

By: Managing Director (Children, Families and Education)

To: Gypsy and Traveller Advisory Board – 11th February 2010

Subject: Update: Access and Achievement for Gypsy Roma and Traveller Children and Young People

Classification: Unrestricted – for information

Summary: This report updates members on progress in achievement of Gypsy Roma and Traveller children and young people and the actions planned to narrow the gap in outcomes in 2010-11.

National Context

1. Background

1.1. Ofsted¹ and the Department for Children, Schools and Families (DCSF)² have drawn attention to the ongoing issues of access to education and the gap in educational attainment for Gypsy Roma and Traveller children and the urgent need for Local Authorities to take action to address these two issues. Previous reports to the Gypsy and Traveller Advisory Boards³ have provided a narrative of the action take by Children, Families and Education and the progress made in Kent, particularly in relation to reducing the numbers of children missing education, improving primary/secondary transfer, developing inclusive teaching and learning practice in schools and narrowing the gap in outcomes between all Gypsy, Roma and Traveller children and all Kent children.

1.2 In 2009 the DCSF published further guidance for Local Authorities and Schools (National Strategies: Moving Forward together: Raising Gypsy, Roma and Traveller Achievement). Kent LA schools were able to inform the development of this guidance through their participation in the pilot of the Gypsy Roma and Traveller Achievement Programme during the period 2007-9. The guidance recommends a set of actions for schools including for example:

- Evidencing the inclusion of Gypsy, Roma and Traveller children in the schools' Ofsted Self Evaluation Form.
- Evaluating the impact of school practice and policy in raising the achievement of Gypsy, Roma and Traveller children.
- Use performance data to identify, monitor and address underperformance
- Provide targeted support to ensure access to school, effective induction and reduce the barriers of mobility.

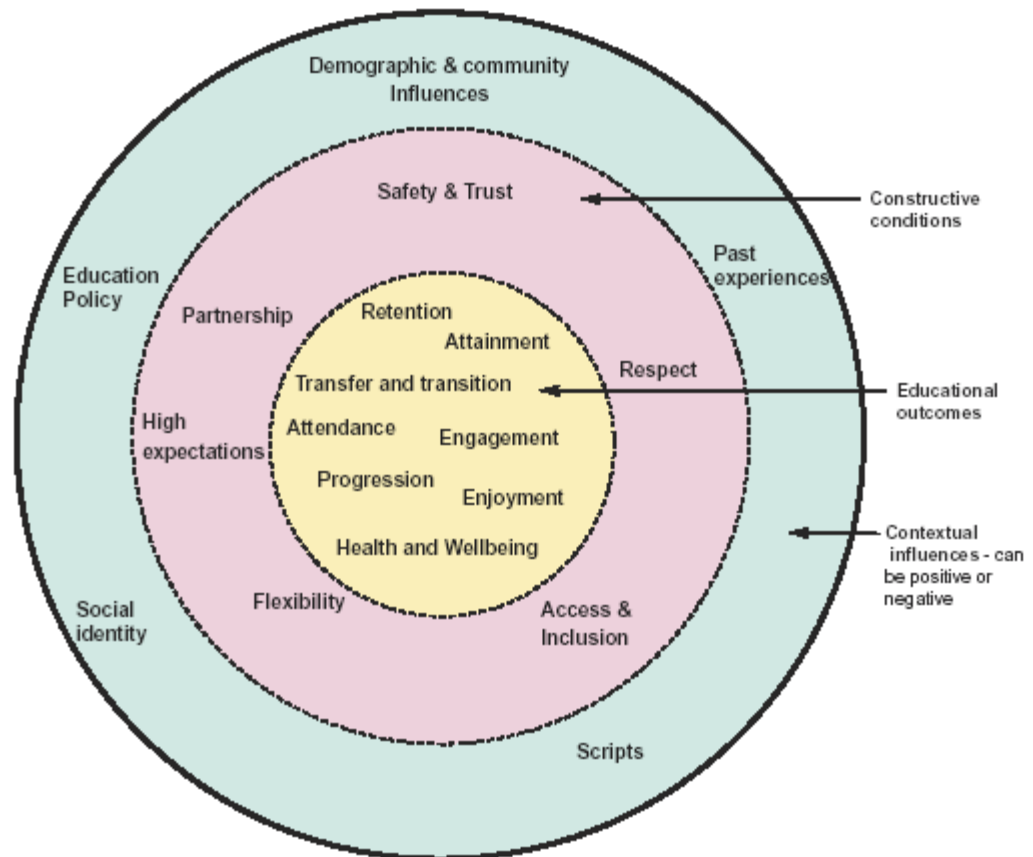
¹ Ofsted (2003), Provision and support for Traveller pupils, Ofsted (1996), Raising the attainment of minority ethnic pupils

