



HARINGEY **EDUCATION** PARTNERSHIP

Raising Black Caribbean and BAME Achievement



Haringey: success unequally shared



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Children and young people in Haringey attend some of the best schools in the country, with strong outcomes from early years to post-16, including:

- ✓ *95% of all early years judged Good or Outstanding*
- ✓ *99% of schools Good or Outstanding*
- ✓ *Early years outcomes in London Top Quartile*
- ✓ *Key Stage 1 and Key Stage 2 results above national at the Expected Standard and in London Top Quartile for Greater Depth*
- ✓ *Strong Progress 8 at GCSE and Attainment 8 in line with the national average*

However, not all groups share equally in this success and Haringey has the **biggest gap in the country between White British and BAME, especially Black Caribbean, attainment for children and young people**

Our vision: success for all



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“Every child and young person in Haringey matters.

Every child and young person deserves the best life chances, especially when they face additional barriers due to ethnicity and disadvantage.

It is everyone’s responsibility to make this a reality and create the equality of opportunity we want to see”

Our mission in Haringey is to:

- Achieve outcomes for *all* children and young people as good as, or better than, anywhere else in the country
- Close the gaps in attainment for our different ethnic groups and disadvantaged pupils
- Tackle related inequalities and negative outcomes such as exclusions, which impact on life chances

Why it matters to Haringey



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Haringey should lead by example for other local authorities and schools:

- Underachievement of any group of our pupils matters to us
- Every child, regardless of their race, class, religion or culture deserves – and can achieve – an excellent education
- There are still additional barriers to achievement based on ethnicity, which must be tackled, including institutional racism
- Black Caribbean children have been in our schools for at least 70 years yet consistently achieve less than their peers and are excluded more frequently
- Haringey has the largest Turkish speaking community of any local authority in the country
- The underachievement of these groups of young people represents a waste of talent and an increased cost to the borough

We cannot say we have succeeded until success is shared by all

What the data tells us



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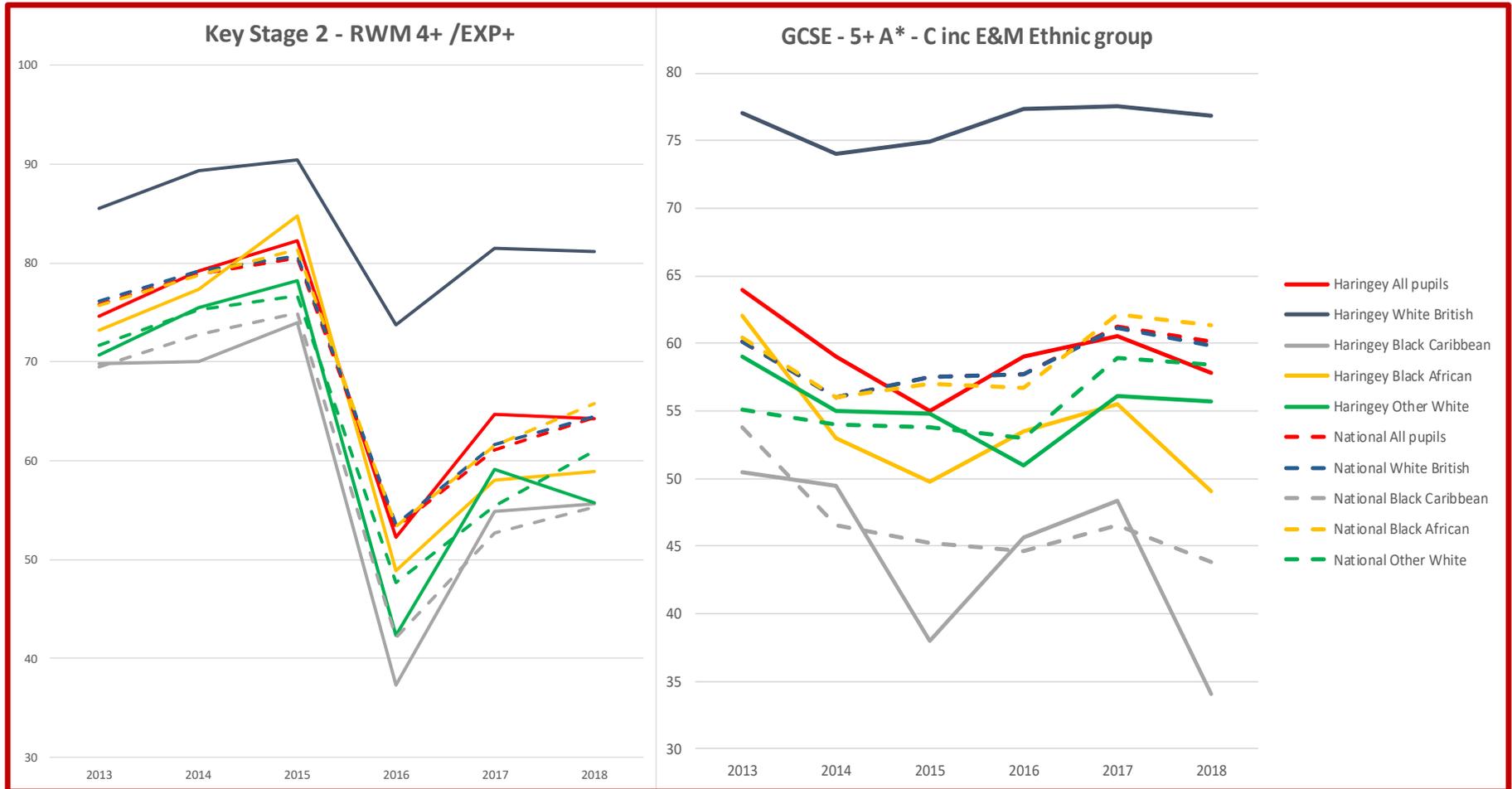
- Overall, attainment drops from London top quartile for Early Years, to London average at Key Stage 1 to national average for Key Stage 2 and GCSE
- White British students in Haringey achieve well above London and national averages at all stages, attaining over a grade higher in every GCSE than the national equivalent for this group
- Other ethnic groups in Haringey perform less well:

