



# REACH

## Update report

Progress against the five recommendations of the REACH report into raising the aspirations and attainment of Black boys and young Black men

Cover photo: Participants at an event at Snaresbrook Crown Court organised by the Ministry of Justice, Eastside Young Leaders Academy and the College of Law to increase awareness of the criminal justice system. The event was attended by two REACH national role models.

Communities and Local Government  
Eland House  
Bressenden Place  
London  
SW1E 5DU  
Telephone: 020 7944 4400  
Website: [www.communities.gov.uk](http://www.communities.gov.uk)

© Crown Copyright, 2009

Copyright in the typographical arrangement rests with the Crown.

This publication, excluding logos, may be reproduced free of charge in any format or medium for research, private study or for internal circulation within an organisation. This is subject to it being reproduced accurately and not used in a misleading context. The material must be acknowledged as Crown copyright and the title of the publication specified.

Any other use of the contents of this publication would require a copyright licence. Please apply for a Click-Use Licence for core material at [www.opsi.gov.uk/click-use/system/online/pLogin.asp](http://www.opsi.gov.uk/click-use/system/online/pLogin.asp), or by writing to the Office of Public Sector Information, Information Policy Team, Kew, Richmond, Surrey, TW9 4DU

Email: [licensing@opsi.gov.uk](mailto:licensing@opsi.gov.uk)

If you require this publication in an alternative format please email [alternativeformats@communities.gsi.gov.uk](mailto:alternativeformats@communities.gsi.gov.uk)

Communities and Local Government Publications

Tel: 0300 123 1124

Fax: 0300 123 1125

Email: [product@communities.gov.uk](mailto:product@communities.gov.uk)

or online via the Communities and Local Government website: [www.communities.gov.uk](http://www.communities.gov.uk)

**75% recycled**

This is printed on  
75% recycled paper

July 2009

Reference number: 09 RED 06015

ISBN: 978-1-4098-1644-7

# Contents

<b>Foreword from the Secretary of State</b>	2
<b>Introduction</b>	4
<b>1. I want to be like you</b> – a national role model programme	6
<b>2. The sum of our parts</b> – support for Black-led consortia in the voluntary and community sector	11
<b>3. Beyond the school gates</b> – a national framework of family-school partnerships	17
<b>4. A duty to deliver</b> – schools and the race equality duty	27
<b>5. Continuing the story</b> – the future evolution of REACH	37

# Foreword



Barack Obama taking office as America's first ever African-American president was a proud moment for all of us who believe in racial equality. And, here in Britain, as we move into the twenty-first century we can see examples of successful Black men from all walks of life. But too many Black boys and young Black men still face obstacles to success. As a group, they don't make the same progress or achieve to the same level as their peers with the same abilities and talents. They are less likely to go to university or to be employed. And they are over-represented in the criminal justice system – as victims of crime; and in prisons, facing more punitive sentences. The Government is committed to doing all it can to overcome these difficulties, so that every Black boy and young man has the same opportunities to fulfil their talent and potential as other children and young men.

Part of the answer is about government action to overcome deprivation and give every child the best possible start in life: through our work to tackle child poverty, social exclusion, poor housing – and especially our work to improve schools. But at the same time, we know that Black boys and young men face specific and discrete challenges which can't be explained by socioeconomic factors. That is why targeted programmes like REACH are so important.


What has made REACH so successful is it is based on the Black community's own analysis of those challenges; and their own solutions. Two years ago, panel members gave the Government five recommendations based on their own research and experiences of success.

They identified the successes of local role modelling projects and proposed a national programme to help broaden the horizons of Black boys and young men and show them what is realistically within their grasp. They looked at the success of small Black-led organisations in winning the trust and confidence of Black boys and young men and asked for support to boost their capacity. They identified the importance of building bridges between school and home. And they envisioned an enhanced role

for Ofsted in challenging schools to promote equality opportunities including race equality. All of which we accepted: all of which we are delivering.

This update report outlines the progress that has been made to date against all of the recommendations. We have made a strong start. The national role model programme is now up and running. New guidance for Black-led community groups has been created. New partnerships between home and school have been established. And this September, Ofsted will begin inspecting against a new inspection framework, making sure that schools are fulfilling their duties and promoting equality.

But REACH has been designed to tackle very longstanding and entrenched problems. It will not show instant results. And so our commitment on this issue is not a passing phase. This is a long term challenge which requires a sustained commitment from government: part of our broader efforts to tackle inequality, address disadvantage and improve opportunities for everyone. We must stick with this work until we can honestly say: this generation of Black boys and Black men has every possible opportunity and the same chance of success as those from other backgrounds. That is the commitment which I am making through this document.

A handwritten signature in black ink that reads "John Denham". The signature is written in a cursive, slightly slanted style.

**John Denham MP**

Secretary of State for Communities and Local Government

# Introduction

The REACH report aimed to raise the aspirations and attainment of Black boys and young Black men. The report was published in August 2007 and contained five clear, concise and evidence-based recommendations, all of which were accepted by the Government.

The acceptance of the REACH recommendations marked a key stage in an innovative alliance between the Government and 25 individuals with widely differing backgrounds and interests, from across the country.

Seeking to address the ingrained problem of underachievement among Black boys and young Black men, the Government recognised it did not have a full insight into the roots of the problem, nor could it gain one without directly engaging the community itself.

In February 2006, 25 members of the Black community were approached by Government to develop a programme of work called REACH, with the task of identifying the underlying causes of the apparent crisis among Black boys and young Black men and recommending how to overcome them.

Instead of delivering 'just another report' for the Government to then implement, the REACH panel would be actively involved in helping the Government to deliver on its recommendations. This was uncharted territory for both sides.

From the outset, the REACH panel adopted an evidenced-based approach, drawing for example on research commissioned from PricewaterhouseCoopers, which estimated the cost of the failure and underachievement they were interrogating at about £808m a year. It spent 18 months working across the country in a variety of arenas and configurations, listening, observing, and bringing to bear the experience of its members, who are drawn from across the gamut of public life.

The panel's single overriding conclusion was that the failure of Black boys and young Black men is not a foregone conclusion. There are many successful Black men, but they are the exception rather than the rule. Success by 2020 would mean a society in which Black men are represented in a significant number of powerful positions, from the Cabinet, to high-ranking judicial positions, to the executive boards of companies in the FTSE 250. At the other end of the spectrum,

the number of Black boys excluded from school, or passing through the criminal justice system should no longer be disproportionately high. The prevalent media stereotypes of Black men as either sporting or music stars, or gang members, should fade as Black men become more visible right across public and private life.

Of the five recommendations made in the REACH report, four were clear recommendations for policy initiatives, of which three aimed at addressing what the panel considered to be the major obstacles and deficiencies facing Black boys and young Black men, and one aimed at bolstering the tremendous resource available within the community. The final recommendation emphasised the need for focussed leadership to ensure delivery.

As envisaged by Recommendation 5 of the REACH report, a dedicated time-limited taskforce was created by putting together a number of co-ordinated working groups to take forward each recommendation with ministerial oversight. As it has worked to deliver against each recommendation, Government has benefited from continued input from many representatives of the original REACH panel, plus other relevant organisations, who have exercised a critical challenge function. However the REACH panel necessarily remains independent of Government and of the contents and conclusions of the REACH update report, which is a Government document.

This report reviews progress to date in delivering the REACH recommendations. The REACH panel themselves recognised that many of the changes we want to see may take a generation. REACH has only been in place for 18 months and therefore this report does not set out to measure changes in statistics. Rather it will look at the processes and resources which have been put in place across national government, local authorities, schools, and the community and voluntary sector to support and empower Black boys, young Black men and their families and are starting to make real change.

# 1. I want to be like you – a national role model programme

## Recommendation 1

The Government should introduce a structured national role model programme for Black boys and young Black men.

## Progress on Recommendation 1

REACH panel members were dismayed by the low self-image and aspirations they encountered among Black boys and young Black men at community engagement workshops. At the same time, they were struck by the outstanding results achieved by local, small scale role modelling programmes they visited. These projects demonstrated beyond any doubt the inspiring effect a role model can have.

Of course, successful Black male figures already exist, but the mainstream media has tended to focus exclusively on those from the worlds of sport, music and the media. Beyond these few icons, press coverage of Black boys and young Black men is mainly confined to deviance and gangs.

The REACH panel concluded that the deficit of 'real world' role models from the professions, business and public service needed to be addressed – both to demonstrate the wide range of mainstream arenas in which Black boys and young Black men can aspire to succeed and to counter negative media stereotypes.

