

Evaluation of Aiming High: African Caribbean Achievement Project

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Executive Summary

Overview of *Aiming High*

- The *Aiming High: African Caribbean Achievement Project* launched by the DfES in November 2003 aims to work with leaders of schools to develop a whole school approach to raising the achievement of African Caribbean pupils. The thirty *Aiming High* schools were provided with extra resources including funding of up to £16,000 for leadership on the project, support from a consultant, training support from the NCSL and a further grant of up to £10,000 per year. As part of the pilot, the DfES commissioned researchers from the University of Bristol, the Institute of Education and Birmingham Local Education Authority to undertake an independent evaluation.

Overview of Evaluation

- The evaluation began in March 2004. It was originally due to cover the two years of the pilot but was extended until June 2006 so that it could take account of an additional third round of performance and inclusion data and to take advantage of newly available contextual value added data (see below). The aim of the evaluation is to establish the effectiveness of the project in delivering whole school change to raise African Caribbean achievement.
- Although the project encompassed all children of African Caribbean origin, the evaluation team was asked to focus on Black Caribbean pupils (including White/Black Caribbean mixed heritage pupils). Black Caribbean pupils formed the largest group of African Caribbean pupils in the *Aiming High* schools. Particular attention has been given to Black Caribbean boys as they had the lowest end of Key Stage 3 and GCSE performance at the beginning of the project.
- A quantitative study aimed to measure changes in African Caribbean attainment and progress in the project schools and the degree of inclusion of African Caribbean pupils. PLASC linked pupil attainment data and national performance data supplied by the DfES were analysed by the research team. The DfES also provided pupil level prior attainment data so that a measure of progress (value added) could be derived. For Key Stage 4, this included contextual value-added (CVA) analysis.
- Data relating to the participation and inclusion of African Caribbean pupils in the *Aiming High* schools over the course of the evaluation were also analysed. Questionnaires were sent to all thirty schools asking schools to provide attendance and exclusion data (both fixed term and permanent) and data relating to the representation of African Caribbean pupils in higher teaching sets and higher tier subject examination entries (where applicable).

- The qualitative study included case studies of a sample of ten *Aiming High* schools and one comparison school, which incorporated interviews with key stakeholders so as to determine the extent to which process goals of the project had been achieved. Each school was visited twice during the course of the evaluation.
- A total of 382 interviews were conducted for the evaluation. In the first visit, interviews were conducted with 218 people in total: 84 African Caribbean pupils, 31 teachers, 7 head-teachers and 2 acting Head-teachers, 11 Lead Professionals, 68 parents, 9 Governors and 6 *Aiming High* consultants (some of whom were interviewed twice). Two LEA link consultants were also interviewed in one school.
- In the second visits, interviews were conducted with 164 people in total: 72 African Caribbean pupils, 27 teachers, 10 head-teachers and 1 acting Head-teacher, 11 Lead Professionals, 30 parents, 6 Governors and 6 *Aiming High* consultants (some of whom were interviewed twice). One LEA link consultant was also interviewed in one school.

Performance of *Aiming High* schools: pupil attainment, progress and inclusion

- There is some evidence to show that results have improved for African Caribbean pupils attending *Aiming High* schools. For example between 2003 and 2005, the percentage of Black Caribbean boys achieving Level 5 and above at the end of Key Stage 3 improved by 12 percentage points in English, 13 percentage points in mathematics and 3.5 percentage points in science. These improvement rates were higher than the average for *Aiming High* schools and higher than the national average for Black Caribbean boys. Black Caribbean girls' results also improved at an above average rate.
- Results for African Caribbean pupils attending *Aiming High* schools also improved at Key Stage 4. For example the percentage of Black Caribbean boys achieving 5 or more A*-C grades improved by 5.4 percentage points between 2003 and 2005 and for Black Caribbean girls it improved by 6.9 percentage points. However, these improvement rates were lower than the average for *Aiming High* schools (7 percentage points) and lower than the national average for Black Caribbean pupils (8 percentage points), so gaps have not closed. Improvement rates are better when all grades rather than just A*-C grades are counted. For example the average GCSE and equivalent capped point score for Black Caribbean boys increased by 12.4 points between 2003 and 2005 compared to an *Aiming High* school average increase of 4 points.
- Although their results improved, Black Caribbean boys remained the lowest achieving group in *Aiming High* schools at Key Stages 3 and 4 and their Key Stage 2 to Key Stage 3 value-added score showed virtually no change between 2003 and 2005, remaining below average. However, their contextual value-added (CVA) scores which take into account pupil characteristics as well as prior attainment, were better. Key Stage 2 to Key Stage 4 CVA scores

in 2005 were within the national average range for Black Caribbean boys and above the national average range for Black Caribbean girls.

- Both attainment levels and value-added scores for African Caribbean pupils varied significantly across *Aiming High* schools, suggesting that some schools were more successful than others in improving standards. At best, the results of African Caribbean pupils improved at a faster rate than average as measured by both attainment and value-added measures. At worst, African/Caribbean pupils remained the lowest achieving group and there was no evidence of the gap reducing.
- On the various indices of inclusion (ability setting, test and examination tier entry, membership of gifted and talented cohorts and school exclusions), there was evidence of inequalities affecting African Caribbean pupils. For example African Caribbean boys were more likely than average to be in the lower ability sets for both Key Stage 3 and Key Stage 4 mathematics and more likely to be entered for the lower tier papers. While there is some evidence of a change over the two years of the *Aiming High* project with for example a reduction in the percentage of Black Caribbean boys entered for the lowest tier (Foundation) paper in GCSE mathematics, this has not been sufficient to remove the inequalities.
- Inequalities were also evident in the representation of African Caribbean pupils in Excellence in Cities funded gifted and talented cohorts. For example, 8% of African Caribbean boys were identified as gifted and talented compared to an *Aiming High* school average of 13.4% of pupils.
- These inequalities in ability setting, test and examination tiers and gifted and talented cohort membership also affected other groups, particularly Pakistani boys. The reason appears to be related to the selection criteria schools use to allocate pupils to groups. The main basis for allocation is prior academic performance- for Key Stage 3 setting it is end of Key Stage 2 results and for Key Stage 4 setting it is end of Key Stage 3 results. Academic performance is also one of the main criteria for identifying gifted and talented pupils.
- Pupils with low performance at the end of Key Stage 2 are more likely to be placed in lower ability sets for Key Stage 3, more likely to be entered for lower tier papers and more likely to get poor end of Key Stage 3 results which in turn means they are more likely to be in the lower sets for Key Stage 4, more likely to be entered for lower tier examination papers and more likely to get poor end of Key Stage 4 results. Although schools appear to be treating all pupils the same, the selection criteria reinforce the prior underachievement of African Caribbean pupils in primary schools, and in consequence may inadvertently create a feeling of low academic self-esteem for these pupils, with the danger that pupils will 'live up to' perceived lower academic expectations.

Getting the Basics Right: School leadership, systems and structures

- The *Aiming High* project was conceived as a way of supporting schools to fulfil their general and specific duties under the Race Relations Amendment Act (2000) by specifically tackling African Caribbean achievement. It is clear that when a systematic link is made between schools' duties to race equality as outlined by the Act and the goals of *Aiming High*, a noticeable shift in mainstream practices and school ethos is evident.
- All *Aiming High* schools were expected to conduct an initial audit. The auditing process entailed completion of a survey where respondents (pupils, parents, teachers, Governors) were asked to identify issues and areas of concern that impact on the achievement and experiences of African Caribbean pupils. The auditing process in case study schools was viewed as an invaluable exercise as it helped the schools to identify areas where work needed to be prioritised.
- Most Head-teachers in the case study schools demonstrated strong leadership on addressing African Caribbean achievement by making it clear to staff, parents, pupils and Governors that any underachievement runs counter to the school's vision, although the extent of Head-teachers direct involvement in the project varied. Head-teachers also varied in their understanding and knowledge about how school factors such as low teacher expectations impact on African Caribbean achievement.
- In case study schools where Head-teachers were able to demonstrate better understanding of these issues, African Caribbean pupils and parents were more likely to express confidence in the school's commitment to meeting the goals of *Aiming High*.
- In the majority of case study schools there has been an effective and strategic partnership between the Lead Professional, Head-teacher and the rest of the senior management team. In a few schools, Lead Professionals were isolated and in these cases, progress on the goals of *Aiming High* was less visible. In schools where responsibility for implementing *Aiming High* was effectively delegated to middle managers and chains of accountability were established, the process goals of the project were more effectively met.
- The majority of the Governing bodies in the case study schools were eager for the project to be a success. However, it was clear that the overall levels of involvement of Governors differed across the schools and that Governor support was generally not being utilised effectively.
- The strategic use of data to raise African Caribbean achievement emerging as an aspect of school practice was uneven. Whilst some middle managers are using data more effectively to design interventions, schools varied in their monitoring by ethnicity in the following areas: setting, GCSE tiering, Gifted and Talented register, pupil withdrawals, coursework and attendance, exclusions and parents' evenings. It is clear that where schools were challenging their data, some creative and effective strategies were being established which were having a positive impact on African Caribbean

learning and inclusion. Strategic data usage also helped to tackle staff resistance to the dedicated focus on African Caribbean achievement

- Whilst many teachers in case study schools believed setting to be based solely on ability, data indicated that African Caribbean pupils were sometimes relegated to lower sets due to their behaviour, rather than their ability.
- There is an overwhelming perception amongst African Caribbean pupils and their parents that the largest barrier to African Caribbean pupils' achievement lies in unfair and inconsistent behaviour management within the school. Many case study schools were in the process of reviewing their behaviour management policy and practices.
- Progress is being made in those schools that prioritise both academic and pastoral preventative measures rather than a punitive approach. Successful strategies included challenging exclusion practices, providing training for teachers and mentoring programmes for pupils.

Strategies to raise achievement: targeting teachers, pupils and parents

- Many Heads of English and Maths were beginning to take a lead on developing strategies for their department to target African Caribbean achievement, such as monitoring achievement, rewriting schemes of work and developing the curriculum, creating interventions to target coursework and providing academic mentoring and booster and supplementary classes.
- Some staff are either reluctant to acknowledge the race equality issues underpinning *Aiming High* or are resistant to a dedicated focus on African Caribbean pupils. Often this was due to the presence of a 'colour-blind' ethos within schools, which acted as a barrier to the implementation of *Aiming High*. Some Lead Professionals and some senior management teams have developed effective strategies to overcome most forms of resistance, such as using performance data broken down by ethnicity to demonstrate the necessity of focusing on African Caribbean pupils.
- Lead Professionals and consultants recognised the need for further training around race equality, specifically with regard to African Caribbean pupils' needs. All *Aiming High* schools have made plans for, or already have had, specific INSET days on African Caribbean achievement, such as data awareness, teacher-pupil relationships and developing schemes of work.
- A significant number of African Caribbean pupils noted their invisibility in the curriculum and were exasperated by the white European focus. However, all of the case study schools have made some progress on African Caribbean inclusion in the curriculum although it is an uneven picture. For example, English departments are making faster progress in terms of developing a more inclusive curriculum and schemes of work compared to maths departments.

- An overwhelming majority of both high and low achieving African Caribbean pupils indicated that they were aware of the lower academic expectations that some teachers had of them.
- As an overall strategy, mentoring proved very effective. Some African Caribbean pupils noted how with the correct support from the school, they were able to break out of the negative cycle. Through *Aiming High* resourcing, schools were able to employ additional mentors, extend the availability of mentoring programmes to more African Caribbean pupils or were able to try new and more creative mentoring strategies including one-to-one and group mentoring programmes, booster classes or supplementary learning after school. Some schools also used the Gifted and Talented programme as a means of providing further academic support to African Caribbean pupils.
- The majority of the parents interviewed identified inconsistent and poor communication with schools as frustrating their attempts to get involved with their children's schooling. Across the case study schools, it was acknowledged that parental involvement was one of the, if not the most, difficult areas to tackle within *Aiming High*. However, some positive and effective strategies had been developed as a result of the *Aiming High* project, such as establishing black parents' groups, providing curriculum workshops for parents and developing more effective means of home-school communication.

Effectiveness of External Support

- The provision of a consultant for each of the *Aiming High* case study schools was a successful and effective strategy. Schools welcomed the clear guidance given by consultants in terms of planning, tackling resistance and involving all key groups within the school, particularly parents. Several of the case study schools have made arrangements to continue employing the consultants in the same capacity after the end of the project.
- Several schools were making links with the LEA in order to raise the profile of African Caribbean achievement in the authority, to share good practice with all schools in the authority and to develop a framework of support to enable the goals of the project to be continued after the lifetime of the project.
- The provision and quality of the NCSL support for Lead Professionals throughout the duration of the project was largely praised, not only in terms of the content of the programme but also in terms of its impact on their professional development to manage change and to lead on these issues.
- The support offered by the DfES for the *Aiming High* pilot project was considered to be of a good standard. There is wide appreciation of the specific targeting of issues around African Caribbean achievement by the DfES as well as their demonstrable commitment to positive change.

Conclusions- Lessons Learnt

- Overall, *Aiming High* has been highly effective in raising awareness of African Caribbean issues in schools. It has enabled schools to include African Caribbean achievement within mainstream school development plans and fostered the professional development of Head-teachers, Lead Professionals and senior management on leadership on race equality issues. In addition it has helped schools to develop a 'fairer' and systematic approach to whole school processes and provided quality academic and pastoral support for African Caribbean pupils through 'bespoke' programmes and intervention strategies. Finally, it has helped to mobilise African Caribbean parental support.
- There is some evidence to show that results have improved for African Caribbean pupils attending *Aiming High* schools. In the most successful schools rates of improvement for African Caribbean pupils have exceeded that of other pupils and national average rates of improvement, leading to a closing of the gap in performance. However, these improvements were not consistent across all the *Aiming High* schools and some schools have yet to make an impact on African Caribbean performance.
- In order to meet the process goals of *Aiming High*, it is clear that a whole school approach is required. Specifically, the following conditions need to be in place: willingness of the Governors and senior management, especially the Head-teacher, to address race equality issues in the school; commitment to mainstreaming initiatives to raise African Caribbean achievement; Head-teachers that have the vision and commitment to address the needs of African Caribbean pupils and to implement a system of accountability on this issue; recognition of and accountability for the identification and use of African Caribbean achievement and inclusion data; consistent and equitable practice with respect to behaviour management policy, as well as setting and streaming; strategic involvement and support from the LEA;
- By the end of the evaluation *Aiming High* had yet to ensure full compliance of some schools to meet their legal duty to address race equality and to foster the commitment and professional development of Governors to lead on race equality issues. It had yet to develop whole school accountability and to fully impact across the entire school at classroom level. Finally, it had still to fully ensure consistent and equitable practice with respect to setting and steaming arrangements and to systematically engage parents of African Caribbean pupils in effective partnerships with schools.
- The following factors acted as barriers to the implementation of the *Aiming High* process goals in case study schools: 'colour-blind' approach; incapacity of leadership team to manage change and lack of accountability at different levels.

Summary of Key Recommendations

- Schools should conduct an audit to determine their capacity for implementing whole school change to raise African Caribbean achievement. They should also start targeted support of African Caribbean pupils at KS1/2 with co-

ordination across all key stages and should be linked to initiatives targeting other groups. A role for one or more co-ordinators in school to champion achievement issues for groups at risk of underachieving including African Caribbean pupils should be developed and objectives relating to raising African Caribbean achievement and that of other underachieving groups to become part of performance management for senior managers. Training should be provided for teacher development initiatives with a focus on effective classroom practice for raising African Caribbean achievement. Finally consistent and equitable practice for setting and streaming should be established which avoids reinforcing prior underachievement. For example, a focus on 'catch-up' in the first year of secondary schools for those pupils not achieving Level 4 at the end of Key Stage 2.

- LEAs should make available specific curriculum resources in key subject areas and examples of effective practice and develop more cohesive partnerships between clusters of schools in order to share good practice. They should also provide specialist training and support on data management and behaviour policy to support African Caribbean achievement. Finally, LEAs should provide more guidance for schools on strategies to involve African Caribbean parents as part of a wider emphasis on parental involvement.
- The DfES should require schools to submit a plan to qualify for funding based on evidence from the self-evaluation and including clear milestones and stagger the overall funding to schools to ensure that essential milestones are met. They should also help schools to put the basics in place to raise African Caribbean achievement, specifically guidelines on the implementation of a race equality framework, initial training around each school's capacity to manage change and to lead on race equality issues.
- The TDA and NCSL should provide as a central component of their activities training and guidance for leaders, teachers and the whole school workforce to support African Caribbean achievement. The need for leaders, teachers and other members of the school workforce to be aware of the barriers to achievement facing African Caribbean learners and strategies for overcoming these should be made explicit in professional standards frameworks.

Chapter 1

Introduction

1.1 Overview of *Aiming High*

In March 2003, the DfES produced a consultation document entitled *Aiming High: Raising the Achievement of Minority Ethnic Pupils*. This document set out an agenda for raising the achievement of minority ethnic pupils and bilingual learners and sought stakeholders' views on the delivery of this agenda. In October 2003, Stephen Twigg announced a range of work under the *Aiming High* banner including a project to raise African Caribbean Achievement. The *Aiming High: African Caribbean achievement project* launched by the DfES in November 2003 aimed to work with leaders of schools to develop a whole school approach to raising the achievement of African Caribbean pupils.

The DfES planned to achieve this objective by:

- supporting schools to develop the leadership capacity to lead a whole school approach to raising achievement of African Caribbean pupils;
- developing the knowledge and understanding of the specific issues facing African Caribbean pupils and equip teachers with the skills to respond to them;
- producing models of good practice that can be shared with other schools and inform future policy.

Thirty secondary schools were invited to join the *Aiming High* pilot. Schools were initially identified on the basis that they had 10% or more African Caribbean pupils and that these pupils were performing below average for all pupils at Key Stages 3 and 4. To help school leaders in the pilot schools to implement the project the DfES developed a package of support. This included:

- funding of up to £16,000 to cover the equivalent of one day a week's salary costs of an assistant or deputy headteacher to lead the project in each school;
- support for around four days a term from a consultant adviser with expertise in this field to act as a critical friend;
- guidance based on good practice;
- support from the National College for School Leadership to provide both individual and collaborative development opportunities for project leaders in this role; and
- an additional grant of up to £10,000 in each financial year.

In order to take part in the pilot project, all thirty schools needed to nominate a member of the senior management team, preferably a deputy or assistant Head-teacher, to lead this work. The person who took this role on (referred to as the Lead Professional) needed to be able to lead strategic change within the school. Benefits for the Lead Professionals included:

- individual and collaborative learning opportunities overseen by NCSL;
- being part of a professional network that will inform future developments and policy in this field.

Head-teachers and their nominated Lead Professional were expected to attend an introductory briefing in November 2003. Attendance at this meeting was vital to ensure proper understanding of DfES expectations, clarity of roles and to enable the DfES to respond to any questions or concerns.

Schools also needed to plan and manage a programme of change to raise the achievement of African Caribbean pupils. By using the information in the *Aiming High* guidance document, schools were asked to:

- conduct an audit and analyse data to identify key areas of work and priorities;
- draw up a plan and timetable for the work including plans for involving all staff and, where necessary, pupils;
- put structures in place with clear arrangements for managing the planning and activities in the school;
- develop strategies based on those in the guidance to address the needs of African Caribbean pupils; and
- monitor and review their own progress.

The pilot was originally scheduled to run until March 2005, however, it was extended until July 2005. Schools were expected to take part in a mid-term review and a final evaluation. With the support of *Aiming High* consultants, schools had to produce a written report outlining both qualitative and quantitative outcomes and examining how emerging strategies had impacted on whole school practice and achievement. In addition, schools were asked to comment on the strengths and weaknesses of the *Aiming High* guidance document with ideas for improvement.

1.2 Overview of Evaluation

As part of the pilot, the DfES commissioned researchers from the University of Bristol, the Institute of Education and Birmingham Local Education Authority to undertake an independent evaluation to establish the effectiveness of the project in delivering whole school change to raise African Caribbean achievement. The evaluation began in March 2004. It was originally due to cover the two years of the pilot but was extended until June 2006 so that the evaluation could take account of an additional third round of performance and inclusion data and to take advantage of

newly available contextual value added data (see below). In particular, the team were asked to consider how successful the project has been at achieving its agreed outcomes and the process of change as experienced by Lead Professionals, Governors, Head-teachers, teachers, pupils and parents. Although the project encompassed all children of African Caribbean origin, the evaluation team was asked to focus on Black Caribbean pupils (including White/Black Caribbean mixed heritage pupils). Black Caribbean pupils formed the largest group of African Caribbean pupils in the *Aiming High* schools. Particular attention has been given to Black Caribbean boys who had the lowest end of Key Stage 3 and GCSE performance at the beginning of the project.

The aims and objectives of the evaluation were as follows:

1. To assess the impact of the project on: African Caribbean achievement; school systems and structures; staff knowledge and understanding of related issues; the ability of staff to respond to pupil needs; the effectiveness of school leaders; the role of parental involvement/perceptions;
2. To establish what conditions have contributed to the success or lack of success of the project or, what conditions are necessary for successful change;
3. To examine the process of implementation of strategies aimed at raising African Caribbean achievement;
4. To examine the effectiveness of the support offered to lead professionals and schools to raise African Caribbean achievement, including:
 - Support from DfES;
 - Support from the *Aiming High* consultant;
 - Effectiveness of the *Aiming High* guidance;
 - Effectiveness of the NCSL 'bespoke' programme.

1.3 Methodology

The evaluation involved quantitative and qualitative studies. The quantitative study aimed to measure changes in performance in African Caribbean achievement in the project schools. It also sought to measure changes in the degree of inclusion of African Caribbean pupils through monitoring attendance and exclusions, as well as placement of pupils in sets and in Gifted and Talented streams. The qualitative study included case studies of a sample of *Aiming High* schools, which incorporated interviews with key stakeholders so as to determine the extent to which process goals of the project had been achieved.

Quantitative Study

Analysis of pupil characteristics (e.g. ethnic group, gender, free school meal eligibility) from the Pupil Level Annual School Census (PLASC) linked to pupil attainment data

PLASC linked pupil attainment data and national performance data supplied by the DfES were analysed by the research team. The DfES also provided pupil level prior attainment data so that a measure of progress (value added) could be derived. Specifically, the team analysed the following data:

- Key Stage 3 and GCSE results for 2003 for pupils in schools participating in *Aiming High* were obtained from the DfES and used as the baseline for the study. Key Stage 3 and GCSE results for 2004 and 2005 for pupils in schools participating in *Aiming High* were also obtained from the DfES to ascertain if there had been any improvement in the performance of African Caribbean pupils over the two years of the project and whether there had been a narrowing of the gap between the attainment and progress of this group at both key stages compared to that of other pupils;
- The performance of African Caribbean pupils in each participating school between 2003 and 2005 was also compared to the average performance for African Caribbean pupils attending maintained schools in England;
- The progress of pupils between Key Stage 2 and Key Stage 3, Key Stage 2 and Key Stage 4 and Key Stage 3 and Key Stage 4 was tracked to provide a measure of 'value-added.' For Key Stage 4, this included contextual value-added (CVA) analysis. CVA takes into account pupil characteristics as well as their prior attainment. Value-added scores by ethnic group and gender were compared between schools participating in *Aiming High* and with the national average value-added score based on pupils attending maintained schools in England;
- Attainment and progress data were analysed to ascertain if there were significant differences in attainment of African Caribbean pupils in the participating schools if gender and FSM are taken into consideration.

Analysis of African Caribbean inclusion

Data relating to the participation and inclusion of African Caribbean pupils in the *Aiming High* schools over the course of the evaluation were analysed. Questionnaires were sent to all thirty schools asking schools to provide attendance and exclusion data (both fixed term and permanent) and data relating to the representation of African Caribbean pupils in higher teaching sets and higher tier subject examination entries (where applicable). Specifically:

- The questionnaire was administered to each of the thirty schools in the *Aiming High* at the beginning of the project and at the end of the first and second year. The questionnaire requested the following information for each year:

- Attendance data for school pupils disaggregated by ethnicity, gender including the number of unauthorised absences;
 - The numbers of pupils entered for each end of Key Stage 3 test paper tier and the number not entered, disaggregated by ethnicity, gender;
 - The numbers of pupils entered for different examination tiers in GCSE subjects (where applicable) disaggregated by ethnicity, gender;
 - The representation of pupils from each ethnic group in teaching sets for core curriculum subjects (where applicable) and other groups (e.g. Gifted and Talented cohorts);
 - Fixed term exclusions by ethnic group and gender.
- School exclusion data disaggregated by ethnicity, gender for each of the schools was provided by the DfES;
 - Data relating to African Caribbean inclusion was compared across the three years to identify changes in levels of inclusion using these indicators.

Because most schools had not recorded the above information by ethnic group and gender before, not all were able to complete the questionnaires. In particular, most schools were unable to provide attendance data and fixed term exclusion data by ethnic group and gender. At the beginning of the first year of the project, 18 schools (60%) returned questionnaires and at the end of the first year of the project 23 schools (77%) returned questionnaires. The return rate was lower at the end of the second year of the project (37%) as by that stage the project had finished and there were staff changes in some schools which created difficulties in maintaining contacts.

Where comparisons have been made to track changes since the beginning of the project, questionnaire returns from the end of Year 1 and the end of Year 2 have been combined.

Qualitative Study

Case study schools

Ten (one third) of the schools involved in *Aiming High* were involved in the qualitative evaluation of the project. The qualitative aspect of the evaluation assessed what conditions contributed to the success or lack of success of the project or, what conditions were necessary for successful change; the process of implementation of strategies aimed at raising African Caribbean achievement; the effectiveness of the support offered to Lead Professionals and schools to raise African Caribbean achievement; and finally, the impact of the project in schools on key aspects surrounding African Caribbean achievement such as school systems and structures, staff knowledge and understanding of issues, effective leadership and parental involvement.

The evaluation involved two visits to the ten case study schools. The ten *Aiming High* case study schools were selected using purposive sampling techniques based on the following criteria:

- Geographic spread across a range of LEAs involved in *Aiming High*;
- Five of the schools to be based in London to broadly reflect the overall proportion of London schools in the *Aiming High* project;
- The proportion of foundation schools in the overall population of *Aiming High* schools to be reflected in the sample.

Comparison School

In addition to the ten participating schools the DfES Steering Group requested a further two schools to be included as comparison schools. As with the schools participating in *Aiming High*, these schools needed to:

- Have 10% or more pupils of African Caribbean heritage;
- Demonstrate achievement levels of African Caribbean and mixed heritage pupils below the national average for GCSE;
- Demonstrate a large gap between the achievement of white and African Caribbean pupils at Key Stage 3;
- Have lower achievement levels than for other schools in the LEA.

Having only been granted access to one comparison school, it was agreed that comparison schools were an unnecessary element of the evaluation due to the large number of variables within the case study schools that could be used as a basis for comparison and the small scope for comparison one school afforded. Consequently, the data collected from the one comparison school has only been used to comment on aspects of school processes such as the quality of staff- pupil relationships that act as a barrier to African Caribbean achievement. Such data usage is highlighted clearly in the report. However, data from the comparison school has not been used as a measure of the project's overall effectiveness.

Pilot schools

Two of the ten case study schools for the qualitative methodology were pilot schools and were visited in the spring term 2004. As a result of the pilot study, the research instruments were further refined and some of the questions covering the initial roll-out and organisation of the project were sent as an email questionnaire to each Lead Professional.

Case study school visits

Each of the ten case study schools, along with the comparison school, was visited once during the summer term of 2004 and once during either the spring or the summer term of 2005. The purpose of the visits was to ascertain if the schools had made progress in reaching the objectives of *Aiming High*. Each case study visit was for two days and incorporated semi-structured interviews with Governors, Head-teachers, Lead Professionals, *Aiming High* consultants, pupils, parents and teachers. Where possible, the same participants that were involved in the first visit were re-interviewed during the second visit. However, in the case of some parents and some pupils it varied between the visits. In addition to interviews, the case study visits also included an analysis of *Aiming High* school action plans.

Interviews with Head-teachers were conducted to ascertain the level of progress in the implementation of the project, their role in the process, views of the support provided and the relationship between *Aiming High* and other initiatives. Interviews with the Lead Professionals covered the same areas as for Head-teachers but also included questions about the use of funds, problems encountered, and the level of satisfaction with support provided. Interviews with the *Aiming High* consultant ascertained their perceptions of the effectiveness of the strategies used by the schools, the views of their own role in the implementation of the strategies and of the successes and barriers experienced. Interviews with two teachers, one Maths and one English, established the degree to which awareness of African Caribbean achievement had permeated to middle management and classroom level. In some case studies, additional interviews were conducted with school staff such as Science and Design and Technology teachers, the Gifted and Talented and EMAG co-ordinators, as well as non-school staff such as LEA link advisors.

Interviews with African Caribbean pupils were also conducted to determine the extent to which the objectives of *Aiming High* have affected their experiences of schooling. These interviews were originally organised in 4 pairs of year 8 and year 10 high and low achieving pupils (year 9 and year 11 pupils in second visit), although this arrangement had to be flexible depending on their academic commitments. Therefore some interviews had more or less than 2 pupils.

Two focus groups with 5 parents of African Caribbean pupils in each were scheduled during both the first and second visits in the case study schools. Each attending parent was given £20 to cover any transport or childcare costs incurred. The parents' focus groups concentrated on their involvement in their children's learning, relationships and communication with the school, and perceptions of the academic performance of their children.

A total of 382 interviews were conducted for the evaluation. In the first visit, interviews were conducted with 218 people in total: 84 African Caribbean pupils, 31 teachers, 7 head-teachers and 2 acting Head-teachers, 11 Lead Professionals, 68 parents, 9 Governors and 6 *Aiming High* consultants (some of whom were interviewed twice). Two LEA link consultants were also interviewed in one school. In the second visits, interviews were conducted with 164 people in total: 72 African Caribbean pupils, 27 teachers, 10 head-teachers and 1 acting Head-teacher, 11 Lead Professionals, 30 parents, 6 Governors and 6 *Aiming High* consultants (some

of whom were interviewed twice). One LEA link consultant was also interviewed in one school. Although we endeavoured to interview everybody twice, this was not always possible especially with parents and pupils. At the time of the second visits, the Year 11 pupils were preparing for their GCSEs and only attended interviews if it did not cause disruption to their schedules.

A sample of the interview schedules used for the case studies is in the Appendix.

Data analysis

All of the interview data and fieldnotes collected from case study schools were fully transcribed and analysed using the constant comparative method, aided by a dedicated software package, Nvivo. The results of interview data were triangulated with other documentary sources and observations to form an interpretive overview by the project team of the broad trajectory of change in the schools.

1.4 Ethical considerations

The evaluation was conducted in line with the requirements of the Data Protection Act (1998) and as such the confidentiality agreements established with all participants and schools involved in the evaluation are respected and adhered to in this report. Care has been taken at all stages of this research process therefore, to not only ensure that participants' identities and institutional names remain anonymous, but that data has been kept securely, and individual digital recordings have been deleted or destroyed upon transcription. Bearing this point in mind, the names of all individuals and participating institutions will remain anonymous in this report.

The permission of schools and parents was also sought before individual parents and pupils were interviewed. Pupils were given an opportunity at the beginning of their interviews to decline from participating, once a member of the research team explained the nature of the evaluation.

CHAPTER 2

Performance of *Aiming High* Schools

2.1 Introduction

The aim of this chapter is to determine if the performance of African Caribbean pupils has improved over the two years of the *Aiming High* project. The analysis will also examine how inclusive of African Caribbean pupils *Aiming High* schools are (as measured by the representation of African Caribbean pupils in higher ability sets, higher test and examination entry tiers, gifted and talented cohorts and school exclusions) and how inclusion or lack of it may be linked to academic performance. In the analysis below reference is made to tables and figures. For ease of reading, these tables and figures are not included in the text but are rather included in appendix two.

In order to measure the impact of the *Aiming High* project on pupils' attainment and progress, data on end of Key Stage 3 National Curriculum test results and end of Key Stage 4 examinations results for the *Aiming High* schools were obtained from the DfES. Data on pupils' prior Key Stage 2 and Key Stage 3 results were also obtained from the DfES so that a measure of relative progress (value-added) could be calculated. For Key Stage 4, this included contextual value-added data¹. The data sets were obtained for the academic year prior to the launch of the project (2002/03) and for the next two academic years so that trends in performance could be measured. Data were obtained for the thirty *Aiming High* project schools, broken down by ethnic group and gender. In addition to the performance data, the DfES provided data on school exclusions broken down by ethnic group and gender.

Aiming High schools completed a questionnaire each year to provide student level data on the use of ability sets and on the use of tiered examination papers by ethnic group and gender in the core curriculum subjects (English, maths and science). Schools were also asked to provide a breakdown of school attendance by ethnic group and gender. However, in the event very few schools were able to provide this information and so it has been excluded from the analysis. Finally, schools receiving Excellence in Cities funding were asked to provide information on the ethnic group and gender breakdowns of their gifted and talented cohorts². Not all schools were able to provide all the data for each year of the project. This was mainly because

¹ Value added is a measure of the attainment of pupils in comparison to pupils with similar prior attainment; this is fairer than using raw outcomes since pupils can have very different levels of attainment on entry. In addition to prior attainment, there are many other factors that are related to the progress that pupils make in a school, such as levels of deprivation or special educational needs. Contextual value added (CVA) has been developed by the DfES to take account of these factors when measuring the effectiveness of a school or the progress made by individual pupils. The 2004 and 2005 CVA model includes the following attainment and contextual factors: pupil prior attainment, gender, special educational needs, first language, ethnicity, measures of deprivation, measures of pupil mobility, age, an "in care" indicator, average and range of prior attainment within the school.

² The *Excellence in Cities* programme is a Government funded programme providing additional resources to schools in disadvantaged areas to help raise standards for pupils most at risk of underachieving. A strand of the programme provides additional resources for gifted and talented pupils.

schools' management information systems were not structured to easily extract data broken down by ethnic group and gender. Reference has already been made to the difficulty schools had in extracting attendance data.

The data analysis is designed to answer the following questions:

- How does the performance of African Caribbean pupils (Black Caribbean, Black African, White/Black Caribbean mixed heritage and Black 'Other') compare with the performance of other pupils in the *Aiming High* schools?
- Over the two years of the project has the performance of African Caribbean pupils improved. Is there evidence to show that any gaps in African Caribbean pupils' performance and that of other pupils have reduced. How do the performance trends for African Caribbean pupils in the *Aiming High* schools compare to the performance trends for African Caribbean pupils nationally?³
- How inclusive of African Caribbean pupils are the *Aiming High* schools and has this changed over the two years of the project, as measured by the representation of black pupils in higher ability sets, higher test and examination entry tiers, gifted and talented cohorts and school exclusions?