² DCSF (2008) The Inclusion of Gypsy, Roma and Traveller Children and Young People
DFES (2003) Aiming High: Raising the Achievement of Gypsy Traveller Pupils

³ September 2008: Update National Strategies Gypsy Roma and Traveller Achievement Programme
July 2009: Update Gypsy Roma and Traveller Achievement Programme

- Providing Continuous Professional Development for all staff that is inclusive of strategies to address underperformance of Gypsy, Roma and Traveller children

1.3 Recent research in this area has focused on identifying practice that is having a positive impact on improving educational outcomes. Most recently published is the National Foundation for Educational Research study Improving Educational Outcomes for Gypsy, Roma and Traveller Pupils - What works? (2009). This study looked at good practice nationally in 20 schools focusing on issues faced by children in Key Stages 2,3 and 4. Study identified **Educational Outcomes** (influenced by the school) **Constructive Conditions** (impact positively on educational outcomes) and **Contextual Influences** (may lie outside the school's influence)



The study identified good practice as per the above analytical model and stressed the importance of **Constructive Conditions**. It reflected interviews with school staff, authority staff, pupils and parents. The study aimed to help schools and practitioners look beyond specific interventions and strategies to consider how attitudinal influences impact on pupils' success. The interim report is available: <http://www.dcsf.gov.uk/research/data/uploadfiles/DCSF-RR170.pdf>

1.4 Recommendations from national guidance and recent research will be embedded within Continuous Professional Development for schools and the practice in the Learning Group.

2. Kent LA: What does the data tell us?

2.1 Schools' Census

The number of Gypsy Roma and Traveller children recorded on the Schools' Census has steadily increased indicating better reporting but also reflecting the arrival of families from Eastern Europe. However, information sharing between agencies indicates underreporting of ethnic background by families.

Table 1 Schools Census September 2009

Phase	Primary	Secondary	Special	Total
All pupils	107352	101799	2894	212045
Gypsy Roma	716	451	11	1178
Traveller of Irish Heritage	73	12	1	86
White Eastern European	1088	621	16	1725

Table 2 Number of Kent schools with Gypsy Roma and Traveller children on roll

Phase	Number of primary schools with children on roll	Number of secondary schools with children on roll	Number of special schools with children on roll
Gypsy Roma	145	54	7
Traveller of Irish Heritage	22	9	1
White Eastern European	226	92	7

The majority of schools have less than 10 children of Gypsy Roma and Traveller background on roll, although in some urban areas there are a number of primary schools with up to 30 children and they are predominantly in Thanet and Gravesham.

2.2 Key Stage 2 Outcomes for children

Monitoring of progress and outcomes at the end of Key Stage 2 indicates the attainment gap to be addressed, although progress data suggests that for Gypsy Roma children and children of White Eastern European background in English the majority are making the 2 levels of progress but from a low baseline of attainment at the end of Key Stage 1 and at the end of the Foundation Stage. This confirms the priority action to improve access to early years provision.

At Primary Level

Indicator <i>National indicators</i>	Actual performance 2008/09 Key Stage 2 Outcomes 2008	Actual performance 2009/10 Key Stage 2 Outcomes 2009
NI 93 Key Stage 1 – 2: proportion progressing by 2 National Curriculum Levels in English		
All Pupils	79.5	81.3
Gypsy Roma	60.0	64.3
Traveller of Irish Heritage	0.0	33.3
White Eastern European	79.3	93.9
NI 94 Key Stage 1 – 2: proportion progressing by 2 National Curriculum Levels in Mathematics		
All Pupils	74.2	78.3
Gypsy Roma	52.0	49.2
Traveller of Irish Heritage	0.0	75.0
White Eastern European	62.1	90.2
NI 73 Key Stage 2: % of pupils achieving Level 4+ in both English and Mathematics		
All Pupils	68.3	68.2
Gypsy Roma	28.9	20.7
Traveller of Irish Heritage	0.0	0.0
White Eastern European	31.1	40.2