The Government accepted Recommendation 1, and a dedicated REACH taskforce within Communities and Local Government (CLG) began planning a recruitment strategy.

The recruitment process took place in July and August 2008 and the launch event was attended by the then Secretary of State for CLG. Community organisations such as National Black Boys Can and Business in the Community were closely involved. The launch was followed by a series of regional briefings to encourage prospective role models to apply.



Radio interviews with REACH panel members about the aims of the role model programme, stories in *The Guardian*, *Voice*, and *New Nation* and paid-for advertorials inviting applications were used to ensure the widest possible exposure for the recruitment campaign.

A Young Advisers' Network of young Black men was assembled by the REACH taskforce as a sounding board for work on the REACH project. The network's first task was to convene in London to sift through the 212 applications received from prospective role models.

## Case study

**Ricardo Sharry**, 20, is a youth worker from Bristol and a member of the REACH Young Advisers' Network.

'I am already involved with community work of different kinds, but at the beginning I was sceptical about whether the aims of the REACH project were achievable. Then after meeting in London and learning more, I warmed to the idea. The REACH recommendations made sense to me, particularly those on role models and the role of Ofsted.

'I never went off the rails myself, but I underachieved, leaving school with only two GCSEs. I was the classic case of a child who does well until year 10 or 11, then deteriorates, in both ambition and results. I re-sat my GCSEs then went on to get three A levels, but I feel for those young men who become alienated, feeling there is nothing to aim for and no one to turn to.

'I think the role of the young advisers is two-fold. First of all we provide a vital young person's perspective on the policy and process work going on around REACH – after all, we are the target group of the programme. In particular, I have been involved in some of the work going on around voluntary and community organisations and developing guidance. I think we've helped ensure the guidance speaks in a voice that will be understood.

'But there is also a role within our community. Changing things has to be a two-way street. The REACH report was a first step, now the community has to push forward on it. Inevitably, the people who have got involved are those who already have some ambition and aspiration. Now we have to work hard to reach those who don't. To do that, we need to speak directly to the young of our community. The older generation can be set in their ways – and in their expectations. And it's hard to challenge them on that, as to do so can be construed as challenging their wisdom and experience. But I'm prepared to do it, as I'm comfortable with who I am, with the strength of my cultural heritage and because I think it's important.'

After the young advisers had conducted an initial sift of applications, the 50 shortlisted role model applicants then attended an interview panel and 20 national role models were selected. The role model programme was launched at a high profile event in London in December 2008. Government ministers and community members gained an opportunity to meet the new role models, who are collectively known as the R20.

National role models do not engage in personal mentoring, but are deployed at 'one to many' events, where they address Black boys and young Black men in a variety of settings. As the role model programme becomes more established, invitations are coming in from across the community and each R20 has his own monthly diary of engagements.

## Case study

**Piers Linney** is an entrepreneur and corporate financier, with a range of business interests. He employs nearly 300 staff in a business with turnover of £70m turnover. Now 38, he lives in central London, but grew up in Lancashire where he was the only black pupil at his comprehensive school.

'I hadn't heard about the REACH report or project, but I had been looking for a way to give something back to the community. A friend heard about the role model programme and urged me to apply. After learning more about REACH, I applied and was honoured to be selected.'

'I trained as a lawyer, then worked in the City as an investment banker before going into business. In all those arenas, I used to wonder why I never met anyone like me in the workplace. In fact, I have never had the opportunity to work with anyone of Caribbean heritage. So those issues we are trying to address – of poor achievement, a lack of role models and over representation in the criminal justice system – are not new, they were there when I was coming up. If we don't do something about it, we will lose a generation of very capable young Black men and boys.'

'My work as an R20 has shown me how badly role models for Black boys are needed and what a shortage there is outside the usual stereotypes. I enjoy the opportunity to get out there in schools or in workshops, to talk to them, be questioned and challenged by them, hear their views and try to encourage them. I say to them "I'm you, 20 years ago" and I explain how you can achieve if you have ambition and work hard. Their needs and expectations of a role model vary. Some of them want to hear about material wealth and what car I drive, whilst others already have a clear idea of what they want to achieve and are looking for practical advice and contacts.'

'I am giving more time to my role model work than is actually required as it is extremely rewarding and I enjoy working with the other role models. In the few short months since I've been an R20, I've attended events in diverse settings from conferences, to Cambridge University, to big inner city schools, to groups in my own business. I come across some boys who are not particularly aspirational and have not really thought about their future, others that are openly ambitious and some who have achieved something already and are worried about how that will affect their position among their peer group.'

'My focus is on the professions, the City and business. In each case, I try to open their eyes and instil vision and ambition. I explain that there are many paths and that my route to where I am today is just one. The key is to set yourself goals, work hard to achieve them, be persistent and not to assume that anything will come easy.'

After the national launch, the role model programme was made independent of Government. The Windsor Fellowship, a charitable organisation which designs and delivers educational and leadership programmes to develop the diverse young talent within the UK, has received £1.2 million to administer and continue building the national role model programme until 2011.

## Case study

### A mock crown court trial at Snaresbrook

Role models Rob Neil and Lanre Sulola took part in a mock trial at Snaresbrook Crown Court, part of a collaborative project with the Ministry of Justice, the College of Law and Eastside Young Leaders Academy (EYLA), a leading VCS organisation which provides educational and behavioural support to African and Caribbean boys, particularly those at risk of social exclusion. Forty Black boys attended, accompanied by EYLA staff.

The event formed part of the Ministry of Justice drive to increase confidence in the criminal justice system among young Black people and followed the processes of a real trial. Prosecution and defence counsel questioned two defendants accused of grievous bodily harm, in front of a jury composed of 12 young Black men. The participants had scripted roles prepared by experts and were presided over by the real life resident judge.

‘On the day I was surprised at how well it went,’ said **Leon Ward-Gough, 15**, who took a role as one of the lawyers. ‘It wasn’t what I expected. I thought it would be more dramatic like what we see on TV in American dramas. I enjoyed getting into the role of a barrister but the wig was itching me! Most of the time I stuck to the script but as it went on I became more comfortable and was able to go off the script. I thought that the boys found it a good experience to see what it’s like to be in a court.’

At the end of the trial the presiding judge took questions from the floor, with role model Rob Neil adding insights from his professional life as a civil servant working at the Ministry of Justice.

## The R20-plus programme – regional role models

Building on the impact of the national role model programme, the Windsor Fellowship is currently developing an R20-plus programme, designed to bring the role model project even closer to the ground through the development of a further network of regional role models. National role models have attended each of the four regional workshops which have been held in Manchester, London, Cambridge and Bristol to promote the regional network. Five more regional events are planned.

## Next steps for Recommendation 1

The Windsor Fellowship's work on the National Role Model programme is driven by the need to further disseminate and **communicate** the REACH message effectively through the development and delivery of a high profile campaign to raise aspirations of Black boys and young Black men; to make the right **connections** with Black boys, young Black men, their families, advocates, intermediaries and community organisations; to maintain effective **control** of the national role model programme, through good governance, effective management and judicious business development – collectively known as '**the three Cs**'.

### Communication

During the lifetime of the programme the Windsor Fellowship will:

- Continue providing the role models with high quality support and ensure they are engaged in appropriate and relevant one-to-many events.
- Host a media summit on the national role model programme.
- Launch the REACH role model website which will include e-learning, careers guidance and podcasts from the national and future regional role models, who are also involved in the programme on a local level

### Connections

In order to build an effective network which extends the principles of the national role model programme further, the Windsor Fellowship will:

- Develop a directory of Black-led or mainstream local organisations which provide mentoring and alternative education programmes for Black boys and young Black men.
- Work with local voluntary organisations to run a number of regional community engagement road shows.
- Organise an annual learning forum between local authorities, Children's Trusts and Black-led groups aimed at introducing them to the appropriate Commissioners and promoting best use of the new guidance for Black and minority voluntary and community organizations, produced in accordance with Recommendation 2 of the REACH report [see next section].
- Capacity build among the regional community and voluntary sector to ensure best use of the role models in events and engagements.

### Control

- The Windsor Fellowship aims to raise £1m in funds through the lifetime of the role model programme, by developing a fundraising strategy to secure project funding and sponsorship beyond the lifetime of the project.

## 2. The sum of our parts

### – support for Black-led consortia in the voluntary and community sector

---

#### Recommendation 2

Voluntary and community sector organisations working to support Black boys and young Black men should form Black-led consortia, supported by the Government.