2.2 Student profiles

Table 1 and Fig. 1 show the proportion of pupils from each ethnic group attending the *Aiming High* schools, and the percentage eligible for free school meals, averaged over three years (2003-2005). Overall, African Caribbean pupils formed 34% of the student cohorts (15% Black Caribbean, 12% Black African, 4% White/Black Caribbean and 3% Black 'other'). However, variations were evident across the *Aiming High* schools in the relative proportion of African Caribbean pupils, ranging from 11% to 71% of school rolls. The proportion of *Aiming High* school pupils eligible for free school meals averaged 34%, over twice the national average of 16%. Again there were variations across schools, with free school meal percentages ranging from 15% to 65%. There were also differences between groups. For example, the percentage of White pupils eligible for free school meals was 22% on average, compared to 36% for Black Caribbean and 48% for Black African pupils.

Table 2 and Fig. 2 show the 'on entry' attainment of Year 9 pupils attending *Aiming High* schools as measured by their end of Key Stage 2 average point scores. As Table 2 shows, there were variations between ethnic groups with Black Caribbean boys and Pakistani boys and girls having the lowest Key Stage 2 performance. Key Stage 2 point scores were also below average for Black Caribbean girls, Black African boys and girls and Bangladeshi boys and girls. As will be seen later, Key Stage 2 results are used to determine the Key Stage 3 ability sets pupils are placed in, which in turn can affect the end of Key Stage 3 test paper tiers pupils sit.

³ The changes to practices and procedures introduced by the *Aiming High* project will take some time to work through and this needs to be borne in mind when assessing the impact of the project in the short term.

Table 3 shows the end of Key Stage 3 performance (percentage achieving Level 5+) and the end of Key Stage 4 performance (percentage achieving GCSE and equivalent 5 or more A*-C grades) of pupils attending *Aiming High* schools in 2003, prior to the start of the *Aiming High* project. This shows that compared to the average for all pupils, fewer African Caribbean pupils were achieving expected levels, particularly Black Caribbean boys. Fig. 3 shows the GCSE and equivalent 5A*-C performance for Black Caribbean boys in each of the *Aiming High* schools in 2003, based on schools with 10 or more Black Caribbean boys in the Year 11 cohorts. This shows that the *Aiming High* schools were not all starting from the same performance base - some schools were already more successful than others prior to the start of the project.

2.3 Ability sets and test paper entry (Key Stage 3)

The majority of *Aiming High* schools (88%) set pupils by ability at the beginning of Key Stage 3 in one or more subjects. Setting for mathematics was most common (88% of the schools returning questionnaires), followed by science (69% of schools) and English (50% of schools). In addition, 40% of schools set pupils for other subjects such as modern foreign languages. The most common criterion for allocating pupils to sets is end of Key Stage 2 results, supplemented by schools' own internal tests and teacher assessments. All schools said pupils could move between sets either up or down based on internal assessments and their performance in end of year tests. In addition to performance, three of the schools returning questionnaires (16%) said that pupils could be moved due to 'behaviour needs' and one school referred to 'lack of effort' being a reason to move a pupil. A further three schools referred to pupils being moved due to 'pastoral reasons.'

Table 4 shows the percentage of pupils from each ethnic/gender group in the top sets for mathematics. As Table 4 shows, on average 26% of pupils are in the top set for mathematics although there are variations between ethnic groups. Pakistani pupils and African Caribbean pupils were on average less likely to be in the top-set. For example, 16% of Black African boys, 18% of Black Caribbean boys, 19% of Black Caribbean girls and 22% of Black African girls were in the top set compared to 35% of Indian boys and girls, 33% of White girls and 29% of White boys. This pattern did not vary significantly over the two years of the *Aiming High* project.

Table 5 shows the percentage of pupils from each/ethnic gender group in the top sets for science. As Table 5 shows, on average 34% of pupils were in the top set for science and again African /Caribbean, particularly boys and Pakistani pupils were less likely on average to be in the top sets, together with Bangladeshi pupils. White girls and Indian boys and girls were most likely to be in the top set for science.

To accommodate the ability range, end of Key Stage 3 test papers in mathematics and science are tiered. In mathematics there are four tiered papers (covering National Curriculum Levels 3-5, 4-6, 5-7, 6-8) and in science two (covering National Curriculum Levels 3-6 and 5-7). The paper pupils are entered for determines the maximum level they can achieve. For example, for pupils entered for the lowest tiered paper in mathematics, Level 5 is the maximum that can be achieved. Tables 6 and 7 show the percentage of pupils from each ethnic/gender group entered for

each tier in the mathematics and science end of Key Stage 3 tests. Figs. 4 and 5 show the percentage of pupils entered for the lowest tiers.

As Table 6 and Fig. 4 show, Black Caribbean boys, White/Black Caribbean mixed heritage boys and Black African boys are more likely than average to be entered for the lower tier paper in mathematics, as too are Pakistani pupils. White, Indian and Chinese pupils are least likely to be entered for the lower tier paper. Similar differences between groups are apparent in science (Table 7, Fig. 5) with African Caribbean pupils and Pakistani pupils being more likely than average to be entered for the lower tier paper. The proportion of pupils entered for the lower tiered papers between 2003 and 2005 in the *Aiming High* schools reduced marginally in mathematics from 32% to 26% (-6%). The proportionate reduction was higher for Black Caribbean boys from 50% to 39% (-11%) although they remained more likely than other groups to be entered for the lower tier.

To a degree, these differences in Key Stage 3 ability setting and tiered paper entries by ethnic group and gender reflect the differences in the prior Key Stage 2 results of the Year 9 cohorts. African Caribbean and Pakistani pupils had the lowest end of Key Stage 2 performance on average. Key Stage 2 performance determines to a great extent ability setting which in turn is associated with the test paper tier that pupils are entered for. Pupils in lower ability groups are more likely to be entered for lower tier papers. However, it is not a perfect correlation. For example, Black Caribbean boys and Pakistani boys had the same Key Stage 2 average point scores (24.6) but between 2003-2005 Black Caribbean boys were more likely than Pakistani boys to be entered for the lower tier Key Stage 3 papers (on average 42.5% of Black Caribbean boys were entered for the lower tier paper in mathematics compared to 35% of Pakistani boys).

2.4 Key Stage 3 performance

Tables 8-10 and Figs. 6 -8 show trends in end of Key Stage 3 results for the *Aiming High* schools for each ethnic/gender group compared to national trends for each ethnic/gender group. If the schools participating in the *Aiming High* project were 'adding value' for African Caribbean pupils then it may be expected that rates of improvement and progress between Key Stages for African Caribbean pupils would be higher on average than those of other pupils in *Aiming High* schools ('closing the gaps') and at least as good as the national rates of improvement and progress for African Caribbean pupils.

In English (Table 8, Fig. 6) rates of improvement between 2003 and 2005 for African Caribbean pupils attending *Aiming High* schools were slightly higher than the average for all pupils attending *Aiming High* schools and higher than the national average improvement rates for African/ Caribbean pupils. For example, the percentage of Black Caribbean boys achieving L5+ in English improved by 12 percentage points compared to an *Aiming High* school average for all pupils of 9 percentage points and a national average improvement for Black Caribbean boys of 10 percentage points.. For Black Caribbean girls attending *Aiming High* schools the improvement rate was 13 percentage points compared to a national average improvement for Black Caribbean girls of 11 percentage points.. For Black African

boys the improvement rate was 10 percentage points, the same as the national average for Black African boys and for Black African girls it was 13 percentage points compared to a national average improvement for Black African girls of 9 percentage points. However, although Black Caribbean boys' results improved between 2003 and 2005, they remained the lowest achieving group in the *Aiming High* schools in 2005 (45% L5+ in English compared to an *Aiming High* school average of 63%).

In mathematics (Table 9, Fig. 7) rates of improvement for African Caribbean pupils were again slightly higher than the average for all pupils attending *Aiming High* schools and higher than the national average improvement rate for African Caribbean pupils. For example, the percentage of Black Caribbean boys achieving L5+ in mathematics improved by 13 percentage points compared to an *Aiming High* school average for all pupils of 6 percentage points and a national average improvement rate for Black Caribbean boys of 7 percentage points. For Black Caribbean girls attending *Aiming High* schools the improvement rate was 8 percentage points compared to a national average improvement rate for Black Caribbean girls of 5 percentage points. For Black African boys the improvement rate was 6 percentage points compared to a national average improvement rate for Black African boys of 5 percentage points and for Black African girls it was 5 percentage points compared to a national average improvement rate for Black African girls of 1 percentage point. Again, although Black Caribbean boys' results improved between 2003 and 2005, they remained one of the lowest achieving groups in the *Aiming High* schools (50% L5+ in mathematics compared to an *Aiming High* school average of 63.5%).

In science (Table 10, Fig. 8) rates of improvement for African Caribbean pupils were again slightly higher than the average for all pupils attending *Aiming High* schools. Black Caribbean pupils' improvement rates were also slightly higher than the national average improvement rate for Black Caribbean pupils but Black African pupils' improvement rates were slightly lower. For example, the percentage of Black Caribbean boys achieving L5+ in science improved by 3.5 percentage points compared to an *Aiming High* school average for all pupils of 2 percentage points and a national average improvement rate for Black Caribbean boys of 3 percentage points. For Black Caribbean girls attending *Aiming High* schools the improvement rate was 5 percentage points compared to a national average improvement rate for Black Caribbean girls of 3 percentage points. For Black African boys, results declined by 1 percentage point compared to national average improvement rate for Black African boys of 2 percentage points and for Black African girls results improved by 3 percentage points compared to a national average improvement rate for Black African girls of 4 percentage points. Although Black Caribbean boys' science results improved between 2003 and 2005, they remained the lowest achieving group in the *Aiming High* schools (39% L5+ in science compared to an *Aiming High* school average of 54%).

As Table 11 and Fig. 9 shows, the average Key Stage 2 to Key Stage 3 value-added score for *Aiming High* schools (99.0) showed virtually no change between 2003 and 2005. The Key Stage 2 to Key Stage 3 value-added scores for African Caribbean pupils attending *Aiming High* schools did not change significantly over the three years either and scores remain below the national average. For example, the score

for Black Caribbean boys attending *Aiming High* schools was 98.1 in 2005 compared to 98.0 in 2003. For Black Caribbean girls attending *Aiming High* schools the score was 98.5 in 2005 compared to 98.4 in 2003. For Black African boys the score was 98.6 in 2005 compared to 98.9 in 2003. For Black African girls the score was 99.3 in 2005 compared to 99.5 in 2003.

In summary, Key Stage 3 attainment has improved in English, maths and science in the *Aiming High* schools between 2003 and 2005. Rates of improvement have been slightly higher for African Caribbean pupils as compared to the average for all pupils attending *Aiming High* schools and as compared to the improvement rates for African Caribbean pupils nationally, particularly in English and mathematics. As a result, there has been some 'closing of the gap' in performance for African Caribbean pupils attending *Aiming High* schools, although Black Caribbean boys remain the lowest performing group. However, Key Stage 2 to Key stage 3 value-added scores for African Caribbean pupils showed virtually no change in the *Aiming High* schools and their scores remain below average⁴.

Between 2003 and 2005 there were significant variations across the *Aiming High* schools in the attainment and progress of African Caribbean pupils. This suggests that some of the *Aiming High* schools have been more successful in improving performance than others. Table 12 shows trends in the Key Stage 3 results and Key Stage 2 to Key Stage 3 value-added scores for Black Caribbean boys by school (based on schools with 10 or more Black Caribbean boys in the Year 9 cohorts in 2003 and 2005). As Table 12 shows, rates of improvement per school in the proportion of Black Caribbean boys achieving L5 and above in the end of Key Stage 3 tests between 2003 and 2005 ranged from +59 percentage points to -15 percentage points in English (average +12 percentage points), from +34 percentage points to -14 percentage points in mathematics (average +12.5 percentage points) and from +30 percentage points to -23 percentage points in science (average +3.5 percentage points). Table 12 and Fig. 10 show that there were also significant differences in improvements per school in Key Stage 2 to Key Stage 3 value added scores, ranging from +2.6 to -1.3 (average +0.1) where 6 points represents a whole level. This means that in the most improving school, Year 9 Black Caribbean boys were making nearly half a level more progress than Year 9 Black Caribbean boys had done in the year prior to the start of the project.

Out of the fourteen *Aiming High* schools with 10 or more Black Caribbean boys in the Year 9 cohort, four had above national average improvements in each subject for Black Caribbean boys and above average improvements in value-added scores. A further two schools had above national average improvements in value-added scores and above national average improvements in two out of the three core subjects. The other eight schools showed more limited improvement and in two schools attainment and value-added scores were worse in 2005 compared to 2003. These results show that overall there have been improvements in the end of Key Stage 3 performance of African Caribbean pupils attending *Aiming High* schools but

⁴ At the time of writing KS2 to KS3 contextual value-added scores (CVA) were not available. It is probable that the CVA scores for African/ Caribbean pupils will be higher than their non-contextual value-added scores since CVA takes into account other factors affecting pupil progress such as levels of relative deprivation. Levels of deprivation as measured by eligibility for free school meals is much higher than the national average for African Caribbean pupils.

this has not been consistent across schools. In some schools the improvements in both attainment and value-added have been greater than those of other pupils in the *Aiming High* schools and higher than the improvement rates for African Caribbean pupils nationally. Other schools have shown improvements in some subject areas for some groups, and in a minority of schools results have not improved at all.

2.5 Examination tier and ability sets (Key Stage 4)

Based on the questionnaire responses, all schools set pupils by ability at the beginning of Key Stage 4 in one or more subjects. Setting in mathematics and science was used in all schools and most schools (63%) set for English. A third of schools also set for other subjects, for example modern foreign languages. The most common criterion for allocating pupils to sets at Key Stage 4 was their previous Key Stage 3 results (88% of schools), supplemented by internal tests or examinations and teachers' own assessments. All schools said pupils could move between sets either up or down based on internal assessments and end of year tests. As was the case for setting at Key Stage 3, in addition to performance, three of the schools returning questionnaires (16%) said that pupils could be moved due to 'behaviour needs' and one school referred to 'lack of effort' being a reason to move a pupil. A further three schools referred to pupils being moved due to 'pastoral reasons.'

Table 13 shows the percentage of pupils from each ethnic/gender group in the top sets for mathematics averaged over the two years of the *Aiming High* project. As Table 13 shows, on average 24% of pupils are in the top set for mathematics although there are variations between ethnic groups. Black Caribbean pupils, were on average less likely to be in the top-set. For example, just 10.5% of Black Caribbean boys and 14.5% of Black Caribbean girls were in the top set compared to 30% of Indian boys and girls, 31% of White girls and 25% of White boys.

To accommodate the ability range, GCSE papers are tiered. In mathematics there are three tiers (Higher, Intermediate and Foundation) and in English and science there are two tiers (Higher and Foundation). The examination paper pupils are entered for determines the highest grade that can be achieved. For example, the highest grade that can be achieved in the GCSE mathematics Foundation paper is grade D⁵. For GCSE English and science where there are two papers, the maximum grade that can be achieved in the Foundation paper is a B.

Table 14 shows the percentage of pupils from each ethnic/gender group entered for the Foundation paper in GCSE mathematics and the percentage not entered for the examination, averaged over the two years of the *Aiming High* project. Table 15 gives the same information for GCSE English. As Table 14 shows, on average 3% of pupils were not entered for GCSE mathematics in 2004 and 2005 and 22% were entered for the Foundation paper. Black Caribbean boys and White/Black Caribbean mixed heritage boys were more likely than average to be entered for the Foundation paper (37%) and Black Caribbean boys were more likely than average to be not

⁵ From 2006 onwards, the number of tiered entry papers for mathematics will be reduced from three to two and the highest grade that can be achieved in the lower tier will be grade C. This will bring mathematics in line with the English and science.

entered (7%)⁶. Table 15 shows that Black Caribbean and Black African boys were also over-represented in the percentage of pupils entered for the Foundation paper in English, together with Bangladeshi and Pakistani boys. On average over 2004 and 2005, 69% of Black Caribbean boys were entered for the Foundation paper in GCSE English and 5% were not entered for the examination. This compares to an average for all *Aiming High* school pupils of 48% entered for the Foundation paper and 2% not entered for the examination.

As was the case at Key Stage 3, differences in KS4 ability setting and tiered paper entries by ethnic group and gender reflect to a great extent the differences in pupils' previous end of Key Stage results. For example, Black Caribbean boys had the lowest results in mathematics at the end of Key Stage 3 and as Key Stage 3 results are the main criterion for ability setting at Key Stage 4, then it is perhaps not surprising that Black Caribbean boys are over-represented in the lower ability sets and Foundation paper entry at Key Stage 4. Although schools may be applying common criteria for allocating pupils to teaching groups and for determining test and examination entry tiers based on prior performance, in practice this can compound earlier 'underachievement' for some groups of pupils. There is some evidence that this cumulative reinforcement of underachievement affects other African Caribbean pupils and Bangladeshi and Pakistani pupils as well as Black Caribbean boys.

2.6 Key Stage 4 performance

Table 16 and Fig.11 show trends in the percentage of pupils attending *Aiming High* schools achieving 5 or more GCSE and equivalent A*-C grades compared to national trends, by ethnic group and gender. Tables 17 to 19 show trends in the percentage achieving 5 or more A*-C grades including English and maths, the percentage not achieving any passes and the average point score per student. As Table 16 and Fig. 11 show, the proportion of pupils attending *Aiming High* schools achieving 5A*-C increased by 7 percentage points between 2003 and 2005 (from 39% to 46%) compared to a national average increase of 4 percentage points. Results for Black Caribbean pupils also improved, although rates of improvement were lower than the national average for Black Caribbean pupils. For example, Black Caribbean boys' 5A*-C results improved by 5.4 percentage points in *Aiming High* schools compared to a national average improvement for Black Caribbean boys of 8.2 percentage points. Black Caribbean girls' results improved by 6.9 percentage points in *Aiming High* schools compared to a national average improvement for Black Caribbean girls of 9.1 percentage points.

Although Black Caribbean boys' 5A*-C results improved, because the rate of improvement was below the average for other pupils, the gap has not closed and Black Caribbean boys remained the lowest achieving group in 2005 (24.6% 5A*-C compared to an *Aiming High* school average for all pupils of 46.4%). Improvement rates for Black African pupils were slightly higher on average in the *Aiming High* schools compared to Black African pupils nationally. For example Black African boys' results increased by 10.2 percentage points compared to 8.8 percentage

⁶ This figure is affected by an unusually high percentage of Black Caribbean boys of not entered for the examination in 2004 (11%), in 2005 the figure was 3% - similar to average.

points nationally. Black African girls' results increased by 9 percentage points compared to 6.5 percentage points nationally. Because these improvements are also above the *Aiming High* school average for all pupils, there has been a narrowing of the gap for Black African pupils, although Black African boys' results remain below average. The numbers of White/Black Caribbean mixed heritage and Black 'other' groups attending *Aiming High* schools are relatively small so caution is necessary when comparing results from year-to year. The percentage of White/Black Caribbean boys achieving 5A*-C grades decreased by 1.1 percentage points between 2003 and 2005 and the percentage of White/Black Caribbean girls achieving 5A*-C increased by 12.6 percentage points.

Table 17 shows trends in 5 or more A*-C including English and maths. Overall, the proportion of pupils attending *Aiming High* schools achieving 5A*-C including English and maths increased by 6.5 percentage points between 2003 and 2005 compared to an increase of 2.4 percentage points nationally. The results for Black Caribbean boys attending *Aiming High* schools improved by 4.7 percentage points and Black Caribbean girls' results improved by 10.2 percentage points. Results also improved for Black African Boys by 5.2 percentage points and for Black African girls by 9.0 percentage points. As was the pattern with the 5A*-C results, although the results of Black Caribbean boys have improved, because the improvement rate is lower than average for pupils attending *Aiming High* schools, the gap is not closing and Black Caribbean boys remain the lowest achieving group.

Table 18 shows trends in the percentage of pupils achieving no passes. Overall, the percentage of pupils attending *Aiming High* schools achieving no passes has reduced from 4.9% to 3.6%. For Black Caribbean boys, there was a reduction from 5.8% to 4.3% and for Black Caribbean girls a reduction from 2.1% to 1.6%. The 2005 figures for Black Caribbean pupils attending *Aiming High* schools are now the same as the national average for Black Caribbean pupils. There were also reductions in the percentage of Black African boys not achieving any passes from 4.1% to 2.7% and for Black African girls from 7.0% to 3.4%

Table 19 shows trends in GCSE and equivalent capped point scores. This measure includes all pupils' graded results in their best eight subjects, not just the higher grades. In 2004, the point scoring system for GCSE and equivalent qualifications changed to accommodate a wider range of qualifications. The new point scoring system is not directly comparable to the system used in 2003 and therefore results are shown just for 2004 and 2005. As Table 19 shows, there was an overall 4 point increase between 2004 and 2005 in the capped point scores for pupils attending *Aiming High* schools. For Black Caribbean boys the increase was 12.4 points and for Black African boys it was 11.5 points. This above average progress has led to some closing of the gap compared to other pupils. Black Caribbean girls points also increased by 3.4 points but Black African girls' decreased by 16.1 points.

In summary, African Caribbean pupils' GCSE and equivalent results have improved between 2003 and 2005 in the *Aiming High* schools. The improvement rate for Black African pupils achieving 5 or more A*-C grades has been above average, leading to some closing of the gap in performance compared to the average for all pupils attending *Aiming High* schools. The 5A*-C improvement rate for Black Caribbean pupils has not been as high and consequently the gap has not narrowed and Black

Caribbean boys continue to be the lowest achieving group. However, improvements taking into account all pupils' results, not just A*-C grades have been higher than average for Black Caribbean boys and there has been some closing of the gap in performance compared to other groups.

Tables 20-21 and Fig. 12 show trends in Key Stage 2 to Key Stage 4 and Key Stage 3 to Key Stage 4 value-added scores for *Aiming High* schools. The table shows both the value-added scores based on pupils' prior attainment only and value-added scores based on prior attainment and student characteristics (contextual value-added). As Table 20 shows, the overall Key Stage 2 to Key Stage 4 value-added score for *Aiming High* schools remained below the national average in 2004 and 2005. Black Caribbean boys, White/Black Caribbean mixed heritage boys, Black 'other' boys and white boys had the lowest scores and this did not change over the two years of the project. Black African boys' scores were better and remained above average. Girls' scores were higher on average than boys', particularly Black African girls' scores. In contrast to the value-added scores based on prior attainment only, contextual value-added scores (CVA) for *Aiming High* schools were above the national average in 2004 and 2005. Black Caribbean boys, Black African boys, White/Black Caribbean mixed heritage boys and Black 'other' boys had CVA scores within the national average range. Girls' CVA scores for these groups were above the national average.

Key Stage 3 to Key Stage 4 value-added scores for *Aiming High* schools in 2004 and 2005 were higher than the Key Stage 2 to Key Stage 4 scores. Scores for African Caribbean pupils based on prior attainment only were within the national average range⁷, apart from White/Black Caribbean mixed heritage boys who had below average scores. CVA scores were above average for Black Caribbean boys and within the average range for Black African boys, White/Black Caribbean mixed heritage boys and Black 'other' boys. As for Key Stage 2 to Key Stage 4 CVA, African Caribbean girls' CVA scores tended to be higher than boys and were all above average.

In summary, although Black Caribbean boys' Key Stage 2 to Key Stage 4 value-added scores remained below the national average over the two years of the project their contextual value-added scores were within the national average range. Value-added scores for Key Stage 3 to Key Stage 4 were within the average range and Black Caribbean boys' Key Stage 3 to Key Stage 4 CVA scores were above average. Black Caribbean girls' Key Stage 2 to Key Stage 4 value-added scores were also below average, although again their CVA scores were above average. As was the case for Key Stage 3 results, there were significant variations across the *Aiming High* schools in the attainment and progress of African Caribbean pupils at Key Stage 4 which suggests that some of the *Aiming High* schools have been more successful in improving standards than others.

Table 22 and Fig. 13 show rates of improvement per school between 2003 and 2005 in the proportion of Black Caribbean boys achieving 5A*-C grades (based on schools with 10 or more Black Caribbean boys in the Year 11 cohorts in 2003 and

⁷ For both Key Stage 2 to Key Stage 4 and Key Stage 3 to Key stage 4 value added and contextual value added, the national 'average' score is 1000. However, when statistical significance tests are applied, scores of around 1000 can still be within the national average range, depending on the size of the group.

2005). Table 22 and Fig. 14 show their Key Stage 2 to Key Stage 4 CVA scores. The percentage of Black Caribbean boys achieving 5A*-C grades in 2005 ranged from 17% to 50% across the *Aiming High* schools and the rate of improvement between 2003 and 2005 in the proportion achieving of Black Caribbean boys achieving 5 or more A*-C grades ranged from +27 percentage points to -5 percentage points. The Key Stage 2 to Key Stage 4 CVA score for Black Caribbean boys in 2005 was 1009.7 overall although scores ranged from 959.7 (significantly below average) to 1063.7 (significantly above average)⁸.

2.7 Inclusiveness of *Aiming High* schools

National research evidence from the year prior to the introduction of the *Aiming High* project (2002/03) shows that Black Caribbean pupils were nearly three times more likely to be permanently excluded from school than average (3.7% compared to a national average of 1.3%). Black Caribbean and Black African pupils were also less likely than other groups to be included in the Excellence in Cities gifted and talented programme (10% of White pupils were identified as gifted and talented compared to 4% of Black Caribbean pupils and 2% of Black African pupils)⁹. To determine if there was any evidence to show that *Aiming High* schools were successful in addressing the inequalities noted above, data were obtained from the DfES on school exclusions and from the schools on student representation in gifted and talented cohorts.

Table 23 shows permanent exclusion rates for *Aiming High* schools in 2003 and 2004 by ethnic group and gender¹⁰. As Table 23 shows, exclusion rates increased in the *Aiming High* schools over this period from 0.2% of school rolls to 0.4 % of school rolls. Overall, around a quarter of those excluded from *Aiming High* schools were Black Caribbean boys. Black Caribbean boys and Black African boys were over-represented by a factor of three based on the number of Black Caribbean boys and Black African boys on school rolls and this did not change over the two years. White/Black Caribbean mixed heritage boys were over-represented by a factor of 2 in 2004.

Table 24 shows the number and proportion of pupils identified as gifted and talented between 2003 and 2005.¹¹ As Table 24 shows, on average 13.4% of pupils attending *Aiming High* schools were identified as gifted and talented. However, there were significant differences between ethnic groups. For example, 18% of White boys were identified as gifted and talented compared to 8% of African Caribbean boys. Pakistani pupils and Bangladeshi boys were also under represented in gifted and talented cohorts (5%). Although caution is necessary when comparing year-on-year

⁸ Statistical significance was calculated using the CVA 'Ready Reckoner' which is part of the DfES 'Guide to Contextual Value Added models' (DfES 2006)

⁹ DfES (2005) Ethnicity and Education: The Evidence on Minority Ethnic Pupils. Research Topic Paper: RTP01-05, January 2005.

¹⁰ At the time of writing, exclusion figures for 2005 were not available.

¹¹ The number of *Aiming High* schools returning questionnaires varied from year to year and was lowest in 2005 (7 schools) which is the reason the student numbers are much lower in 2005 compared to 2003 and 2004.

changes because of differences in the number of *Aiming High* schools returning questionnaires each year, there is no evidence to show that there has been any significant increase in the representation of African Caribbean boys in gifted and talented cohorts between 2003 and 2005.

A possible reason for the under representation of African Caribbean and Pakistani pupils in gifted and talented cohorts is because schools are encouraged to use academic attainment as a main criterion for identifying gifted and talented pupils. For example, national training materials on identifying gifted and talented pupils refers to results of National Curriculum tests, results of standardised tests and results of internal school tests and exams as criteria for identifying gifted and talented pupils. Reference is also made to classroom observations and to nominations from pupils, parents and teachers¹². As noted previously, because Black Caribbean boys and Pakistani pupils have the lowest end of Key Stage 2 results on average, they are more likely to be in the low ability sets. The same explanation may also explain, at least in part, why Black Caribbean boys and Pakistani pupils are under represented in gifted and talented cohorts.

However, whatever the explanation, the fact remains that Black Caribbean boys are more likely than average to be in lower ability sets, entered for lower tier test and examination papers, excluded from school and under represented in gifted and talented cohorts. Evidence from the *Aiming High* schools shows that this has not been fully addressed. In isolation, schools may be using common criteria for selecting and allocating pupils but this has a differential impact on some groups.

¹² Westminster Institute of Education, Oxford Brookes University (2005) Gifted and Talented Co-ordinators' Secondary Professional Development programme 2005-2006. Course Materials, Unit 1, Section 3.

CHAPTER 3

Getting the Basics Right: School leadership, systems and structures

3.1 Introduction

The aim of this chapter and that of Chapter 4 is to report on the implementation of the project in the sample of ten *Aiming High* schools. It will also draw on data collected from the comparison school where relevant. The analysis focuses on the degree to which schools realised the process goals of the project (see Section 1.1). The discussion is divided into two main parts. In this chapter we look at the leadership and management of *Aiming High* in the case study schools and the extent to which these schools have put in place the basic systems and structures, including a race equality framework, to support whole school change. In the next chapter we review strategies targeted at pupils, parents and teachers. We argue that the success of these strategies in part relies on effectively establishing basic systems and structures first. Throughout both chapters we also seek to highlight the nature of resistance to the implementation of the project and the extent to which schools were capable of overcoming this resistance. This resistance was mainly in relation to having a dedicated focus on African Caribbean pupils or to school change per se.

3.2 Race Equality Framework

This strand of the *Aiming High* project was conceived as a way of supporting schools to fulfil their general and specific duties under the Act by specifically tackling African Caribbean achievement. To this end, the *Aiming High* guidance document that was provided to all thirty project schools reminded schools that they have a duty under the Race Relations Amendment Act (2000) to address educational inequality faced by different groups. The Act gives public authorities, including schools, a statutory general duty to promote race equality. The general duty says that the institution must have 'due regard' to the need to:

- Eliminate unlawful racial discrimination; and
- Promote equality of opportunity and good relations between people of different racial groups.

In addition, the Act places specific duties on schools to help them meet the general duty. These specific duties are:

- To prepare a written statement of the school's policy for promoting race equality, and to act upon it;
- To assess the impact of school policies on pupils, staff and parents of different racial groups, including, in particular, the impact of attainment levels of these pupils;

- To monitor the operation of all the school's policies, including, in particular their impact on the attainment levels of pupils from different racial groups; and
- To take reasonable steps to make available the results of its monitoring¹³.

By their willingness to be involved in the project at the outset, all thirty schools demonstrated an initial commitment to race equality. However, progress in the area of race equality as indicated by the Act, specifically in relation to the needs of African Caribbean pupils, is uneven and in some cases, quite limited. For example, when asked how the review of the school's race equality policy had been dealt with, one *Aiming High* consultant responded that:

It wasn't dealt with, it wasn't dealt with [...] I have my serious reservations that they won't be doing anything at all [...] I know that they're busy and I know that [the Lead Professional] is really overloaded and you want to give them leeway because you know it's a crucial time, SATs just completed, getting the folder work together for Year 11, etc., etc. so you don't want to be pressurizing but there is none of the kind of, you know, engagement that you get from other schools and it's the same time of year for every school.

[*Aiming High* consultant]

In another school, when asked if any specific review of the school's race equality policy had taken place as a result of *Aiming High*, one Headteacher gave the following response.

We reviewed that and we adopted that in January, I think it was, it was either December or January, I can't remember which. I'm not sure what we've done you know, if I'm honest with you it's been done more because OFSTED were coming and we've adopted the policy without it having a particular impact in the school.

[Head- teacher]

Indeed, this type of blasé response, which suggests that a strong link had not necessarily been established between race equality and the goals of *Aiming High*, is common throughout the majority of schools and expressed by either Headteachers, Governors and/or Senior Managers. Nevertheless, although the majority of case study schools have not established a systematic link between their legal duties to comply with the Race Relations Amendment Act (2000) and *Aiming High*, they are showing clear signs of awareness, commitment and responsibility to addressing African Caribbean achievement issues.

It is clear that when a systematic link is made between schools' duties to race equality as outlined by the Act and the goals of *Aiming High*, a noticeable shift in mainstream practices and school ethos is evident. In one school, the *Aiming High* project is being promoted through the Race Equality framework in order that all stakeholders (LEA, Governors, Head-teacher, teachers) understand their duties to African Caribbean pupils as an aspect of their wider duties to all ethnic groups. This

¹³ http://www.standards.dfes.gov.uk/ethnicminorities/raising_achievement/763611/

has resulted in greater school awareness around African Caribbean issues specifically and in turn is fostering commitment and responsibility to change. In fact, the Head of English at this school suggested that the change was so fundamental that the goals of *Aiming High* had become a central factor defining the school ethos, which is demonstrated in the following quote:

On an anecdotal level I would say it [Aiming High] has strengthened the resolve of people who already thought that there was an issue, you know, to take it further. And I think it's, it's just made it formal that this is a school committed to diversity, I think. You know, so anybody who wasn't sure about that, they've been marginalised I think.

[Head of English]

Although this school was aware that centralising the link between their race equality responsibilities and the goals of *Aiming High* enabled greater progress regarding African Caribbean achievement, the Lead Professional also acknowledged that the school should not be complacent as addressing race equality is a continuous school process. In Section 4.2 we will discuss race equality in relation to the implementation of *Aiming High* in further detail.

Good Practice: In one case study school, the successful review of Race Equality policy by all stakeholders, including pupils, led to the founding of a working group which focussed on the attainment of minority ethnic pupils. After the analysis of five years of school attainment data, a project focusing on African Caribbean (and Bangladeshi) boys was set up. Over a two-week period, pupils and staff conducted interviews with every African Caribbean and Bangladeshi boy in the school. Based on the findings, a report was written and distributed to all school staff and an action plan targeting underachievement was developed. In addition to *Aiming High* support, the LEA has also assisted the school by publishing the report, showcasing the school as an exemplar of excellence in tackling race equality and supplying extra resources to tackle identified areas of concern such as providing consultants to review and advise on classroom management.

3.3 Planning for change

It will be recalled from Chapter 1 that pilot schools were expected to conduct an initial audit. The auditing process entailed completion of a survey where respondents were asked to identify issues and areas of concern that impact on the achievement and experiences of African Caribbean pupils. Once the surveys were returned the responses were analysed by Lead professionals and/or the *Aiming High* consultants. Schools varied in the manner in which they conducted their audits with staff, Governors, pupils and parents. In some schools, all teaching and non-teaching staff were involved in the auditing process. With regard to the pupil audits, some schools surveyed all African Caribbean pupils, whilst others surveyed pupils from a specific cohort such as Year 10s. Similarly, some schools set out to survey all parents and others targeted parents of a particular year group.

