of Behaviour Support, Ethnic Minority Achievement and Inclusion staff. ◆ Increase cultural awareness and a focus on identity. ◆ Dissemination of good practice strategies. ◆ Analysis of behaviour referrals.

LEA 5 (continued)	<p>Asylum seekers and minority ethnic pupils in the early stages of language acquisition</p> <p>Somali pupils for whom English is an additional language – (Foundation Stage– Reception Class)</p> <p>Year 6 minority ethnic pupils</p> <p>Somali pupils</p> <p>Parents/carers of Pakistani pupils</p> <p>Year 6 Somali pupils and their parents</p>	<p>Raising attainment by at least 1%, and improving attendance and access to the curriculum</p> <p>Raising attainment from baseline to Key Stage 1 SATs</p> <p>Residential Language course to raise Key Stage 2 SATs in English and Science</p> <p>Joint project to raise achievement and self-esteem of Somali pupils in two schools</p> <p>Supporting parents to support their children</p> <p>Gaadhitaan Project Joint Project with the school and the EMAS central team to work through Somali parents to develop programmes of additional support for the children of the parents who join the project</p>	<ul style="list-style-type: none"> ◆ Training for learning mentors in supporting EAL pupils ◆ Resources to support EAL learners ◆ Resources form parents to support children's learning ◆ A range of activities to support parents and children in transition from primary to secondary school ◆ Attendance ◆ Equipping parents with language and key skills to support children in the early stages of language and Numeracy ◆ Production of a training video for parents ◆ Developing the Pastoral curriculum – team building ◆ Raising self esteem ◆ A focus on disaffected pupils ◆ Use of learning mentors ◆ Language development ◆ Targeted activities for pupils ◆ Use of Somali staff to support pupils ◆ Work with parents and carers ◆ Use of experiences and expertise of former students ◆ Using former students as role models ◆ Creation of a Parents' Forum to help parents prepare for transition from primary to secondary school ◆ Home school liaison ◆ Translation of materials to support parents ◆ Work with parents to identify children who they think need additional support ◆ Use questionnaires with parents and children to develop pupil specific work programmes ◆ Develop individual after school work each week for pupils to do with their parents ◆ Hold regular meetings with parents to support them to support their children
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<p>LEA 6</p>	<p>African-Caribbean & Dual Heritage pupils, particularly those in Key Stage 3</p>	<p>Enhancing the achievement of African-Caribbean heritage pupils.</p> <p>Strand 1 The pastoral curriculum</p> <p>Strand 2 Provision and development of appropriate texts and strategies</p> <p>Strand 3 Parental involvement work</p>	<ul style="list-style-type: none"> ◆ Reviewing Schemes of Work ◆ Developing resources that reflect the cultures and experiences of African Caribbean & Dual Heritage pupils ◆ Re-skilling teachers to address the needs of African Caribbean pupils ◆ Equipping parents to support their children's learning ◆ Reviewing the pastoral curriculum
<p>LEA 7</p>	<p>A mixed ability class of Year 7 pupils for whom English is an additional language. Staff working in Science and Humanities</p> <p>An identified group of EAL pupils in the year 7 cohort for whom English is an additional language.</p>	<p>Improving EAL pupils' oracy skills in order to raise achievement at KS3 through a focus on Science and Humanities.</p> <p>Improving Key Stage 3 English SATs results through integrated language skills teaching with a focus on techniques to scaffold pupils' reading and writing skills.</p>	<ul style="list-style-type: none"> ◆ Demonstrating the importance of the link between oracy skills development and the development of writing skills. Collecting oracy and literacy samples to do this. ◆ A focus on CPD re EAL methodology (Integrated Language and Learning Skills Teaching - ILLST) and more specifically in science and humanities by working more intensively with key staff. ◆ Use of an ILLST lesson planning proforma and collection of sample lesson plans and materials that demonstrate planning for inclusion for EAL pupils with a specific focus on listening and speaking tasks. ◆ Using the project to develop a whole school approach to speaking and listening as a key issue for EAL pupils. ◆ Sharing and disseminating good practice. ◆ A focus on transition between KS2 and KS3 ◆ A focus on Integrated Language and Learning Skills Teaching (ILLST) ◆ CPD/ training to enable staff to use ILLST language development techniques. ◆ Developing and adapting schemes of work with a focus on non-fiction genres to support the Year 7 English curriculum. ◆ Sharing and disseminating good practice and resources and building up a bank of cross-curricular text type examples. ◆ Developing a cross-curricular sample bank of pupils' assessed work.

LEA 7 (continued)	<p>Science department staff and Year 7 pupils for whom English is an additional language.</p>	<p>Using and embedding integrated language and learning skills techniques and strategies to improve EAL pupils' achievement in KS3 Science.</p>	<ul style="list-style-type: none"> ◆ Further developing a structured approach to data collection, assessment and monitoring of pupil achievement. ◆ Using an ILLST partnership planning proforma. ◆ A focus on EAL methodology: Integrated Language and Learning Skills Teaching (ILLST) ◆ A focus on fluency and accuracy in written and oral work supported by appropriate note-making tasks. ◆ Linking with note-making as an identified priority in the Science Department and across the curriculum in the school. ◆ Reviewing and working collaboratively on schemes of work ◆ Sample ILLST lesson plans and materials demonstrating in particular a range of note making strategies. ◆ A focus on CPD in Science both in class and through departmental meetings ◆ Sharing good practice and successful language development strategies and methodologies. ◆ Using an ILLST partnership planning proforma
	<p>Isolated learners for whom English is an additional language and key staff.</p>	<p>Further the inclusion of isolated EAL learners and improve all aspects of their English language skills. To embed techniques and strategies that promote inclusionary practices.</p>	<ul style="list-style-type: none"> ◆ A focus on EAL methodology: Integrated Language and Learning Skills Teaching (ILLST). ◆ A focus on key techniques to develop listening, speaking, reading and writing skills. ◆ A CPD focus with key staff and departments to embed appropriate techniques and strategies. ◆ Sample ILLST lesson plans and materials demonstrating key techniques and planning for inclusion. ◆ Using an ILLST partnership planning proforma ◆ Further develop the assessment and monitoring of EAL pupil achievement and progress. ◆ Develop a sample bank of assessed pupils' work. ◆ Sharing best practice resources with other schools.

LEA 7 (continued)	Minority ethnic students, identified as Gifted and Talented	Improve the grades of targeted students based on last year's assessments.	<ul style="list-style-type: none"> ◆ Analysis of achievement by ethnicity ◆ A focus on exam technique and understanding the language of exams ◆ Introduction of a mentoring programme
LEA 8	African-Caribbean and ESW boys Years 6-9	<p>Improve performance at Key Stage 3 and 4</p> <p>Reduce numbers of permanent and fixed term exclusions</p>	<ul style="list-style-type: none"> ◆ Developing an inclusive curriculum ◆ Study skills ◆ Transition from primary to secondary school ◆ Role models and mentoring
LEA 9	African-Caribbean pupils and those pupils for whom English is an additional language Key Stage 3 and 4	<p>Improved SATS results</p> <p>Increasing the number of pupils gaining 5 or more grades A*-G at GCSE</p> <p>Higher pupil retention in 6th Form</p> <p>Appropriate curriculum for KS4 EAL pupils at English Fluency 1</p>	<ul style="list-style-type: none"> ◆ Windsor Fellowship school based project ◆ Learning/academic mentors and workshops with role models ◆ A focus on teacher training ◆ Bilingual mentors/befrienders

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