---

#### Progress on Recommendation 2

The REACH panel was frequently impressed by the work of small community-based organisations working on the ground.

Many of these organisations and groups have achieved spectacular results that buck national trends and demonstrate that underachievement is not a foregone conclusion. But while the success of many small-scale operations lies in their ability to work in a focused, bespoke way, their size can also act as a barrier to recognition and funding.

The consultation process for the REACH report highlighted how, if smaller and larger groups with similar aims and objectives worked together in a consortium, they could pool resources, share good practice, make their voices heard more easily and compete on an equal footing for a share of the funding streams available within and outside government.

The REACH panel endorsed the view that consortia would enable small-scale groups to develop their work without sacrificing the very qualities which had helped them achieve such impressive results.

The Government accepted Recommendation 2 and the REACH taskforce within CLG organised a series of five regional stakeholder events, held in April 2009 in Birmingham, Nottingham, Manchester, Bristol and London.

The events offered an opportunity for delegates from local government, the voluntary

and community sector, and social enterprise to share practical approaches and learn how their peers are collaborating to raise aspirations and attainment.

## Case study

**Karl Murray** runs Linkup Caribbean an online community resource for the Caribbean community. He attended the REACH regional workshops in London and Birmingham.

‘For me, the events highlighted a number of issues and concerns that face the voluntary and community sector (VCS), in particular those groups working with Black boys and young Black men. For example, how do you steer a way through the many VCS bodies all trying to out do each other in an attempt to get funding? There is a reluctance and lack of capacity within the sector to galvanise around a number of key agencies and models that actually work and therefore make a difference.

‘The current approach to some funding streams encourages disparate and fragmented approaches instead of good quality services and ideas that work – in particular, the need for collaborative consortia approaches. While the events touched on this, there was not enough time to test out different types of consortia arrangements and how these could be put in place.

‘As the purse strings get tighter each year, there will be more groups falling by the wayside unless they can link up with and become part of a wider more sustainable arrangement. I believe more thought should be put into how consortia can be forged and led.’

## Case study

**Beverly Smith** of B4 2Moro CIC which provides an emotional wellbeing service for children and young people attended the Nottingham engagement seminar.

‘I valued the opportunity to attend a Black and minority ethnic event with a high turnout of minority ethnic professionals representing a broad range of agencies. This was a rarity for me and I found it empowering. The contact list I received was very helpful, but it did not give details of the specific nature of the organisations the delegate worked for, which – if included – could have promoted further partnership building. I also found the group discussions very useful, particularly hearing about people’s personal experiences.

These engagement seminars really highlighted the benefits of putting in a consortium or partnership grant application, especially for small organisations like mine. This is something I had not considered, I had only ever considered that as an option when applying for tenders.’

## VCS guidance

The regional events also served as a sounding board for the final development of specific guidance on how to build partnership working that takes account of the particular needs of small and Black and minority ethnic organisations. This guidance has been developed by CLG and the Office of the Third Sector (OTS) within the Cabinet Office. The new guidance is being launched alongside this report.

### Information for Black and minority ethnic voluntary and community organisations

The guidance is a major plank in the mainstreaming of the REACH programme and was launched at the REACH conference on 14 July. The guidance covers:

- the benefits of working with other organisations, including **different strategies** for doing so.
- how to **develop a consortium** to bid for funding.
- the importance of developing **networks**.
- **information about funding** – including a brief summary of what funding bodies are looking for in applications.
- dealing with the different types of **application form**.
- **how to build capacity** in a VCS organisation – through a constitution and ‘good governance’.

The guidance can be downloaded at [www.communities.gov.uk/communities/racecohesionfaith/raceandethnicity/reach/](http://www.communities.gov.uk/communities/racecohesionfaith/raceandethnicity/reach/)

## Funding Central

The REACH report also recognised how smaller organisations can be placed at a disadvantage when applying for funding, particularly when they are up against larger organisations which employ dedicated fundraisers. In response to demand from third sector organisations for easier access to information on funding, contracting and financial support, the OTS launched Funding Central in June 2009.

### Funding Central – a valuable resource

Launched in June 2009, Funding Central allows organisations free access to a database of over 4,000 funding schemes, ranging from local charitable grants to EU funding programmes.

The site also encourages users to think in a more sustainable way about funding, by providing some best practice guidance, case studies and other resources to improve fundraising skills.

[www.fundingcentral.org.uk](http://www.fundingcentral.org.uk)



## Tackling Race Inequalities Fund

From Summer 2009 to March 2011 CLG will provide £6m for the Tackling Race Inequalities Fund (TRIF). The fund supports third sector bodies operating across England, or across one or more Government Office regions, whose work tackles racial inequalities. The priorities of the REACH project are directly reflected in a number of TRIF's specific funding priorities – in particular, to support organisations which:

- Address inequalities of access and reduce gaps in outcomes for people from Black, Asian and minority ethnic groups in a range of public services, including education, health, housing and the criminal justice system and in employment.
- Carry out research into issues relating to race equality to increase the evidence base of the challenges facing Black, Asian and minority ethnic communities and approaches to tackle them.
- Increase levels of civic participation, volunteering or representation in civic or political institutions among people from Black Asian and minority ethnic groups.

## Office of the Third Sector

The Office of the Third Sector, which leads work across government to support the environment for a thriving third sector (including charities, voluntary and community groups, social enterprises, cooperatives and mutuals) set out in its report *The future role of the third sector in social and economic regeneration* (July 2007) a commitment to invest over £515m in third sector funding programmes from 2008 to 2011. These funds are open to all third sector organisations, both large and small, and including Black-led groups. They include:

- £130m in Grassroots Grants, combining small grants for community action and voice and endowment funds to build sustainability into local grant making;
- £117m in the youth volunteering charity v<sup>1</sup>;
- £65m in Futurebuilders, bringing the total value of the fund to support the third sector's role in the delivery of public services to £215m by 2011.
- £30m in community asset development and £10m in community anchors.
- £2m National Programme for Third Sector Commissioning to encourage more local partnerships between public sector and third sector in commissioning and delivering public services.
- Over £85m in Capacitybuilders for third sector infrastructure development

1 The Office of the Third Sector has committed £117m to youth volunteering through v over the next three years (2008-2011) to build a new national youth volunteering framework for 16-25 year-olds in England. v has so far created around 750,000 volunteering opportunities. Details at: [www.Wearev.com](http://www.Wearev.com)



Through its **Improving Reach** programme, Capacitybuilders extends and improves sector support services available to those frontline organisations dedicated to working in and with excluded communities, including African Caribbean communities.

For example; the African Caribbean Citizens Forum (ACCF) is funded under the programme to help develop the capacity and skills of the African Caribbean community in such a way that they are better able to identify and help meet their needs and to participate more fully in society.

The ACCF previously produced a report into the *Mis-education of African Caribbean Children in Leicester Schools* which looked at why there is educational underachievement among African Caribbean children, especially boys, and what can be done to resolve this.

In February 2009, OTS also announced, in *Real Help for Communities: Volunteers, Charities and Social Enterprises* a cross-government action plan outlining up to £42.5m support for the third sector in the difficult economic climate.

Full details of all the support available can be found at [www.cabinet-office.gov.uk/thirdsector](http://www.cabinet-office.gov.uk/thirdsector)

## Next steps

### VCS guidance

The Government need to encourage people to absorb and implement the guidance for Black-led VCS organisations to encourage commissioners and grant funders such as local authorities to support Black-led VCS organisations. We will therefore be using our networks to disseminate the guidance.

**The Office of the Third Sector** (OTS) will be developing its National Programme for Third Sector Commissioning over the next couple of years, to raise awareness among public sector commissioners of barriers faced by small community and voluntary groups, including Black-led organisations. This will include consideration of how to improve the contracting and funding relationship between commissioners and Black-led organisations. The REACH Panel will engage with the delivery partners of the programme to ensure that the needs of Black-led VCS organisations are captured and reflected in the training.

**The Funding Central website** will also be further developed to include information of specific relevance to small community and voluntary groups, including Black-led organisations.

Through the equality impact assessments of its new policies and funds, OTS will identify the specific issues faced by small community and voluntary organisations, including Black-led groups, and set out how they will be addressed in their policies.

OTS will also ensure that the views of small community and voluntary organisations, including Black-led groups, are taken fully in to account in all consultations.