Black Caribbean are broadly in line at the Expected Standard in Early Years, but gaps open at Key Stage 2 and grow at GCSE. These students achieve an average of 2 grades lower on every GCSE than White British and below any other group (including the average for all disadvantaged in Haringey)

Turkish at Key Stages 1 and 2 are almost 25 percentage points below the Haringey average at the Expected Standard. Though there is some catch up at GCSE, students achieve 1.5 grades below White British in every subject

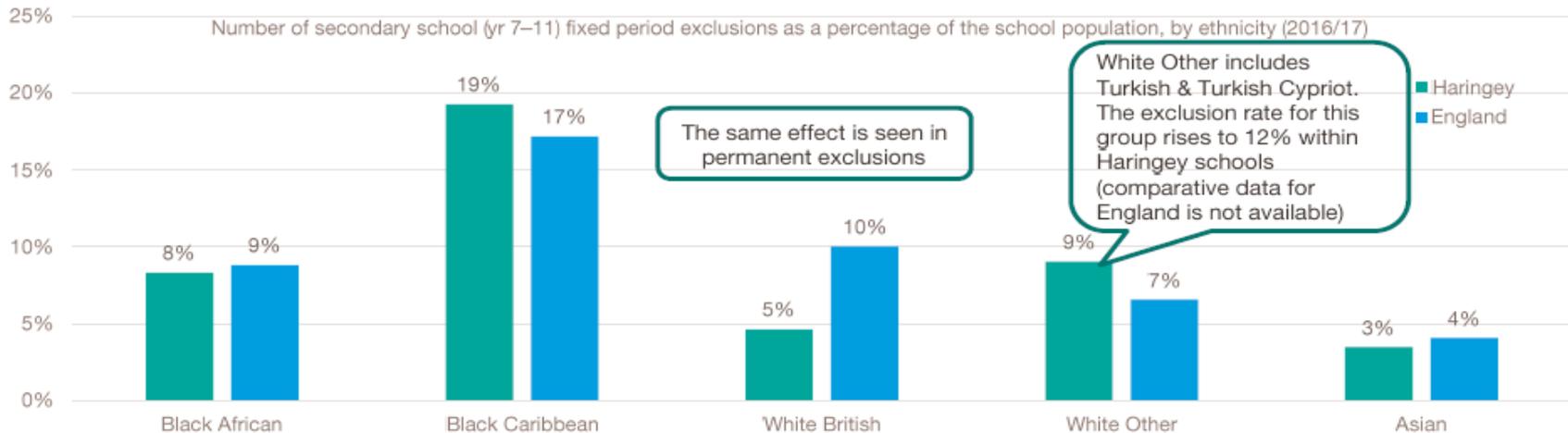
Black African achieve 1.5 grades below White British in every GCSE and over half a grade below their national comparators

Haringey: mind the enormous gap



The impact of unequal outcomes

- Attainment at GCSE and post-16 impact directly on opportunities to pursue higher levels of education, with a knock-on effect for future careers and earnings – reinforcing existing inequalities
- We also know disengagement at school is linked to a range of other negative outcomes including: exclusions and alternative provision, mental health issues and unsafe behaviours such as perpetrating and being a victim of violence



Why?