2.3 Key Stage 4 Outcomes for young people

Monitoring of progress and outcomes at the end of Key Stage 4 indicates the attainment gap to be addressed, a focus has been on improving and sustaining attendance until the end of Key Stage 4 and this is reflected in the percentage of young people achieving 5 A*-G.

Indicator <i>National indicators</i>	Actual performance 2007/08 Key Stage 4 Outcomes 2007	Actual performance 2008/09 Key Stage 4 Outcomes 2008	Actual performance 2009/10 Key Stage 4 Outcomes 2009
NI 75 Key Stage 4: % achieving 5 or more A*- C including English and Maths			
All Pupils	48.2	52.2	52
Gypsy Roma	0.0	8.6	3.7
Traveller of Irish Heritage	0.0	0.0	0.0
White Eastern European	36.4	44.7	34.2
Key Stage 4: % Achieving 5 or more A* - G			
All Pupils	92.4	92.9	93
Gypsy Roma	44.1	60.0	53.7
Traveller of Irish Heritage	100	0	0.0
White Eastern European	81.8	85.4	90.8

2.4 Attendance

More reliable ethnicity data available through the Schools' Census has enabled the first stage of monitoring of absence by ethnic group. For the Autumn Term 2008 Gypsy Roma children had 16.2% absence and Traveller of Irish Heritages had 20.4% absence compared with 6.1% for all Kent pupils. For persistent absence the gap was much wider (24.6% for Gypsy Roma children and 27.6% for Travellers of Irish Heritage compared to 4.4% for all Kent pupils). This is indicative of patterns of travelling for the purposes of work (which is an authorised absence), however, the Attendance and Behaviour Service and the Learning Group are working together to communicate the benefits of attendance to families and also to engage schools in strategies to promote good attendance and challenge poor attendance.

2.5 Health and Well-being

The Kent Children's Trust conducted an annual survey of children and young people in November 2009 relating to their experience of living and learning in Kent. The survey results (including an analysis of responses from Gypsy and Traveller children, as well as outcomes from focus groups) will be presented to the Gypsy and Traveller Advisory Board in July 2010.

3. Summary of actions already in progress or planned by the LA during 2010

3.1 Year 3: Sustaining the Gypsy, Roma and Traveller Achievement Programme September 2009 to July 2010

Funding for the pilot through the National Strategies Pilot Gypsy Roma and Traveller Achievement Programme ceased in 2009. The DCSF has offered ongoing support to LAs and schools to embed and disseminate good practice established through the previous two years of the project. Strategies will include

- Cross team Learning Group working to continue support to the 5 pilot schools to ensure the embedding of good practice.
- Disseminating effective practice through networks facilitated by the Local Children's Service Partnerships and the Local Learning Networks.
- Focus on joint Learning Group working with target primary schools (at risk of not achieving their floor targets for attainment at the end of Key Stage 2) attended by underachieving minority ethnic pupils.
- Joint work with Attendance and Behaviour Service to improve attendance of Gypsy Roma and Traveller pupils.
- Ongoing support to Management Information training to improve data collection in schools
- Support to schools and communities in identifying, recognising and celebrating the gifts and talents of ethnic minority pupils.

3.2 Work to improve the accuracy of ethnic data declaration in the 2010 Schools Census

Management Information provided training to school administrators to support the process of accurate ethnic declaration. Follow up work in January 2010 will focus on target schools where there are significant number of children whose ethnicity is recorded as 'refused', 'not known' or 'white other'.