The Office of the Third Sector will review the content and uptake of the guidance on consortium and partnership working for small and Black and minority ethnic organisations with a view to publishing a refresh of the guidance within the next 18 months.

Communities and Local Government has recently reconfigured the Third Sector Partnership Board, the forum through which the third sector will contribute to the development and implementation of CLG policy. The Board's remit is wide and covers issues such as minority ethnic third sector organisations, diversity, equalities and marginalised communities. The Board has a membership of 15, recruited through open competition, and will meet in full three times a year with task and finish groups taking forward work streams in between meetings.

# 3. Beyond the school gates: a national framework of family – school partnerships

## Recommendation 3

The Government should construct a national framework for family–school partnerships, ensuring that the needs of Black families are integral to the framework.

## Progress on Recommendation 3

Education does not begin and end in the classroom. The learning process stretches way beyond the school gates, and children whose parents encourage them, help with homework and get involved with school events are the most likely to excel.

The Children’s Plan<sup>2</sup>, which is the blueprint for all of the work done by the Department for Children, Schools and Families (DCSF), sets out the important principle that it is parents, not the Government, who raise children, so services need to be shaped and responsive to their needs.

DCSF has also commissioned various studies on parental engagement<sup>3</sup> in education including a national survey of parents and carers conducted in 2008, which found that parents of Black children are more likely to place a high value on education, more likely to help with homework and take seriously their own responsibility to ensure their children strive to achieve while at school.

This strongly supportive attitude does not have the positive impact it should however, as consultations for the REACH report revealed that many parents of Black boys feel alienated from their sons’ schools and say that schools only contact them when their boys are in trouble.

2 The Children’s Plan at: [www.dcsf.gov.uk/childrensplan/](http://www.dcsf.gov.uk/childrensplan/)

3 The National Survey of Parents and Children – Family Life, Aspirations and Engagement with Learning’ at: [www.dcsf.gov.uk/rsgateway/DB/RRP/u015249/index.shtml](http://www.dcsf.gov.uk/rsgateway/DB/RRP/u015249/index.shtml)

There was also a feeling that low expectations and stereotyping by teachers is holding Black boys back, because their behaviour is too easily interpreted as violent or disruptive, leading to exclusions, or because they are steered towards less serious subjects.

The REACH panel concluded that if schools are to meet the particular needs of Black boys and young Black men, a closer relationship needs to be forged between schools and Black parents.

The Government accepted Recommendation 3, which echoed an existing commitment to strengthen links between schools and families nationally and to ensure that by 2020 parents are satisfied with the support and information they get from children's services.

DCSF recognises that schools are not always successful in meeting the specific needs of Black families, so has worked with the REACH taskforce to establish the following principles for policy development:

- Cultural sensitivities surrounding Black families need to be taken into account by service providers, who should also expect to challenge their own assumptions and expectations as required.
- Black families should be consulted during the development of DCSF policy.
- Information, case studies and good practice guidance should include examples relevant to Black families.
- Examples of good practice should be identified and incorporated into future policy development.

By embedding these principles into ongoing work on parental engagement in children's learning and development, DCSF intends that the needs of Black families should become integral to that work as it evolves. Ongoing work is focused on three areas: **engagement and empowerment** of parents, **targeted support** for parents whose children are at risk of under-achieving and **building the capacity** of schools and local authorities to support parents better.

## Engagement and empowerment

### Better engagement of fathers

The Children's Plan has already prioritised the importance of ensuring that children's services engage better with fathers, through for example, keeping the contact details of parents who live apart from their children, so they can be involved with their children when that is possible. There is also a commitment to find and use the best practice methods of reaching dads – through online discussion groups, specific parenting programmes or drop-in centres.

As the REACH report identified absent fathers – and the resultant lack of a male role model – as a significant factor in the underachievement of Black boys and young Black men, this priority is of particular relevance to Black families.

## Case study

### **www.dadtalk.co.uk supported by Parent Know How**

DadTalk.co.uk encourages dads to talk about fathering issues with other dads, get advice from experts, exchange views and learn how to be the best dad they can.

Run by a consortium involving the Family Matters Institute and Eastside and Luton Young Leaders' Academies, Dadtalk has an active Afro-Caribbean community. One dad explained: 'I have always felt emasculated from my role as a father of three daughters. I have benefited from the Dadtalk forum through dialogue with other dads and I feel that there is support to many questions dads would not be able to ask. The anonymity of the online forum also helps as I do not have to speak to someone directly. I can post my questions and have different perspectives from a variety of dads.'

Building on the support offered by the forum, Dadtalk has recently launched the DadPledge which encourages fathers to sign up to the pledge and engage with their children each day. The service aims to encourage dads to talk about fathering issues with other dads, get advice from experts, exchange views and learn how to be the best dad they can.

**DadTalk.co.uk** was contracted through **Parent Know How**, a £65m DCSF programme, running from 2008-11. The project has contracted a number of different services including telephone helplines, internet-based support and print media, to increase the support and advice to parents and carers across the spectrum.

### **Home School Agreements and the Parent Guarantee**

Home School Agreements are already a statutory requirement in all maintained schools, though parents do not have to sign them and many do not know about them.

These can already be a powerful tool in laying down a 'baseline' for engagement between schools and parents, by making it clear to parents from the outset what they can expect from their child's school and what their own responsibilities are.

The Government committed in June 2009 in *Your child, your schools, our future: building a 21st century schools system* to further strengthen Home School Agreements to capture the specific goals for each child's learning, development and behaviour and the commitments that schools, parents and children make to help them reach them.

The Agreement will strengthen schools' existing discussions with parents and guidance for schools on the new Home Schools Agreements will help schools understand how to apply the Reach principles in their partnership with parents.

*Your child, your schools, our future* also outlines proposals for a Parent Guarantee to ensure that all parents can have consistent expectations of schools. It will give parents clear redress mechanisms if they feel that their children's school has not fulfilled the Guarantee and has not dealt appropriately with their concerns.

## Different ways of following progress

Not all parents find it easy to attend parents' evenings. For those whose own experiences of school were difficult, the prospect of a parents' evening can be daunting, so some parents do not attend, thereby losing the opportunity to keep up with their children's development. To ensure that parents who don't attend face to face meetings with teachers are not totally cut off from news about their children's progress, ministers aim for all secondary schools to make information about children accessible online by September 2010 and all primary schools by September 2012.

## The Parent's Panel

The Children's Plan includes a key commitment to *'provide a voice for parents at the heart of government with links into a full cross-section of parental opinion, so these perspectives are better reflected in government policy making'*. This commitment has been met in the form of the **Parent's Panel**.

The panel was recruited in late 2008 and is made up of 40 parents, from across England. The group includes a mix of mothers and fathers, single, married, divorced and separated parents, with children of a variety of ages and with different needs. Panel meetings take the form of whole-day sessions, which include presentations, moderated workshops and group discussions around particular themes.

Between each meeting, some panel members film interviews with friends and family on the themes raised and these 'video ethnographies' are then edited together and shown at the next gathering. Government ministers, including Secretary of State Ed Balls have attended the meetings, where panel members have been free to question them.

### Case study

**Rob Collins** is one of a number of Black carers on the panel, whose own experience of school reflected many of the concerns raised in the REACH report. 'I was steered towards athletics by teachers who were quite open about their low expectations of what I could achieve. I was one of only a few Black children at my school and often felt like an outcast. I was too naïve to understand that I was experiencing a form of ostracism, I didn't understand that school should be offering me something. I have moved on from that myself, but when it comes to my children I take discrimination very seriously and want to make sure they never have to experience what I went through.'

A mental health support worker and father of six, Rob is currently separated from his wife and three younger children. For him, the Parent's Panel has also offered a new way of contributing to his own children's future and to speak up for divorced and separated fathers, whom he feels can end up sidelined. 'We still have a role to play, to show our kids how much we care about their education and how we can support them. The Panel has bonded well, we don't agree on everything, but we get a chance to express ourselves and to build something together. I hope this work will be valuable, that officials will take our concerns on board and that our discussions will impact on future policy'.

## School governance

Only when parents are involved with their children's schools can they become much better informed and more involved with their children's education and progress.

The Government response to the REACH report recognised that engaging more **Black parent governors** is an essential part of closing the gap which can exist between schools and Black parents.

To widen the net for recruiting school governors, DCSF started the School Governors' One-Stop Shop (SGOSS), which since 2000 has recruited candidates for governorship and then brokers placements of those candidates in governing bodies.