In most instances, a report based on the audit was written and shared with the senior management team in order to define school and departmental priorities. The findings of the reports and subsequent discussions were fed into the drafting of the school action plans for *Aiming High*. In most schools, the Lead Professional, Head-teacher and the *Aiming High* consultant wrote the actions plans, although in some cases it was either the entire senior management team or the Lead Professional only. In all case study schools it was then shown to the senior management team for final confirmation. Some schools produced departmental action plans based on the whole school action plan. Although time consuming, this process was considered to be rewarding for the school as it helped many schools to ensure that implementation of the project was integral to other school priorities rather than an 'add-on' strategy

It involved consulting school background data on ethnicity, race equality, KS3 results, GCSE results, exclusions and so on. It was a fairly complex and time-consuming process but ultimately worthwhile and beneficial to school planning as a whole

[Lead Professional]

All Lead Professionals, *Aiming High* consultants and Head-teachers commented on how the start date of the *Aiming High* project in November impacted on the development of *Aiming High* action plans. The problem for schools was that their annual school plans had already been finalised based on existing commitments and priorities. Some Lead Professionals also queried the dead-line for action plan submission, as they believed that a longer consultation process within the school would have been more helpful.

On the whole, the auditing process in case study schools was viewed as an invaluable exercise as it helped the schools to identify areas where work needed to be prioritised.

Extremely useful tool, it allowed to set our whole school agenda and subsequent Aiming High action plan. It is difficult to move on unless you know what the issues are.

[Lead Professional]

The audit made us more aware, for example, of the need to involve students more in their own academic and pastoral development and to be more open to parents and their offers to support the school.

[Lead Professional]

In some cases, the information produced by the audit confirmed existing areas of priority, but nevertheless it was viewed as a useful way in which to publicise the project to staff, Governors, pupils and parents.

The common difficulty with the auditing process across the case study schools was surveying the parents. Most schools attempted to audit parents' views with a written survey. However, even in those schools that did conduct the parent audit, responses were minimal. One Lead Professional commented that the time constraints associated with the auditing process did not enable the school to develop new strategies to target the parental input. Some schools managed to overcome this

issue by moving from a written to a telephone audit or, as discussed in Section 4.5, Black Parents' Groups were established wherein audits were then conducted at a much later date.

The main difficulty was to engage parents/carers i.e. get them into school to complete the audit. Telephone interviews/discussions was the only option. As it turned out it was very successful

[Lead Professional]

However, it should also be noted that all case study schools have recognised that they still need to develop strategies to engage parents of African Caribbean pupils more generally in school activities.

3.4 Effectiveness of leadership

Head-teachers

The *Aiming High* guidance document, as well as other research, stresses that it is essential that Head-teachers provide a strong lead on raising the attainment of African Caribbean pupils by making it clear to staff, parents, pupils and Governors that any underachievement runs counter to the school's vision and needs to be addressed (Blair et al, 1998; Runnymede Trust, 1998; Blair, 2002; DfES 2003). Most Head-teachers in the case study schools demonstrated strong leadership in this respect, although some approaches proved more effective than others. One Head-teacher demonstrated his commitment to *Aiming High* as an important aspect of his overall vision for the school:

Well I obviously came in as a new head, first and foremost I have to do my visionary speech on my first morning in January, and you know I listed 3 or 4 key criteria that I wanted to focus on, and this project was one of the things that I sort of firmly believed in and I've been involved in all the focus groups, all the parent groups we've had, you know. And I know that the project wants the Head-teachers to take the lead and be involved, so I have stood by that word and I have been involved in every way I can so far.

[Head-teacher]

Most Head-teachers in the case study schools shared this vision. Two Head-teachers demonstrated their commitment to the long-term goals of the project by acquiring further funds from their budgets to employ the *Aiming High* consultant after the end of the pilot. The Head-teacher in the comparison school also prioritised African Caribbean achievement, particularly for boys, as an aspect of his central vision. Consequently, the school was also going to employ an educational consultant to support the school in this regard.

The extent of Head-teachers direct involvement in the project varied. Three Head-teachers viewed responsibility for the project primarily as the Lead Professional's, rather than the effective and strategic partnership (see Chapter 1) between all senior managers, including themselves:

So, I mean, it's fair to say that in, in a way I've taken a bit more of a backseat than, say, [the Lead Professional's] role, which is the sort of high profile senior management, senior deputy who wants to run with it. But, I mean, yes, certainly, as any initiative, I mean, you've got to keep abreast of what is going on. I have regular meetings with [the Lead Professional], regular sort of meetings with [the Aiming High consultant] when she comes in to see what the sort of progress is about but it really has been sort of [the Lead Professional's] baby this one.

[Head-teacher]

In these schools where this was evident, the Lead Professionals and *Aiming High* consultants tended to report a greater level of staff resistance and less overall accountability than in other case study schools.

The agreement to participate in *Aiming High* does initially suggest that all Head-teachers in the case study schools recognise the importance of African Caribbean achievement. However, some Lead Professionals and *Aiming High* consultants suggested that some Head-teachers primarily viewed *Aiming High* as an additional source of school funding for whole school initiatives, rather than as a means to specifically target and address the needs of African Caribbean pupils.

I think the first thing that probably came to [the Head-teacher and Deputy-head's] minds was the amount of money we were going to get which you know was good because we were a school in deficit and all of that.

[Lead Professional]

In this minority of case study schools, this state of affairs led to what another Lead Professional described as a 'tick box' approach to implementing change, rather than to a more thoroughgoing implementation of process goals.

I think that, as I said, it is a selling point [...] we have a fantastic head who is very good at getting onto schemes and programmes that really benefit the school financially but [...] I will stick to my guns and I will say that things are ticked off here and not followed through because, you know, of what is stipulated in your, in the handbook for Aiming High. At the end of the day, people are covering their backs and they're saying we've done that, we've done that, we've done that. That's why things are not continued.

[Lead professional]

It is understandably difficult for a project of this kind to filter out all of those schools that are not fully committed to the ideals and goals of the project at the outset. However, where schools appeared willing to accept project funds but not to follow this through with a more tangible commitment to the project raises questions of accountability for the use of project funds. As one *Aiming High* consultant put it, attempting to implement the project in this type of school represented, "A wasted opportunity. They should pay back every penny of that money".

For some Head-teachers, the issue of black underachievement was a longstanding concern and they saw the project as a positive and practical way of tackling this. However, in addition to differing levels of commitment and involvement, Head-teachers also varied in their understanding and knowledge about how school factors such as low teacher expectations impact on African Caribbean achievement. For example, in many cases, there was a tendency for Head-teachers to explain African Caribbean underachievement via low pupil expectations, which they associated with socio-economic disadvantage. In some instances, Head-teachers were unable to articulate an explanation for African Caribbean underachievement in their school without stigmatising or blaming household structure and parenting styles, as well as other aspects of African Caribbean culture.

I mean, I think there are cultural things about African Caribbean children that do perhaps for some of them make it more difficult for them to settle and learn, you know and maybe that their cultural background, their upbringing doesn't necessarily or hasn't necessarily equipped them with the same kind of skills that other children have got when they come to school in terms of the way in which you are expected to behave within the classroom.

[Head-teacher]

The data suggests that it is not essential for Head-teachers to have a full understanding of the complexities of the issues surrounding African Caribbean achievement in order for there to be some progress in some areas, particularly within the curriculum and with schemes of work. However, we believe that in order to make *fundamental* school changes that ensure equal opportunities for African Caribbean pupils throughout all aspects of their education, Head-teachers also need to have or, be willing to develop a strong awareness and knowledge of the social and historical background of African Caribbean people in Britain, particularly in relation to education. In those schools where Head-teachers were able to demonstrate a more sophisticated understanding of the broader issues affecting African Caribbean achievement, we observed that African Caribbean pupils and parents were more likely to express confidence in the school's commitment to meeting the goals of *Aiming High*.

Lead Professionals

As the *Aiming High* guidance document (DfES 2003) highlights, leadership does not rest with the Head-teacher alone. In a model of distributive leadership, other individuals and teams must demonstrate leadership, in order to sustain improvement, particularly in the area of ethnicity. There is strong evidence that in the majority of case study schools there has been an effective and strategic partnership between the Lead Professional, Head-teacher and the rest of the senior management team. This is enhanced in schools where the Head-teacher is both committed to and involved in the implementation of the project, as highlighted above and in the following quote.

Oh, he's absolutely for Aiming High because like I said, he's been kind of talking about it with the school before the project and so he's kind of been

completely supportive, you know, with the whole thing and really, because we're going through kind of a cabinet shuffle with the leadership group at the moment, this focus will kind of be across the whole thing. It is good.

[Lead Professional]

Unfortunately, for a small minority of Lead Professionals, unsupportive or disinterested senior management teams impeded their leadership on the project by blocking initiatives or by not giving *Aiming High* goals due priority and focus. The Lead Professionals who were in this situation expressed their frustration and dissatisfaction and believed that the project had stalled for this reason.

If I want to do something, anything that is of value, it's blocked. It's blocked and it's blocked by the hierarchy in the school and so it's just futile.

[Lead Professional]

I think it's [resistance] primarily through leadership and the reason why I'm putting it there within leadership is because I feel that the leader of the school shapes what happens within the school and if they are leading and directing and provide a vision for the rest of the staff and that's including myself as well I think that people then will follow. But if they're showing that really it's not the project that they're really too bothered about, which I think is the impression that some people have of the project, then it's not going to be a success anyway.

[Lead Professional]

The likelihood of long-term changes that benefit African Caribbean learners within these schools where Lead Professionals were isolated was not only doubted by the Lead Professionals and consultants, but also by pupils and parents. The following comment summarises the feelings of the majority of pupils and parents interviewed at one of these schools:

But it's definitely not going to happen now that [the Lead Professional's] gone. I think the only thing they're doing for black people is because [the Lead Professional's] there, either because [the Lead Professional's] pushing it or to show [the Lead Professional] that they're on the black people's side. Now [the Lead Professional's] gone, they're going to be like there's like no one to impress, there's no one to show they care.

[Year 10 female pupil]

The outcome for these schools is that despite some successful 'one-off' activities occurring, such as a Black History evening for parents and pupils and setting up a Black Parents' Forum, the school is less likely to meet the goals of the project.

At the time of the first visits (spring/summer 2004), all Lead Professionals noted a concern regarding the provision of adequate time to fulfil the implementation requirements of *Aiming High*. However, by the time of the second visits (spring/summer 2005), it was clear that for many Lead Professionals time constraints were still an issue, but no longer one of the central concerns affecting the implementation of the project. Where this was the case, it was largely due to the

effective delegation of *Aiming High* goals and responsibilities amongst key personnel and the introduction of levels of accountability. This meant that Lead Professionals were no longer solely responsible for managing and ensuring change at all levels. Instead, appropriate chains of command were established whereby key staff members such as Heads of Year and Heads of Subject had to lead on and account for strategic interventions as regards to African Caribbean pupils.

It's about prioritising the project and the time that it takes for the project against the other initiatives that I'm involved in and that's about recognising that it's just a small slice of something that reflects on the whole of the school. Through the Aiming High project you come across all of the other issues anyway and so it's like a microcosm of school improvement anyway. So even though I'm saying it takes time to work on this project the benefits of it knock on all of the other things that I'm working on too, and that's about getting my mind in the right way of looking at things.

[Lead Professional]

Moreover, and as this quote demonstrates, where these chains of command were in place, the goals and objectives of *Aiming High* were reported by Lead professionals as becoming increasingly mainstream. In addition, Lead Professionals in these schools had successfully united their *Aiming High* responsibilities with their particular role within senior management, especially if it was related to curriculum or assessment management.

Several people interviewed, including Lead Professionals and pupils, suggested that the Lead Professional needed to be black to lead effectively on this project. Others, including *Aiming High* consultants, indicated that a range of leadership qualities were instrumental. For example, in one school where the project had stalled, the *Aiming High* consultant identified the Lead Professional's ability to organise as well as the level of respect they had from staff and parents, as barriers to project implementation.

If you're not an effective or respected senior manager, it doesn't matter what working party you set up or even what working party you go on, people won't take any notice of you and I think that's been the ultimate issue [...] So in terms of barriers [s/he] doesn't recognise that [s/he] is a barrier.

[*Aiming High* consultant]

In consideration of the overall progress of case study schools, it should therefore be noted that, similarly to the Head-teacher, the Lead Professional's understanding of the issues affecting African Caribbean achievement and their personal commitment to change also influenced the ability to lead effectively on this project.

The majority of Lead Professionals reported a level of professional growth as school leaders as a result of their role and responsibility for *Aiming High*, which was also confirmed by the *Aiming High* consultants.

Yeah, I've enjoyed it enormously, I've enjoyed the responsibility and I've grown and I've developed from doing the project, I feel I'm a more confident person than I was and I think I'm a 'better manager' now because some of the things that I've had to do, I've had to liaise and I've learnt, you know, from that. I've also benefited from going to the [NCSL] college.

[Lead Professional]

Throughout the duration of the project it is evident from the data that most Lead Professionals have developed their capacity to liaise with and empower all members of the school community including pupils and Governors, to manage staff resistance, to develop creative strategies to raise African Caribbean achievement, to balance their existing work commitments with the demands of *Aiming High* and to strengthen their knowledge of and expertise in race equality issues, particularly with regard to African Caribbean achievement.

Governors

The majority of the Governing bodies in the case study schools were eager for the project to be a success. In the comparison school too, the Governors supported the school in its prioritisation of African Caribbean achievement, as part of a more general focus on boys' achievement. However, at the stage of our second visits, it was clear that the overall levels of involvement of Governors differed across the schools. All Governors were informed about the pilot at the outset and the majority of case study schools continued to provide Governors with updates on the project on a regular basis. In some schools, the Governing bodies took an active role by either supporting school review of race equality policy, assisting in the recruitment of African Caribbean Governors, attending *Aiming High* workshops led by NCSL and *Aiming High* school events, or finally, by participating in training workshops on issues relating to African Caribbean achievement led by the *Aiming High* consultant. In the one school where the project was being driven through the race equality framework, the Governors played a significant role in championing this:

As far as I'm aware it was the governors who said that they wanted the race equality party to continue, it was the governors who welcomed Aiming High and suggested that the race equality group should expand its remit to involve Aiming High and the programme.

[*Aiming High* consultant]

However, it was also clear that in two of the schools where progress was minimal compared to the other case study schools, the Governors did not prioritise *Aiming High* and questioned the need for a dedicated focus on African Caribbean achievement. It should also be noted many pupils and parents, as well as some Lead Professionals, were unsure about Governors' roles and responsibilities not only in relation to *Aiming High*, but also on a more general level.

3.5 Data collection and analysis

The DfES clearly state in relation to minority ethnic achievement that effective use of data will help to ensure that pupils improve their attainment and can meet their full potential. Without effective data monitoring and use, effective strategies cannot be developed to tackle underachievement. This has recently been described as “no data no strategy.”¹⁴

All Lead Professionals and Head-teachers in the case study schools recognise the importance of the collection of ethnic group performance data in order to strategically target groups at risk of underachievement in specific areas. Most case study schools had access to a wide range of data pertaining to African Caribbean achievement, but the capacity of staff to access and interpret this data varied across and within schools. By the time of the second visits, there was also clear evidence across the case study schools to suggest that the strategic use of data to target African Caribbean achievement was emerging as an aspect of school practice. However, it is also apparent that the use of data in this strategic way has not yet been established as embedded whole school practice.

All of the case study schools, including the comparison school, are implementing systems of accountability on the strategic use of data by establishing departmental audits and producing progress reports on strategies being used to target African Caribbean underachievement. However, there is uneven progress in this regard. Whilst there are examples of good practice in relation to data collection and its strategic use to raise African Caribbean achievement these are often limited to specific departments, rather than evident across every department in the school. For example in one school which the *Aiming High* consultant described as ‘data-rich’, the Head of English gave the following response when he was asked if he was monitoring and analysing data by ethnicity to raise African Caribbean achievement:

Well I might be but no-one’s ever told me that I should be. I don’t keep records of [...] I wouldn’t know what to keep records of. I mean, I think [the Lead Professional] does, breaks all our results down in terms of ethnicity at the end of Key Stage three and Key Stage four and I, and I just remember being very proud of the results, you know, that we get. So, I, I mean, it’s all done at the end of the key stage but then what, what other records I might be keeping I, I’m not quite sure.

[Head of English]

However, at the same school the Maths department was more aware of their responsibility as a core subject area to ensure more effective data use to support African Caribbean pupils. Whilst some middle managers are using data more effectively to design interventions to target African Caribbean achievement, it is clear that this is an area that the school leadership teams need to work on further if strategic data use is to be embedded as good practice.

¹⁴ <http://www.standards.dfes.gov.uk/ethnicminorities/collecting/>

By the time of the second case study visits all schools, including the comparison school, analysed data by ethnicity and gender on KS3 and GCSE attainment levels, as well as permanent exclusion data. However, schools varied in their uptake of monitoring by ethnicity within the following areas: setting, GCSE tiering, Gifted and Talented register, pupil withdrawals, coursework and attendance, and parents' evenings. With regard to setting, there was data to suggest that many teachers in case study schools believed setting to be based solely on ability. However, some teachers, as well as *Aiming High* consultants, Lead Professionals and many pupils and parents indicated that African Caribbean pupils were often relegated to lower sets due to their behaviour, rather than their ability. This view is supported by the responses to the Inclusion Survey where one in five schools said that in addition to performance, 'behavioural needs' or a perceived lack of effort could result in a pupil being moved to a lower set.

Most schools say that they set according to ability and then the reality is that we know that where certain kids are concerned it's not about their ability at all, it's about their behaviour. So that's why we need to get their academic data more rigorous in terms of ethnicity so we can actually look at individual kids and say look this is what all the data says that their potential across the subject so why are they in the bottom sets? This is the perception of the lead professional, that too few of them are identified as talented.

[*Aiming High* consultant]

In the same school, a Year 11 female pupil supported this view and felt that it was impacting on African Caribbean achievement in a negative way.

They tend to put say everyone's in the same class, they'll judge the white people on whether they're good at it or whether they're bad at it but with black people it'll be like, well, your attitude's not very good in lesson or you attend late to these lessons so I'm going to put you in bottom set whereas with like a white person, it's whether they're good at the subject or not, that's how like because I got moved down, I was perfect in my lesson but, so they say, I had an attitude problem and I got moved down for that and my white friends, obviously stayed exactly where they were, but do you know what I mean, we were the same.

One Year 8 male pupil in another school also described how his behaviour was the reason for being relegated from the top to a lower English set for the following year:

I'm in top set for English. Yeah, but next year I'm in low sets 'cos of my behaviour and attitude towards the teachers but I told the teachers, 'if you are going to treat me right, I'm gonna treat you right. If you don't treat me right, then don't expect it. And so basically you've got to make the effort as well because I've been making the effort for the whole year and what have you done?'

Across the case study schools, many African Caribbean pupils noted that there were differential setting practices between themselves and other pupil groups in the school. This view was also shared by some teachers with respect to African

Caribbean pupils and is supported by data from the Inclusion survey, whereby Black Caribbean boys especially, are more likely than average to be in lower ability sets, entered for lower tier test and examination papers, excluded from school and under represented in gifted and talented cohorts (See Chapter 2). However, some teachers were using data to challenge this outcome, as illustrated below.

I mean the main thing is to make sure that black boys are properly represented in sets. It can be difficult when you're setting to disentangle, you know, behaviour and academic ability and it can also be easy to overlook the academic ability which is brought to the school. So what we try to do is to look at the Key Stage Two baseline base, you know, because it's a matter of record that black boys tend to perform very well right through primary school, and then they go down. So we look beyond coursework grades for that current year, and as far as possible we put boys in a higher tier to challenge them.

[Head of English]

It is clear that where schools were challenging their data in such ways, some creative and effective strategies were being established which were having a positive impact on African Caribbean learning. Some of these strategies are highlighted in the good practice box below.

Good Practice The majority of schools analysed their coursework data for Year 11 pupils and devised strategic interventions and support, which impacted directly on African Caribbean pupils who were in danger of failing their coursework. Strategies used to target this included booster classes after school and on the weekends and individual academic mentoring by the Senior Management Team. In one school, the English department is using its attainment data to review its marking and assessment procedures in order to challenge possible patterns of ethnic group underachievement. Due to *Aiming High*, some schools are also developing positive methods of sharing data analysis with pupils to encourage responsibility for their own learning. For example, one school has developed a grade point average system and provides clear guidance to pupils on how to raise their averages across the curriculum.

One final aspect of strategic data use is its beneficial role in tackling resistance to the dedicated focus on African Caribbean achievement. All Lead Professionals noted that attainment data had been a key tool to tackle initial doubts about or indifference to African Caribbean performance in their schools.

In faculties we actually worked with some of the data and we selected the performance data of four minority ethnic groups and white British as well and we said, okay, just look at the performance levels. This is what the data is telling us and those below this line are underachieving, those above it are obviously excelling, working in excess of the expected average. So, what does that tell us in terms of our practice in the departments? And I think that was really powerful, actually, because staff

could then see, well, African Caribbean students are definitely underachieving.

[Lead Professional]

However, sometimes presentation of performance data was not enough to tackle school level resistance to the goals of the project. Resistance and strategies to overcome it will be discussed in greater detail in Sections 4.2 and 6.4.

Another way in which data was being used to challenge African Caribbean underachievement was to analysis available school data relating to behaviour management systems. The next section examines the main concerns of all stakeholders regarding behaviour management, including pupils and parents, and positive strategies being adopted by schools to address these.

3.6 Behaviour management

African Caribbean pupils have one of the highest rates of permanent and fixed-term exclusions in English schools (DfES, 2006). One of the *Aiming High* priorities reflected in the action plans of a majority of all of the schools was the need to address behaviour management systems including school exclusions, detentions and the use of pupil withdrawal facilities. Many teachers in the case study schools are aware that African Caribbean pupils are more frequently subject to disciplinary action. However, some staff are not fully aware of how inconsistent and unfair use of these behaviour management systems affects African Caribbean pupils, particularly boys, more than any other pupil group. All Lead Professionals and *Aiming High* consultants, as well as many Head-teachers, believed that the behaviour management systems of their schools are in need of review because of these inconsistencies and unfairness.

The following comments illustrate how inconsistent and unfair behaviour management impacts on African Caribbean pupils. Referring to all of her case study schools, one *Aiming High* consultant described the attitudes of some staff towards African Caribbean pupils as “punitive” and:

Very harsh where some African Caribbean youngsters are concerned. Very unforgiving, stubborn, really just not wanting to have anything other than a very distant and kind of cold relationship with the youngsters that's typified by, you know, punishing them for when they've done things wrong. It's not about investing or nurturing or encouraging them more. Anything that's going to require them to go even slightly beyond, you know, what you would expect.

Indeed, there is overwhelming evidence from both high and low achieving African Caribbean pupils and their parents to suggest that the most significant problem for them is unfair and inconsistent behaviour management within the school. One Year 11 male pupil summed up the view of many African Caribbean pupils with the following comment:

You find that most black kids, we're walking a tight-rope, you know what I mean, one little thing and you're off. Other kids though, they're walking the rope you know what I mean. It's hard for them to fall off.

In some cases, even where pupils seek help with work, they are ignored or perceived by teachers as troublesome. Another Year 11 male pupil described the behavioural repercussions for one African Caribbean male classmate who reacted to a teacher's discouraging comments.

He weren't bad, he just had a quick temper and he was asking the teacher for help and the teacher says, "just try and do it yourself" and he says, he can't do it himself and the teacher said he'd come and help him and then the teacher went to someone else and then he [the pupil] goes, "sir, why can't you help me" and the teacher said "there's no point". Then [the pupil] started switching, he went out the class and smashed a window. And they kicked him out.

In fact, in the majority of schools, there was an alarming number of accounts from both African Caribbean pupils and parents of harsh teacher reactions to classroom incidents involving African Caribbean pupils compared to other pupil groups.

In addition, African Caribbean pupils and parents note that it is extremely difficult to escape being labelled as a 'problem pupil' compared to pupils from other groups. For some pupils this happens upon entry to secondary school. One Year 11 male pupil recounted how teachers were not inclined to drop the 'labelling', despite his attempts to improve his behaviour and engage with his learning in later years.

The one thing I've got a big problem with is like labelling. Because they label you [...] And they label and when they label, you're not getting that label off. [...] I got labelled in Year 7 and then I kept that label on purpose until like Year 9 but I can't get that off. I tried last year and this year, and it's still not coming off like.

[Year 11 male pupil]

Some parents were also aware of the process of labelling African Caribbean pupils as 'problem pupils'. One parent was hesitant to address what she perceived to be unfair disciplinary issues in her daughter's school, as she was worried the school would dismiss her claims due to previous behavioural issues at the same school involving her son.

There's still the racist comments from teachers, I can't say it any other way because that's what they are, you know, there's still all this friction and all these hurdles and things [my daughter] has to jump and manage and stuff, etc. All those will continue and part of me is scared to address some of it because they are going to label her the same as my son, I don't care what they say, that's what they're going to do.

[Parent]

Pupils also noted that there is too much emphasis on dealings with negative behaviour and not enough reward for positive behaviour. Many pupils stated that

they are more visible in terms of punishment and less visible in terms of acknowledgement of academic success.

Whilst such pupil and parent views were common, even at the time of the second case study visit in 2005, some pupils and parents had noted that the presence of the *Aiming High* project had a positive impact on the behaviour management for some teachers and their African Caribbean pupils.

Some teachers, yeah, they'll say well you're on this project, yeah, so you should try and do well, yeah, and I'm going to try and help you to do well. [...] I think in our year, yeah, since the project has gone on, people have been acting better yeah and haven't been getting into a big conflict with teachers.

[Year 11 male pupil]

At the time of the second visit, it was clear that many case study schools were in the process of reviewing their behaviour management policy and practices. By successfully drawing on their data monitoring of behaviour systems and practices, some schools were able to identify areas of staff weakness including an overuse of sanctions against African Caribbean pupils (such as the pupil withdrawal room and ad-hoc exclusions), as well as the tendency for some NQTs and less competent staff to depend on senior staff for behaviour management issues in their classrooms.

We have time out data and what that really means is a part of assertive discipline. So if young people reach the point in terms of the system at the end of they reach five warnings and then they're sent to time out and we record that. So we do have behavioural data, which is very, very good actually. Yes it can be it is there actually, it's all monitored. So we can actually pin down relationship problems or suspect relationship problems between members of staff or difficulties students may be experiencing across a number of subject areas and we review that on a weekly basis and try to put something in place.

[Lead Professional]

The use of data in this way also enabled some Lead Professionals and senior management teams to develop and/or further support staff training programmes on behaviour to ensure that equality of opportunity for and the inclusion needs of African Caribbean pupils were being met. Similarly, and as discussed in more detail in Section 4.5, this use of data also helped to identify African Caribbean pupils who needed mentoring around behaviour issues, as well as ensuring further support of existing mentoring programmes.

Some senior leadership teams, as well as the pupils themselves, also identified poor quality teaching as a contributory factor to behavioural issues. Our data suggests that where pupils described teaching as inclusive and stimulated their interest, and where clear goals and outcomes were evident, behavioural tensions in the classroom were significantly reduced. Examples of successful strategies arising from *Aiming High* used to achieve this will be discussed in Sections 4.2, 4.3 and 4.4.

A longstanding and complicated issue for schools is establishing consistent and productive measures for dealing with extreme behaviours that they believe warrant exclusion from school, whether fixed-term or permanent. As highlighted earlier and well-documented elsewhere (Parsons, 2005; DfES, 2006), African Caribbean pupils in the case study schools experienced greater levels of exclusion. This was also noted at an anecdotal level by pupils and parents themselves, who were conscious that African Caribbean pupils, particularly boys, were more likely to be excluded for the same incidents for which other pupil groups were not.

I've seen white kids fight and nothing happens to them. They're just kept off timetable for about three lessons.

[Year 11 male pupil]

You don't see white [pupils] excluded it's just black boys or black girls.

[Parent]

However, progress is being made in behaviour management where schools prioritise both academic and pastoral preventative measures rather than a punitive approach to behaviours, particularly as a way of supporting the goals of *Aiming High*. An important aspect of implementing this process lies with the vision and courage of Head-teachers to challenge entrenched disciplinary procedures that result in the over-representation of African Caribbean pupils in school exclusions.

When I first came I think there was an issue in that some of them [African Caribbean pupils], the boys in particular, but equally some of the girls, behaved in a way that I didn't actually think is acceptable. I mean, I wouldn't think it's acceptable from anyone. And I do think there had been a legacy of incredible number of fixed term exclusions. Now, I work in a different way in that I much prefer internal exclusion and them having one-to-one support in school from our behaviour worker. I don't believe in permanent exclusions. I mean, I have permanently excluded four children since I started but I think staff expected me to permanently exclude about 15. I just believe that we have resources and we need to manage them in such a way that we work hard with the children that we've got and support those families.

[Head-teacher]

Whilst staff at this school had initially expressed doubts about the Head-teacher's changes to disciplinary procedures, data suggests that at the time of the second visit, staff were becoming aware of the benefits of this stance.

The Head's come in with a different regime that says that, you know, you are responsible as departments, as individual teachers, for what happens within your subject, not only academically but behaviourally, and that she expects kids to be in the classroom and that she doesn't expect to be excluding youngsters for all sorts of things and for a while, you know, staff didn't like that at all. So, her continuing to be consistent about that [...] I think that's won a lot of people over. And so people are tentatively falling into line.

[Aiming High consultant]

Many other case study schools were also in the process of challenging their exclusion practices because of *Aiming High*, including the 'ad-hoc' exclusions (such as being taken off timetable for several lessons), which were not always monitored by staff.

Good Practice In one school, a review of the behaviour management practices in relation to ethnicity highlighted how staff were sending proportionally more African Caribbean pupils out of the classroom for 'minor' incidents and that NQTs were not coping with the behaviour of some African Caribbean pupils. To address this, the Lead Professional (who is also responsible for behaviour) limited the number of reasons why staff can send pupils out of the classroom and has introduced training on classroom management specifically for NQTs.

3.7 Conclusion

In schools where the implementation of *Aiming High* appears to be less advanced, this is often due to a lack of effective delegation, role definition and accountability at senior management levels. Where schools demonstrate progress, often this is associated with a clear understanding of the race equality framework and strategic planning of the roll-out of the project in the school; targeting key people such as Heads of Year, Heads of Subjects and the Gifted and Talented Co-ordinator and expecting them to take responsibility for leading the project within their areas.

Furthermore, it is clear that the Head-teachers play a critical role in the successful implementation of the project by ensuring that the school is aware of their vision and commitment to the goals of *Aiming High* and that a system of delegation and accountability for these goals is in place. We have also demonstrated the centrality of effective data and behaviour management systems in order to challenge long-term problems for African Caribbean pupils such as low achievement and their tendency to be over-represented in school exclusions. It is our view that the strategic combination and prioritisation of these three processes in schools is more likely to result in the goals of the project moving from a short-term objective to being embedded as mainstream school practice.

CHAPTER 4

Strategies to raise achievement: targeting teachers, pupils and parents

4.1 Introduction

In Chapter 3, we identified the approach to leadership and systems and structures, which we argued are basic factors for the successful implementation of *Aiming High*. In this chapter, we evaluate the strategies within the *Aiming High* project targeted at pupils, parents and teachers. These include staff awareness and support, curriculum inclusion, pupil needs and support and parental involvement.

4.2 Staff awareness and support

In this section, we examine how *Aiming High* has impacted on staff awareness of African Caribbean achievement with implications for race equality in the schools. We also outline forms of resistance to the project encountered in the schools and, more importantly, how Lead Professionals devised measures to tackle this, including forms of staff training.

As recalled from Chapter 1, interviews were mostly conducted with Heads of English and Heads of Maths in case study schools, as well as Head-teachers and Lead Professionals. In a few cases, we interviewed English and Maths classroom teachers. It was clear that compared to the 2004 visits, the majority of staff interviewed demonstrated an increased level of awareness of *Aiming High* by the time of the second visit.

I think it's [Aiming High] moved me from a place where I didn't really particularly think it was anything to do with me and now I'm thinking, oh actually this is really very important.

[Head of Maths]

In this respect, the majority of staff were clearer about their role and contribution to *Aiming High*. Additionally, Lead Professionals were working more closely with middle managers as a means of ensuring accountability for the goals of the project. Many Heads of English and Maths were beginning to take a lead on developing strategies for their department to target African Caribbean achievement, such as monitoring achievement, rewriting schemes of work and developing the curriculum, creating interventions to target coursework and providing academic mentoring and booster and supplementary classes. For most of the departments, such strategies were clearly being embedded as departmental practice rather than short-term objectives.

Good Practice In one school, as a response to *Aiming High*, the Head of Maths reviewed African Caribbean pupils' progress in his database and noticed that they were more likely to be borderline students. As a result, the Head of Maths made particular efforts to encourage these students to come to booster lessons and Saturday classes where refreshments were provided as an extra incentive for pupils to attend. In another school, the Head of English noticed that African Caribbean pupils were not engaging with aspects of the curriculum and encouraged staff to think creatively about strategies to re-engage them. For example, instead of studying Laurie Lee's *Cider with Rosie* as the only exemplar of autobiographical writing they were meant to include in the syllabus, the department incorporated alternatives such as Maya Angelou's autobiographical series and Ian Wright's autobiography, *Mr. Wright*.

However, despite increasing levels of involvement by middle management in implementing initiatives designed to raise African Caribbean achievement, there is still evidence that some teachers are either reluctant to acknowledge the race equality issues underpinning *Aiming High* or are resistant to a dedicated focus on African Caribbean pupils. This resistance took a particularly acute form in one case study school where the Lead Professional, the *Aiming High* consultant and pupils and parents indicated that some members of the leadership teams were not comfortable with an African Caribbean presence at the school:

The Deputy Head has stated that we don't want this school to be perceived as a school that does well for African Caribbean children, and it's been stated in SMT meetings, it's been stated with the DfES consultant present, that's where he's [the Deputy Head] at and what he believes, do you know what I mean, and the Head has gone along with that.

[Lead Professional]

Given this level of resistance amongst senior management, it is unsurprising that the project had not progressed in this school as it had in others. Other forms of resistance were not so pronounced. For example, some teachers stressed that a 'colour-blind' approach existed within their department and school and therefore did not perceive there to be a relationship between African Caribbean pupil performance and race equality.

I don't think the staff relationships with any students have particularly changed that much. I don't think skin colour comes into it really. It doesn't matter to me personally or to any other teacher whether the student in front of me is purple, yellow, orange, you know.