There are clear links between disadvantage, attainment and exclusions. Haringey's White British children and young people are much less likely to suffer from disadvantage than those from BAME backgrounds

Ethnic Group	Total no pupils	% Pupil Premium
Black African	5,671	51%
Black Caribbean	2,833	51%
White Other	10,675	26%
White British	7,587	13%
Haringey Total	38,664	31%

English as an additional language will also play a key role for some communities

However, the varied patterns of attainment for different ethnic groups shows that this is not the whole story. We also need to look carefully at how the education system affects outcomes

In particular, we need to acknowledge and address issues which affect children and young people's sense of self-worth, aspiration and life chances, such as:

- Institutional racism and unconscious bias
- Low representation of BAME groups among leaders, teachers and governors
- Lack of understanding of cultural diversity – cultural competency
- The impact of being in a minority in a White majority school
- Limited or negative representations of BAME groups in school and the curriculum

What the research tells us



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National research backs up how important these issues are for BAME communities

A study by Bristol University found that – when compared with blind marking – teacher assessments in SATs were 5.6 points lower for Black Caribbean and 6.4 points lower for Black African students, while Indian and Chinese students were over-assessed and White British were over/under assessed based on class

Dr. Feyisa Demie's research *Experience of Black Caribbean Pupils in School Exclusion in England* highlights key factors for persistent underachievement:

- Headteachers' poor leadership on equality issues
- Institutional racism and stereotyping
- Teachers' low expectations, curriculum barriers and relevance
- Lack of diversity in the workforce
- Lack of targeted support

In its report *Forgotten Children* The House of Commons Education Committee attributed the ever-increasing rate of exclusions to:

- Behaviour policies with a zero tolerance approach
- Progress 8 measures at KS4 leading to a narrowing of curriculum
- The process of exclusions is extremely alienating for parents overall
- Alternative provision with no reintegration and poor record of pupil attainment
- Insufficient use of in-school alternative provision

Committing to change



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Closing the gaps is an urgent task and requires a level of focus far beyond our current ways of working

We are expecting *all* Haringey schools to publically sign up to a pledge to address Black Caribbean and BAME underachievement

My school is committed to closing the gap for our Black Caribbean and BAME children and young people

This will entail a commitment to:

- Targeting ambitious outcomes
- Leaders and governors taking a whole school approach
- Transparent reporting and sharing data
- Working together in new ways and sharing good practice
- Holding each other to account

HEP and Haringey Council will support, challenge and hold to account, including reporting annually to Cabinet on the progress that is being made

Targeting outcomes



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Our target in Haringey can be nothing less than closing the gaps between different ethnic groups such that all succeed as well as the highest performing groups

We recognise this is not a 'quick fix' and so we need to set a trajectory to know we are on track:

- Reduce the attainment for all BAME groups against White British every year across Early Years (Good Level of Development), Key Stages 1 and 2 (Expected Standard and Greater Depth) and at GCSE (Attainment 8)
- Focus on our key cohorts - within 3 years:
 - Black Caribbean – Key Stage 2 RWM combined to reach Haringey average and Attainment 8 to reach the national average, with reduced exclusions
 - Turkish – halve the gap to the Haringey average at Key Stages 1 and 2; Attainment 8 to reach the Haringey average; exclusions at or below the Haringey average
 - Black African – to close the gaps with the Haringey average at Key Stage 2 and in Attainment 8, with exclusions at or below the Haringey average
- Close the gap between White British and BAME groups within 7 years

Our approach

We will use the following framework to harness our work in Haringey:



Strategic leadership



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Leadership at borough level:

- Led by the BAME steering group on behalf of Haringey
- Haringey Pledge to provide public commitment and basis for holding to account
- Public accountability through an annual report to Cabinet
- Annual conference to ensure ongoing focus across Haringey
- HEP support and challenge to schools through Improvement Partners
- HEP to develop high quality CPD, resources and good practice
- HEP to lead on borough wide systems e.g. transition
- HEP to build the evidence base on what works
- Haringey Council to work with services (e.g. Early Help, safeguarding, SEND) and partners (e.g. police, CAMHS) through Young People at Risk strategy
- Haringey Council to lead a celebration event on achievement
- Partner with other leading boroughs (Hackney, Lambeth and Brent) to drive the agenda across London