In addition to its usual recruitment events SGOSS has run specific 'Breaking Down The Barriers' projects aimed specifically at recruiting minority ethnic and young governors in Newham and Nottinghamshire. Eighty-three per cent of the governor recruits in Newham and 50 per cent in Nottingham were from a Black and minority ethnic background.

SGOSS has now recruited and placed over 8,250 governor candidates in schools around the country, of whom 20 per cent come from Black and minority ethnic backgrounds – a considerable improvement on previous rates of recruitment.<sup>4</sup>

### Case study

#### The School Governor

**Hugh Goulbourne** *describes how becoming a school governor was a life-changing moment*

Hugh Goulbourne a solicitor/legal adviser at APACS, the UK payments association, wanted to become a school governor because he believes that 'Education is the key to ensuring equality of opportunity for all. As a Community Governor I have acted as critical friend to the school, helping to restore financial stability and so enable staff to concentrate on the most important task, educating students. I have developed my understanding and dialogue with other governors, members of staff and students. It has been fantastically rewarding to find that there is little difference between my values and the motivations that drive members of various other groups within the community.

'Being a school governor is one of the most personally rewarding ways of helping our community. Through this role I feel that I have developed a more rounded lifestyle, broadened my skills base by taking on greater responsibility and become a more effective communicator by working with people from outside of my immediate day-to-day environment.

*continued overleaf*

<sup>4</sup> Research conducted for DfEE in 1999 by Peter Earley of the University of London Institute for Education found that seven per cent of governors in England were from a minority ethnic background.



‘Becoming a school governor was a life changing moment for me. Through greater community engagement I have discovered what really motivates me in life. I have been encouraged to set goals and aspirations for the future that I would not have considered without this experience. I would strongly encourage anyone who wants to make a difference to contact the School Governors’ One-Stop Shop today.’

## Targeted support

### Parent Support Advisers

Class teachers do not always have the capacity to provide the extra support needed by some families. To provide that support to parents DCSF has developed a Parent Support Adviser programme.

Following a successful pilot in 20 local authorities from 2006 to 2008, DCSF is investing £102.5m over the period 2008-11 to expand PSAs nationally. There are currently over 2400 PSAs and similar professionals across England working with parents in and around schools.

PSAs are recruited from a wide variety of backgrounds, including teaching and teaching support, social work, healthcare and the police. They work with parents, often within a school environment, to help improve children’s behaviour and emotional and social development.

The Training Development Agency (TDA) coordinated training for PSAs and produced two resource kits for local authorities to use as good practice guides, drawing on the successful strategies used during the training and management of PSAs during the pilot.

### Case study

**Leroy Robertson** was appointed by the local authority as a Parent Support Adviser (PSA), for Woodbridge Comprehensive School in Redbridge as part of the PSA pilot scheme. He has since been recruited by the school’s head as deputy child protection coordinator.

The school has a diverse ethnic and socioeconomic population which includes the deprived Orchard estate and affluent Chigwell area. During his three years at Woodbridge, Leroy has become a contact point for parents and pupils.

‘Many kids have problems at home which they can’t leave at the school gates. A kid who overturns a desk when a teacher chastises him for not doing his homework may not have had breakfast or dinner the night before, his parents may have been absent overnight. Unlike class teachers or heads of year,

*continued overleaf*



I have the time to listen, provide support and see things through to the end. For these children, school is a safe place, the only one they have – but their other problems create a barrier to learning.'

Re-empowerment of parents is a key element of Leroy's work. Five-week parenting courses, which parents attend by invitation, offer scenarios, skills and tools for re-establishing boundaries and ensuring attendance at school. The need for parental engagement is continually stressed, such as helping with homework and getting involved in school events. Leroy also does home visits where required 'I even visit family homes in the mornings, wait while kids get up, get dressed and come downstairs, then drive them to school.'

Among the Black boys he works with at Woodbridge, Leroy cites an absence of fathers as the single most important underlying problem. 'Schools can't cure that problem, but until it is addressed, Black males will be lost,' he says.

'How many of these kids know a drug dealer or a drop out and how many of them know someone who has been to university?'

At Woodbridge, the use of role models is taken seriously and starts within the peer group. 'There are kids who were on the way down and got into trouble, but who have now turned themselves around and got good qualifications. They have written PowerPoint presentations about how they did it, to show others who are failing that they can pull themselves up – it can be done.'

## **The Parenting Early Intervention Project (PEIP)**

Sometimes parents need help with parenting skills and the aim of the Parenting Early Intervention Programme (PEIP) is to help parents of 8 to 13 year-olds improve their parenting skills.

The local authority decides which priority groups will benefit from the project. Currently, 42 local authorities are involved, many of them serving large Black and minority ethnic communities from Birmingham, Manchester, Leeds, Leicester, Luton, Southwark and Tower Hamlets. There are plans to develop the project into other areas over the next two years.

DCSF is issuing guidance to all local authorities to make sure that there is equality of access to the PEIP. The guidance also highlights the factors that local authorities should consider when delivering parenting programmes to make sure that there is an accurate representation of Black and minority ethnic families on the project.

## Case study

### Helping Somali fathers in Tower Hamlets

When the Parenting Early Intervention Pathfinder (PEIP) project started in Tower Hamlets in 2006, one of the borough's target groups was Somali fathers. PEIP contacted the Ocean Somali Community Association (OSCA) a key voluntary sector player which encourages East London Somalis to access public services, such as regeneration programmes, employment, training and skills. OSCA has suitable premises, with additional crèche facilities.

Training was given to two OSCA male members of staff to deliver a course for Somali fathers in their first language.

The parenting programme was called, *Strengthening Families, Strengthening Communities* which highlights the value of promoting cultural heritage and the spiritual beliefs of group members. Fathers talked about how they were brought up in Somalia and how their own values apply to the new environment their children are growing up in. Parents can invite a guest speaker and the Somali fathers invited the local imam to discuss an Islamic perspective of fatherhood, which fitted very well alongside the principles of parental responsibility promoted in the programme.

## Building capacity

### The Parenting Fund

The Parenting Fund has been running since 2004. It supports third sector organisations to offer much needed services to parents and their families.

Managed by the Family and Parenting Institute (FPI) on behalf of the DCSF, 90 projects were awarded grants totalling £12m in the third funding round, across 23 designated areas. These projects will be funded until 2011 and represent a range of charities and voluntary organisations.

## Case study

### How 'Just for Fathers' is helping dads

**Allan** left school at 16 without any qualifications. He tried all sorts of odd jobs but could not make ends meet. He has three children and after falling out with his girlfriend, he drifted into drugs, alcohol and gangs, ending up in prison twice.

Allan was referred to the African Families Support Service's (AFSS) 'Just for Fathers' and attended regularly. AFSS is a voluntary organisation, based in Croydon. Set up in 1999, AFSS seeks to improve African refugees' access to services and opportunities. AFSS has received two sets of funding from the Parents Fund which it has used to set up a Positive Parenting project including

*continued opposite*

monthly support groups for parents, a telephone advice line, peer support and parent mentoring, a Fathers support group and an outreach group targeting fathers.

Allan received a lot of support, motivation and guidance about parenting and in getting his life sorted. He now has a regular job in a supermarket and is studying for his NVQ Level 2 in business administration and finance.

Allan also attends 'Dads, Lads and Daughters' sessions and has learnt how to support his children, with whom he now enjoys good quality time. He has been recruiting young dads to join 'Just for Fathers' activities so that they can benefit as he did.

## **The National Academy for Parenting Practitioners**

While parents may sometimes need help and support in dealing with their children or schools, DCSF recognises that childcare professionals and practitioners who work with parents can also need support and direction to ensure they can respond effectively to the specific needs of different kinds of parents.

The National Academy for Parenting Practitioners (NAPP) trains practitioners who work with parents to deliver parenting programmes in a wide range of contexts. A programme of good practice workshops for 1,400 parenting practitioners, covers six different topics that reflect the top priorities identified from local parenting strategies. Good practice in working with Black and minority ethnic parents is included in the programme.

NAPP also works with third sector organisations to build up knowledge and improve engagement with particular parents, including Black parents.

To make services more accessible to Black and minority ethnic parents, over 120 Black, Asian and minority ethnic staff were trained in evidence-based parenting programmes in 2008-09, amounting to 15 per cent of the total staff trained in that period. Parenting programmes of this kind are carefully structured, run over many weeks and have been demonstrated to have significant impact on parenting and children's behaviour.