[Head of English]

As highlighted in the *Aiming High* guidance document (2003), there are inherent weaknesses in adopting a 'colour-blind' approach in schools. Not only does this approach mask patterns of underachievement amongst some minority pupil groups, but it also allows the perpetuation of racial stereotypes that blame underachievement on the pupils' cultural backgrounds, as is often the case with African Caribbean pupils.

It is clear that the 'colour-blind' approach was a barrier to the implementation of *Aiming High*. For example, some teachers questioned how a focus on African Caribbean pupils fits with the school's overall inclusion policy, as one Lead Professional noted.

The reality is there will always be a small number of staff and a small number of parents who will question the purpose of the [Aiming High] pilot because all the time it comes back to the idea if we are an inclusive school, why are we targeting a particular group of young people?

[Lead Professional]

A related form of resistance was a concern that other pupil groups, particularly white working class pupils, are also under-performing in the school.

And I said to you last time, there's also got to be some political issues, 'ok, this is for African Caribbean kids, what about the [other] kids?', There are some people down there thinking like that although they may not say it openly. But what they might do, they might not take it forward, you get me?

[Head of Maths]

Despite the presence of these forms of resistance, where Head-teachers and senior management have prioritised *Aiming High* as part of the whole school agenda, as has been the case in the majority of the schools, those staff that are resistant found their attitudes increasingly marginalised.

Some Lead Professionals and some senior management teams have developed effective strategies to overcome most forms of resistance. As highlighted in Chapter 3, a common strategy was to present performance data broken down by ethnicity to school staff to demonstrate the necessity of focusing on African Caribbean pupils. Moreover, many Lead Professionals noted that the emphasis on *Aiming High* as an aspect of whole school improvement was an effective strategy to tackle staff resistance to a dedicated focus on African Caribbean pupils from the outset.

However, in some cases, the presentation of data or inclusion of *Aiming High* as an aspect of whole school improvement was not sufficient to allay other fears and anxieties of staff around having a dedicated focus on African Caribbean pupils.

I think as a group we may be a little bit fearful and that, I think, probably comes from the fact that we're all white teachers and again, I think there's probably a degree of I don't want to offend and at the same time I don't want to patronise and there is a worry about that...and I think when people get worried about stuff, rather than deal with it, they just walk away from it and leave it and so the thing sits where it is and it's not out of lack of interest, it's out of fear of doing it wrong.

[Head of Maths]

Lead Professionals and consultants recognised the need for further training around race equality, specifically with regard to African Caribbean pupils' needs, as a way of combating these fears and anxieties. All *Aiming High* schools have made plans for, or already have had, specific INSET days on African Caribbean achievement, which concentrated on one or more of the following: revisiting the goals of *Aiming High*, school ethos, teacher-pupil relationships, tackling challenging behaviour, African Caribbean curriculum inclusion, developing schemes of work, data awareness, analysis and strategic usage, and African Caribbean migration and presence in

Britain. In many schools, Governors also received, or there were plans for them to receive, training around the Race Relations Amendment Act. In hindsight, it was noted also by *Aiming High* consultants that schools required further support in the management of change, especially where change was dependent on the development of competency in race equality.

One of the things I think is useful in helping staff to address these issues is all the stuff around emotional intelligence and the competences that people need and understanding. Because it's about understanding self first of all and you need to create a safe space for staff to actually explore that and then get them to understand how that relates to their relationships with pupils, and then the African Caribbean pupils [...] If the adults don't have the emotional competence, or the understanding of that, or the emotional ways, things like that, that isn't, the impact isn't as effective as it could be.

[*Aiming High* consultant]

Nevertheless, there is evidence to suggest that the INSETs are having a positive impact on staff awareness and expectations of African Caribbean pupils.

Good Practice In one school, an *Aiming High* INSET that focused on behaviour management in relation to African Caribbean boys was held. As a result, the Head of English noted that teachers in the English department were thinking more carefully about their behaviour management and teaching and learning styles. Consequently, there were far less behaviour incidents in that department.

4.3 Curriculum inclusion

All of the case study schools have made some progress on African Caribbean inclusion in the curriculum although according to Lead Professionals, it is an uneven picture within and across subject areas. Indeed, there is evidence to suggest that English departments are making faster progress in terms of developing a more inclusive curriculum and schemes of work compared to maths departments.

At the moment we, when we have things like black history week or, or month or whatever, sometimes it's been quite hard to make direct links between what we're doing maybe in number... We link number way back to ancient number systems and systems that might be used in other countries but we sometimes find it quite hard to make... sometimes we try and look for mathematicians, you know, maybe black mathematicians or...but it's incredibly difficult sometimes for us to actually find the links.

[Head of Maths]

I mean any English department that wasn't assuming a diversity agenda at a school like this would really be a poor department.

[Head of English]

As illustrated by the above quotes, the slower progress in mathematics reflects a wider perception amongst Lead Professionals and teaching staff that mathematics is less accessible to the goals of *Aiming High* than English. However, despite the general view of the mathematics curriculum as harder to address, there are some examples of good practice across the case study schools.

Good Practice As part of Black History Month in one school, the Head of Maths was planning to do a study of population trends in order to observe the proportional representation of black people within the world's population. There were also plans to study the Fair Trade production of chocolate in order for students to statistically compare the amount of money that farmers/producers get in relation to Sainsburys. Another school is examining African centred maths materials that were produced by a former black mathematician at the school as a way of enriching the maths curriculum. Yet another school is adopting a maths book and other materials produced by a Rastafarian that reflect some of the cultural references or 'street' language used by pupils themselves which is having a positive impact on pupil engagement with maths.

Many Lead Professionals and *Aiming High* consultants indicated that a central factor shaping how departments led on developing an inclusive curriculum rested on the type of awareness and understanding that individual staff members had of what this meant in practice. For example, at the time of the first visits it was clear that many staff members had a limited awareness and understanding of the importance of including African Caribbean histories, cultures and experience in the curriculum. In some cases, teachers expressed an implicit value judgement of 'non-white' or non-British authors as less worthy of study in the English Curriculum and that pupils of all ethnic groups should not have to experience an inclusive curriculum. This was exemplified by the following quote:

Although we as teachers can recommend our resources, a lot of what we do does reflect other cultures, there's a hell of a lot already, but we have got to be careful that we don't throw out the Shakespeare and the Chaucer when we represent them. I think the sensible way that we are going to do this is if we keep what we got in place already but at the same time we'll make sure that we heighten the personal recommendations for that target group but not for everybody. It's like you know we can say they are reluctant in what they are reading, well you can read this but we are not going to then sort of make it that the whole class and the whole year group have to study, you know, John Agard or have to study Benjamin Zephaniah, you know and have to throw out the representation of our culture, basically.

[English teacher]

There was also some scepticism that appeared to be linked to the social position of the individual teacher and their own education, wherein there was no need to challenge the National Curriculum because it purportedly represented the highest standard:

Maybe my background, sort of white public school background hasn't given me enough access to literature that young black people would want to read or that reflects their experience. Maybe I'm lacking, you know, in that but, I tend to teach what I love to read myself so I guess that tends to be, as it is by and large in most schools, work by white male authors and to be honest I don't necessarily buy into the argument that if you teach rap you're going to suddenly get the Michelle Pfeiffer moment, you know what I mean, you're down with the kids. It's appalling that kind of approach, I mean I think if you teach Dickens to a bunch of black boys with passion, I think it's the ideas that are important, ideas about inequality and injustice, no matter what the colour of the person receiving that is. [...] I want to give them high quality text and teach it with some commitment and I don't think it actually necessarily matters whether it's by Charles Dickens or Grace Nichols. I don't teach much Grace Nichols I must admit but I do like her.

[Head of English]

Whilst this type of view was not commonly expressed at the second visits, nonetheless it was certainly apparent that some teachers were not aware of or were resistant to the need to develop a more inclusive curriculum. However, there was evidence to suggest that where greater progress had been made with the curriculum, teachers were more willing to be critical of established canons and ways of learning.

For example, at the time of the second visits, our data indicated that there was more creativity in challenging existing texts through an incorporation of different cultural and political perspectives. This was particularly true in relation to extending established interpretations of the works of Shakespeare in order to make them more relevant to African Caribbean pupils but also to explore race issues that are important to all pupils.

Good Practice Several English departments have rewritten schemes of work to make Shakespeare both more accessible to African Caribbean pupils and to address issues of race and diversity. For example, one department is teaching *Macbeth* by linking a key first scene to communication with African drumming and planned to involve the music department, which was focusing on this. Another department is using the dispute between Prospero and Caliban in *The Tempest* to examine imperialism alongside human rights and justice. In another department, African Caribbean boys were struggling to write their essay on *Romeo and Juliet*, as they could not identify with Juliet (the subject of the essay) and as a result, were not engaging with the play. The Head of English reset the essay and found that this had an immediate impact on their engagement with the play.

In addition, some teachers had drawn on *Aiming High* to develop different teaching and learning styles that would benefit African Caribbean pupils.

Good Practice One English department had identified that African Caribbean pupils in the lower years were struggling with English grammar and in response developed a card game, based on dominoes, that focused on spelling, suffixes and prefixes, and so on. In the same school, the Maths department had set up a well-attended dominoes club to help African Caribbean pupils develop more confidence and interest in maths.

In addition, where progress was most noticeable, Lead Professionals, with the support of Heads of Subject, had successfully introduced a system of accountability whereby schemes of work had to reflect the needs of African Caribbean pupils.

I said to departments I know in the last academic year in the summer term I asked you to look at your curriculum and said to you that you've got to have by September, a piece of work that's reflective of African Caribbean and the cultural diversity of our school. And what I did again in November I said okay I'm going to give you funding but I'm going to be coming around and looking at what are you doing, because you've got to have... it's got to be quantitative. So I gave them money and I said I'm coming this term. So after half-term I'll be going around to departments and saying what have you done, this is the money I've given you, what have you bought, what have you put in place and how do you see it embedding in the curriculum?

[Lead Professional]

Furthermore, there was evidence of further creative developments of the curriculum through one-off events that drew on resources from African Caribbean people to present or discuss their positive achievements such as those who had previously attended the school or who were African Caribbean poets and performers. Due to these creative interventions in all of the above areas, African Caribbean inclusion no longer amounted primarily to cursory additions to the curriculum and picture displays in the corridors, a phenomenon that was noted at the time of the first visits.

A significant number of African Caribbean pupils noted their invisibility in the curriculum and were exasperated by the white European focus. Moreover, when black history was acknowledged within the curriculum, many pupils reported their frustration with the tendency to focus on slavery.

When they talk about black history they only talk about the bad part of black history. It's always slavery... it's like they don't know about the good things. Whereas for us, yeah, slavery is only a small part of our history. But it's the baddest. We don't really want to know about that. Yet they're still talking like it's excellent. No, it's not good.

[Year 11 female pupil]

Furthermore, pupils also noted that where there had been attempts to incorporate black history or people within the curriculum, more often than not, the focus tended to be on a handful of individuals such as Martin Luther King or Malcolm X.

When they're doing black history they need to like get more into it because we're not really learning much about it that we don't know. I mean like Martin Luther King- there's not much that we don't know about him really.

[Year 9 male pupil]

In addition, many pupils expressed dissatisfaction with Black History Month. They were either critical of the limited or non-existent activities that took place or they believed that having a specific month dedicated to black history was unfair. Rather,

they believed that it should be more integral to their learning and not separated in this fashion.

I just think it's really bad because I don't see why only one month of your school life you get to learn about black history [...] There's lots of things to do with us and it is just blanked out completely.

[Year 9 male pupil]

Some pupils did however directly attribute the positive changes to the curriculum they noticed to the *Aiming High* project.

With the Aiming High thing, it's like they tell you this stuff [African Caribbean history], but if there was no Aiming High thing we wouldn't know about the things like that.

[Year 11 male pupil]

However, even at the time of the second visits pupils were still reporting a lack of African Caribbean inclusion in the curriculum overall. This suggests that the curriculum is an area of *Aiming High* that needs more time to make a more significant impact in the majority of case study schools. Lead Professionals and Heads of English and Maths indicated that some of the work on the curriculum was scheduled to begin after the pilot ended.

4.4 Pupil needs and support

In Chapter 3 we highlighted how unfair and inconsistent behaviour management systems were having an acutely negative impact on African Caribbean pupils' learning and overall experience at school. It has been documented in this report and elsewhere (Gillborn and Youdell, 2000; Parsons, 2004) how some teachers are unaware of the effects of these systems on the achievement and exclusion levels of African Caribbean pupils. Rather, some teachers tend to portray African Caribbean pupils, particularly boys, as inherently difficult to teach and not interested in learning per se. One of the goals of *Aiming High* is both to develop more staff awareness of the needs of African Caribbean pupils and to provide effective academic and pastoral support throughout their education. In this section, we will examine pupils' needs and aspirations relating to their education and demonstrate how *Aiming High* has been used to target and support those needs through mentoring programmes.

Aspirations and profiles

Throughout the case study schools there was evidence from teachers, parents and pupils that suggested that African Caribbean pupils were well-liked and well-respected by other pupil groups in the schools. Consequently, many teachers noted that African Caribbean pupils had a strong influence on the peer group culture, which is highlighted in the following quote:

The black students have a big influence on other races. I definitely do think that. [...] I think there's a lot of respect for the black youths here. There's a lot of respect by other pupils for the black youths here.

[Head of Maths]

Additionally, the African Caribbean pupils, particularly those in Year 10 and 11, displayed a range of career aspirations for the future. Whilst many of them indicated that they wished to enter what are often perceived as stereotypical fields for black people such as sport and music, many others displayed an interest in becoming forensic scientists, doctors, lawyers, politicians, chemical engineers, academics and architects.

Despite the popular status of African Caribbean pupils amongst their peers and their own career aspirations, an overwhelming majority of both high and low achieving African Caribbean pupils indicated that they were aware of the lower academic expectations that some teachers had of them. Even if the pupils were high achievers, they still recognised that for other African Caribbean pupils in their school, it was difficult to get out of the 'low expectation- low achieving- low aspiration' rut they were in. Many pupils throughout all of the case study school gave examples of teachers' negative attitudes and comments regarding African Caribbean pupils, as illustrated in the following:

Yeah, because the teachers think that you are stupid. [The teacher] tells you that you are stupid to your face. [The teacher said] "Oh you're not going to achieve anything anyway, so there's no point in helping you".

[Year 8 female pupil]

They need to give more attention and say to us that we can do it instead of saying to themselves, "Oh she's black 'innit, she has no ambition".

[Year 9 female pupil]

Even where pupils were doing well and/or had not experienced the same level of negative interactions with teachers, nevertheless, they were aware of the situation across the school for other African Caribbean pupils:

I think that some black pupils may have a problem with one or two teachers, because it's like, a lot of us will see that other people get favoured a kind of bit more, well if you confront the teacher about it, obviously they're not going to say, yes, I favour this colour people, or I favour the girls, but a lot of people seem to share the same view like even people in other classes as well. Some teachers just talk to pupils like, you know, like you're stupid in a way.

[Year 9 male pupil]

Pupils and teachers also observed that the situation may be particularly acute for boys, as evidenced by the following quote:

I think it's harder for boys because a lot of the teachers that I've spoken to they just expect black boys to do bad.

[Year 11 female pupil]

I think that it's quite deep-seated. I'm thinking of some Afro-Caribbean boys at the moment. I think some of them, I know I can't generalise, but some of them are sort of stuck in that rut. They just think education doesn't matter and I think it's going to take a bit longer to change their views.

[Head of English]

It was clear that the 'low expectation- low achieving- low aspiration' cycle impacted on all African Caribbean pupils in some way. In addition, for many pupils these negative experiences within schools reinforced other views of inequality and lack of opportunity for African Caribbean people generally in Britain, which may influence the educational aspirations of some pupils.

Indeed, faced with the negative attitudes and interactions, in different ways, some African Caribbean pupils simply 'gave up'.

Some of them [African Caribbean pupils] are saying there's no point trying because they are not going to get anywhere. There's no point trying because they're not going to get nowhere. That's what I'm saying! That's what I say; there's no point trying if you're not going to get nowhere.

[Year 8 male pupil]

Data from the case study schools suggests that this type of response to these interactions and expectations is often perceived by teachers to reflect an 'anti-achievement culture', which is often attributed to African Caribbean people per se. However, evidence from our evaluation, suggests that this 'deficit' explanation of African Caribbean culture as 'anti-achievement' or 'anti-learning' reflects deep-seated stereotypes about black people as 'stupid and lazy'. Other African Caribbean pupils believed they had to manage the situation by themselves in order to succeed:

If you want to get good grades in the school you've got to do it by yourself. Don't worry about no teachers because you ain't going to get no grades if you do. The school isn't racist but to get high grades you have to do it by yourself.

[Year 10 female pupil]

Some African Caribbean pupils however, noted how with the correct support from the school, they were able to break out of the negative cycle described above. For example, secondary school pupils at one school, who had negative experiences with their teachers, felt that the *Aiming High* programme was helping teachers think and act differently about teaching African Caribbean pupils, which was having a positive effect on the pupils themselves:

Pupil 1: It's given us a voice and motivation.

Pupil 2: There's like more support [...] actions speak louder than words and their [teachers'] actions – generally they've got a lot of talk but not a lot off actions. But with the *Aiming High* thing, it's more action than talk, you know what I mean?

[Year 11 female and male pupils]

In those schools where *Aiming High* was being implemented successfully, a significant number of pupils expressed similar views. We will now highlight how *Aiming High* has been impacting positively on the academic aspirations and school experiences of African Caribbean pupils

Mentoring

All case study schools had learning mentors and mentoring programmes in place prior to *Aiming High* to provide pastoral and academic support to those students identified with specific learning needs. However, through *Aiming High* resourcing, schools were able to employ additional mentors, extend the availability of mentoring programmes to more African Caribbean pupils or were able to try new and more creative mentoring strategies specifically to target the needs of African Caribbean pupils. Whilst these mentoring programmes catered specifically to the needs of African Caribbean pupils, some schools extended the programme to all pupils interested in participating if the need for support was there. The comparison school also successfully used mentoring programmes to address the needs of African Caribbean pupils, particularly boys.

In addition to external organisations such as *E Consultancy*, *100 Black Men*, and *Action Jackson*, which were used to provide specialist support for African Caribbean pupils, schools also arranged their own one-to-one and group mentoring programmes, both academic and pastoral, as on-going practice. All case study schools provided academic support in the form of booster classes or supplementary learning after school. Although booster and supplementary classes existed at many of the schools prior to *Aiming High*, the presence of the project meant that a particular emphasis was placed on encouraging African Caribbean pupils to attend these where applicable. Furthermore, some schools identified the Gifted and Talented programme as a means of providing further academic support to African Caribbean pupils, especially given the tendency for behaviour to obscure the recognition of African Caribbean academic talent.

If you look at somebody's behaviour sometimes you can lose awareness of the fact that they could be gifted and talented. When you look at the characteristics of pupils that are gifted and talented, but underachieving, it's quite often due to behaviour and a teacher, pupil teacher relationships and things like that, so I think it can be, but I don't know if that's only specific to African Caribbean. I think in this school maybe with some of the African Caribbean boys it is more of an issue than say it would be for other groups.

[Gifted and Talented co-ordinator]

As a response to this, some schools were reviewing the criteria for inclusion in the Gifted and Talented cohort and hence, were developing creative strategies for African Caribbean inclusion.

One of the things that I've very, very much done is made it more inclusive for G and T. [...] I think one of the things that we do, which other schools don't do, is that each specific subject has its own G and T list so that I can then put opportunities their way [...] so what I try very much to do is to meet the needs of the students individually and start looking at the students' individual talents within departments [...] I do feel that with the G and T, I think you've got to be aware that it's a more creative process than what it actually looks like on paper when it's actually written down. I think this project's made me more aware of it. I think absolutely every success should be celebrated.

[Gifted and Talented co-ordinator]

In addition to this type of intervention, some teachers were also adopting other ways of boosting African Caribbean pupils' academic profile by making greater efforts to reward and praise their individual contributions and achievements.

In all case study schools, both Lead Professionals and many African Caribbean pupils described the mentoring schemes as beneficial and supportive.

Of those students who've really benefited from the after-school support and the one-to-one sessions, I think their self-esteem has really rocketed and I think that's fantastic and there is an awareness that, and they now have a belief that they can achieve. My question is, well, should we have actually this in place from year six/year seven and not at the end of year eleven, but it's going to take a huge amount of investment to make that happens and continues to happen. I suspect that there will still be a small number of students, I'm thinking of year nine girls, and it's a mixed group of year nine girls, not just African Caribbean, mixed heritage, who still feel that the system doesn't listen to them. I think that's a lot about those students taking some kind of responsibility in trying to resolve the issues as well. So, we have worked with those two separate and we've gone into lessons to support and to provide guidance in terms of what they should be doing and what could be counterproductive in terms of their own, well, teacher and them.

[Lead Professional]

Some African Caribbean pupils attributed mentoring success directly to the *Aiming High* project in the school.

There are some students, like even just black students, quite a few students that would feel negatively. But, the thing is, the reason why I'm not, I'm not negative about the school is because I have no reason to be. Do you know what I mean? Because I'm getting my education, I'm getting most of the help I need so [...] I think I understand that I need to help myself as well. I need to be outside and doing the work myself if I'm going to be able to achieve what I need to achieve and I think I've learnt that from the Aiming High course that we've done and also through home life but I think it's something that I actually know that.

[Year 11 male pupil]

Moreover, some African Caribbean pupils, especially Year 11s, also reported that as the creative interventions through mentoring programmes had been timely and had helped them or their peers to engage with school, the mentoring should be extended to more pupils.

The thing is, it was really, the 12 week course was so, I know I'm bringing it back up again but like for that, they gave us diaries and do you know what I mean? Now, everyone's starting to plan up their life and ways to get to where they want to get to and, do you know what I mean. It makes you think and structure your mind and I think if certain people got this kind of privilege to be in this course I think certain people wouldn't be in positions where they are now. I think this would keep people out of trouble. I really do.

[Year 11 male pupil]

Indeed, many pupils, parents and Lead Professionals expressed the view that pastoral and academic support for African Caribbean pupils needed to begin at an earlier stage in secondary school. To this end, some of the case study schools were making plans to embed this form of support from entry point.

In a few instances, some teachers questioned the usefulness of such programmes, especially the pastoral forms of mentoring. The majority of criticism expressed regarding mentoring schemes focused on a belief that pupils were abusing the mentoring scheme by using their mentors as an excuse to leave class or that mentoring itself was some kind of reward for being a disruptive or difficult pupil. On the whole however, such comments were in the minority and the majority of staff acknowledged the positive role that mentoring could play in raising achievement and lowering exclusion rates of African Caribbean pupils. Indeed, due to the success of *Aiming High* funded mentoring schemes according to Lead Professionals and most Head-teachers, most case study schools were endeavouring to allocate further school funds to continue this work after the pilot ended.

Good Practice In one school when African Caribbean pupils are sent home an African Caribbean mentor accompanies them to help explain to parents/carers what circumstances have led to the school action and to further support the pupil. At the same school a lunchtime focus group was arranged for African Caribbean pupils to discuss key issues for them in the school. Several schools were using specialist mentoring programmes that focus specifically on black masculinity, anger management and how to be successful in life. In another school where there were behavioural issues for Year 10 African Caribbean boys, a mentoring programme looking at black masculinity was specifically created by the learning mentors. In addition to group discussions, workshops and events, the school organised a visit to a prison so that the boys could understand a possible outcome to violent and disruptive behaviour. Consequently, both staff and pupils reported significant improvement in the behaviour of this cohort.

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4.5 Parental involvement

This section will illustrate the work that is being done to improve communication with parents of African Caribbean pupils and to involve them more with the education of their children. Involving parents is an important process goal of *Aiming High* because of the role that parents can play in identifying the needs and aspirations of their children and in supporting initiatives to raise achievement. We will first discuss the schools' view of the parents and their contribution to their children's education followed by those of the parents'. We will conclude this section by highlighting some of the positive and effective strategies being adopted by the schools to involve parents of African Caribbean pupils as a result of the *Aiming High* project.

Views of the Schools

The majority of teachers, Lead Professionals and Head-teachers, identified parental involvement as key to raising achievement through its reinforcement of the home-school partnership. However, across the case study schools there was a general perception that parental involvement and relationships with parents were currently problematic. Different explanations were offered for this. Some staff members expressed a sophisticated understanding of how the schooling of black people in Britain had left a negative legacy for some African Caribbean parents, which affected their current attitudes to school and levels of involvement.

I do think that most schools I know, or schools that I've worked in, I would say probably the last school, my first school in the '80s, there was a legacy of teachers who had been there 30 years who were really racist, and I think the problem with the parents is, the parents of the kids who come here now are parents who went through that system.

[Head-teacher]

Others, however, often tended to blame aspects of African Caribbean culture, particularly in relation to a work ethic, for African Caribbean parents' lack of involvement and/or interest in their children's education.

The biggest thing is the work ethic outside of school. There are a lot of children in [my class] who will sit and work for me in the class and I know that when they go home they won't. They think that, you know, you come and you sit and you do and you get your grade and they don't realise the home back-up. Although you can write the letters home and moan about the homework and keep the kids in and put them in coursework catch-up to do their homework here in school, you know, that the work ethic outside of school, you know, the idea that you actually go home and you get your books out, it's not a cultural thing and that I would say is one of the few generalisations I can make. [...] Going home and getting your books out is not a black cultural thing.

[Head of Maths]

Whatever their individual explanations it was evident that the majority of teaching staff, regardless of role, were keen to get more African Caribbean parents involved

in their children's schooling. As a result of the *Aiming High* project, some schools were actively seeking and developing new strategies to do this. Before we highlight their positive strategies, we will discuss the views of the parents towards the schools.

Views of parents

The majority of the parents interviewed identified inconsistent and poor communication with schools as frustrating their attempts to get involved with their children's schooling.

My daughter has been having some problems at school and we've sought to address that by writing to teachers and the Head teacher, and if we've been fortunate enough to receive a letter in return, or in response, it's come months afterwards.

[Parent]

The whole thing about it is when there's an incident it's not dealt with. Now you get one incident happen you don't know about it. You get another incident happens, you don't know about it. You get another and another. It's not until they're expelled that you know about these incidents.

[Parent]

Whilst poor and inconsistent communication may be an issue that impacts on all parents in schools to varying degrees, as has been well documented elsewhere, for African Caribbean parents, this is further accentuated by their own negative experiences within the British education system highlighted above. For some of the African Caribbean parents therefore, attending the school to address aspects of their children's education can be daunting.

I suppose within our culture not a lot of African Caribbean people have that confidence. For them school has been an intimidating experience. For them, to come in and face teachers and try to even defend your child can be a lot more challenging than a lot of the teachers would appreciate. But I find that here they make it they make room and encourage that sort of rapport.

[Parent]

Other African Caribbean parents suggested that there was a level of fear on behalf of the schools, towards them. Several parents reported incidents of this nature.

I've come here and sat in this same room and I've had someone standing outside of the door because they think I'm going to pounce on a teacher do you know what I mean? Or someone comes in and I'm like why are you sitting in? I've never gone off at you I've never threatened you but you feel that you need to stand [outside].

[Parent]

Indeed, the *Aiming High* consultant confirmed that the fear of African Caribbean parents that led to this kind of interaction was common at this school.

Nevertheless, whilst many parents expressed concern about the way the school viewed and interacted with them, those we interviewed were keen to maintain and develop better links with the school. Some also indicated that they would like the school to find strategies that would bring in other 'hard to reach' African Caribbean parents because they believed it was important for the African Caribbean community in general to support the school in the education of their children.

The next section will highlight some of the positive strategies that schools and parents have been developing as a result of *Aiming High*.

Positive strategies

All schools acknowledged that parental involvement was one of the, if not the most, difficult areas to tackle within *Aiming High*. Indeed, the majority of schools recognised that there was still a great deal of work to be done. However, some positive and effective strategies had been developed as a result of the *Aiming High* project.

Schools informed parents of *Aiming High* in different ways. Some schools had a special 'launch' event that parents were invited to attend. At some of these events, schools explained the goals of the project, invited parents to air the views, provided suggestions of how parents could help and discussed the schools' strategies to involve parents further. Although some schools did not have a 'launch' event at the outset of the project, they did communicate the same information to parents through newsletters or at parents' evenings at later points in the duration of the project. It should be noted that even at the time of the second visit and despite schools' efforts to inform parents about the project, there was still some confusion amongst some of the parents we interviewed as to the purpose and design of the project in the school.

Some parents did recognise that through the *Aiming High* project, the school had been making an effort to raise their children's achievement by targeting their coursework and providing academic and pastoral support. One parent described how the support and training provided to parents through *Aiming High* has facilitated a good relationship with the school and has also improved her relationship with her child.

I think that the project has actually helped to bring me into the school so I think it's opened up the school to me as a parent. If it hadn't had been for that initial meeting, that was the first thing that apart from parents evening or whatever, that was the first thing that I actually felt like, ah, parents do actually go to the school! [...] So that actually opened up the school a lot and meeting the parents, meeting the teachers, the whole thing has actually changed our family life quite a lot because we also have that parent thing, we went on that parent course that we did.

[Parent]

Parents who spoke positively of the benefits of *Aiming High* stressed the need for the school to adopt these measures more consistently throughout their children's education.

Some parents and staff highlighted poor and inconsistent attendance by parents of African Caribbean pupils as a barrier to further progress. In an attempt to form better relationships with parents of African Caribbean pupils and to involve them more with their children's education, all schools were already or had planned to change their communication strategies with parents. As a result of consultation with the parents who, as highlighted above, were dissatisfied with delayed communication about important academic or behavioural issues, some schools endeavoured to inform parents immediately by phone if there were such issues. In addition, some schools were experimenting with the use of email and texting, as well as using pupil diaries or planners as a means to exchange information between individual teachers and parents. Many schools were also making efforts to inform parents of positive elements of their children's schooling including academic and behavioural achievement. In addition to phoning parents, schools were incorporating these achievements in newsletters and ensuring that *Aiming High* had a presence.

Whilst not all schools had established groups or working parties for the parents of African Caribbean pupils, all of the schools have had special meetings or workshops with parents to address the needs of African Caribbean pupils. For example, some schools have arranged curriculum evenings to explain important aspects of the curriculum to parents and to suggest ways in which they can support their children in key subject areas such as Maths and English. For those schools that have established Black Parents Groups, different approaches have been taken in their organisation and structure. For example, in some schools parents and teachers meet regularly to discuss progress and devise strategies both to raise attainment for African Caribbean pupils and to further involve parents of African Caribbean pupils in the schooling of their children. In another school, at the time of the second visit, the Black Parents Group was more autonomous and were currently meeting with key staff members such as the Lead Professional whilst they conduct their own audit of the school. It should be noted however, that some schools have not managed to sustain the initial enthusiasm and organisation of their Black Parents Groups or targeted work on this aspect of *Aiming High*. For example, at some schools there is currently no parents' group despite either an initially successful launch and/or early establishment of such groups formed because of *Aiming High*. Schools readily acknowledged this.

Good Practice In one school, a Black Parents Group has been set up and members have been elected for various posts such as Chair, Secretary, and so on. Plans have been made to audit the school to identify specific areas of weakness on African Caribbean issues, which will then be the basis of a partnership with the school to target and improve services for African Caribbean pupils. The group has already identified poor teaching quality and ineffectual classroom management of supply teachers as having an acute impact on African Caribbean pupils. Consequently, this has led to a consultation between the school, parents and the supply teachers' organisation resulting in a procedural review of appropriate levels of training of their supply teachers. In another school, educational psychologists ran a course for black parents to address some of the issues that they and their teenage children may face in relation to school. Participants were rewarded with a certificate at the end of the course.

4.6 Conclusion

This chapter has shown how schools have progressed in a number of key areas. As Chapter 3 also noted whilst the high priority areas of leadership, data and behaviour management are critical to embed the goals of *Aiming High*, the further process goals of staff knowledge and support, curriculum inclusion, pupil needs and support and parental involvement can also impact positively on the immediate qualitative experiences of African Caribbean pupils.

CHAPTER 5

Effectiveness of External Support

5.1 Introduction

This chapter will discuss the effectiveness of support provided to the schools by the *Aiming High* consultants, Local Education Authorities, the National College for School Leadership and the Department for Education and Skills.

5.2 *Aiming High* consultants

All of the Lead Professionals stated that they found the support and advice offered by *Aiming High* consultants to be an invaluable resource. They also highlighted the clear guidance given by consultants in terms of planning, tackling resistance and involving all key groups within the school, particularly parents. Consultants and Lead Professionals defined the role of consultant as one which empowered and increased leadership capacity for the Lead Professional within the school. Often, this was referred to as being a 'critical friend' and a source of expert knowledge, not only in relation to issues around African Caribbean achievement but also in terms of managing school change.

Unequivocally, I've got to say the consultant has, the consultant really has been inspirational. I say that for many reasons. I think firstly it was absolutely critical to actually have someone of African Caribbean origin actually working with the school. Because I think what I found really from the outset is that I didn't have to articulate the issues that we know exist. So there was a shared understanding from the outset to what the issues are and what we need to do as a school to address them.

[Lead Professional]

However, it should be noted that some consultants believed the effectiveness of their support was limited by the legitimacy and credence given to their position within the school as specified at the outset.

I think the DFES needs to be much more vociferous in terms of holding people to account for those resources. I needed to have, to feel that I could go into schools and say to people, look if, you know, this is what the action plan says you should have done in terms of these resources, there is little evidence to say that you've actually done that, we're going to withdraw the resources or, you know, we require, within a month, for you to, to say, you know, I just didn't feel that we had that kind of platform, and I think that was a real weakness. So those schools who are committed, and had distractions, I had no concerns at all that that money would be properly spent. For other schools I think they simply took the money, and that's disappointing, and DFES really needed to back up that generous

level of resourcing with some very stringent forms of accountability and I did not feel that that was there.

[Aiming High consultant]

As outlined in Chapter 3, whilst Lead Professionals in some schools were able to implement internal systems of accountability, consultants on the other hand were unable to hold schools to account for their failure to meet the goals of *Aiming High* as agreed at the outset of the project. Consequently, in those schools where there was resistance particularly from the Head-teacher, senior management team or Governors, consultants expressed frustration with the limitations of their role. In addition some consultants expressed concern that they were not always able to get an accurate picture of how the project was being implemented within the school. Where this was happening, consultants expressed a lack of confidence in the school's commitment to the project.

Overall, it is clear that the provision of a consultant for each of the *Aiming High* case study schools was a successful and effective strategy. Indeed, several of the case study schools have made arrangements to continue employing the consultants in the same capacity after the end of the project.

5.3 LEAs

Although the LEAs were not directly involved in the setting up or the implementation of *Aiming High*, the school which drove the project through the race equality framework from the outset have established links with their LEA. Consequently, given the school's success in this area, the LEA has not only supported the school by showcasing the school as an exemplar of excellence in tackling race equality, it has also provided extra resources.