Young People at Risk Strategy
2019-2023



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Haringey
LONDON



Research and evidence



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We want schools to have access to a full evidence base and the latest data in Haringey and beyond to understand what works and to track impact. To have real insight, this also needs to be coupled with research in Haringey, case studies of good practice and an openness to looking at practice in each others' schools

To achieve this we will build on the excellent data analysis in Haringey, HEP's relationships with academic researchers and other London boroughs leading on this agenda

HEP will:

1. Work with Dr Feyisa Demie to make the research base accessible
2. Work with UCL Institute of Education and other boroughs to share evidence
3. Constantly analyse Haringey level data and compare with statistical neighbours
4. Provide schools with more detailed data analysis and look into examples where schools are bucking the trend
5. Complete case studies to highlight good practice in Haringey and beyond
6. Foster a culture of 'learning together' so staff can experience what others are doing first hand
7. Work with partners in other London boroughs to learn from effective practice

Resources and interventions to close the gap



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We are developing a broad range of resources for schools to support changes in practice. This already includes the following and will continue to develop:

- **Knowing your school:** school self-audit tool; data pack; template action plan
- **Facing the problem:** guide to 'having the difficult conversations'; reading list for staff to understand the issues; national research
- **Training:** BAME specific CPD for champions and teaching staff; governor training; conferences on specific issues
- **Curriculum and teaching resources:** BAME-representative reading list; schools sharing BAME-positive curriculum resources; Turkish pupils toolkit
- **Transition and vulnerable pupils:** transition days for primary / secondary; Vulnerable to Underachievement checklist; early transfer form
- **Making connections:** links to the Council and other services; links to community and professional groups

We will make as much as possible freely available & accessible on HEP's website

Resources and interventions to close the gap



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Beyond the non-negotiables set out in the pledge, schools will want to consider all of the following as a starting point for developing good practice:

Experience of school:

- Focus on self-worth
- 'Know me before you teach me'
- Positive representations of BAME in curriculum, displays and role models
- Racism and social justice threaded through the curriculum
- Achievement champions for vulnerable BAME
- Target and support underachieving BAME
- Strategies for engaging target parents
- Community members to support EAL literacy and language development

Staff and governors:

- Training to cover: unconscious bias, teaching a diverse classroom, cultural competence
- Reading list to support cultural awareness and institutional racism
- Seek out feedback from BAME students and parents on their experience at school
- Curriculum resources to support BAME engagement
- Training for governors to challenge exclusions

Policies and systems:

- Complete school self evaluation tool
- Identify ambitious targets for BAME groups
- Review behaviour policies and move away from one size fits all
- Restorative Justice approach to conflict resolution and inclusion
- Tools for tracking BAME students at risk and providing early support
- Use of Vulnerable to Underachievement checklist

Governance and accountability – Working differently in schools



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There is no single solution for every school. In addition, schools across Haringey have different contexts and cultures and expect to retain a high degree of autonomy. As a result, the focus is on:

- Ensuring deep commitment at all levels
- Sharing good practice and making use of resources and interventions
- Transparency and accountability

Schools signing the pledge commit to the following as non-negotiables:

1. Champion for Black Caribbean and BAME on Senior Leadership Team
2. Lead governor for Black Caribbean and BAME achievement
3. School to complete the self evaluation tool and share the results with governors
4. SLT to set stretching attainment targets, lead 'difficult conversations' and commit to a whole school focus
5. Identify Black Caribbean and BAME achievement in SIP, with regular progress updates and an annual report to governors
6. Staff released to attend and disseminate specific CPD
7. Supporting transition arrangements for vulnerable BAME young people
8. Engage BAME parents' views at school and provide positive parenting support

Governance and accountability – Holding each other to account



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Closing the gaps will require all of us in the education system to hold each other to account, including on challenging our unconscious biases

This must remain high on everyone's agenda through:

- Governing bodies, engagement with parents and students, School Improvement Plans and senior leadership in schools
- Networked Learning Communities
- Heads meetings for primary, secondary and special heads
- HEP working with member schools
- Reporting on progress across the Borough
- Council and political scrutiny
- Ongoing work of the BAME steering group

Working together we can achieve our vision and close the achievement gap for our Black Caribbean and BAME children and young people – and set an example for other boroughs to follow

Engagement and communications



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Raising Black-Caribbean and BAME achievement is a top priority for all Haringey schools. The agenda will be in the spotlight for HEP and the Council. Schools will also take a lead with BAME achievement to be a key focus for our Networked Learning Communities and cross-borough discussions



On behalf of the BAME Steering Group, we look forward to working together to make our vision for all our children and young people a reality

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