NAPP is aiming to train 3,400 practitioners to deliver parenting programmes by April 2010. Practitioners will also be offered training opportunities in good practice in working with Black and ethnic minority parents.

## **Better information about services for parents**

Section 12 of the Childcare Act 2006 requires local authorities to provide high quality information to parents about services that are available to them and which may assist them in bringing up their children. This duty is usually delivered locally by Families Information Services. The DCSF is working closely with organisations such as the National Association of Family Information Services (NAFIS) to improve local authority delivery of this duty and ensure parents get better information about services. Our quality improvement work will stress the need to tailor information and the channels through which it is delivered to meet the particular needs of diverse groups of parents, including Black parents.

## Next steps on Recommendation 3

### Relevant Fieldforces

DCSF will consult REACH stakeholders when drawing up interim guidance over the summer on parental engagement for National Challenge advisers and others working with schools on school improvement.

### Parent Support Advisors

DCSF will ensure that particular issues raised by Black families are addressed in the Parent Support Advisor's summer practice report published by the Teacher Development Agency (TDA) in August.

### The Children's Plan: Progress Report

The Children's Plan: Progress Report committed the Government to producing guidance on practice to help schools understand the needs of particular groups of parents including Black and minority ethnic parents. The DCSF will ensure that the REACH recommendations are a key part of this guidance, which will be published by spring 2010.

The Progress Report also committed the Government to further developing its insight into parents' attitudes and behaviours and communicating with parents about the ways they can and should engage with their children's learning and development. DCSF will ensure that Cultural sensitivities surrounding Black families are taken into account as this work is developed.

### Your child, your schools, our future: building a 21st century schools system

The recent White Paper *Your child, your schools, our future: building a 21st century schools system*, published in June 2009 introduces a new Pupil Guarantee to ensure every child receives the support they need to succeed. The DCSF will now legislate for the Pupil Guarantee to ensure it includes the following:

- all young people to get a broad and balanced curriculum and high quality careers information, advice and guidance so they can make informed choices about their future;
- every secondary pupil to have a personal tutor to receive personalised support and ensure their learning needs are being quickly addressed;
- all 7-11 year old pupils falling behind in England and maths to get one-to-one tuition to help them catch-up from September 2010.
- All pupils at the start of secondary school who were behind at the end of primary school will get either one-to-one or small group tuition from September 2010.

## 4. A duty to deliver – schools and the race equality duty

### Recommendation 4

Ofsted, DCSF and relevant field forces (such as School Improvement Partners) should take urgent steps to strengthen existing systems to ensure that:

- (a) Ofsted effectively and consistently report on schools' delivery of their race duties, and
- (b) Relevant field forces challenge and support schools in their delivery of those duties.

### Progress on Recommendation 4

The main legacy of the Stephen Lawrence Inquiry was a new emphasis on tackling discrimination and promoting race equality within institutions. The Race Relations (Amendment) Act 2000, which formed the Government's main response to the Macpherson report, placed each school governing body under a general duty *to take proactive steps to tackle racial discrimination, and promote equality of opportunity and good race relations.*

In practice, the duty requires schools to prepare and maintain a written statement of their policy for promoting race equality, monitor the operation and impact of that policy and take reasonable steps to publish the results of its monitoring on an annual basis.

Transparency is key to tackling inequalities within institutions, so the requirement for schools to assess race equality within their own classrooms, devise a strategy to promote good practice and address any inequalities identified, then report on the delivery of that strategy was potentially transformative.

However, the REACH panel found that some schools do not take their responsibilities under the duty seriously enough and continue to ‘problematise’ Black boys or their families, without recognising that attitudes or practices within the school itself could be responsible for issues which arise. Continuing gaps in attainment and higher rates of exclusion for Black boys appeared to confirm that a powerful legislative tool was not being used as effectively as it should be.

The Government accepted Recommendation 4, which with its emphasis on monitoring, sought to create a baseline against which individual schools’ future delivery on race equality challenges could be measured and judgements made over whether the practices put in place to address persistent inequalities are sufficient.

## Progress on recommendation 4(a)

Following an extensive review of its school inspection arrangements, including widespread consultation, Ofsted has established a new school inspection framework, which will be implemented from September 2009. This process has benefited considerably from the input and expertise from REACH.

In March 2009, Ofsted published *Ofsted inspects – A framework for all Ofsted inspection and regulation*. This sets out the principles which will underpin all of Ofsted’s inspection and regulation activities.

The new framework stipulates that all of Ofsted’s remits will contain a single judgement on equality and diversity; that evidence contributing to that judgement will be gathered through assessment across a wide range of outcomes; and that the grade will contribute to and may limit the grade for overall effectiveness.

A focus on the outcomes and experience of different groups of pupils will be a key dimension of the new arrangements. There will be a strong focus on race equality including a discrete judgement in every school inspection report on ‘the effectiveness with which the school promotes equal opportunity and tackles discrimination’.

This judgement is particularly important as it has a direct bearing on the overall outcome of the inspection. **So, if a school is found to be inadequate in its equalities assessment, it will automatically be judged inadequate overall.**

This will result in the school being put into an Ofsted category of concern, which means the school will be judged to require a notice to improve or special measures. The judgement on equalities encompasses the performance and experience of minority ethnic groups, taking account of a range of factors including the emphasis given to processes and provision to promote equality and tackle discrimination, and ensuring that stereotypical views are challenged.

However, the focus on minority ethnic pupils will not be limited to the equalities judgement made by inspectors. The new framework embeds this focus across the range of inspection judgements.

For example, in assessing pupils’ learning and progress, schools will need to demonstrate that a very large majority of groups of pupils make at least good progress; and for a school to be judged good in this respect, no group’s progress should be inadequate.



In assessing behaviour, inspectors will take account of a range of evidence including records of racist incidents, over-representation of particular groups in exclusion data, attendance data and incidence of bullying.

Additionally, the extent to which all groups of pupils contribute to the school and wider community will be evaluated; this could focus on how well ethnic minority groups participate in school life and how their views can influence decision making in the school.

In developing the new arrangements serious consideration was given to the REACH suggestion of including a discrete assessment in every report of a school's compliance with the race equality duties. However, since the focus of inspection is to be on the outcomes and experience of all groups of pupils, a compliance-checking model has not been adopted.

This does not mean that inspectors will not look at compliance with the equality duties. As part of completing their self-evaluation form (SEF), schools will be expected to indicate the extent to which they comply with the duties. Compliance with the duties will become a focus of an inspection where a school indicates that it is not fully compliant. Crucially though, it will also become a focus where evidence gathered during the inspection on pupil outcomes or experience does not corroborate the school's statement on compliance.

## Next steps

### **Christine Gilbert Her Majesty's Chief Inspector of Education, Children's Services and Skills**

We have seen some narrowing of the gap in GCSE achievement between Black, Pakistani, Bangladeshi and White pupils, but for some groups the combination of gender, ethnic group and socio-economic background is associated with the very lowest levels of educational achievement.

Services have to be excellent if they are to break the mould so that our most disadvantaged children and young people can take the opportunities, or can make the opportunities, that come much more easily to those more fortunate. This resonates with our recurring theme that "satisfactory" is not good enough, especially for those facing poverty and disadvantage.

Ofsted is changing the focus and frequency of school inspections to ensure that inspection has the greatest impact possible on school improvement and outcomes for children and young people. The views of parents and pupils will also play a more significant role in the inspection process.

Equality is at the heart of the revised school inspection framework which gives priority to assessing how well schools promote equality of opportunity, and how effectively they tackle discrimination.

I am determined that we will focus our inspections where they have the most impact in terms of raising standards and improving peoples lives. So while good and outstanding providers should be subject in many ways to a lighter touch inspection, we will focus on schools for instance that aren't making the progress they should, as well as those that are inadequate because we know that inspection is a lever for improvement.

The immediate task for the future will be the implementation of the new strengthened school inspection framework and monitoring – of the implementation process and of its impact.

DCSF will work closely with Ofsted to ensure that all inspectors have the knowledge and skills needed to effectively assess the performance and experience of ethnic minority pupils under the new arrangements and to consistently reflect this in school inspection reports. Regular updates and guidance on specific issues will be available for inspectors. A programme of training will be developed to extend that already undertaken at both an organisational and individual level where appropriate.

In order to monitor the impact of the new framework, both in terms of implementation and more generally, a regular programme of retrieval is in place to determine current strengths and areas for development. Information previously retrieved contributed to the improvement in the new evaluation schedule. Once the new inspection arrangements are in place in September 2009, this cycle of retrieval will continue.