The LEA have been very supportive and they have taken on board a lot of stuff we are doing. For example when they heard we were doing this project we did a presentation at city council house. They have got a, what do you call it, we have a deputy heads' conference in Brighton every year and I am going to be working doing a presentation to all the senior staff there, so it's spreading out, pulling out the good practice and sharing the good practice out and funding. For example they have also funded the 100 Black Men so they have given me £6500, so they are currently giving me additional money to support some of the things that Aiming High can't fund, so they have been very supportive. We have the behaviour improvement project and that funds a number of issues to do with attendance and behaviour and that also helps us to be able to identify issues to do with ethnicity, behaviour, attendance. So [there's a] whole raft of things happening.

[Lead Professional]

In several schools, Lead Professionals and their consultants were making links with the LEA in order to raise the profile of African Caribbean achievement in the authority, to share good practice with all schools in the authority and to develop a

framework of support to enable the goals of the project to be continued after the lifetime of the project.

5.4 NCSL

The NCSL provided bespoke workshops which incorporated the following subject areas: data use; a historical perspective of African Caribbean achievement, developing leadership on race equality; reflecting the voices of pupils and staff; the culturally inclusive school; curriculum review; presentation skills; teacher-pupil relationships; engaging parents; and developing staff capacity. All of the Lead Professionals praised the provision and quality of the NCSL support throughout the duration of the project, not only in terms of the content of the programme but also in terms of its impact on their own professional development to manage change and to lead on these issues.

I found [the NCSL] very useful. I mean, it was very good to go into an environment where there were a group of people all pulling in the same direction and sometimes to think, hey, actually, I have done something and things have happened because there were other schools that were also struggling with some of the issues and probably had not made as much progress as people would like to see so, I mean, that was encouraging to me, that was encouraging to me as a professional. Principally it was encouraging to meet black professionals in positions of responsibility in schools because it's not here in [the LEA] and that was one of the top things and [the person] who headed up was a real, real encouragement and it was looking at our professional development as well so it wasn't just about the project. I mean, obviously, that was the whole point, yes, there was looking at the project and how you can develop the project but I really felt that they were interested in us as individuals

[Lead Professional]

Although the Lead Professionals were broadly positive, there were a few criticisms of NCSL support, mainly due to the Lead Professional's preference for networking in smaller groups in order to share good practice, rather than listening to presentations, some of which were described as less than relevant to them.

Whilst some Head-teachers also indicated that they found the NCSL conference they attended to be beneficial in terms of the networking opportunities and the sharing of good practice, others declined to attend on the basis that it was not a good use of their time. Whilst one Head-teacher who did attend stated that he found nothing new in the content, others who were sceptical at the time of the first visit later commented positively on the NCSL conference, especially on the motivational speech given by the DfES. In fact, one Head-teacher who previously expressed concern regarding the dedicated focus of the project on African Caribbean pupils identified the NCSL conference as the key factor in changing her perspective, as commented on by the *Aiming High* consultant for the school.

I think the Head actually stated it herself, that having gone to the Head Teachers Conference in the autumn, she came back with a very different attitude to the whole project. I mean she stated that to me and she stated that to the Aiming High group when I was there, and actually said that as a result of going to that conference she is determined now, in a way that she hadn't been previously, to ensure that that focus is on African Caribbean, because she'd always felt, and I mean I really, you know, take my hat off to her for the honesty in terms of her staff, that although she embraced it, she really wanted to move quickly to a point where she could broaden out her strategies to be inclusive of other groups in the school because she felt that she could take more staff along with her. She now didn't feel that pressure and she was determined to keep the focus specifically on African Caribbean.

[Aiming High Consultant]

There was some concern expressed by the *Aiming High* consultants about the quality of some of the individual workshops provided by the NCSL in terms of the level of expertise and knowledge in the area of African Caribbean achievement. It was strongly felt amongst consultants that they should have been involved more in the development of the NCSL programme for Lead Professionals in order to share their level of expertise and practical experience of leading on African Caribbean issues more widely. Nevertheless, many *Aiming High* consultants did state that they believed the NCSL input was a valuable resource.

5.5 DfES

Overall, the support offered by the DfES for the *Aiming High* pilot project was considered by Lead Professionals and Head-teachers to be of a good standard. There is wide appreciation of the specific targeting of issues around African Caribbean achievement by the DfES as well as their demonstrable commitment to positive change.

[The DfES] have been really good. It feels like the team at the DfES have been there for us when we needed them and have been totally supportive and informative.

[Lead Professional]

The guidance document developed and provided to all *Aiming High* schools by the DfES was also generally viewed as a positive resource by Lead Professionals and *Aiming High* consultants, particularly in terms of acting as a solid resource for Lead Professionals who do not have any previous expertise in issues around African Caribbean achievement. However, there was doubt as to whether the guidance document adequately presented enough examples in key areas of change, such as creating an action plan, developing the curriculum and reaching out to parents.

Where criticisms from Lead Professionals and Head-teachers do exist, they largely focus on inconsistencies in communication, a lack of clarity of the interconnected roles of DfES personnel, *Aiming High* consultants and the *Aiming High* project evaluators and the amount of 'paperwork' involved.

If there was any way that the resources could have been maintained, I think that would have been helpful. Less so I think the monitoring has been heavy compared to the resource allocation and there's a mismatch there [...] I think a little less monitoring, a little less consultancy training, a little more support for in-school activities because I think there is an assumption that schools are all at the same place.

[Lead Professional]

There is also considerable concern over the support, which will be available to schools after the initial *Aiming High* pilot ends. Whilst *Aiming High* consultants generally agreed with Lead Professionals and Head-teachers about the good level of support provided to schools by the DfES, as discussed in Chapter 3 there were some concerns regarding the implementation of the project by the DfES. Furthermore, some *Aiming High* consultants felt that due to implementation issues, particularly the timing of the project, the DfES had not given schools enough guidance on the model of the consultancy they were providing. This meant that in some cases, Head-teachers, senior managers and, occasionally, Lead Professionals were at cross purposes with the consultant.

5.6 Conclusion

Overall, it is clear that schools were pleased with the level of support, including funding, provided by the *Aiming High* consultants, the NCSL and the DfES. Whilst the design of the project did not incorporate LEA support, where there was support from the LEA it enabled the school to raise the profile of African Caribbean achievement in the authority, to share good practice with all schools in the authority and to develop a framework of support to enable the goals of the project to be continued.

CHAPTER 6

Conclusion: Lessons learnt

Based on the analysis of the performance and inclusion data reviewed in chapter two and the qualitative data gathered from case study schools, this section contains a summary of ‘what has worked’ in the pilot, as well as an outline of those key conditions that need to be present in schools in order to successfully implement the goals of *Aiming High*. The *Aiming High* project has shown that despite decades of entrenched race inequality, there are practical things that schools can do to make real improvements. We argue that mainstreaming race equality is a central part of this strategy. We also document ‘what hasn’t worked’ with the pilot and identify those conditions that appear to inhibit the ability of schools to tackle African Caribbean achievement issues. Finally, we outline key mainstreaming issues in relation to African Caribbean achievement.

6.1 What has worked

Aiming High has:

- begun to raise attainment and improve progress for African Caribbean pupils in some schools, leading to a reduction in the performance gaps;
- been effective in putting race equality issues on the pilot schools’ agenda, specifically in terms of raising awareness of African Caribbean achievement issues;
- enabled schools to include African Caribbean achievement within mainstream school development plans to raise achievement overall;
- fostered the professional development of Head-teachers, Lead Professionals and senior management on leadership on race equality issues, particularly in relation to African Caribbean achievement;
- helped schools to develop a ‘fairer’ and systematic approach to whole school processes such as data collection/analysis and behaviour management;
- provided quality academic and pastoral support for African Caribbean pupils through ‘bespoke’ programmes and intervention strategies to target their needs;
- supported the development of creative strategies for the inclusion of African Caribbean histories, cultures and experience across the curriculum;
- begun to open up more opportunities for mobilising African Caribbean parental support and to begin a serious dialogue about race equality issues within school;

- provided an invaluable level of expertise and support through the *Aiming High* consultants;
- supplied useful opportunities for networking, sharing good practice and further 'bespoke' training through the NCSL residential;
- been very effective in providing extra resources and impetus for existing and new initiatives.

6.2 Conditions for success

In order to meet the process goals of *Aiming High*, the following conditions need to be in place:

- *Willingness of the Governors and senior management, especially the Head-teacher, to address race equality issues in the school;*
Social justice and inclusion have become key parts of the policy agenda. The RRAA 2000, building upon the insights of the *Stephen Lawrence Inquiry Report* (MacPherson, 1999), placed a legal duty on all maintained schools to mainstream a concern with race equality. This duty reflects the fact that meaningful improvements have rarely been achieved when race equality is treated as an optional extra and/or bolted on to other policies or initiatives as an afterthought. Governors and senior management need to be willing to comply fully with the requirements of the RRAA (2000) as an aspect of long-term whole school improvement. This means that schools must meet the general and specific duties to all pupils under the Act by ensuring that all school processes and practices reflect their compliance, rather than paying 'lip-service' to race equality. Initially these conversations can feel difficult or tense but genuine success depends on being able to have an open and informed dialogue about race equality.
- *Commitment to mainstreaming initiatives to raise African Caribbean achievement;*
Where schools have begun to make race equality an essential part of their normal activities - through professional development work; the routine gathering and analysis of ethnically-based data; and targeted programmes of support – impressive changes are evident. These race equality activities need to become embedded in practices at all key stages to provide consistent and continuous support for African Caribbean pupils. However, mainstreaming race equality does not mean designing a special programme for one group and leaving the rest of the school untouched: it means making a concern for race equality a central part of *all* of the school's quality assurance processes. If strategies to raise African Caribbean achievement are mainstreamed as part of wider school improvement initiatives, as they have been in the most successful *Aiming High* schools, then they can have a positive impact on the achievement of all groups

- *Head-teachers that have the vision and commitment to address the needs of African Caribbean pupils and to implement a system of accountability on this issue;*
 In addition to a strong and purposeful leadership, Head-teachers must also take an active role in the project in order to ensure that the goals of the project are embedded as mainstream culture (ethos) and practice of the school. Furthermore, in order to make fundamental school changes, Head-teachers also need to have a sophisticated understanding of broader issues relating to African Caribbean pupils.
- *Recognition of and accountability for the identification and use of African Caribbean achievement and inclusion data;*
 Schools need to review all data (including performance and inclusion data) by ethnicity on a systematic and regular basis. Furthermore, senior and middle managers need to develop and prioritise strategies to target patterns of underachievement for African Caribbean pupils and to ensure that these strategies are accounted for at classroom level also.
- *Placing less reliance on past performance as the sole criterion for assessing pupil potential.*
 Schools should review the criteria they use for setting, streaming and grouping pupils (e.g. gifted and talented groups) to ensure that no single ethnic group are disproportionately placed at the lowest end of the spectrum, restricting opportunities for progress and achievement. This is likely to happen if schools rely on past performance for allocating pupils to sets as it compounds previous underachievement for African Caribbean pupils, particularly Black Caribbean boys. Additional targeted support can help pupils 'catch-up' where they may have fallen behind in primary school.
- *Consistent and equitable practice with respect to behaviour management policy, as well as setting and streaming;*
 Schools need to develop an even approach to managing pupil behaviour for all ethnic groups and to target and support those teachers who fail to implement fair practice. In particular, schools need to monitor school exclusions (both fixed term and permanent) by ethnic group and gender and address the reasons why some groups are proportionately over represented and what can be done about it in discussion with pupils, parents and staff.
- *Strategic involvement and support from the LEA;*
 LEAs should support schools in the prioritisation of race equality and related achievement issues by providing training, resources and sharing good practice between similar schools.

6.3 What hasn't worked

By the end of the evaluation *Aiming High* had yet to:

- achieve consistent improvements in the attainment and progress of African Caribbean pupils across all the schools;
- reduce inequalities faced by African Caribbean boys and ensure equitable practice with respect to ability setting, test and examination tier entry, membership of gifted and talented cohorts and school exclusions;
- ensure full compliance of some schools to meet their legal duty to address race equality;
- foster the commitment and professional development of Governors to lead on race equality issues, particularly in relation to African Caribbean achievement;
- develop whole school accountability for targeting the needs of African Caribbean pupils;
- fully impact across the entire school at classroom level, in terms of addressing African Caribbean achievement through teaching and learning strategies; behaviour management, data collection/analysis and curriculum inclusion;
- systematically engage parents of African Caribbean pupils in effective partnerships with schools

6.4 Barriers to success

The following factors acted as barriers to the implementation of the *Aiming High* process goals in case study schools:

- *'Colour-blind' approach;*
Many schools argue that they treat everyone the same regardless of their ethnic origin. Unfortunately, the evidence suggests that this 'colour-blind' perspective usually masks a position where race inequalities are evident but there is a refusal on the part of policymakers to address the issue. Schools are more likely to overlook important factors affecting the quality of experience of African Caribbean pupils and be unwilling to address race equality issues systematically if there is a propensity towards a 'colour-blind' approach amongst the Governors and senior management, especially the Head-teacher. Consequently, this approach makes it difficult to challenge entrenched attitudes towards African Caribbean pupils and their parents. Where schools have asserted a 'colour-blind' approach, and refused to seriously examine race equality as an issue, progress on *Aiming High* has been muted. As the Stephen Lawrence Inquiry pointed out, an essential stage in tackling race injustice is to address the problem openly and honestly.
- *Incapacity of leadership team to manage change;*
Even where there is some evidence of staff commitment to and understanding of issues pertaining to African Caribbean achievement, without a strong and active leadership team that can effectively delegate

responsibilities and ensure accountability, it is unlikely that whole school change will occur. Furthermore, it is doubtful that forms of resistance to change, especially with regard to a dedicated focus on African Caribbean achievement, will be successfully tackled.

- *Lack of accountability at different levels;*
Without systematic processes that ensure that roles and responsibilities are clearly defined and that measures are in place to assess the success or failure of staff members to meet *Aiming High* process goals, the project will be managed as a short-term initiative rather than a long-term strategy for positive whole school change. Moreover, this process of liability is important not only within schools but also at DfES level in terms of ensuring that school leaders, particularly Head-teachers, justify their school's progress of the project.

CHAPTER 7

Recommendations for National Roll-out

In September 2005 the *Aiming High: African Caribbean Achievement Project* was rolled out to around 100 schools nationally as the Black Pupils Achievement Programme. In this section we make recommendations based on the evaluation of the pilot that are designed to assist the roll out. We also hope that our recommendations can make a contribution to the long term understanding of how governments, schools and LEAs can successfully put in place strategies to raise the achievement of African Caribbean pupils.

7.1 Recommendations for schools

1. Schools should conduct an audit to determine their capacity for implementing whole school change to raise African Caribbean achievement. The audit should cover:
 - ❑ Achievement of African Caribbean pupils in comparison with other groups;
 - ❑ Existing initiatives and funding (e.g. the Ethnic Minority Achievement Grant);
 - ❑ Awareness of African Caribbean achievement issues and of race equality framework amongst senior managers, teachers, parents, pupils and Governors;
 - ❑ Capacity for monitoring and interpreting achievement and exclusion data across the school;
 - ❑ Inclusion of targets relating to African Caribbean achievement and inclusion in school plans;
 - ❑ Curriculum inclusion;
 - ❑ Perceptions of behaviour management policy and practices;
 - ❑ Staff - pupil relationships;
 - ❑ Staff training needs;
 - ❑ Involvement of African Caribbean parents.
2. Targeted support of African Caribbean pupils needs to start at KS1/2 with co-ordination across all key stages;
3. Objectives relating to African Caribbean achievement need to be integrated into other initiatives (e.g. KS3) with clear links made to initiatives targeted at other groups;
4. Develop role(s) for one or more co-ordinators in school to champion achievement issues for groups at risk of underachieving including African Caribbean pupils;
5. Objectives relating to raising African Caribbean achievement and that of other underachieving groups to become part of performance management for senior managers;
6. Targeted support for teacher development initiatives with a focus on effective classroom practice for raising African Caribbean achievement, including:

- Behaviour management for race equality;
 - Curriculum inclusion;
 - The use of individual pupil data and targets to raise achievement of groups at risk of underachieving.
7. Consistent and equitable practice for setting and streaming. Schools should:
- Place less reliance on past performance as the sole criterion for assessing pupil potential;
 - review the criteria they use for setting, streaming and grouping pupils (e.g. gifted and talented groups) to ensure that no single ethnic group are disproportionately placed at the lowest end of the spectrum.

7.2 Recommendations for LEAs

1. LEAs should make available specific curriculum resources in key subject areas and examples of effective practice;
2. Develop more cohesive partnerships between clusters of schools (i.e. based on geographical proximity, or school characteristics) in order to share good practice and to target common weaknesses around these issues;
3. Specialist training and support from LEA consultants on data management to support African Caribbean achievement;
4. Specialist training and support from LEA consultants to put in place an effective behaviour management policy;
5. More explicit emphasis and guidance for schools on strategies to involve African Caribbean parents as part of a wider emphasis on parental involvement;
6. Governor training provided by LEAs should provide clear guidance for governors on their role in supporting African Caribbean achievement.

7.3 Recommendations for the DfES

1. Schools should be asked to submit a plan to qualify for funding based on evidence from the self-evaluation and including clear milestones;
2. Stagger the overall funding to schools to ensure that essential milestones are met;
3. Early emphasis on helping schools to put the basics in place with respect to raising African Caribbean achievement. Specifically:
 - More explicit emphasis on race equality framework as a context and impetus for raising African Caribbean achievement and clearer guidance to schools on the implementation of this framework;

- Initial training to be conducted around each school's capacity to manage change and to lead on race equality issues, especially amongst Head-teachers and SMT, subject leaders;
 - Race equality and raising the achievement of African Caribbean pupils to be a required component of governor training in schools with significant African Caribbean presence.
4. Further dedicated research is required that focuses on:
- Effective use of performance and inclusion data by schools to raise achievement;
 - Effective practice for setting and streaming in schools within a race equality framework.

7.4 Recommendations for Teacher Development Agency

1. The TDA should develop mandatory training and guidance for trainee teachers concerning the barriers to achievement facing African Caribbean pupils and on effective classroom strategies for overcoming these as part of a whole school approach;
2. Explicit reference needs to be made as part of the professional standards framework to the need for teachers and leaders to be aware of the barriers to achievement facing African Caribbean learners and strategies for overcoming these;
3. The TDA should provide school leaders with information about training and development opportunities to support African Caribbean achievement for all the members of the school workforce;
4. They should also provide leaders and teachers with information concerning effective continuing professional development (CPD) linked to a whole school approach to support African Caribbean achievement.
5. Resources such as Teachers TV and Teachernet should be used to develop and update teachers knowledge and awareness of issues relating to African Caribbean achievement.

7.5 Recommendations for the National College for School Leadership

1. Raising awareness of the role of leadership as part of a whole school approach to support African Caribbean achievement should be a key component of training for new and practicing head teachers;
2. The highly successful bespoke programme offered for lead professionals should serve as a basis for future training initiatives;

3. The NCSL should sponsor more research and publications in the area of the role of leadership as part of a whole school approach to support African Caribbean achievement.

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Appendix One: Interview Schedules

INTERVIEW SCHEDULE WITH LEAD PROFESSIONAL

Background

1. What was your rationale for your school agreeing to join the *Aiming High* project?
2. How are you using *Aiming High* to address these issues? What are the main priorities and targets for the school?

Leadership and management

1. What is your role in implementing *Aiming High*?
2. How is responsibility for *Aiming High* delegated within the school?
3. Are there any specific mechanisms for keeping the rest of the school informed/involved about *Aiming High* or does the project run fairly independently?
4. Has there been any resistance to the *Aiming High* programme?

Governors

1. How has the school involved governors in the project?
2. If Governors are not involved, what were your reasons for not involving them?

School ethos

1. What key words would you use to describe the school ethos? Has the school ethos changed since *Aiming High* began?
2. Does the school collect and monitor specific data relating to bullying and racist incidents? How do you act on this data? Did you do this before the project started?
3. What anti-bullying policies (including racially motivated incidents) do you have in place? How do you monitor their effectiveness? Can you give two recent examples of racially motivated incidents that have been dealt with by the school?
4. How would you describe the nature of relationships between members of staff and African Caribbean pupils?

5. How would you describe the relationship between African Caribbean and other groups of pupils in the school?

Parents and community

1. How does the school work with and involve African Caribbean parents in the education of their children and school activities? How is this different to how it was prior to *Aiming High*?
2. Have any of these strategies been implemented since *Aiming High*?

Teaching and learning

1. What specific data relating to the achievement of African Caribbean pupils is monitored at this school? Who has responsibility for this?
2. Does the school monitor how pupils of different ethnic backgrounds are placed in set teaching groups and/or GCSE tiering decisions? Are there any African Caribbean pupils in the Gifted and Talented stream?
3. How does the school challenge the data to raise African Caribbean achievement?
4. Do you think staff use any different approaches to their teaching that take account of different learning styles that African Caribbean or other pupils have?
5. Are there any examples that you are aware of where staff are using African and Caribbean history, experiences and cultures in their teaching?
6. What kinds of expectations of African Caribbean pupils do teachers hold?
7. What particular steps have you taken in your school to develop effective behaviour management? Was this before or after *Aiming High*?
8. Has monitoring exclusion data led to any specific changes in policy or practice?
9. Are there any things that you do specifically to encourage able African Caribbean pupils to continue their education beyond GCSE? What would be the typical staying on rate of African Caribbean pupils in the Sixth form? What kind of course do African Caribbean pupils take in the Sixth Form?
10. Have there been any changes in data monitoring, teaching and learning practice and the curriculum since the implementation of *Aiming High*?

Pupil support

1. Do you think that African Caribbean pupils have a positive view of themselves amongst their peers, in relation to academic achievement and in relation to staff? Is there anything that the school can do to help this?
2. Do you use mentoring for African Caribbean pupils? If so, what are the aims and objectives of the mentoring programme?
3. Have there been any changes in practice since the implementation of *Aiming High*?

Resources

1. How has the *Aiming High* money been used in the school?
2. Have you arranged any special support or training for staff on meeting the needs of African Caribbean pupils? If yes, what is it?
3. Do you use the EMAG to support the attainment of African Caribbean pupils? In what ways?

Support provided

1. On a scale of one to five, one being the lowest, five the highest, how effective has the support from the *Aiming High* consultant been to you? With examples, what have been a) the key strengths and b) weaknesses in the support provided?
2. On a scale of one to five, one being the lowest, five the highest, how would you rate the quality of the NCSL workshop provide? What were a) the key strengths, b) weaknesses?
3. What are your views about how the *Aiming High* project has been implemented by the DfES? Has the guidance and communication from the DfES been effective and consistent?

Overall views on *Aiming High*

1. In general, has *Aiming High* brought any benefits to a) African Caribbean learners, b) the school, c) to your own understanding and practices? [prompt: what evidence is there to support these views]
2. Can you give me examples of challenges that you have encountered in implementing *Aiming High* that you have not already indicated? How have you overcome them? What challenges still exist?

3. Can you please give some feedback about the links with the LEA (school improvement team/EMAS team) in relation to the implementation of *Aiming High*:

INTERVIEW SCHEDULE WITH PUPILS

Leadership and ethos

1. Do you think this is a good school? If so/not, why? Do you like coming here?
2. What do you think of the Head teacher? Does s/he show African Caribbean pupils respect? Give some examples.
3. What do you think of the Deputy Head teachers in the school? Do they show African Caribbean pupils respect? Give some examples.
4. Do the teachers in the school show you respect? Can you think of any examples this term of when you were shown respect by a teacher? Can you think of any examples when you were not shown respect and made to feel unvalued by a teacher?
5. What about the other African Caribbean pupils? What about other groups of pupils?
6. Can you remember any times this term when your teachers have asked your opinions about how the school is run? If yes, was this during a regular forum for all pupils to voice their opinions? If no, are there regular forums for all pupils to voice their opinion?
7. Is there a teacher you would go to if you were in trouble? Would this be the same person if you were bullied or involved in a racist incident? If so/not, why?
8. What do you want to do when you leave school? What do most of your black friends want to do? Do you think the teachers share your ambition and expect you to do well?
9. Have you had an opportunity to talk about and be guided on your career ambitions?

Parents and community

1. When was the last time your parents came up to the school? Why?
2. Does the school give your parents information about how you are getting along?
3. Apart from other pupils, do you see many black people in the school?

Teaching and learning

1. Do you ever learn about famous black people and about black history or cultures? Give some examples. Are there opportunities to learn about African Caribbean culture and music?
2. Are there any kinds of lessons you like best?
3. What set are you in for English/ science/ maths? What about your other black friends?
4. Do you participate in any school activities after classes have finished for the day?

Pupil support

1. Do you ever get a chance to talk about how you feel as young black people in school? Give me some examples from this term.
2. Do African Caribbean pupils do well at this school? What do they do well at? Do African Caribbean pupils get in trouble a lot in this school compared to other pupils? Give some recent examples.
3. What happens in this school if you get in trouble a) in class, b) in the playground?
4. Do African Caribbean pupils often get excluded? What for?
5. What would you like to see changed to make the school a better place for African Caribbean pupils? Give some examples.

Is there anything else you want to say about your experiences and education at this school?

INTERVIEW SCHEDULE WITH PARENTS

Leadership and management

1. What do you know about the *Aiming High*: African Caribbean achievement project in this school?
2. Has the headteacher or senior management ever talked to you about any special strategies to raise the achievement of African Caribbean pupils?
3. Have you attended any sessions/workshops organised by the school specifically about the *Aiming High* strategy? If yes, were they useful? In what ways?

School ethos

1. Do you feel that African Caribbean pupils are respected and treated fairly in this school? Could you give any recent examples?
2. Is bullying a problem at this school? Has your child ever been bullied because they are African Caribbean? By whom?
3. In your opinion is racism an issue at this school? If so, could you give any examples? Does/would the school deal effectively with racism?

Parents and community

1. Does the school keep you informed about your child's progress? How often? How?
2. How easy is it to contact a member of the staff? Do staff encourage you to contact or visit the school? Could you give examples?
3. Are you ever asked for your views or opinions about the school? Do you think you are treated with respect by the school? Are your views taken seriously?
4. What kind of links does the school have with the African Caribbean community or African Caribbean community groups?

Teaching and learning

1. Do your children ever learn about African Caribbean people and their histories and experiences in Britain? Could you give examples? Would you like them to? Can you explain why? Do you think this would help your child's achievement? In what ways?
2. Do you think the school has the same expectations for your children as other children in the school? Could you give any examples?

Pupil support

1. Is there a good level of discipline at the school? How is good behaviour encouraged? How is bad behaviour dealt with?
2. Are there any specific behavioural issues relevant to African Caribbean boys at this school that you're aware of?
3. Do you feel that African Caribbean pupils are picked on/ singled out by the teachers? Can you give any specific examples?
4. Can you give examples of any measures taken by the school to develop positive identities for African Caribbean pupils? Or positive relationships with African Caribbean pupils?

5. Are there any mentoring arrangements in place at this school?

Governors

1. Do you know if there are any African Caribbean governors on the governing board? Does it/would it make a difference for the education of your son and daughter in this school?
2. Have you ever been approached to be a school governor? Would you like to be a school governor? In what ways do you think African Caribbean governors would make a difference?

Overall views on *Aiming High*

1. Do you think the *Aiming High* programme will make a difference to your child's experiences at school and to his/her achievement?
2. Is there anything else you want to say about your child's schooling or *Aiming High*?

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- Table 17. The percentage of pupils achieving 5 or more GCSE and equivalent A*-C grades including English and Mathematics by ethnic group and gender (2003-2005)
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- Table 19. GCSE and equivalent capped point score (best eight subject results) by ethnic group and gender (2003-2005)
- Table 20. Key Stage 2 to Key Stage 4 value-added and contextual value-added scores by ethnic group and gender (2003-2005)
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- Fig. 12 Key Stage 2 to Key Stage 4 contextual value-added scores in 2004 and 2005 by ethnic group and gender
- Table 22. GCSE and equivalent 5A*-C and contextual value-added scores for Black Caribbean boys by school (Aiming High schools with 10 or more Black Caribbean boys in their Year 11 cohorts)
- Fig. 13 The percentage of Black Caribbean boys achieving GCSE and equivalent 5 or more A*-C grades by school in 2003 and 2005 (Based on schools with 10 or more Black Caribbean boys in the Year 11 cohort)
- Fig. 14 Key Stage 2 to Key Stage 4 contextual value-added scores for Black Caribbean boys by school in 2004 and 2005 (Based on schools with 10 or more Black Caribbean boys in the Year 11 cohort)
- Table 23. Permanent school exclusions by ethnic group and gender (2003-2004)
- Table 24. Number and proportion of pupils identified as gifted or talented by ethnic group and gender in Aiming High schools (2003-2005)

Table 1. Ethnic group and gender profile of Year 9 and Year 10 students attending Aiming High schools and the percentage eligible for free school meals (averaged over 3 years)

		2003-2005 Averages		
		Student Count per Year group	% of Cohort	% students eligible for free school meals
Black African	Boys	326	6.3%	46.9%
	Girls	298	5.8%	50.5%
Black Caribbean	Boys	414	8.0%	37.2%
	Girls	367	7.1%	35.0%
Black Other	Boys	86	1.7%	37.6%
	Girls	59	1.1%	44.4%
White/Black Caribbean	Boys	108	2.1%	41.3%
	Girls	108	2.1%	39.3%
Mixed Other	Boys	93	1.8%	31.0%
	Girls	83	1.6%	34.2%
Bangladeshi	Boys	66	1.3%	53.2%
	Girls	63	1.2%	58.3%
Chinese	Boys	29	0.6%	31.1%
	Girls	25	0.5%	31.9%
Indian	Boys	165	3.2%	21.0%
	Girls	171	3.3%	17.1%
Pakistani	Boys	115	2.2%	36.4%
	Girls	112	2.2%	40.8%
White	Boys	844	16.3%	23.5%
	Girls	846	16.4%	21.6%
Other	Boys	435	8.4%	41.3%
	Girls	357	6.9%	41.5%
Total		5166	100.0%	33.6%

Fig. 1. Ethnic group and gender profile of Y9 and Y10 students attending Aiming High Schools 2003-2005 (average)

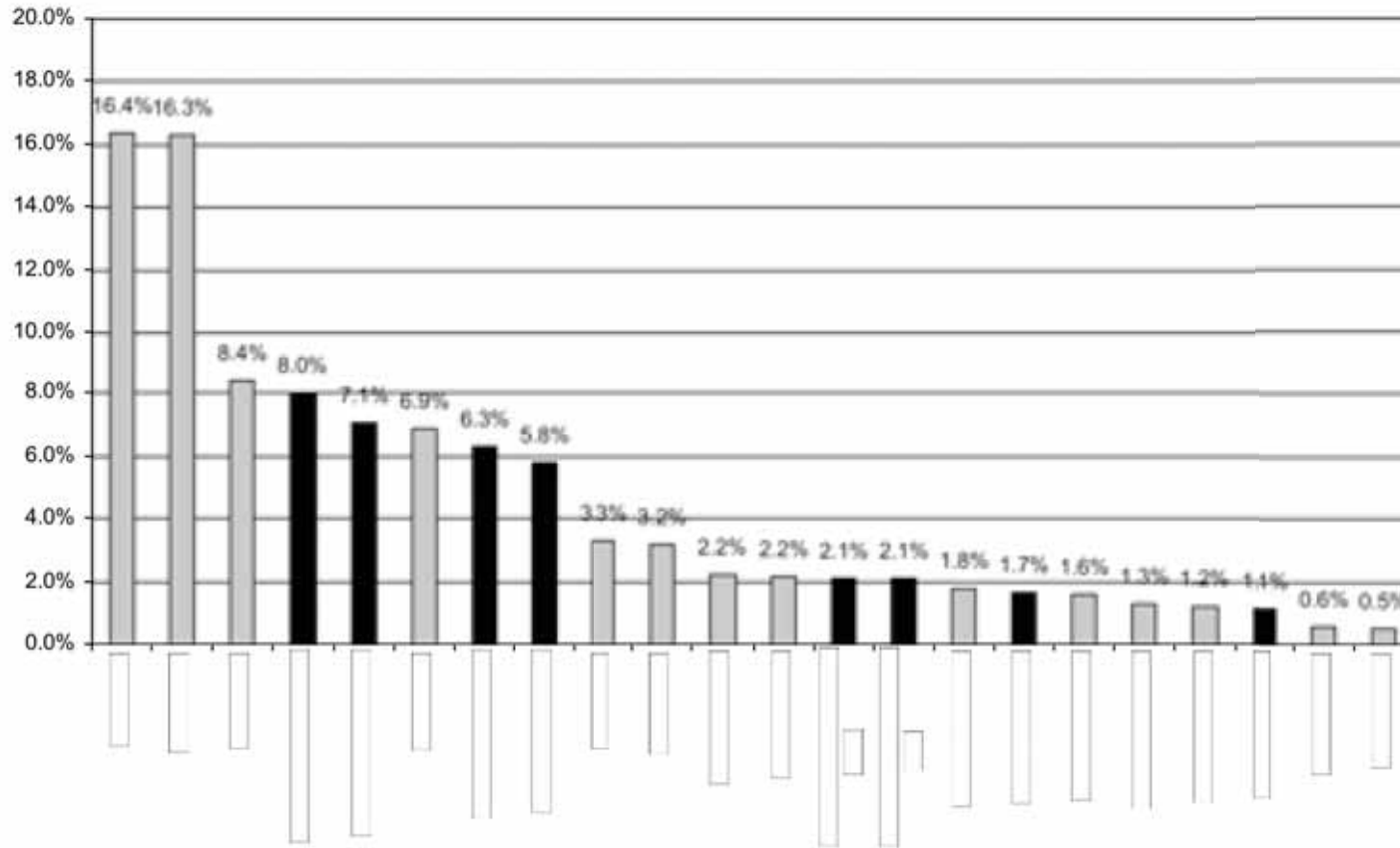


Table 2. Average end of Key Stage 2 point scores by ethnic group and gender of year 9 students attending Aiming High schools (2003-2005)

