

By: Managing Director (Children, Families and Education)

To: Gypsy and Traveller Advisory Board – 2nd September 2008

Subject: Update: National Strategies: Gypsy, Roma and Traveller Achievement Programme

Classification: Unrestricted – for information

Summary: This report updates members on the National Strategies: Gypsy, Roma and Traveller Achievement Programme and Kent LA's contribution as a pilot authority.

DCSF: Gypsy Roma Traveller Achievement Programme

Background

1. (1) Kent was selected, in 2007/8, as one of 10 Local Authorities taking part in this pilot programme to address the national underachievement of Gypsy Roma and Traveller children. This is in recognition of Kent's significant and diverse Gypsy Roma and Traveller population, and the effective practice in the LA in supporting Gypsy Roma and Traveller pupils (including new EU arrivals). This is one of the specialist programmes within the Ethnicity, Social Class and Gender Achievement Plan of the Primary and Secondary National Strategies.

(2) Kent joined in the second year of the project. MCAS and Advisory Service Kent worked collaboratively to support five targeted schools, Sittingbourne Community College, (Swale), Dover Road Primary (Gravesham), Edenbridge Primary (Sevenoaks), Castle Hill Primary (Folkestone) and St Peter's (Folkestone). Each school received £4,000 additional funding to enable them to contribute to the development of effective practice at a national level. The project focused on:-

- Using data to inform planning
- Trialling literacy interventions
- Developing parental and community engagement

The aim of the programme is to improve the quality of provision and rates of attendance, reduce exclusions and raise attainment, for Gypsy, Roma and Traveller children.

Nationally the following outcomes have been identified:

- Two percentage points increase in attendance for GRT pupils in targeted schools
- Increased rates of progress and an increase in the attainment of GRT pupils in Key Stage 2 and 3 in English, Mathematics and Science in the targeted schools.
- Reduction in exclusions of GRT pupils
- 10% increase in numbers of GRT pupils recorded in the Annual Schools Census.

(3) Schools and services attended national and local network meetings to share good practice and have reported on a Kent two termly basis to the National Strategy Regional Advisor.

Evaluation of 2007/8

2. (1) Kent LA was asked to evaluate the impact of the Gypsy, Roma and Traveller Achievement Programme on outcomes for children and young people, professional practice and on parental and community engagement. Each school produced a report and the LA produced an overarching report, analysis of the data indicates that Kent is on target to meet the outcomes set out in paragraph 1(2) of this report.

Summary of actions taken by the LA and their outcomes

3. (1) In Kent LA actions were prioritised by a strategic steering group:

- Data on the attainment of Gypsy, Roma and Traveller children was shared with School Improvement Partners, Primary Excellence Headteachers and Primary Consultants to inform interventions with schools and school improvement planning. *Outcome: In the 5 pilot schools the main interventions from the LA to support school improvement were inclusive of the issues impacting on Gypsy, Roma and Traveller achievement.*
- Operational arrangements to ensure Gypsy, Roma and Traveller children have access to education were agreed as part of the Children Missing Education Protocol and In Year Fair Access Arrangements. *Outcome: the majority of children missing education are found school places within the 20 day timescale set out in the Children Missing Education Protocol.*
- Education Welfare Officers have received training on Gypsy, Roma and Traveller issues to ensure the effective enforcement of attendance and support for children missing education. *Outcome: Education Welfare Officers are able to engage directly with Gypsy, Roma and Traveller families or with the support of specialist Family Liaison Officers.*
- Targeted support to pilot schools on the following intervention programmes (Speaking and Listening in the Primary National Strategy, Advanced Learners of EAL Toolkit and the New Arrivals Excellence Programme, Sounds Write). *Outcome: Evaluations from training indicate that professionals feel more confident and empowered to meet the needs of Gypsy, Roma and Traveller children.*
- Targeted support for schools in achieving accurate ethnic declaration. *Outcome: Increase in the numbers of Gypsy, Roma and Traveller children and their families declaring their ethnicity (Schools Census: 2007 and 2008)*
- Members of the Gypsy, Roma and Traveller community worked in partnership with advisory teachers to deliver training to schools and other agencies. *Outcome: Evaluations from training indicate that participants have reflected that their perceptions and prejudices of the Gypsy, Roma and Traveller community have been challenged and redefined. Members of the community have been confident in contributing to training and multi-agency projects.*

Summary of the actions taken by schools and their outcomes

4. (1) Schools worked collaboratively with advisory teachers and consultants to undertake a self-evaluation and produce an action plan:

Primary

- Analysis of ethnicity, language and faith background and checking with Parents through the Parent Support Adviser to confirm the accuracy.
- Analysis of attendance data to identify mobility patterns
- Consultation with class teachers to establish if Gypsy, Roma and Traveller children can be identified as gifted and talented.
- Implementation of assessment tools for new arrivals including pupil profiling.
- Collation of materials to establish distance learning provision.
- Consultation with parents/carers to establish whether they attend Parent Consultations and any improvements that could be made to facilitate their attendance.
- Strategic use of Parent Support Adviser to ensure that parents are aware of consultation events, Governing Body developments and partnership work with the EWO to improve attendance.
- Employing bilingual staff able to do outreach to new Roma communities.
- High profile introduction of GRT History Month through the introduction of a poster competition by an artist of Gypsy, Roma and Traveller background and the involvement of the Roma Support Group.
- Raising awareness of the nature of racist bullying through partnership teaching during Anti-Bullying Week.
- Develop class teachers' knowledge of speaking and listening strategies and embed within the curriculum.
- Developing guided reading small group work through modelling and discussion
- Reviewing and planning Quality First Teaching to ensure that the needs of Gypsy, Roma and Traveller children can be met
- Review of resources and their use across the schools, one school as a focus on the Art curriculum

Secondary

- Employing a GRT community member as a Student Support Officer with ongoing professional development support and advice from MCAS.
- Outreach to parents from the Gypsy, Roma and Traveller community by the Student Support Officer.
- Workshop event for the community to celebrate International Roma Day included multi agency contributions and was organised in partnership with the Canterbury Gypsy Support Group.
- Review, verification and dissemination of data relating to target young people to school staff and a focus on personalised learning.
- Sampling of work completed by Gypsy Roma and Traveller children to look at standards and how work is being marked and assessed.
- Modelling of the teaching of spelling and writing strategies through joint support work of MCAS/ASK.
- Modelling the use of effective and challenging questions for use when reading and discussing texts.
- Trialling use of culturally appropriate KS3 resource Kushti Atchin Tan (Romani for 'Good Stopping Place') developed by MCAS with English Heritage.

Outcome reported by schools:

- *Primary schools data showed that for the majority of children their attendance improved although all identify there is more work to be done..*
- *Primary schools attainment data (teacher assessment and SATs) show that the majority of children made progress by at least one national curriculum sub-level.*
- *More accurate data on language, ethnic and faith backgrounds and increased ascription.*
- *Mobility data used to inform the planning of distance learning provision.*
- *Gypsy, Roma and Traveller children are identified as gifted and talented.*
- *Class teachers have used initial assessment data and pupil profiling to improve planning, target setting and are regularly reviewing outcomes..*
- *Primary and secondary schools report increased attendance at parental consultations and have held some targeted events to encourage families to attend.*
- *Class teachers report increased engagement of children and young people in learning as a result of focus on speaking and listening*
- *Senior Leadership Teams in schools embed issues and actions.*
- *Secondary school reports that in Year 10, 8 out of 10 students have personalised learning and two are following an academic programme. This is part of the implementation of the 14-19 Strategy.*

Gypsy, Roma and Traveller Achievement Programme September 2008 to July 2009

5. (1) Kent LA has been invited to continue with the programme as a pilot authority for a second year.

(2) The National Strategies have identified the following priorities in 2008/9:

For the Local Authority:

- Increasing the capacity and sustainability at local authority level
- Raising the achievement of GRT pupils in the LA, especially those in targeted programme schools.
- Raising ascription to Gypsy/Roma and Travellers of Irish Heritage categories.
- Reducing exclusions and raising the attendance of GRT pupils especially those in targeted Programme schools.

For schools:

- The use of data to identify underperforming pupils and inform teaching and learning.
- Improved identification of GRT EAL speakers to better inform school data and appropriate target setting and interventions
- Greater use of culturally appropriate resources particularly trialling Kusht Atchin Tan
- The development of Quality First teaching and learning with a focus on literacy development to include literacy interventions where necessary.
- The improved development of effective parent/carer partnerships.
- Successful transfer and transition to and from all Key Stages.¹
- Actions regarding the above priorities will then contribute to improving behaviour and attendance.

(3) Kent LA, in partnership with programme schools, has identified a number of priority actions for 2008/9:

¹ This is a new focus for 2008/9.

- Develop the schools networking meetings to ensure the agenda is focused on the needs of the schools, facilitates sharing of effective practice and is inclusive of the Early Years by involving Children's Centres.
- Further analysis of data to target actions
- Promoting the gathering of more accurate home language data through working in partnership with ASK and LCSPs EMAG staff
- Extend opportunities for joint working between school improvement professionals, specialist and advisory teachers to deliver joint training and programmes of support in schools.
- Develop opportunities for involvement of GRT communities at school and Local Children's Service Partnerships.
- Develop a strategy for rolling out the programme across the Local Authority.
- Focus on speaking and listening and the English as Additional Language Needs of those from oral cultures.
- Build on parental partnerships to promote community cohesion.

6. Recommendations

Members are asked to:-

- (a) Note the progress made by pilot schools.
- (b) Receive a further report on the pilot of the Gypsy Roma and Traveller Achievement Programme at the end of the academic year 2008/9.

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