## Progress on Recommendation 4(b)

Local authorities have access to a number of field forces, which DCSF supports in order to help schools raise standards and eliminate differences in achievement. These include National Challenge Advisers, who are employed by local authorities and deployed to individual schools in a variety of ways, depending on the particular challenge which has been identified by the LA or the school itself and the National Strategies, a field force with educational expertise and one of the department's key delivery partners. A local authority that has identified an area which needs improvement or targeted support can gain access to the National Strategies. The National Strategies Regional Advisers then work with the authority to decide the best action to take and agree a timescale for that supported action.

### Case study

A larger than average middle school on the outskirts of London with a majority of minority ethnic children identified under performance among Black African boys and Black Caribbean children, in contrast to their peers. With the support of the local authority and the National Strategies, the school implemented an action plan which included a termly Raising Attainment Plan and a continuing professional development (CPD) programme for the whole school workforce, to improve understanding of the needs of Black children and raise the attainment of Black African boys in particular. Use of 'pupil voice' revealed that pupils thought that the curriculum needed to explicitly address the issue of racism, for example. Assessment data indicated that some Black children should have made better progress. The CPD provided the opportunity to consider whether it was staff expectations that made the difference. Some staff found it difficult to accept this challenge because they felt they treated all children in the same way and that their expectations were the same for all children. All staff filled in a questionnaire exploring their own attitudes and perceptions and difficult messages were delivered to some, who it was felt needed to change their perception of certain Black children.

*continued opposite*



25 Black children were targeted for particular intervention. Of these, some received support through a learning mentor, others were given a programme to enable them to be seen in a helpful light by other children and others benefited from interventions in English and maths.

As a result of the targeted intervention, attainment of the target group has improved, staff are now more aware of the needs of Black children and set challenging targets, while the self-esteem and reputation of certain Black children has improved and poor behaviour has reduced. Two boys previously in danger of being excluded are back in the playground.

A recent Ofsted report commented: 'Raising achievement of the Black African children, particularly the boys, has been a specific focus in the school. Various successful strategies such as support from the Somali Parent Ambassador, Winning Attitudes Workshops run by LA consultants, and the use of relevant teaching materials and staff training are impacting greatly on the Black African children's performance'.

In addition to providing schools with resources to address equalities issues which are identified on the ground, DCSF has identified three equality issues of direct concern to Black boys, on which it needs to focus nationally in order to deliver on the public sector duty on race

- the gap in educational attainment
- the disproportionate rate of exclusion of Black boys
- racially motivated bullying.

The **gap in educational attainment** has already started to narrow. Between 2003 and 2008, the proportion of Black pupils who gained five or more GCSEs, including maths and English, at A\*–C grades rose from 25 per cent to 40 per cent. This 15 percentage point jump compared with an average national improvement of 7 percentage points over the same period.

Progress on this scale has been achieved through a combination of targeted programmes to support Black pupils and deployment of DCSF's field forces such as School Improvement Partners and National Challenge Advisors, to focus schools on the need to narrow the gap and challenge them where necessary on their strategies for doing so.

## **Black Children's Achievement Programme (BCAP)**

The Black Children's Achievement Programme (BCAP) is a national programme aimed at raising the attainment of Black pupils in the Foundation Stage, KS1 and KS2 in primary schools, delivered through the National Strategies. BCAP was piloted in 15 schools across five local authorities in January 2005. It set itself the challenge of breaking the pattern of Black children underachieving in schools, building an ethos of Black children's achievement.

After 18 months, the pilot was rolled out more widely to 20 local authorities and approximately 100 schools. DCSF has commissioned an evaluation of this programme which will report in July 2009.

## Case study

### **Black Children's Achievement Programme in an East Midlands primary school**

This slightly larger than average inner city primary and nursery school in the East Midlands has over 280 children on its roll. Fifty four per cent of children are from minority ethnic groups, the highest proportion being of Black Caribbean or Black African heritage. A significant number of children leave or join the school throughout the school year. The proportion of pupils with learning difficulties and/or disabilities is very high and over half the pupils are eligible for free school meals.

As part of the Black Children's Achievement Programme, the senior leadership team (SLT) analysed the attendance, attainment and exclusions data which showed that:

- in year 5 (the targeted year group) Black pupils had high levels of poor attendance and lateness
- the pupil achievement tracker showed poor attainment for target pupils
- time-out data showed a high proportion of year 5 Black children regularly in time-out
- parents' evening data showed poor attendance by Black parents
- parents' questionnaires showed that many of the targeted children's parents lacked confidence in being involved in school life and their children's learning.

### **How the school tackled the challenges**

The SLT decided that rather than trying to contact all Black families, who might not need the additional support, it was important to start by targeting a few families. A key worker was designated to each identified family who then made several home visits. Having this key member of staff was essential as it provided someone who was able to form a good relationship with the parents, supporting them but also challenging them.

Target pupils were invited to the established pre-school breakfast club and their families attended the Social and Emotional Aspects of Learning (SEAL) workshops. When they finished, their achievement was celebrated in a special school assembly.

The recent Ofsted inspection identified how the SEAL workshops helped parents to promote their children's wellbeing and self-confidence.

There were other very good results:

- the breakfast club improved pupils' attendance, punctuality and their behaviour at the start of the day
- the attainment of the targeted pupils improved and so did their enjoyment of school – and they got involved in more out-of-school activities
- attendance at parents' evening by the targeted families has improved.

### **Future plans**

The school is continuing to analyse achievement reviews by ethnicity and to collect and analyse data for parents' evenings. It is maintaining the key worker role to continue to improve contact with parents and run the family SEAL programme.

## Reducing Black exclusions

The REACH report highlighted grave concern among Black communities about the disproportionate exclusion of Black boys from school.

DCSF is committed to continuing long term work on this issue, which began after a Priority Review highlighting disproportionate Black exclusions was published in 2006.

Twelve local authorities and almost 80 schools, chosen because of high exclusion rates for Black pupils, took part in a pilot aimed at reducing exclusions of Black Caribbean and Mixed White and Black Caribbean pupils.

A solution-focused approach was developed through support materials and a DVD which included information on how to use data and pupils' perceptions to close the exclusion gap and develop a 'whole-school ethos' to include all pupils.<sup>1</sup>

The materials were rolled out through National Strategies Advisers in February 2009, who will work with local authorities and a member of the senior management team from schools where the data suggests there are disproportionate exclusions of Black Caribbean and Mixed White and Black Caribbean pupils.

DCSF will be monitoring the impact of the materials through annually published data and feedback from the National Strategies.

A copy of *Reducing Disproportionate Exclusions of Black Caribbean and Mixed White and Black Caribbean Pupils* can be found at: [www.teachernet.gov.uk/publications](http://www.teachernet.gov.uk/publications)

### Reducing numbers of Black exclusions: reactions from pilot areas

#### Lambeth

'Schools used materials such as the Self-evaluation Framework to look at where there are particular issues – a breakdown of the exclusions data was carried out to identify specific issues. The Black Exclusion project has been very effective in raising awareness of the disproportionate exclusions of Black children and enabled Lambeth to link this into the Aiming High Black Achievement project to positively address the issue with schools.'

*Barry Gilhooley (Inclusion Lead AD)*

#### Sandwell

'At the Q3 Academy we really benefited from the pilot because it encouraged the school to drill down on data to identify potential issues. For example, it triggered a review of protocols and procedures round exclusions which in turn prompted a revision of the reintegration package offered to young people.'

'There is now a stronger intervention programme for all students returning from a fixed period exclusion which has reduced re offending and in turn permanent exclusions'.

*Dave Lomax (Strategic Director)*

1 The materials produced by National Strategies can be accessed at <http://nationalstrategies.standards.dcsf.gov.uk/node/161362>

## Racist incidents and bullying

Since 1999 head teachers have been under a legal duty to put measures in place to prevent all bullying among pupils, including racist bullying. Not only do head teachers and school staff have the legal powers and the support they need to tackle bullying, school staff also have powers to regulate the conduct of pupils when they are outside school premises – for example bullying on school buses, or cyber-bullying.

DCSF published guidance for schools in 2006 on how to prevent and tackle bullying based on race, religion and culture. The guidance offers discussion topics to stimulate debate and spark activities – involving everyone in the school community.