		Year 9 2003 Average KS2 Score		Year 9 2004 Average KS2 Score		Year 9 2005 Average KS2 Score		Average KS2 Score (2003-2005)	
		No.	Average Point Score	No.	Average Point Score	No.	Average Point Score	No.	Average Point Score
Black African	Boys	217	24.9	230	25.1	261	25.6	236.0	25.2
	Girls	166	25.3	175	26.0	208	25.3	183.0	25.5
Black Caribbean	Boys	371	24.0	338	24.8	363	24.9	357.3	24.6
	Girls	307	25.7	310	25.6	314	25.7	310.3	25.7
Black Other	Boys	83	24.3	73	26.0	85	25.5	80.3	25.3
	Girls	66	25.9	56	25.8	50	25.8	57.3	25.8
White/Black Caribbean	Boys	85	25.8	108	26.6	137	26.1	110.0	26.2
	Girls	96	25.3	97	26.4	122	26.3	105.0	26.0
Mixed Other	Boys	96	25.8	90	25.7	71	26.9	85.7	26.2
	Girls	94	26.4	73	26.2	82	27.5	83.0	26.7
Bangladeshi	Boys	62	25.2	67	24.9	44	24.9	57.7	25.0
	Girls	55	25.4	66	25.6	57	26.4	59.3	25.8
Chinese	Boys	32	28.2	17	26.7	19	27.4	22.7	27.4
	Girls	23	27.9	14	27.9	14	30.7	17.0	28.8
Indian	Boys	165	26.0	148	26.7	133	26.4	148.7	26.4
	Girls	170	26.8	150	27.1	139	26.9	153.0	26.9
Pakistani	Boys	105	23.9	87	24.7	112	25.1	101.3	24.6
	Girls	98	23.7	89	26.0	113	24.9	100.0	24.9
White	Boys	875	26.4	833	26.9	849	26.8	852.3	26.7
	Girls	872	26.9	781	27.0	840	27.3	831.0	27.1
Other	Boys	373	24.5	330	25.3	366	25.1	356.3	25.0
	Girls	321	25.2	263	26.0	274	25.5	286.0	25.6
Total		4732	25.7	4395	26.2	4653	26.2	4593.3	26.0

Fig.2 Average end of Key Stage 2 point scores by ethnic group and gender of Year 9 students attending Aiming High schools (2003-2005)

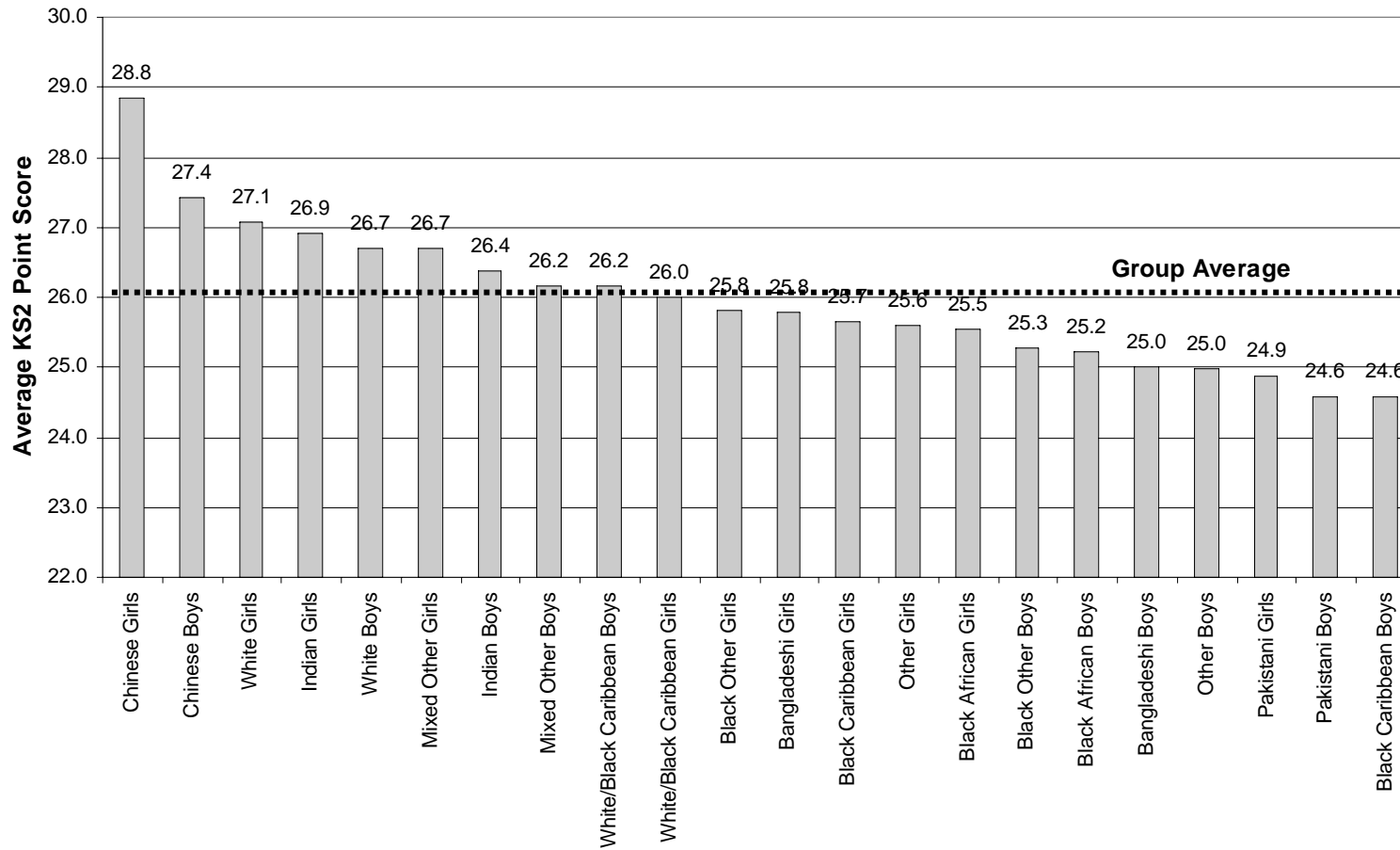


Table 3. End of Key Stage 3 and end of Key Stage 4 results by ethnic group and gender of students attending Aiming High schools in the year prior to the start of the Aiming High project (2003)

		KS3 Eng L5+		KS3 Maths L5+		KS3 Science L5+		KS4 5A*-C	
		No.	%	No.	%	No.	%	No.	%
Black African	Boys	238	42.4%	238	51.4%	238	43.4%	318	29.2%
	Girls	243	47.9%	243	50.2%	243	39.7%	243	40.3%
Black Caribbean	Boys	365	33.2%	365	37.5%	365	35.3%	394	19.3%
	Girls	358	54.4%	358	46.6%	358	43.3%	338	36.4%
Black Other	Boys	85	43.3%	85	46.7%	85	45.6%	81	32.1%
	Girls	70	62.0%	70	57.7%	70	52.1%	67	29.9%
White/Black Caribbean	Boys	88	44.7%	88	55.3%	88	50.0%	86	33.7%
	Girls	102	53.3%	102	56.2%	102	52.4%	87	37.9%
Mixed Other	Boys	101	51.0%	101	54.9%	101	53.9%	85	27.1%
	Girls	100	66.3%	100	62.4%	100	55.4%	59	45.8%
Bangladeshi	Boys	67	59.4%	67	59.4%	67	52.2%	73	41.1%
	Girls	57	71.9%	57	57.9%	57	61.4%	72	43.1%
Chinese	Boys	34	58.8%	34	88.2%	34	67.6%	27	44.4%
	Girls	25	80.8%	25	80.8%	25	76.9%	21	47.6%
Indian	Boys	175	56.8%	175	68.8%	175	61.9%	165	54.5%
	Girls	176	79.0%	176	80.7%	176	74.4%	180	62.8%
Pakistani	Boys	116	33.3%	116	51.3%	116	41.0%	108	32.4%
	Girls	104	55.8%	104	43.3%	104	39.4%	112	45.5%
White	Boys	892	55.2%	892	64.1%	892	60.6%	853	42.1%
	Girls	891	70.7%	891	68.6%	891	64.6%	800	48.0%
Other	Boys	468	37.6%	468	50.5%	468	41.1%	430	30.2%
	Girls	399	57.7%	399	54.8%	399	46.4%	401	42.1%
Total		5154	54.1%	5154	57.5%	5154	52.0%	5000	39.2%

Fig. 3 Percentage of Black Caribbean boys achieving GCSE and equivalent 5 or more A*-C grades in each of the Aiming High schools in 2003 prior to the start of the Aiming High project (schools with at least 10 Black Caribbean boys in the Year 11 cohort)

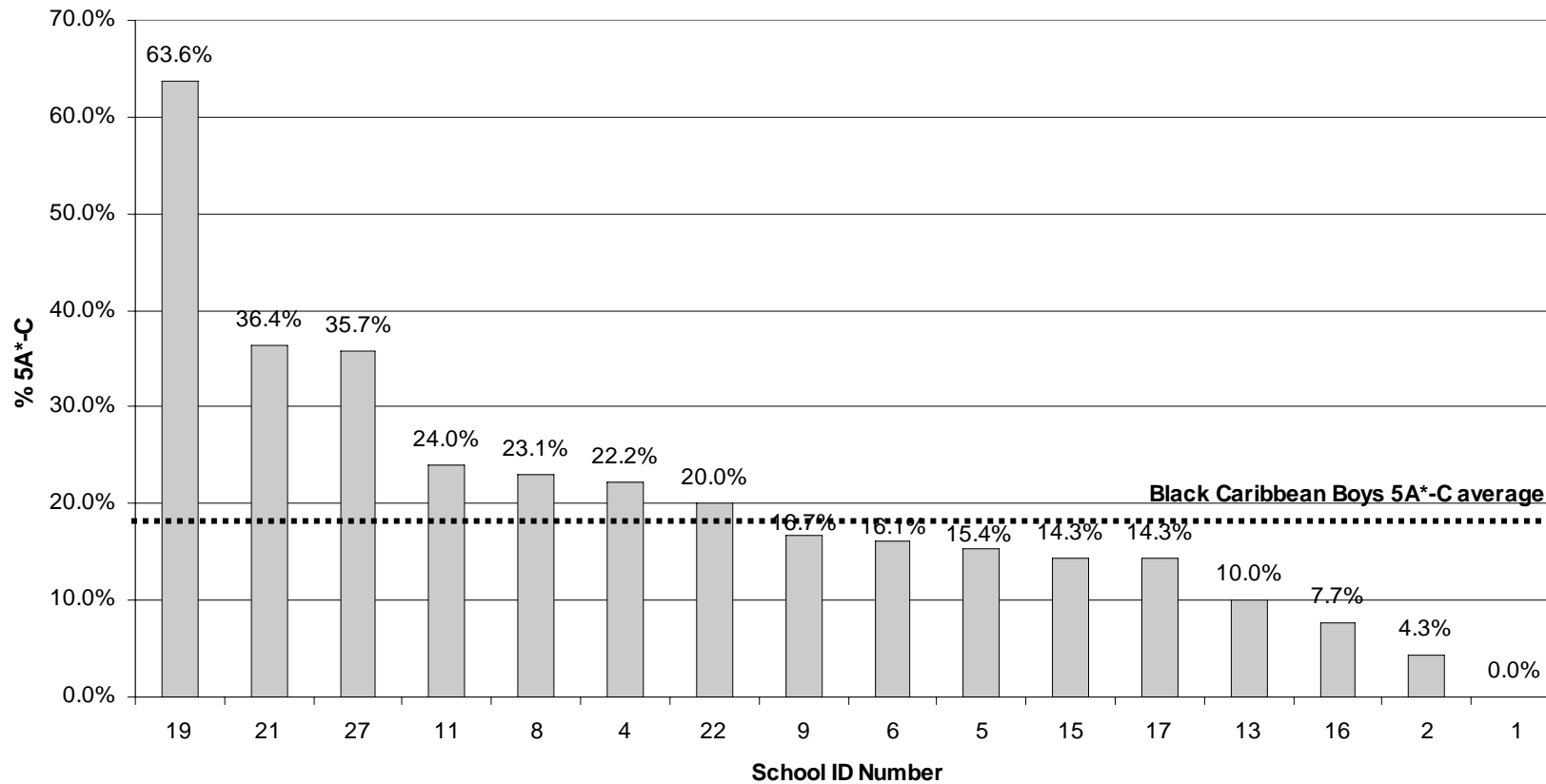


Table 4. The percentage of students in the top sets for Key Stage 3 Mathematics by ethnic group and gender (2003-2005)

		Pupils in the top set for mathematics										
		2003			2004			2005			Three year average	2003-2005 Change
		All	Top Set No.	%	All	Top Set No.	%	All	Top Set No.	%	Top Set 2003-2005	Percentage Point Change
Black African	Boys	290	60	20.7%	215	31	14.4%	78	9	11.5%	15.5%	-9.2%
	Girls	165	41	24.8%	212	41	19.3%	157	35	22.3%	22.2%	-2.6%
Black Caribbean	Boys	302	66	21.9%	272	39	14.3%	136	26	19.1%	18.4%	-2.7%
	Girls	235	47	20.0%	285	53	18.6%	197	36	18.3%	19.0%	-1.7%
Black Other	Boys	44	8	18.2%	67	8	11.9%	26	6	23.1%	17.7%	4.9%
	Girls	40	7	17.5%	73	13	17.8%	54	13	24.1%	19.8%	6.6%
White/Black Caribbean	Boys	90	16	17.8%	112	24	21.4%	58	14	24.1%	21.1%	6.4%
	Girls	57	18	31.6%	105	22	21.0%	51	11	21.6%	24.7%	-10.0%
Mixed Other	Boys	61	9	14.8%	73	18	24.7%	43	11	25.6%	21.7%	10.8%
	Girls	48	7	14.6%	59	26	44.1%	40	8	20.0%	26.2%	5.4%
Bangladeshi	Boys	24	6	25.0%	19	7	36.8%	29	6	20.7%	27.5%	-4.3%
	Girls	31	12	38.7%	29	7	24.1%	38	11	28.9%	30.6%	-9.8%
Chinese	Boys	6	1	16.7%	11	4	36.4%	5	2	40.0%	31.0%	23.3%
	Girls	12	5	41.7%	10	6	60.0%	12	7	58.3%	53.3%	16.7%
Indian	Boys	43	15	34.9%	118	36	30.5%	52	21	40.4%	35.3%	5.5%
	Girls	82	29	35.4%	125	38	30.4%	95	36	37.9%	34.6%	2.5%
Pakistani	Boys	34	7	20.6%	92	21	22.8%	41	11	26.8%	23.4%	6.2%
	Girls	64	15	23.4%	99	13	13.1%	57	7	12.3%	16.3%	-11.2%
White	Boys	463	132	28.5%	728	191	26.2%	277	93	33.6%	29.4%	5.1%
	Girls	497	158	31.8%	788	230	29.2%	454	171	37.7%	32.9%	5.9%
Other	Boys	99	21	21.2%	150	23	15.3%	69	12	17.4%	18.0%	-3.8%
	Girls	116	47	40.5%	121	26	21.5%	88	30	34.1%	32.0%	-6.4%
Total		2803	727	25.9%	3763	877	23.3%	2057	576	28.0%	25.7%	2.1%

Note: The number of schools returning questionnaires varied across the three years so pupil numbers per year vary

Table 5. The percentage of students in the top sets for Key Stage 3 Science by ethnic group and gender (2003-2005)

		Pupils in the top set for science										
		2003			2004			2005			Three year average	2003-2005 Change
		All	Top Set No.	%	All	Top Set No.	%	All	Top Set No.	%	Top Set 2003-2005	Percentage Point Change
Black African	Boys	142	39	27.5%	159	34	21.4%	59	17	28.8%	25.9%	1.3%
	Girls	93	31	33.3%	175	55	31.4%	131	45	34.4%	33.0%	1.0%
Black Caribbean	Boys	232	69	29.7%	225	52	23.1%	129	38	29.5%	27.4%	-0.3%
	Girls	174	62	35.6%	218	60	27.5%	160	47	29.4%	30.8%	-6.3%
Black Other	Boys	42	12	28.6%	60	10	16.7%	27	9	33.3%	26.2%	4.8%
	Girls	29	14	48.3%	53	17	32.1%	40	16	40.0%	40.1%	-8.3%
White/Black Caribbean	Boys	59	15	25.4%	102	19	18.6%	38	14	36.8%	27.0%	11.4%
	Girls	43	9	20.9%	69	17	24.6%	34	13	38.2%	27.9%	17.3%
Mixed Other	Boys	38	6	15.8%	38	19	50.0%	25	7	28.0%	31.3%	12.2%
	Girls	24	4	16.7%	56	18	32.1%	29	5	17.2%	22.0%	0.6%
Bangladeshi	Boys	24	7	29.2%	27	4	14.8%	25	6	24.0%	22.7%	-5.2%
	Girls	24	9	37.5%	24	4	16.7%	29	8	27.6%	27.3%	-9.9%
Chinese	Boys	5	1	20.0%	7	3	42.9%	5	3	60.0%	41.0%	40.0%
	Girls	4	2	50.0%	21	6	28.6%	8	3	37.5%	38.7%	-12.5%
Indian	Boys	36	24	66.7%	87	41	47.1%	55	27	49.1%	54.3%	-17.6%
	Girls	63	31	49.2%	87	29	33.3%	51	30	58.8%	47.1%	9.6%
Pakistani	Boys	31	11	35.5%	87	17	19.5%	36	11	30.6%	28.5%	-4.9%
	Girls	56	16	28.6%	85	21	24.7%	26	9	34.6%	29.3%	6.0%
White	Boys	256	93	36.3%	552	165	29.9%	225	103	45.8%	37.3%	9.4%
	Girls	256	105	41.0%	555	205	36.9%	208	103	49.5%	42.5%	8.5%
Other	Boys	63	18	28.6%	79	21	26.6%	43	15	34.9%	30.0%	6.3%
	Girls	53	18	34.0%	63	17	27.0%	55	21	38.2%	33.0%	4.2%
Total		1747	596	34.1%	2829	834	29.5%	1438	550	38.2%	33.9%	4.1%

Note: The number of schools returning questionnaires varied across the three years so pupil numbers per year vary

Table 6. The percentage of students entered for each end of Key Stage 3 test tier in Mathematics by ethnic group and gender (2003-2005)

		Entry by Tier													
		Pupil Count		Pupils Not Entered		Entry Below working level		Entry Level 3-5		Entry Level 4-6		Entry Level 5-7		Entry Level 6-8	
		Pupil Count 2003	Pupil Count 2005	Cohort (%) 2003	Cohort (%) 2005	Cohort (%) 2003	Cohort (%) 2005	Cohort (%) 2003	Cohort (%) 2005	Cohort (%) 2003	Cohort (%) 2005	Cohort (%) 2003	Cohort (%) 2005	Cohort (%) 2003	Cohort (%) 2005
Black African	Boys	238	366	1.7%	2.7%	0.0%	1.4%	36.6%	30.9%	41.7%	39.3%	16.2%	21.9%	3.8%	3.8%
	Girls	243	291	1.9%	3.8%	0.0%	2.4%	38.2%	28.9%	42.7%	43.6%	12.7%	18.2%	4.5%	3.1%
Black Caribbean	Boys	365	420	2.9%	2.9%	0.2%	0.0%	49.6%	38.6%	33.4%	38.8%	12.4%	15.0%	1.4%	4.8%
	Girls	358	343	2.1%	1.7%	0.0%	0.3%	41.0%	30.0%	38.1%	39.9%	16.0%	24.5%	2.8%	3.5%
Black Other	Boys	85	98	2.2%	2.0%	0.0%	0.0%	45.6%	30.6%	32.2%	40.8%	18.9%	23.5%	1.1%	3.1%
	Girls	70	53	5.6%	3.8%	0.0%	0.0%	32.4%	28.3%	36.6%	50.9%	22.5%	9.4%	2.8%	7.5%
White/Black Caribbean	Boys	88	147	3.2%	4.1%	0.0%	0.0%	38.3%	31.3%	41.5%	33.3%	12.8%	25.2%	4.3%	6.1%
	Girls	102	127	7.6%	1.6%	1.0%	0.0%	29.5%	23.6%	32.4%	44.1%	21.0%	23.6%	8.6%	7.1%
Mixed Other	Boys	101	80	2.0%	1.3%	0.0%	1.3%	35.3%	27.5%	34.3%	30.0%	17.6%	28.8%	10.8%	11.3%
	Girls	100	86	2.0%	8.1%	0.0%	1.2%	25.7%	12.8%	40.6%	27.9%	21.8%	37.2%	9.9%	12.8%
Bangladeshi	Boys	67	49	4.3%	2.0%	0.0%	0.0%	44.9%	30.6%	20.3%	34.7%	26.1%	24.5%	4.3%	8.2%
	Girls	57	67	0.0%	4.5%	1.8%	0.0%	35.1%	17.9%	35.1%	32.8%	19.3%	35.8%	8.8%	9.0%
Chinese	Boys	34	22	0.0%	0.0%	0.0%	0.0%	14.7%	4.5%	23.5%	45.5%	38.2%	36.4%	23.5%	13.6%
	Girls	25	17	0.0%	0.0%	0.0%	0.0%	15.4%	11.8%	19.2%	11.8%	38.5%	47.1%	26.9%	29.4%
Indian	Boys	175	141	0.6%	2.1%	0.0%	0.0%	29.0%	19.1%	29.0%	32.6%	30.1%	38.3%	11.4%	7.8%
	Girls	176	151	0.0%	1.3%	0.0%	0.0%	15.9%	11.9%	32.4%	43.0%	36.9%	33.1%	14.8%	10.6%
Pakistani	Boys	116	120	3.4%	1.7%	0.9%	0.0%	46.2%	30.8%	27.4%	35.8%	18.8%	26.7%	3.4%	5.0%
	Girls	104	118	1.9%	2.5%	0.0%	0.8%	50.0%	38.1%	31.7%	32.2%	15.4%	17.8%	1.0%	8.5%
White	Boys	892	865	5.8%	4.7%	0.0%	0.0%	27.6%	20.9%	30.4%	32.8%	27.2%	26.4%	9.1%	15.1%
	Girls	891	853	3.2%	3.6%	0.0%	0.0%	22.8%	18.1%	36.3%	36.1%	26.7%	27.0%	11.0%	15.2%
Other	Boys	468	470	6.0%	4.5%	0.4%	1.3%	33.1%	31.7%	33.9%	31.1%	21.8%	22.8%	4.9%	8.7%
	Girls	399	329	4.7%	3.3%	0.0%	1.5%	29.0%	30.7%	41.5%	32.2%	17.7%	26.1%	7.1%	6.1%
Total		5154	5213	3.5%	3.4%	0.1%	0.5%	32.4%	26.1%	35.0%	36.0%	21.8%	24.7%	7.2%	9.3%

Fig. 4 Percentage of students entered for the lowest tiered paper in the end of KS3 mathematics test by ethnic group and gender in 2003 and 2005

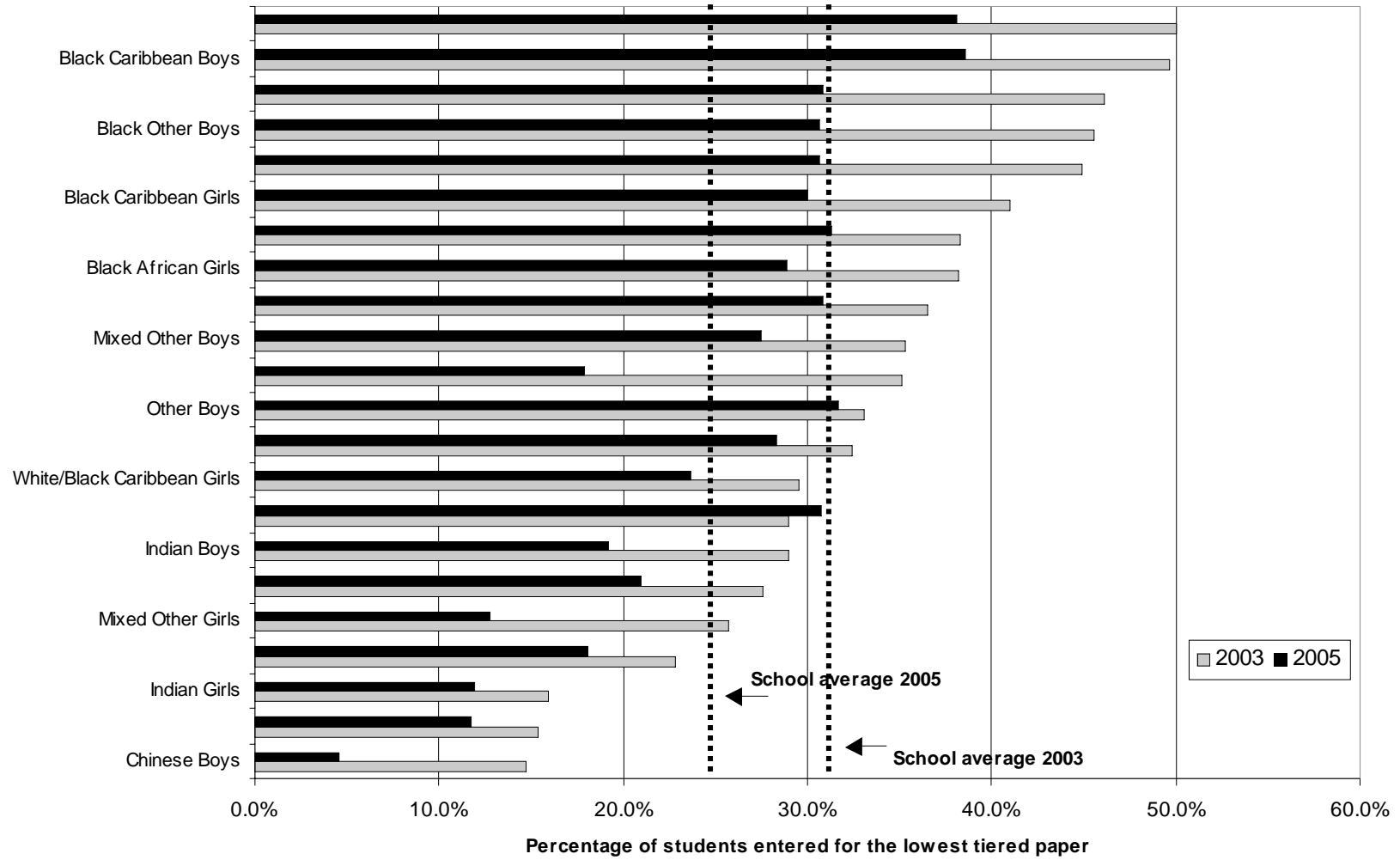


Fig. 5 Percentage of students entered for the lowest tiered paper in the end of KS3 science tests by ethnic group and gender in 2003 and 2005

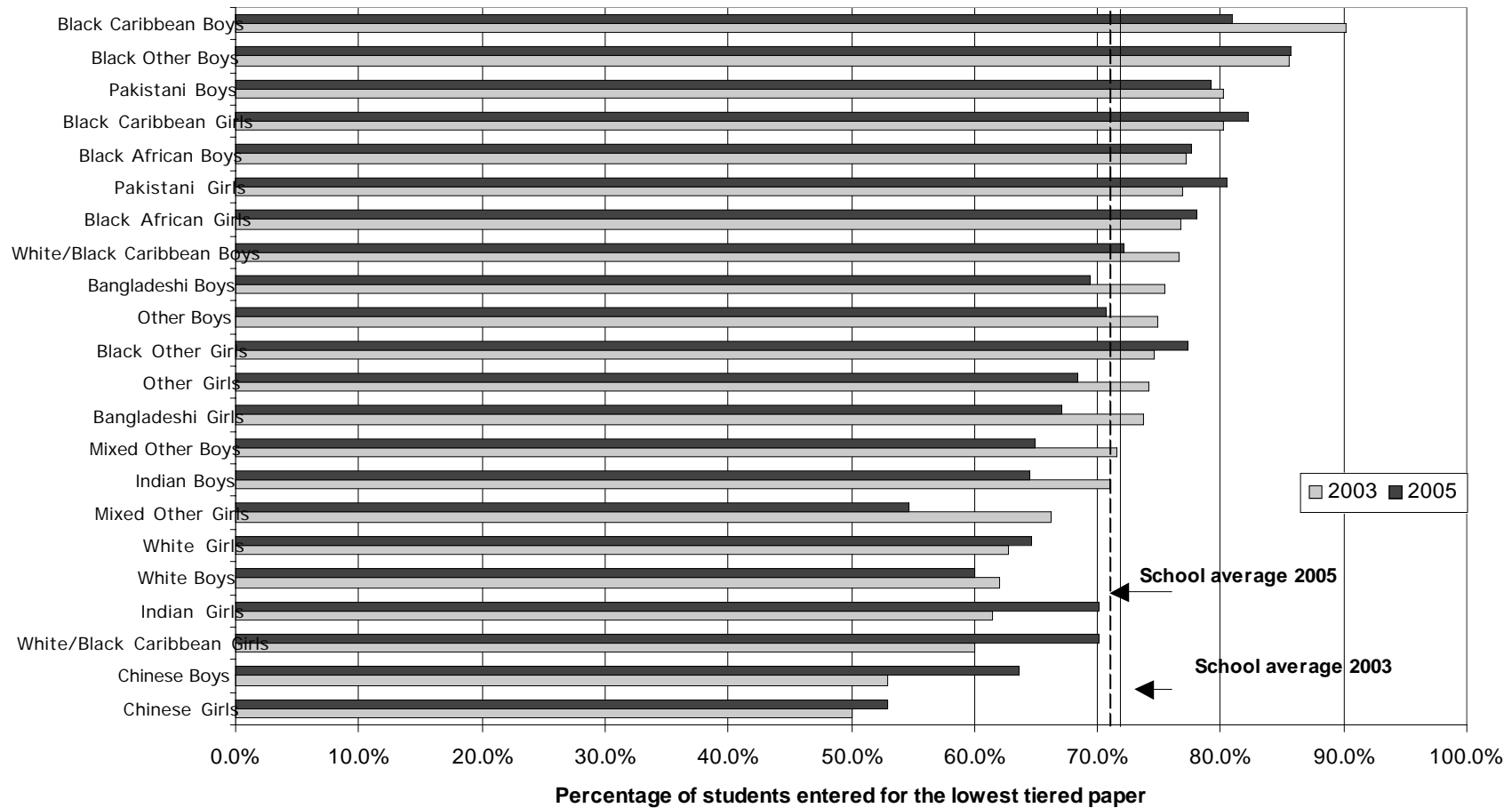


Table 7. The percentage of students entered for each end of Key Stage 3 test tier in Science by ethnic group and gender (2003-2005)

		Entry by Tier									
		Pupil Count		Pupils Not Entered		Entry Below working level		Entry Level 3-6		Entry Level 5-7	
		Pupil Count 2003	Pupil Count 2005	Cohort (%) 2003	Cohort (%) 2005	Cohort (%) 2003	Cohort (%) 2005	Cohort (%) 2003	Cohort (%) 2005	Cohort (%) 2003	Cohort (%) 2005
Black African	Boys	238	366	1.0%	5.2%	2.1%	0.8%	77.2%	77.6%	19.7%	16.4%
	Girls	243	291	3.4%	7.9%	0.7%	0.0%	76.8%	78.0%	19.1%	14.1%
Black Caribbean	Boys	365	420	1.9%	3.8%	0.5%	0.5%	90.2%	81.0%	7.4%	14.8%
	Girls	358	343	2.3%	2.0%	0.0%	0.0%	80.2%	82.2%	17.5%	15.7%
Black Other	Boys	85	98	2.2%	2.0%	0.0%	0.0%	85.6%	85.7%	12.2%	12.2%
	Girls	70	53	5.6%	5.7%	0.0%	0.0%	74.6%	77.4%	19.7%	17.0%
White/Black Caribbean	Boys	88	147	5.3%	4.1%	0.0%	0.0%	76.6%	72.1%	18.1%	23.8%
	Girls	102	127	7.6%	1.6%	1.0%	0.8%	60.0%	70.1%	31.4%	27.6%
Mixed Other	Boys	101	80	3.9%	2.5%	0.0%	1.3%	71.6%	65.0%	24.5%	31.3%
	Girls	100	86	5.9%	4.7%	1.0%	1.2%	66.3%	54.7%	26.7%	39.5%
Bangladeshi	Boys	67	49	4.3%	2.0%	0.0%	0.0%	75.4%	69.4%	20.3%	28.6%
	Girls	57	67	0.0%	4.5%	1.8%	0.0%	73.7%	67.2%	24.6%	28.4%
Chinese	Boys	34	22	0.0%	0.0%	0.0%	0.0%	52.9%	63.6%	47.1%	36.4%
	Girls	25	17	0.0%	0.0%	0.0%	0.0%	50.0%	52.9%	50.0%	47.1%
Indian	Boys	175	141	0.6%	1.4%	0.0%	0.0%	71.0%	64.5%	28.4%	34.0%
	Girls	176	151	0.0%	1.3%	0.0%	0.0%	61.4%	70.2%	38.6%	28.5%
Pakistani	Boys	116	120	1.7%	1.7%	0.9%	0.0%	80.3%	79.2%	17.1%	19.2%
	Girls	104	118	2.9%	3.4%	0.0%	0.0%	76.9%	80.5%	20.2%	16.1%
White	Boys	892	865	5.1%	4.9%	0.5%	0.1%	62.1%	60.0%	32.3%	35.0%
	Girls	891	853	3.7%	3.3%	0.3%	0.1%	61.8%	64.7%	34.1%	31.9%
Other	Boys	468	470	5.7%	3.6%	1.8%	1.9%	74.9%	70.6%	17.5%	23.8%
	Girls	399	329	4.2%	4.6%	0.7%	2.1%	74.2%	68.4%	20.9%	24.9%
Total		5154	5213	3.6%	3.8%	0.6%	0.5%	71.3%	70.4%	24.5%	25.3%

Table 8. The percentage of students achieving Level 5 above in end of Key Stage 3 English tests by ethnic group and gender (2003-2005)