3.3 Ethnic Minority Achievement Grant – focused work on the needs of Gypsy Roma and Traveller children and young people

In East Kent Local Children's Service Partnerships focused on supporting access to education and the attainment of Gypsy Roma children and young people newly arrived in the country and examples of project work are:

- Support to Gypsy Roma families in understanding and engaging in the process of transition from primary to secondary education. This was a collaboration between the Specialist Teacher, Extended Schools Manager, and other agencies (Dover LCSP).
- A network was set up by the Specialist teacher inviting schools and other professionals from across the county to discuss and share effective practice in meeting the needs of Gypsy Roma families in education. An initial meeting was held and it is hoped to rotate the meetings around the county. (Thanet 1 and 2 LCSPs).
- The Specialist Teacher has worked with the community to produce a 'Big book' based on Gypsy culture which is being used in local schools to raise awareness of Gypsy culture and to challenge prejudice and false stereotypes. (Swale Urban LCSPs).

This work will continue in the forthcoming year.

4. Work through Children's Centres to promote access to early years provision

Ashford 1 - Ray Allen Centre

This Children's Centre serves the Stanhope Estate and surrounding housing where there are housed English Gypsy Travellers. The centre has run a Diversity Day and a Teddy Bears' Picnic including a stall with Gypsy Traveller cultural information and resources. Workers from the Children's Centre were able to observe and approach families who came to the stall to make introductions and talk about the offer at the centre. One off events are attended by the local population of Gypsy Travellers but this is yet not followed by regular attendance at the centre. The centre also serves the Chilmington Traveller Site. A specialist Family Liaison Officer has made joint visits with the Outreach Worker who has spoken to families about services offered. The Outreach Worker intends to maintain these visits as there has been no take up of services at the centre. In the summer 2010 the centre are planning an event involving the Gypsy Traveller community including bringing a vardo to the centre. It is hoped that this will provide a very visible positive commitment and provide an opportunity to liaise and consult with the local communities.

The Village Children's Centre, Folkestone

This Children's Centre serves an area which has a number of new arrivals to the UK including Czech Roma. The Outreach Worker is aware that there are Roma families who could attend the Centre. She is part of a multi-agency group focused on improving access to services through joint agency working. Joint visits with a specialist Family Liaison Officers are planned for families. The Village Centre has been linked to another Children's Centre where Roma families are already accessing services to try and identify their particular strategies/specific services which have engaged Roma families.

Gravesham Children's Centres (Little Pebbles and Riverside)

Inclusion of Roma families has been ensured through a range of strategies including:

- Awareness training for all staff and ongoing advice to team.
- Joint working to identify children missing education and support children into schools.
- Providing information and advice with partners such as Citizens Advice Bureau.
- Distribution of posters and flyers to encourage Roma participation in services.
- School transition information with interpreter.
- Collaboration with health to support families in accessing provision to prepare for school eg dentist, opticians, audiology.
- Promoting adult literacy participation.
- Support for individual newly arrived families in accessing Centre's facilities and encourage Early Years participation.
- Professionals' participation in an established multi-agency group and sub-group to review provision for new arrivals.

5. Work with schools to implement the equality duties

5.1 The Learning Group has provided support, challenge, advice and guidance to schools in meeting the requirements of the new Ofsted School Inspection Framework. As part of the inspection of Leadership and Management of the school there is a limiting judgement on the extent to which the school promotes equality of opportunity and eliminates discrimination. An 'inadequate' rating on this judgement will impact upon the overall inspection outcome for the school.

5.2 In order to support schools in evidencing their inclusive and effective equality practice guidance has been provided on the review and on-going development of Equality Schemes and Action Plans.

5.3 Schools will also be challenged and supported by School Improvement Partners to set challenging targets for all their pupils.

6. Work through the 14-19 Local Planning Forums

6.1 The focus will be greater personalisation of learning to increase the number of Gypsy Roma and Traveller children completing Key Stage 4 and achieving accredited learning.

7. Recommendations

Members are asked to:

- (a) Note the action already taken to address the attainment gap between Gypsy Roma and Traveller children and all Kent children.
- (b) Receive a further report on the outcomes from Key Stage 2 and 4 assessments in 2010 at a future meeting of the Board
- (c) Receive a further report at a future meeting relating to wellbeing of Gypsy Roma and Traveller children including the outcomes of the Children and Young Peoples' Survey 2009.

Officer details:

Martin Baker, Strategic Director for Schools, Colleges and Settings

Jenny Robson, Head of Service, Minority Communities Achievement Service (Ext. 4509)