Anti-bullying guidance for schools can be downloaded at:  
[www.teachernet.gov.uk/wholeschool/behaviour/tacklingbullying/](http://www.teachernet.gov.uk/wholeschool/behaviour/tacklingbullying/)

## Tackling bullying outside school

Further guidance **Safe from Bullying** was published in April 2009 to help practitioners tackle the bullying, including racist bullying, of children and young people when they are out of school in places such as playgrounds, children's homes and travelling on public transport. The guidance explains how different local services can work together to put a stop to bullying.

DCSF has asked the Anti-Bullying Alliance (ABA) and the National Strategies to work with local authorities and schools to ensure the guidance is implemented on the ground.

The out-of-school bullying guidance can be found at:  
[www.dcsf.gov.uk/everychildmatters/resources-and-practice/IG00363/](http://www.dcsf.gov.uk/everychildmatters/resources-and-practice/IG00363/)

## New statutory duty to record bullying incidents

The current DCSF anti-bullying guidance recommends that schools record all incidents of bullying and use the data to monitor their anti-bullying policies. Local authorities should use the data to identify trends and evaluate area-wide initiatives.

The Government now intends to introduce a new statutory duty on schools to make sure bullying incidents between pupils, and incidents of verbal and physical abuse against school staff are all recorded.

A consultation in autumn 2009 will ask whether the statutory duty should also cover the reporting of incidents to the local authority and, if so, whether a distinction should be made between the various forms of bullying, including racist bullying. The plan is for the new duty to come into effect in 2010.

## Next steps

### Revised Targets

All schools have a responsibility to promote race equality in line with the requirements of the Race Relations (Amendment) Act 2000. Through the delivery of these programmes, National Strategies as one of DCSF's key delivery field forces will continue to challenge schools to make sure they are taking the necessary steps to comply with this legislation.

In addition, to focusing on those Black and minority ethnic (BME) groups that continue to underperform nationally; the DCSF has recently made changes to the Local Authority Performance Target Setting process. For the tests and examinations that will take place in the 2010/11 academic year, local authorities will be expected to set targets for the following groups:

- Black Caribbean
- White/Black Caribbean
- Black African and White/Black African
- Black Other
- Pakistani
- White Other
- Gypsy, Roma and Traveller of Irish heritage, and
- Children eligible for free school meals (FSM) for the first time.

This revised target setting regime sets the right context – i.e. that the targets focus on under performance and allow local authorities to focus their resources on those groups.

Whilst national data shows a welcome progress in the attainment of Black pupils, who are improving at a faster rate than the cohort as a whole, we need to make sure that schools and local authorities continue their support so that all pupils achieve their potential.

### School Report Card

The new School Report Card, which is being trialled from this autumn, will for the first time contain information on school-level measures for narrowing the gap. Schools will hence be rewarded for their success in improving the attainment of disadvantaged pupils alongside, and not at the expense of their peers.

Nationally, Black students are amongst the groups vulnerable to under-performance and their results will be included in the measurement of how good schools are at narrowing gaps, alongside the other groups for whom local authorities must set targets.

### Extra mile

DCSF is also expanding the Extra Mile project in September 2009 to a further 40 local authorities, including primary schools for the first time. These schools are trialling approaches to improving the attainment and aspirations of children from deprived communities. Schools are focusing their efforts on groups of students who are performing below expectations.

As well as doing all the things that good schools do, they also go the *extra mile* and implement some deliberate, specific extra measures designed to raise the aspirations of their pupils. For example, promoting a culture of respect for local people, local culture and local values and developing a listening campaign which responds to pupil and parent perceptions.

Early results from the 2008/09 trial secondary schools have shown that good practice can be replicated elsewhere. Trial schools are reporting a significant positive impact from Extra Mile activities on attendance, behaviour and attainment and the project has also proved extremely effective at engaging teachers, pupils and parents

### **Exclusions**

In order to monitor progress on tackling the disproportionate exclusions of Black boys, from 2009, DCSF will publish local-authority level data on exclusions, broken down by ethnicity. DCSF will also analyse exclusion ethnicity by school type.

# 5. Continuing the story – the future evolution of REACH

## Recommendation 5

Communities and Local Government should appoint a taskforce (with a time-limited remit) that will drive forward the delivery of the REACH recommendations, within the wider achievement agenda for Black boys and young Black men, reporting to a minister for race.

## Progress on recommendation 5

REACH was never conceived as a ‘quick fix’, or just another report. From the start, the panel had a clear idea of what success would look like but also that it would take significant time and changes to achieve the desired outcomes, which could only be measured by 2020.

These included a significant improvement in the representation of Black men in positions of power – for example as board members in FTSE 250 companies, Cabinet members in government, or high-level appointments to the judiciary. At the other end of the spectrum, there should be a significant reduction in the numbers of Black boys and young Black men entering the wrong end of the criminal justice system.

Although the REACH report acknowledged that achieving these successes could not depend on the Government alone, but would need a far broader alliance of stakeholders, it did suggest that the Government should support and oversee the fledgling stages of the REACH programme.

The Government accepted Recommendation 5 and CLG established a dedicated taskforce to drive forward practical work on the REACH project. A central programme board, including REACH panel members and CLG officials oversaw more detailed work on the recommendations by specific sub-groups.



The REACH programme board reported in turn to a Ministerial Board, chaired by the Secretary of State for Communities and Local Government, who is the Cabinet lead on race equality.

CLG also assembled a REACH Young Advisers' Network drawn from existing CLG youth panels and community organisations to contribute to and feed back on REACH work. The Young Advisers have provided an ongoing sounding board for policy development and also worked on various subgroups.

The critical success of this programme is down to the partnership between the Panel and the Government in ensuring that there are real changes to opportunities available to Black boys and young Black men.

## Case study

### **Derby City Council's Black Achievement Strategy – an example of REACH principles at work in local government**

Derby City Council has developed a Black Achievement Strategy (BAS), based on analysis of the city's Black population achievement by age group and gender, inclusion and exclusion data, progression to further and higher education and employment rates.

BAS draws heavily on the core REACH principles, through deploying positive role models, improving links between schools and communities and involving Black voluntary and community sector organisations in delivering support for Black children and their families.

For example, a Black children's achievement programme is being piloted to develop strategies to involve Black parents more directly in their children's learning, which includes culturally-relevant curriculum subjects; and ensuring Black parents receive information on their children's positive achievements at school, through the two advisory support teachers who work in three primary and five secondary schools around the city.

The advisory support teachers provide support for all parents, particularly at transitional stages, but they also signpost the way for more targeted support if it is required. They work with the schools to develop curriculum programmes which take into account issues around Black heritage.

The advisory support teachers have coordinated the publication of Derby City Council's Black Achievers' Directory which aims to provide positive role models for young people and showcases the achievements of Black people who were born in, live, or work in Derby. Many of the people in the directory are also involved in mentoring programmes with Black children in the city.

The advisory support teachers have also run three very well-attended conferences for Black families which looked at issues which concern them, provided a chance to meet other families, and highlighted the support available through the council and local voluntary sector organisations.

*continued opposite*

The advisory support teachers coordinated a visit to Jamaica for teachers from schools with high numbers of Black children, to look at how schools there raise attainment, work with families, and support culturally-relevant teaching and learning.

The city council is also launching a Black Achievement Board with representatives from Black Voluntary and Community Organisations (VCOs) to consider how the VCO services in the city could be better supported to offer a more joined-up service, and compete more effectively for sustainable funding. Derby's VCOs include:

- Derby Black Boys Can (providing support for personal development).
- the Black Parents' Forum (established for two years and which meets regularly to discuss issues relevant to Black parents).
- Open Doors (mentoring and vocational support).
- Men of Black Ancestry (role models, mentoring and general support).

## Next steps on Recommendation 5

Recommendation 5 envisaged a REACH taskforce should be created to drive delivery. This report details the good progress to date with many significant building blocks in place – for example the first national Role Model scheme, guidance for Black-led VCS organisations, a range of initiatives to support parental engagement with schools, and a landmark new Ofsted inspection framework.

The Panel set out their vision for the world in 2020 and we are only 18 months into delivery. Some of the building blocks have been put in place but it will take time before we can measure their impact. Other workstreams may benefit from setting a future direction of travel.

The Government is also reviewing its strategic approach to race equality. The recommendations of the REACH programme, and the work already underway to deliver them, will be firmly embedded and mainstreamed in any refreshed approach.

Government is clear that we are only part of the way on this journey, and we will therefore work with the Panel to identify where and how their input and leadership can add most value as we strive to ensure a bright future for all our young Black men.