		Pupil Count			% Level 5 and Above				National Average L5+			
		Pupil Count 2003	Pupil Count 2004	Pupil Count 2005	Cohort (%) 2003	Cohort (%) 2004	Cohort (%) 2005	Change 2003-2005	2003	2004	2005	Change 2003-2005
Black African	Boys	238	349	366	42.4%	47.3%	52.7%	10.3%	49%	54%	59%	10%
	Girls	243	285	291	47.9%	64.6%	61.2%	13.2%	63%	70%	72%	9%
Black Caribbean	Boys	365	430	420	33.2%	45.3%	45.0%	11.8%	46%	51%	56%	10%
	Girls	358	404	343	54.4%	62.1%	67.3%	13.0%	66%	71%	77%	11%
Black Other	Boys	85	82	98	43.3%	53.7%	46.9%	3.6%	48%	53%	59%	11%
	Girls	70	59	53	62.0%	71.2%	75.5%	13.5%	69%	73%	76%	7%
White/Black Caribbean	Boys	88	120	147	44.7%	58.3%	50.3%	5.7%	63%	67%	69%	6%
	Girls	102	113	127	53.3%	65.5%	78.0%	24.6%	74%	77%	78%	4%
Mixed Other	Boys	101	103	80	51.0%	57.3%	63.8%	12.8%	64%	67%	70%	6%
	Girls	100	81	86	66.3%	69.1%	79.1%	12.7%	78%	80%	83%	5%
Bangladeshi	Boys	67	82	49	59.4%	54.9%	55.1%	-4.3%	50%	53%	59%	9%
	Girls	57	75	67	71.9%	66.7%	74.6%	2.7%	65%	70%	75%	10%
Chinese	Boys	34	23	22	58.8%	65.2%	63.6%	4.8%	74%	74%	78%	4%
	Girls	25	20	17	80.8%	75.0%	94.1%	13.3%	86%	85%	85%	-1%
Indian	Boys	175	161	141	56.8%	66.5%	65.2%	8.4%	71%	74%	77%	6%
	Girls	176	170	151	79.0%	81.8%	86.8%	7.8%	84%	86%	89%	5%
Pakistani	Boys	116	107	120	33.3%	43.0%	51.7%	18.3%	50%	51%	57%	7%
	Girls	104	111	118	55.8%	65.8%	72.0%	16.3%	65%	66%	72%	7%
White	Boys	892	890	865	55.2%	58.8%	64.6%	9.4%	63%	65%	68%	5%
	Girls	891	856	853	70.7%	73.0%	78.1%	7.3%	77%	78%	82%	5%
Other	Boys	468	478	470	37.6%	40.0%	46.0%	8.4%	53%	55%	65%	12%
	Girls	399	364	329	57.7%	61.0%	62.9%	5.2%	65%	68%	79%	14%
Total		5154	5363	5213	54.1%	59.5%	63.2%	9.1%	69%	71%	74%	5%

Note: National averages for each ethnic group are from: DfES 'National Curriculum Assessment, GCSE and Equivalent Attainment and Post-16 Attainment by Pupil Characteristics, in England' 2003 (SFR04/2004), 2004 (SFR 08/2005), 2005 (SFR 09/2006)

Table 9. The percentage of students achieving Level 5 above in end of Key Stage 3 Mathematics tests by ethnic group and gender (2003-2005)

		Pupil Count			% Level 5 and Above				National Average L5+			
		Pupil Count 2003	Pupil Count 2004	Pupil Count 2005	Cohort (%) 2003	Cohort (%) 2004	Cohort (%) 2005	Change 2003-2005	2003	2004	2005	Change 2003-2005
Black African	Boys	238	349	366	51.4%	51.3%	57.4%	6.0%	53%	57%	58%	5%
	Girls	243	285	291	50.2%	54.7%	55.3%	5.1%	57%	60%	58%	1%
Black Caribbean	Boys	365	430	420	37.5%	44.2%	50.0%	12.5%	49%	53%	56%	7%
	Girls	358	404	343	46.6%	48.5%	54.2%	7.6%	56%	60%	61%	5%
Black Other	Boys	85	82	98	46.7%	56.1%	60.2%	13.5%	52%	57%	59%	7%
	Girls	70	59	53	57.7%	54.2%	52.8%	-4.9%	58%	65%	62%	4%
White/Black Caribbean	Boys	88	120	147	55.3%	59.2%	56.5%	1.1%	64%	70%	67%	3%
	Girls	102	113	127	56.2%	62.8%	60.6%	4.4%	72%	72%	65%	-7%
Mixed Other	Boys	101	103	80	54.9%	62.1%	77.5%	22.6%	69%	71%	66%	-3%
	Girls	100	81	86	62.4%	64.2%	73.3%	10.9%	73%	74%	68%	-5%
Bangladeshi	Boys	67	82	49	59.4%	62.2%	55.1%	-4.3%	56%	62%	61%	5%
	Girls	57	75	67	57.9%	62.7%	64.2%	6.3%	57%	62%	61%	4%
Chinese	Boys	34	23	22	88.2%	82.6%	90.9%	2.7%	89%	90%	69%	-20%
	Girls	25	20	17	80.8%	90.0%	100.0%	19.2%	90%	90%	70%	-20%
Indian	Boys	175	161	141	68.8%	73.9%	76.6%	7.8%	77%	80%	71%	-6%
	Girls	176	170	151	80.7%	78.2%	81.5%	0.8%	80%	81%	73%	-7%
Pakistani	Boys	116	107	120	51.3%	55.1%	61.7%	10.4%	55%	58%	59%	4%
	Girls	104	111	118	43.3%	61.3%	49.2%	5.9%	54%	59%	59%	5%
White	Boys	892	890	865	64.1%	70.1%	70.8%	6.6%	71%	73%	69%	-2%
	Girls	891	856	853	68.6%	66.6%	70.6%	1.9%	73%	75%	71%	-2%
Other	Boys	468	478	470	50.5%	53.8%	59.8%	9.3%	64%	66%	66%	2%
	Girls	399	364	329	54.8%	58.8%	62.3%	7.5%	65%	68%	69%	4%
Total		5154	5363	5213	57.5%	60.3%	63.5%	6.0%	71%	73%	74%	3%

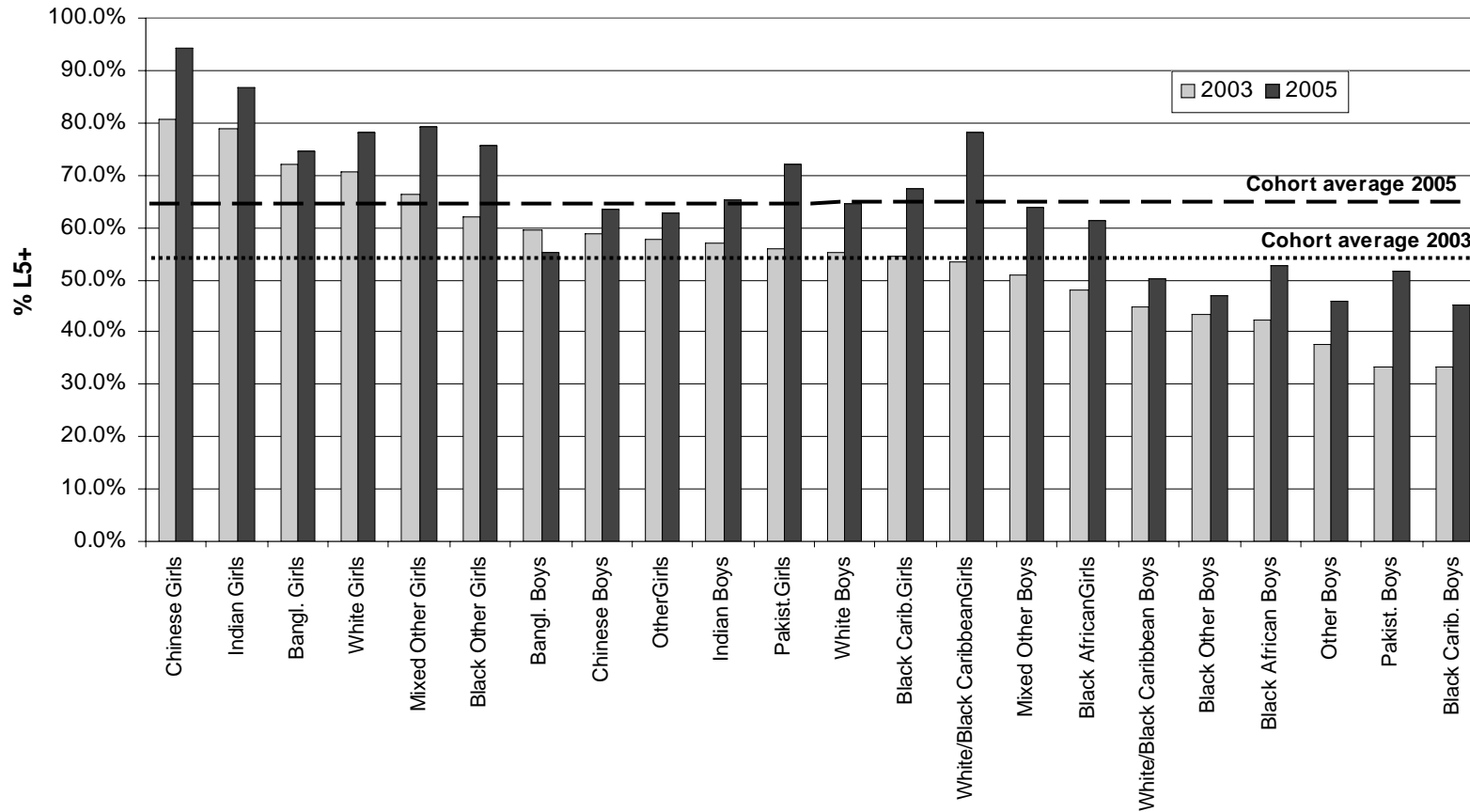
Note: National averages for each ethnic group are from: DfES 'National Curriculum Assessment, GCSE and Equivalent Attainment and Post-16 Attainment by Pupil Characteristics, in England' 2003 (SFR04/2004), 2004 (SFR 08/2005), 2005 (SFR 09/2006)

Table 10. The percentage of students achieving Level 5 above in end of Key Stage 3 Science tests by ethnic group and gender (2003-2005)

		Pupil Count			% Level 5 and Above				National Average L5+			
		Pupil Count 2003	Pupil Count 2004	Pupil Count 2005	Cohort (%) 2003	Cohort (%) 2004	Cohort (%) 2005	Change 2003-2005	2002-3	2003-4	2004-5	Change 2003-2005
Black African	Boys	238	349	366	43.4%	38.1%	42.3%	-1.1%	48%	46%	50%	2%
	Girls	243	285	291	39.7%	39.3%	42.6%	2.9%	51%	51%	55%	4%
Black Caribbean	Boys	365	430	420	35.3%	34.4%	38.8%	3.5%	47%	42%	50%	3%
	Girls	358	404	343	43.3%	36.6%	48.1%	4.8%	54%	52%	57%	3%
Black Other	Boys	85	82	98	45.6%	37.8%	44.9%	-0.7%	50%	46%	53%	3%
	Girls	70	59	53	52.1%	44.1%	47.2%	-4.9%	57%	57%	57%	0%
White/Black Caribbean	Boys	88	120	147	50.0%	50.8%	53.1%	3.1%	67%	61%	64%	-3%
	Girls	102	113	127	52.4%	54.9%	59.8%	7.5%	69%	66%	65%	-4%
Mixed Other	Boys	101	103	80	53.9%	51.5%	60.0%	6.1%	67%	64%	67%	0%
	Girls	100	81	86	55.4%	58.0%	68.6%	13.2%	70%	68%	73%	3%
Bangladeshi	Boys	67	82	49	52.2%	48.8%	51.0%	-1.2%	48%	48%	52%	4%
	Girls	57	75	67	61.4%	50.7%	52.2%	-9.2%	49%	51%	53%	4%
Chinese	Boys	34	23	22	67.6%	69.6%	50.0%	-17.6%	81%	76%	80%	-1%
	Girls	25	20	17	76.9%	75.0%	82.4%	5.4%	83%	80%	82%	-1%
Indian	Boys	175	161	141	61.9%	60.9%	58.9%	-3.1%	71%	69%	73%	2%
	Girls	176	170	151	74.4%	68.8%	67.5%	-6.9%	74%	73%	75%	1%
Pakistani	Boys	116	107	120	41.0%	37.4%	45.8%	4.8%	47%	44%	50%	3%
	Girls	104	111	118	39.4%	50.5%	41.5%	2.1%	47%	47%	50%	3%
White	Boys	892	890	865	60.6%	58.9%	64.9%	4.2%	70%	67%	72%	2%
	Girls	891	856	853	64.6%	61.4%	64.9%	0.3%	70%	69%	71%	1%
Other	Boys	468	478	470	41.1%	37.7%	46.2%	5.1%	57%	53%	67%	10%
	Girls	399	364	329	46.4%	46.4%	49.2%	2.8%	58%	57%	70%	12%
Total		5154	5363	5213	52.0%	49.2%	53.8%	1.8%	68%	66%	70%	2%

Note: National averages for each ethnic group are from: DfES 'National Curriculum Assessment, GCSE and Equivalent Attainment and Post-16 Attainment by Pupil Characteristics, in England' 2003 (SFR04/2004), 2004 (SFR 08/2005), 2005 (SFR 09/2006)

Fig. 6 Percentage of students achieving Level 5 and above in the end of Key Stage 3 English test in 2003 and 2005 by ethnic group and gender



**Fig. 7 Percentage of students achieving Level 5 and above in the end of Key Stage 3
Mathematics test in 2003 and 2005 by ethnic group and gender**

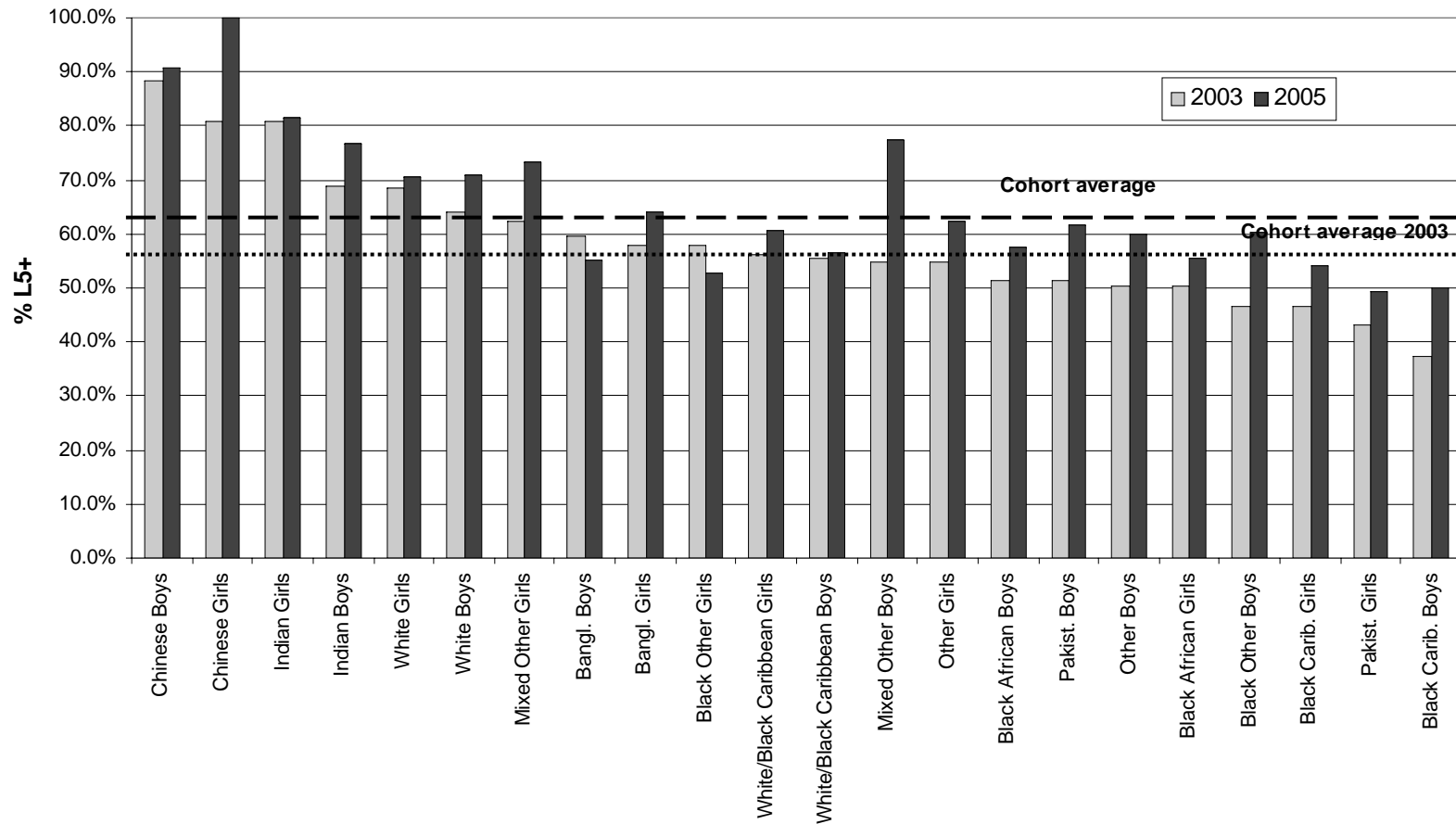


Fig. 8 Percentage of students achieving Level 5 and above in the end of Key Stage 3 Science test by ethnic group and gender in 2003 and 2005

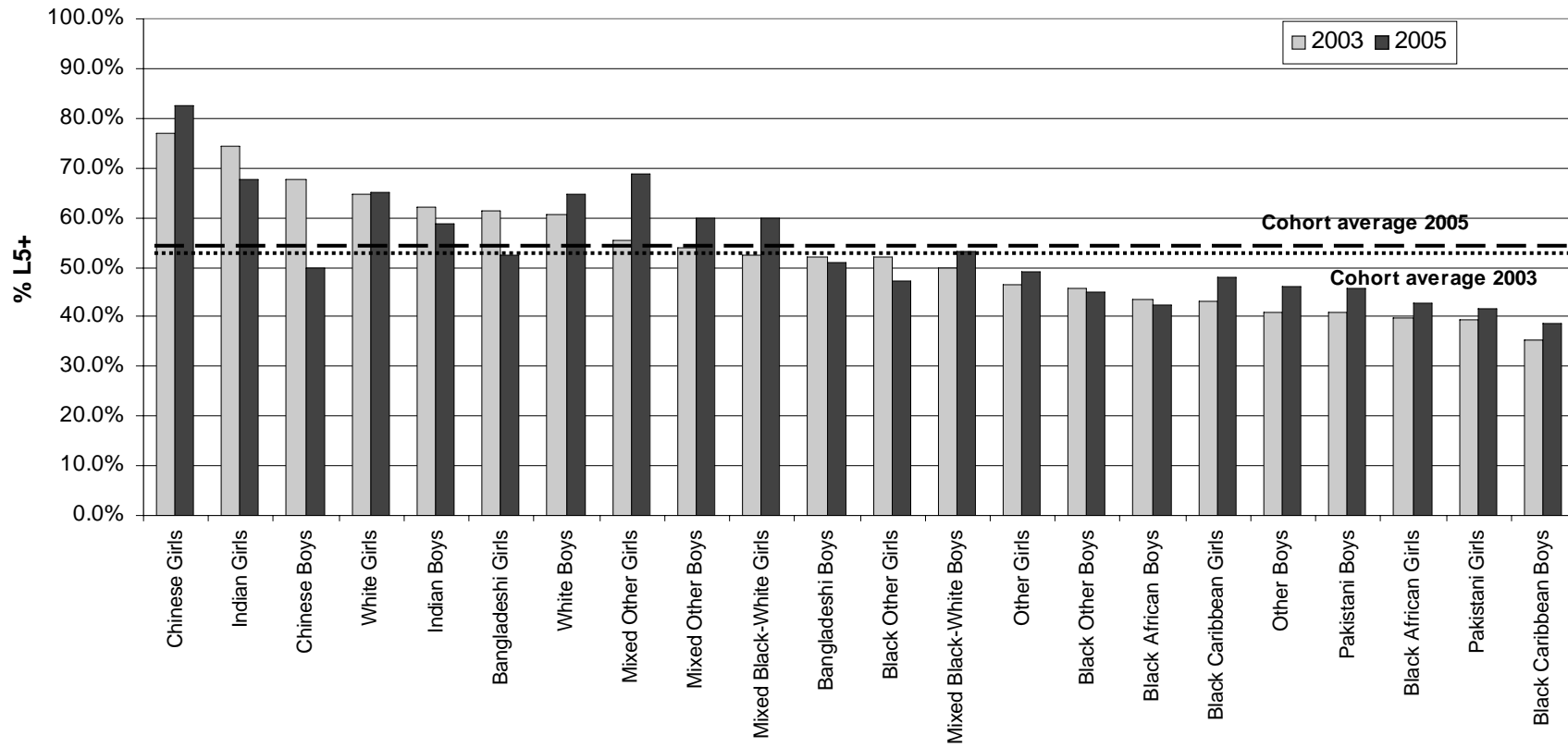


Table 11. Key Stage 2 to Key Stage 3 value-added scores by ethnic group and gender (2003-2005)

		Pupil Count			KS2-KS3 Value-Added Score			
		2003	2004	2005	2003	2004	2005	Change 2003-2005
Black African	Boys	217	230	261	98.9	98.8	98.6	-0.3
	Girls	166	175	208	99.5	99.0	99.3	-0.2
Black Caribbean	Boys	371	338	363	98.0	97.9	98.1	0.1
	Girls	307	310	314	98.4	98.3	98.5	0.2
Black Other	Boys	83	73	85	97.9	97.1	97.5	-0.4
	Girls	66	56	50	98.9	98.7	98.2	-0.8
White/Black Caribbean	Boys	85	108	137	97.9	98.0	97.9	0.0
	Girls	96	97	122	98.8	98.4	98.9	0.1
Mixed Other	Boys	96	90	71	98.5	98.4	99.4	0.9
	Girls	94	73	82	98.8	99.1	99.3	0.5
Bangladeshi	Boys	62	67	44	99.6	99.1	100.0	0.4
	Girls	55	66	57	100.1	99.9	100.1	-0.1
Chinese	Boys	32	17	19	99.9	99.4	99.6	-0.3
	Girls	23	14	14	100.1	100.8	99.7	-0.4
Indian	Boys	165	148	133	99.4	98.6	99.3	-0.1
	Girls	170	150	139	100.6	99.3	99.7	-0.9
Pakistani	Boys	105	87	112	99.2	98.2	98.4	-0.7
	Girls	98	89	113	99.4	98.7	99.7	0.4
White	Boys	875	833	849	98.6	98.2	99.1	0.4
	Girls	872	781	840	99.4	98.7	99.1	-0.3
Other	Boys	373	330	366	99.0	98.0	99.2	0.2
	Girls	321	263	274	99.7	98.9	99.5	-0.2
Total		4732	4395	4653	99.0	98.5	99.0	0.0

Fig. 9 KS2 to KS3 value-added score in 2003 and 2005 by ethnic group and gender

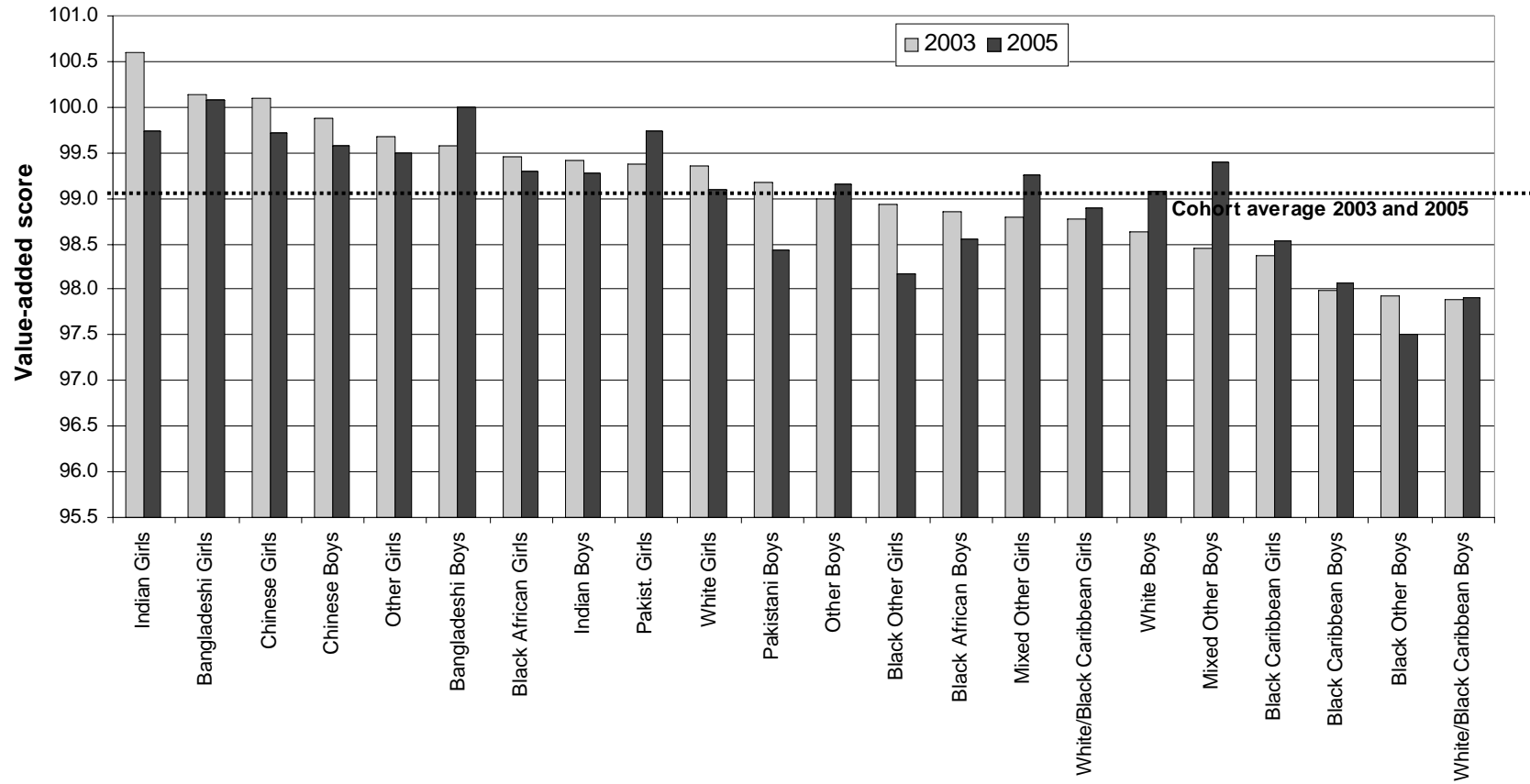
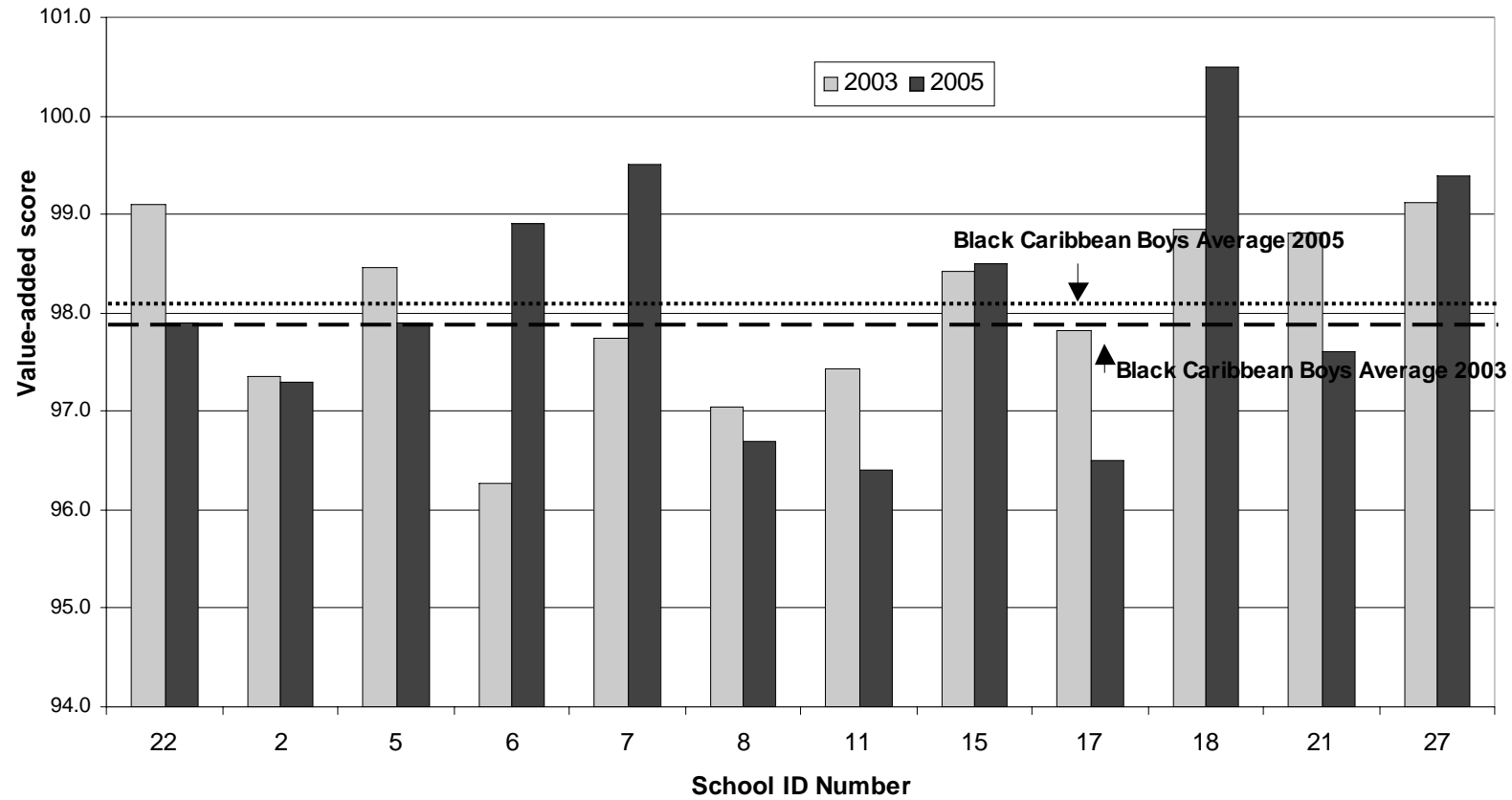


Table 12. Key Stage 3 performance (% L5+) and KS2-KS3 value-added scores for Black Caribbean boys by school 2003-2005 (Aiming High schools with 10 or more Black Caribbean boys in their Yr 9 cohorts)

School ID	Pupil Count			KS2-KS3 VA Score				KS3 L5+ English				KS3 L5+ Maths				KS3 L5+ Science			
	2003	2004	2005	2003	2004	2005	2003-2005 Change	2003	2004	2005	2003-2005 Change	2003	2004	2005	2003-2005 Change	2003	2004	2005	2003-2005 Change
2	20	15	22	97.4	98.7	97.3	-0.1	20.0%	20.0%	4.5%	-15.5%	50.0%	33.3%	36.4%	-13.6%	30.0%	13.3%	27.3%	-2.7%
5	47	39	26	98.5	99.5	97.9	-0.5	29.8%	46.2%	23.1%	-6.7%	25.5%	46.2%	42.3%	16.8%	19.1%	23.1%	23.1%	3.9%
6	54	50	55	96.3	98.1	98.9	2.6	25.9%	18.0%	30.9%	5.0%	29.6%	32.0%	45.5%	15.8%	27.8%	22.0%	27.3%	-0.5%
7	16	17	24	97.7	98.5	99.5	1.8	25.0%	58.8%	83.3%	58.3%	25.0%	35.3%	58.3%	33.3%	31.3%	17.6%	37.5%	6.3%
8	20	18	15	97.1	95.5	96.7	-0.3	25.0%	22.2%	53.3%	28.3%	35.0%	27.8%	53.3%	18.3%	30.0%	16.7%	33.3%	3.3%
11	34	27	31	97.4	97.6	96.4	-1.0	35.3%	44.4%	58.1%	22.8%	41.2%	44.4%	58.1%	16.9%	38.2%	48.1%	51.6%	13.4%
15	16	11	14	98.4	97.8	98.5	0.1	31.3%	27.3%	28.6%	-2.7%	31.3%	18.2%	35.7%	4.5%	31.3%	27.3%	21.4%	-9.8%
17	18	8	14	97.8	100.0	96.5	-1.3	27.8%	12.5%	50.0%	22.2%	44.4%	37.5%	57.1%	12.7%	44.4%	12.5%	21.4%	-23.0%
18	14	10	15	98.9	99.4	100.5	1.6	71.4%	90.0%	86.7%	15.2%	71.4%	90.0%	80.0%	8.6%	64.3%	70.0%	93.3%	29.0%
21	10	15	11	98.8	96.6	97.6	-1.2	40.0%	46.7%	27.3%	-12.7%	40.0%	53.3%	36.4%	-3.6%	50.0%	46.7%	27.3%	-22.7%
22	22	23	29	99.1	98.9	97.9	-1.3	40.9%	52.2%	41.4%	0.5%	18.2%	47.8%	44.8%	26.6%	40.9%	52.2%	34.5%	-6.4%
27	18	20	23	99.1	100.3	99.4	0.3	55.6%	80.0%	82.6%	27.1%	44.4%	70.0%	78.3%	33.8%	50.0%	60.0%	52.2%	2.2%

**Fig. 10 KS2 to KS3 value-added scores for Black Caribbean boys by school in 2003 and 2005
(based on schools with 10 or more Black Caribbean boys in the Year 9 cohort)**



**Table 13 The percentage of students in the top sets for Key Stage 4 Mathematics
by ethnic group and gender (2003 - 2004 & 5)**

		Students in the top set for mathematics						
		2003			2004 and 2005 average			Change
		All	Top Set No.	% Top set	All	Top Set No.	% Top set	2003 - 2004/5
Black African	Boys	108	13	12.0%	130	23	18.1%	6.0%
	Girls	63	7	11.1%	172	48	27.9%	16.8%
Black Caribbean	Boys	236	32	13.6%	178	19	10.5%	-3.1%
	Girls	178	37	20.8%	245	36	14.5%	-6.2%
Black Other	Boys	35	7	20.0%	56	6	10.0%	-10.0%
	Girls	39	11	28.2%	56	12	21.7%	-6.6%
White/Black Caribbean	Boys	52	9	17.3%	63	14	22.0%	4.7%
	Girls	41	4	9.8%	59	11	18.6%	8.8%
Mixed Other	Boys	34	9	26.5%	56	10	17.3%	-9.2%
	Girls	41	13	31.7%	60	16	27.2%	-4.5%
Bangladeshi	Boys	16	6	37.5%	33	7	19.7%	-17.8%
	Girls	32	15	46.9%	42	9	20.5%	-26.4%
Chinese	Boys	4	4	100.0%	9	3	33.9%	-66.1%
	Girls	6	4	66.7%	15	9	62.7%	-4.0%
Indian	Boys	77	34	44.2%	101	32	31.6%	-12.6%
	Girls	101	25	24.8%	134	39	29.1%	4.3%
Pakistani	Boys	51	19	37.3%	78	12	15.1%	-22.1%
	Girls	58	13	22.4%	76	10	13.8%	-8.6%
White	Boys	266	55	20.7%	459	114	24.9%	4.2%
	Girls	459	119	25.9%	568	176	31.0%	5.0%
Other	Boys	62	23	37.1%	92	22	23.4%	-13.7%
	Girls	104	37	35.6%	97	33	34.3%	-1.3%
Total		2063	496	24.0%	2776	662	23.9%	-0.2%

Note: Fewer schools provided information on KS4 sets in 2005 compared to 2004 so figures for 2004 and 2005 are combined in the table.

Table 14 The percentage of students entered for the Foundation paper in GCSE Mathematics and the percentage not entered by ethnic group and gender (2003-2004 & 2005)

		2003					2004 and 2005 Average				
		All	Foundation		Not entered		All	Foundation		Not entered	
			No.	No.	%	No.		%	No.	%	No.
Black African	Boys	127	58	45.7%	0	0.0%	125	38	30.1%	4	3.3%
	Girls	90	33	36.7%	1	1.1%	183	36	19.7%	3	1.4%
Black Caribbean	Boys	166	87	52.4%	3	1.8%	202	75	36.8%	14	7.1%
	Girls	180	82	45.6%	2	1.1%	240	71	29.5%	8	3.2%
Black Other	Boys	40	15	37.5%	0	0.0%	44	8	18.1%	3	5.7%
	Girls	40	16	40.0%	0	0.0%	36	9	24.9%	1	2.1%
White/Black Caribbean	Boys	55	23	41.8%	0	0.0%	51	19	37.0%	0	0.0%
	Girls	39	16	41.0%	1	2.6%	50	11	21.9%	1	2.2%
Mixed Other	Boys	34	10	29.4%	0	0.0%	37	9	24.4%	3	7.8%
	Girls	28	8	28.6%	0	0.0%	25	5	19.6%	0	0.0%
Bangladeshi	Boys	16	7	43.8%	0	0.0%	35	6	15.5%	0	0.0%
	Girls	28	12	42.9%	0	0.0%	46	11	23.7%	1	3.1%
Chinese	Boys	15	7	46.7%	0	0.0%	0	0	0.0%	0	0.0%
	Girls	5	2	40.0%	0	0.0%	11	1	4.5%	0	0.0%
Indian	Boys	85	27	31.8%	1	1.2%	91	18	19.7%	4	3.8%
	Girls	115	27	23.5%	1	0.9%	113	14	12.4%	1	0.9%
Pakistani	Boys	52	18	34.6%	0	0.0%	58	14	23.4%	3	4.9%
	Girls	56	18	32.1%	0	0.0%	74	22	29.0%	2	2.2%
White	Boys	349	123	35.2%	4	1.1%	398	80	20.0%	13	3.3%
	Girls	520	155	29.8%	4	0.8%	471	66	13.9%	14	2.9%
Other	Boys	82	32	39.0%	1	1.2%	82	23	28.0%	4	5.2%
	Girls	108	34	31.5%	1	0.9%	116	23	19.4%	2	1.7%
Total		2103	752	35.8%	19	0.9%	2491	555	22.4%	79	3.2%

Note: Fewer schools provided information on GCSE examination paper entry tier in 2005 compared to 2004 so figures for 2004 and 2005 are combined in the table.

Table 15 The percentage of students entered for the Foundation paper in GCSE English and the percentage not entered by ethnic group and gender (2003-2004 & 2005)

		2003					2004 and 2005 Average				
		All	Foundation		Not entered		All	Foundation		Not entered	
		No.	No.	%	No.	%	No.	No.	%	No.	%
Black African	Boys	135	108	80.0%	8	5.9%	90	54	60.4%	2	1.8%
	Girls	86	47	54.7%	6	7.0%	119	35	29.2%	1	0.7%
Black Caribbean	Boys	172	134	77.9%	11	6.4%	154	106	68.8%	8	4.9%
	Girls	194	116	59.8%	10	5.2%	186	94	50.5%	1	0.4%
Black Other	Boys	38	27	71.1%	3	7.9%	33	19	58.3%	1	2.1%
	Girls	35	22	62.9%	0	0.0%	35	10	28.2%	0	0.0%
White/Black Caribbean	Boys	62	38	61.3%	3	4.8%	41	23	56.5%	0	0.0%
	Girls	46	21	45.7%	3	6.5%	43	20	46.7%	0	0.7%
Mixed Other	Boys	35	21	60.0%	0	0.0%	27	17	65.8%	2	7.1%
	Girls	32	14	43.8%	0	0.0%	21	11	51.7%	0	0.0%
Bangladeshi	Boys	16	9	56.3%	0	0.0%	42	31	74.1%	0	0.9%
	Girls	28	8	28.6%	0	0.0%	37	16	43.0%	0	1.0%
Chinese	Boys	10	6	60.0%	0	0.0%	8	2	23.3%	0	0.0%
	Girls	6	3	50.0%	0	0.0%	9	1	10.7%	0	0.0%
Indian	Boys	94	58	61.7%	5	5.3%	92	53	57.3%	0	0.0%
	Girls	116	43	37.1%	2	1.7%	95	31	32.5%	0	0.0%
Pakistani	Boys	54	37	68.5%	0	0.0%	49	34	70.0%	1	1.4%
	Girls	56	25	44.6%	0	0.0%	52	24	46.9%	0	0.0%
White	Boys	410	251	61.2%	31	7.6%	299	156	52.2%	8	2.7%
	Girls	464	238	51.3%	19	4.1%	318	101	31.8%	8	2.5%
Other	Boys	71	41	57.7%	4	5.6%	77	48	62.2%	1	0.9%
	Girls	94	31	33.0%	2	2.1%	73	30	41.3%	0	0.4%
Total		2254	1298	57.6%	106	4.7%	1896	913	48.1%	33	1.7%

Note: Fewer schools provided information on GCSE examination paper entry tier in 2005 compared to 2004 so figures for 2004 and 2005 are combined in the table.

Table 16. The percentage of students achieving 5 or more GCSE and equivalent A*-C grades by ethnic group and gender (2003-2005)

		2003		2004		2005		2003-2005 Change	National Average 5A*-C			
		Pupil Count	%	Pupil Count	%	Pupil Count	%	%	2002-3	2003-4	2004-5	Change 2003-2005
Black African	Boys	318	29.2%	337	32.3%	335	39.4%	10.2%	34.1%	45.5%	42.9%	8.8%
	Girls	243	40.3%	279	46.6%	322	49.4%	9.0%	46.8%	61.2%	53.3%	6.5%
Black Caribbean	Boys	394	19.3%	418	21.1%	422	24.6%	5.4%	25.1%	27.6%	33.3%	8.2%
	Girls	338	36.4%	371	36.1%	365	43.3%	6.9%	40.3%	43.8%	49.4%	9.1%
Black Other	Boys	81	32.1%	76	28.9%	84	25.0%	-7.1%	27.2%	29.0%	33.7%	6.5%
	Girls	67	29.9%	57	38.6%	58	50.0%	20.1%	40.3%	42.3%	50.8%	10.5%
White/Black Caribbean	Boys	86	33.7%	118	38.1%	98	32.7%	-1.1%	39.5%	44.9%	48.4%	8.9%
	Girls	87	37.9%	102	37.3%	101	50.5%	12.6%	55.1%	53.6%	62.1%	7.0%
Mixed Other	Boys	85	27.1%	82	41.5%	91	35.2%	8.1%	44.9%	47.2%	52.6%	7.7%
	Girls	59	45.8%	80	55.0%	76	63.2%	17.4%	57.7%	57.4%	64.2%	6.5%
Bangladeshi	Boys	73	41.1%	59	37.3%	65	56.9%	15.8%	38.5%	49.4%	46.7%	8.2%
	Girls	72	43.1%	70	57.1%	59	61.0%	18.0%	52.6%	45.2%	58.5%	5.9%
Chinese	Boys	27	44.4%	19	73.7%	31	61.3%	16.8%	70.9%	74.0%	77.1%	6.2%
	Girls	21	47.6%	20	70.0%	29	82.8%	35.1%	79.2%	85.8%	85.1%	5.9%
Indian	Boys	165	54.5%	142	59.2%	171	58.5%	3.9%	60.3%	66.3%	64.8%	4.5%
	Girls	180	62.8%	173	73.4%	176	75.0%	12.2%	70.3%	77.1%	75.8%	5.5%
Pakistani	Boys	108	32.4%	117	43.6%	115	35.7%	3.2%	35.7%	53.9%	43.2%	7.5%
	Girls	112	45.5%	131	51.9%	112	53.6%	8.0%	48.1%	65.8%	54.1%	6.0%
White	Boys	853	42.1%	853	40.3%	806	45.7%	3.6%	46.2%	47.5%	50.3%	4.1%
	Girls	800	48.0%	855	50.2%	826	55.8%	7.8%	56.7%	57.5%	60.2%	3.5%
Other	Boys	430	30.2%	471	36.1%	398	36.7%	6.5%	41.3%	52.4%	44.8%	3.5%
	Girls	401	42.1%	377	44.6%	349	49.6%	7.4%	51.2%	62.2%	54.7%	3.5%
Total		5000	39.2%	5207	42.2%	5089	46.4%	7.2%	50.7%	51.9%	54.9%	4.2%

Note: National averages for each ethnic group are from: DfES 'National Curriculum Assessment, GCSE and Equivalent Attainment and Post-16 Attainment by Pupil Characteristics, in England' 2003 (SFR04/2004), 2004 (SFR 08/2005), 2005 (SFR 09/2006)

Fig. 11 Percentage of pupils achieving 5 or more GCSE and equivalent A*-C grades in 2003 and 2005 by ethnic group and gender

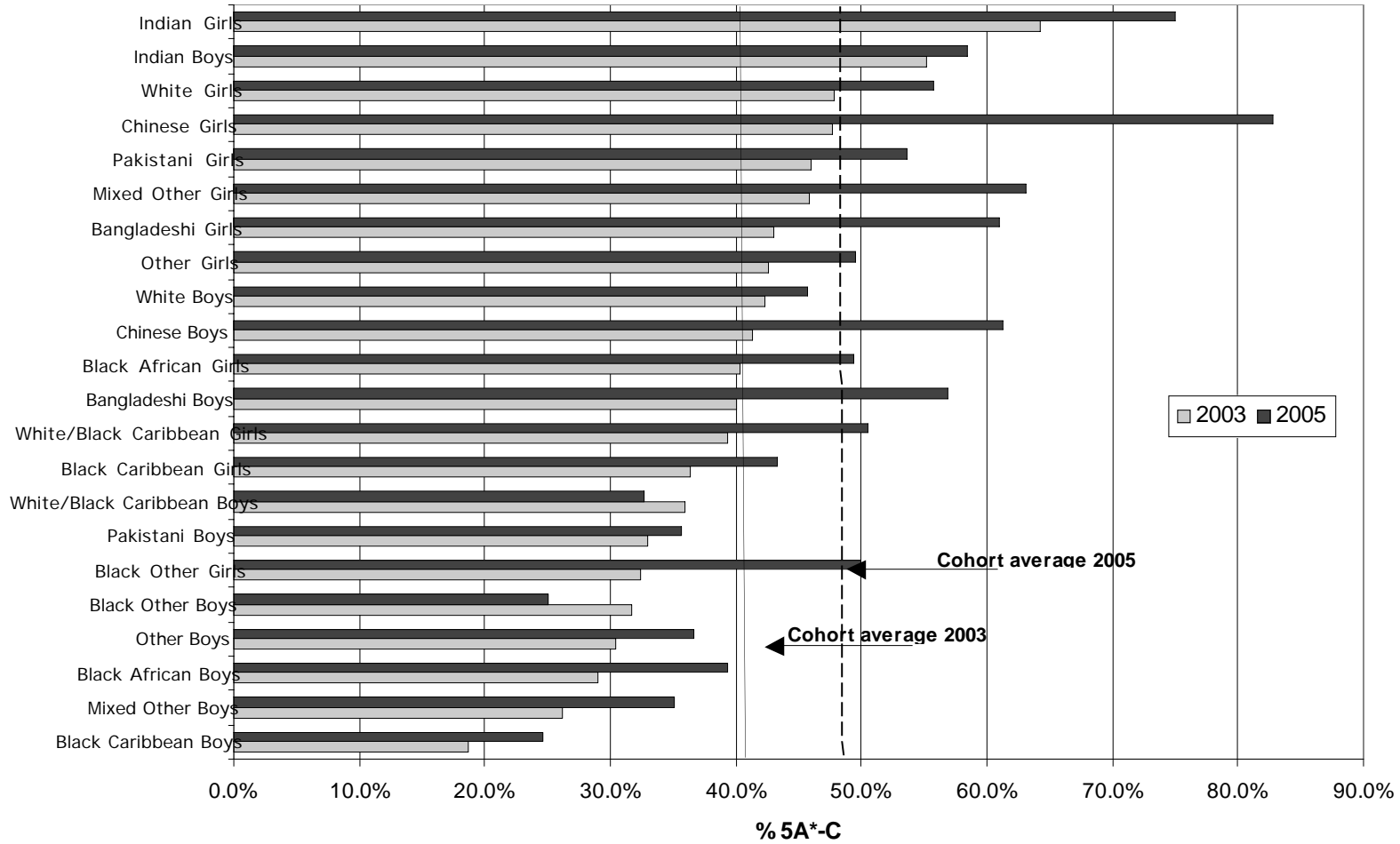


Table 17. The percentage of students achieving 5 or more GCSE and equivalent A*-C grades including English and Mathematics by ethnic group and gender (2003-2005)

		2003		2004		2005		2003-2005 Change
		Pupil Count	%	Pupil Count	%	Pupil Count	%	%
Black African	Boys	318	19.1%	337	15.1%	335	28.1%	9.0%
	Girls	243	29.6%	279	29.0%	322	34.8%	5.2%
Black Caribbean	Boys	394	9.5%	418	7.1%	422	14.2%	4.7%
	Girls	338	15.0%	371	16.6%	365	25.2%	10.2%
Black Other	Boys	81	15.3%	76	17.9%	84	14.3%	-1.0%
	Girls	67	15.5%	57	16.7%	58	34.5%	19.0%
White/Black Caribbean	Boys	86	20.2%	118	18.6%	98	18.4%	-1.8%
	Girls	87	15.7%	102	17.5%	101	32.7%	17.0%
Mixed Other	Boys	85	15.9%	82	25.6%	91	25.3%	9.4%
	Girls	59	27.9%	80	42.0%	76	40.8%	12.9%
Bangladeshi	Boys	73	28.0%	59	23.7%	65	49.2%	21.2%
	Girls	72	27.8%	70	44.3%	59	42.4%	14.6%
Chinese	Boys	27	34.5%	19	52.6%	31	54.8%	20.3%
	Girls	21	42.9%	20	57.1%	29	79.3%	36.4%
Indian	Boys	165	40.8%	142	38.2%	171	44.4%	3.6%
	Girls	180	46.9%	173	53.7%	176	63.1%	16.2%
Pakistani	Boys	108	24.1%	117	31.6%	115	26.1%	2.0%
	Girls	112	23.9%	131	31.8%	112	30.4%	6.5%
White	Boys	853	31.9%	853	28.0%	806	33.4%	1.5%
	Girls	800	34.3%	855	36.9%	826	42.5%	8.2%
Other	Boys	430	22.3%	471	22.9%	398	24.6%	2.3%
	Girls	401	30.7%	377	36.9%	349	35.5%	4.8%
Total		5000	26.7%	5207	27.5%	5089	33.1%	6.4%

Table 18. The percentage of students achieving no examination passes by ethnic group and gender (2003-2005)

		2003		2004		2005		2003-2005 Change
		Pupil Count	%	Pupil Count	%	Pupil Count	%	%
Black African	Boys	318	4.1%	337	4.7%	335	2.7%	-1.4%
	Girls	243	7.0%	279	5.0%	322	3.4%	-3.6%
Black Caribbean	Boys	394	5.8%	418	6.9%	422	4.3%	-1.6%
	Girls	338	2.1%	371	2.7%	365	1.6%	-0.4%
Black Other	Boys	81	1.2%	76	1.3%	84	4.8%	3.5%
	Girls	67	3.0%	57	0.0%	58	1.7%	-1.3%
White/Black Caribbean	Boys	86	4.7%	118	7.6%	98	8.2%	3.5%
	Girls	87	4.6%	102	5.9%	101	5.9%	1.3%
Mixed Other	Boys	85	7.1%	82	3.7%	91	7.7%	0.6%
	Girls	59	5.1%	80	5.0%	76	1.3%	-3.8%
Bangladeshi	Boys	73	2.7%	59	0.0%	65	0.0%	-2.7%
	Girls	72	0.0%	70	0.0%	59	0.0%	0.0%
Chinese	Boys	27	0.0%	19	0.0%	31	3.2%	3.2%
	Girls	21	4.8%	20	5.0%	29	0.0%	-4.8%
Indian	Boys	165	2.4%	142	2.1%	171	1.2%	-1.3%
	Girls	180	0.6%	173	1.7%	176	0.0%	-0.6%
Pakistani	Boys	108	3.7%	117	0.0%	115	2.6%	-1.1%
	Girls	112	0.9%	131	0.8%	112	0.0%	-0.9%
White	Boys	853	5.5%	853	5.4%	806	5.1%	-0.4%
	Girls	800	4.5%	855	5.5%	826	2.9%	-1.6%
Other	Boys	430	10.5%	471	13.2%	398	4.5%	-5.9%
	Girls	401	6.0%	377	7.7%	349	6.0%	0.0%
Total		5000	4.9%	5207	5.5%	5089	3.6%	-1.3%

Table 19. GCSE and equivalent capped point score (best eight subject results) by ethnic group and gender (2004-2005)

Note: The pointscore calculation changed in 2004 and is not directly comparable with previous years

		2004		2005		2003-2005 Change
		Pupil Count	Capped Point Score	Pupil Count	Capped Point Score	
Black African	Boys	337	227.5	335	239.0	11.5
	Girls	279	271.6	322	255.5	-16.1
Black Caribbean	Boys	418	200.6	422	213.0	12.4
	Girls	371	253.5	365	256.9	3.4
Black Other	Boys	76	226.0	84	211.4	-14.6
	Girls	57	257.0	58	262.2	5.1
White/Black Caribbean	Boys	118	228.3	98	211.3	-17.0
	Girls	102	252.5	101	250.3	-2.2
Mixed Other	Boys	82	247.1	91	224.7	-22.4
	Girls	80	286.8	76	279.9	-7.0
Bangladeshi	Boys	59	256.4	65	285.7	29.3
	Girls	70	301.8	59	297.5	-4.3
Chinese	Boys	19	322.5	31	304.8	-17.7
	Girls	20	329.1	29	329.0	0.0
Indian	Boys	142	286.7	171	294.6	7.9
	Girls	173	328.1	176	320.1	-8.1
Pakistani	Boys	117	263.3	115	237.3	-26.0
	Girls	131	291.3	112	274.0	-17.3
White	Boys	853	241.3	806	249.0	7.7
	Girls	855	268.5	826	275.4	6.9
Other	Boys	471	213.2	398	233.4	20.2
	Girls	377	247.1	349	251.7	4.6
Total		5207	250.1	5089	254.5	4.4

Table 20. Key Stage 2 to Key Stage 4 value-added and contextual value-added scores by ethnic group and gender (2004-2005)

		Pupil Count 2004	2004 VA Score	Pupil Count 2005	2005 VA Score	2004-2005 Change	Pupil Count 2004	2004 CVA Score	Pupil Count 2005	2005 CVA Score	2004-2005 Change
Black African	Boys	212	995.4	202	986.8	-8.6	214	1009.9	205	1006.8	-3.1
	Girls	137	1,033.6	151	1,021.8	-11.8	137	1019.6	155	1024.3	4.7
Black Caribbean	Boys	351	956.5	359	966.1	9.6	370	1002.2	365	1006.1	3.9
	Girls	312	994.7	291	984.9	-9.8	326	1016.3	293	1015.4	-0.9
Black Other	Boys	66	965.0	70	951.9	-13.1	69	1006.2	73	1001.1	-5.1
	Girls	50	980.2	50	980.5	0.4	54	1006.6	50	1026.1	19.5
White/Black Caribbean	Boys	110	947.5	89	939.2	-8.3	111	1004.4	92	1003.0	-1.4
	Girls	93	986.7	90	973.3	-13.5	95	1017.0	92	1016.8	-0.2
Mixed Other	Boys	79	972.2	83	942.9	-29.3	84	1008.3	84	998.2	-10.1
	Girls	72	996.4	73	977.5	-18.9	73	1009.1	73	1020.3	11.2
Bangladeshi	Boys	52	1,006.2	59	1,008.3	2.1	52	999.8	61	1018.0	18.2
	Girls	62	1,030.2	56	1,023.9	-6.3	63	1004.1	56	1017.4	13.3
Chinese	Boys	14	1,016.9	29	992.8	-24.1	15	1018.5	29	1001.1	-17.4
	Girls	18	1,047.5	23	1,024.8	-22.7	19	1019.0	23	1013.2	-5.8
Indian	Boys	128	1,013.0	155	1,008.6	-4.5	151	1000.5	155	1011.3	10.8
	Girls	154	1,049.8	169	1,022.5	-27.3	170	1014.6	169	1012.9	-1.7
Pakistani	Boys	103	1,004.7	98	989.4	-15.3	104	1003.6	102	1003.9	0.3
	Girls	112	1,035.9	95	1,016.3	-19.6	113	1011.5	97	1012.1	0.6
White	Boys	832	948.7	770	955.4	6.7	846	997.6	783	1009.1	11.5
	Girls	829	979.2	789	970.9	-8.3	844	1003.0	805	1007.3	4.3
Other	Boys	332	982.9	302	989.1	6.2	361	1000.5	309	1015.8	15.3
	Girls	277	1,004.1	262	995.6	-8.5	258	1018.3	268	1022.1	3.8
Total		4395	983.3	4265	979.3	-4.0	4529	1005.7	4339	1011.1	5.4
National average			1000		1000			1000		1000	

Note: the national 'average' Key Stage 2 to Key Stage 4 VA & CVA scores are 1000. However, when statistical significance tests are applied, scores of around 1000 can still be within the national average range, depending on the size of the group. This is referred to in the text as 'scores within the national average range'.

Table 21. Key Stage 3 to Key Stage 4 value-added and contextual value-added scores by ethnic group and gender (2004-2005)

		Pupil Count 2004	2004 VA Score	Pupil Count 2005	2005 VA Score	2004-2005 Change	Pupil Count 2004	2004 CVA Score	Pupil Count 2005	2005 CVA Score	2004-2005 Change
Black African	Boys	282	1025.2	202	998.7	-26.5	268	1018.0	335	1007.1	-10.9
	Girls	207	1058.1	151	1028.5	-29.6	192	1025.8	322	1019.0	-6.8
Black Caribbean	Boys	390	987.5	359	991.2	3.7	390	1004.5	422	1010.0	5.5
	Girls	342	1027.5	291	998.6	-28.9	339	1023.4	365	1016.9	-6.5
Black Other	Boys	73	982.7	70	978.1	-4.5	70	1005.4	84	1007.6	2.2
	Girls	53	1000.4	50	994.2	-6.2	53	1006.4	58	1020.8	14.4
White/Black Caribbean	Boys	116	967.5	89	957.3	-10.2	105	1007.6	98	1003.8	-3.8
	Girls	97	987.6	90	986.7	-1.0	94	1005.9	101	1016.1	10.2
Mixed Other	Boys	80	979.8	83	960.6	-19.2	78	1007.1	91	999.1	-8.0
	Girls	75	998.9	73	988.2	-10.7	72	1012.3	76	1016.4	4.1
Bangladeshi	Boys	53	1012.5	59	1013.8	1.3	50	1000.1	65	1014.1	14.0
	Girls	67	1030.6	56	1022.1	-8.5	65	998.9	59	1007.2	8.3
Chinese	Boys	18	1010.9	29	1003.2	-7.7	17	1018.0	31	1013.1	-4.9
	Girls	19	1025.3	23	1023.9	-1.4	20	1017.0	29	1008.2	-8.8
Indian	Boys	135	1015.3	155	1015.3	0.1	154	1005.5	171	1014.6	9.1
	Girls	165	1039.1	169	1013.5	-25.6	176	1015.3	176	1006.6	-8.7
Pakistani	Boys	109	1013.1	98	997.5	-15.6	107	1002.8	115	1008.3	5.5
	Girls	122	1051.7	95	1028.9	-22.8	118	1014.2	112	1014.6	0.4
White	Boys	823	970.1	770	970.6	0.5	792	999.6	806	1008.8	9.2
	Girls	829	992.9	789	978.8	-14.1	789	1005.0	826	1004.9	-0.1
Other	Boys	392	993.7	302	996.2	2.5	327	1021.3	398	1013.2	-8.1
	Girls	326	1015.1	262	999.8	-15.3	274	1015.7	349	1014.3	-1.4
Total		4773	1001.7	4265	990.4	-11.3	4550	1009.7	5089	1010.5	0.8
National Average			1000		1000			1000		1000	

Note: The national 'average' Key Stage 3 to Key Stage 4 VA & CVA scores are 1000. However, when statistical significance tests are applied, scores of around 1000 can still be within the national average range, depending on the size of the group. This is referred to in the text as 'scores within the national average range'.

Fig. 12 KS2 to KS4 contextual value-added scores in 2004 and 2005 by ethnic group and gender

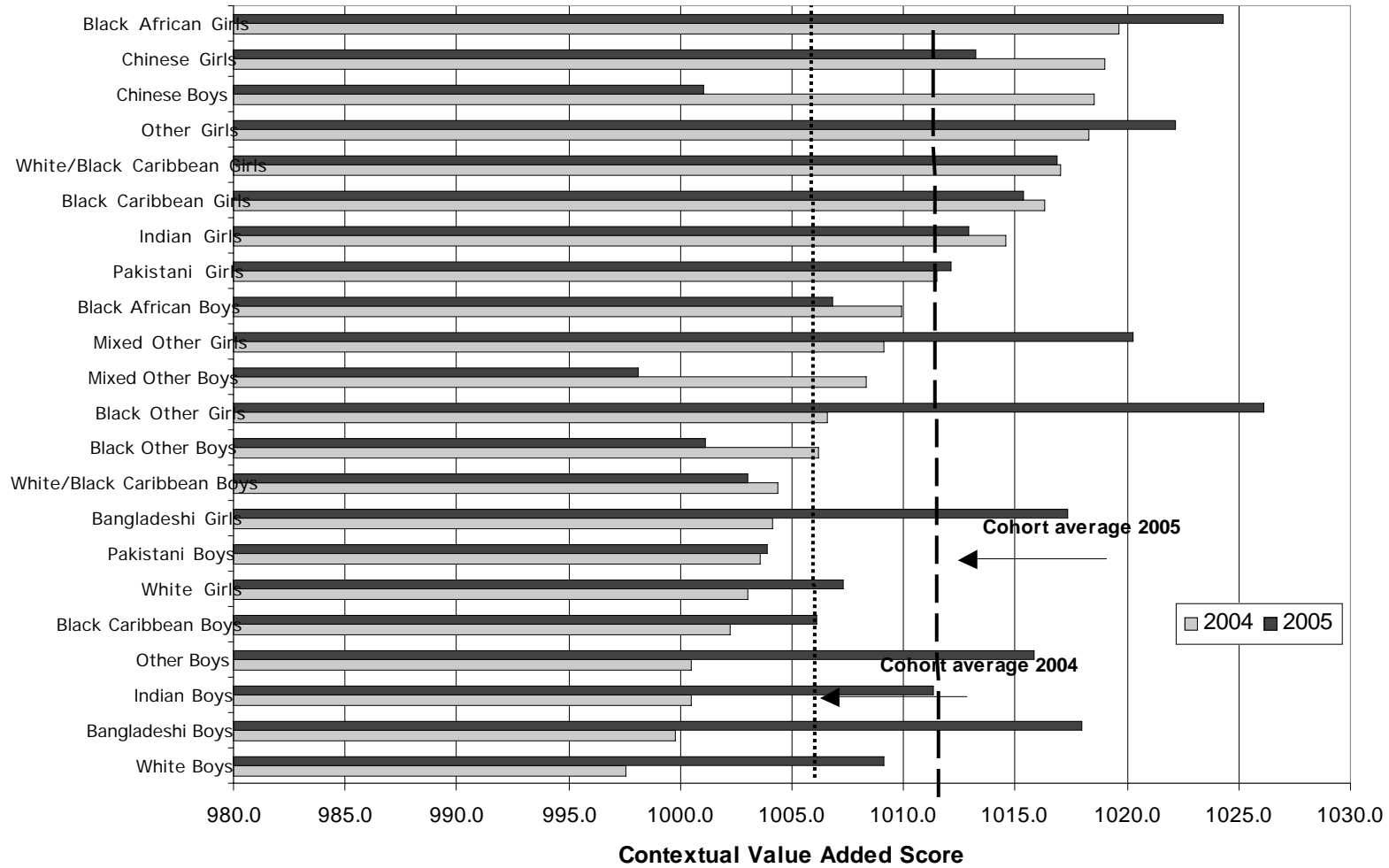


Table 22. GCSE and equivalent 5A*-C and KS2-KS4 contextual value-added scores for Black Caribbean boys by school (Aiming High schools with 10 or more Black Caribbean boys in their Year 11 cohorts)

School ID	Pupil Count 2004	2003 5 A*-C (%)	Pupil Count 2005	2005 5 A*-C (%)	Change 2004-5
1	11	0.0%	9	11.1%	11.1%
2	23	4.3%	16	18.8%	14.4%
5	52	15.4%	46	21.7%	6.4%
6	56	16.1%	57	35.1%	19.0%
8	13	23.1%	17	17.6%	-5.4%
9	12	16.7%	13	15.4%	-1.3%
10	9	22.2%	14	7.1%	-15.1%
11	25	24.0%	32	18.8%	-5.3%
13	10	10.0%	11	18.2%	8.2%
15	28	14.3%	18	16.7%	2.4%
17	14	14.3%	17	41.2%	26.9%
22	15	20.0%	17	29.4%	9.4%
27	14	35.7%	16	50.0%	14.3%

Pupil Count 2004	2004 CVA Score	Pupil Count 2005	2005 CVA Score	Change 2004-5
19	1022.1	9	1004.7	-17.4
13	1066.7	10	1063.7	-3.0
40	996.4	41	981.9	-14.5
42	994.1	38	1026.5	32.4
14	1019.1	17	959.7	-59.4
14	964.1	13	975.7	11.6
13	985.4	14	965.6	-19.8
16	1008.0	29	999.2	-8.8
14	1002.2	8	996.4	-5.8
17	1043.5	13	1049.4	5.9
12	1016.6	17	1024.8	8.2
18	1027.2	15	1053.5	26.3
14	988.0	16	1020.1	32.1

Note: CVA scores for 2003 are not shown because they are based on a different point allocation system which is not directly comparable with 2004 and 2005.

Fig. 13 Percentage of Black Caribbean boys achieving GCSE and equivalent 5 or more A*-C grades by school in 2003 and 2005 (Based on schools with 10 or more Black Caribbean boys in the Year 11 cohort)

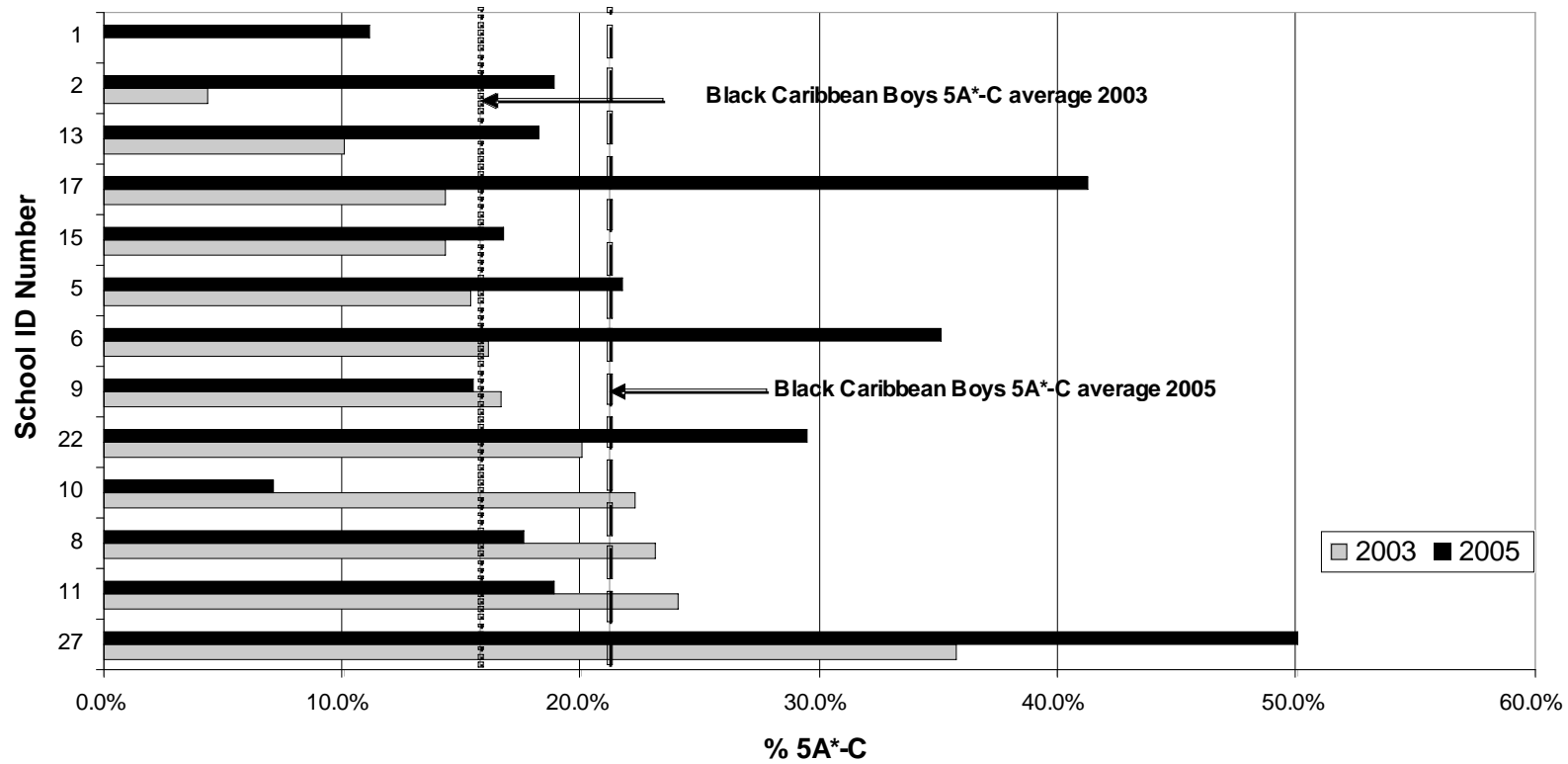
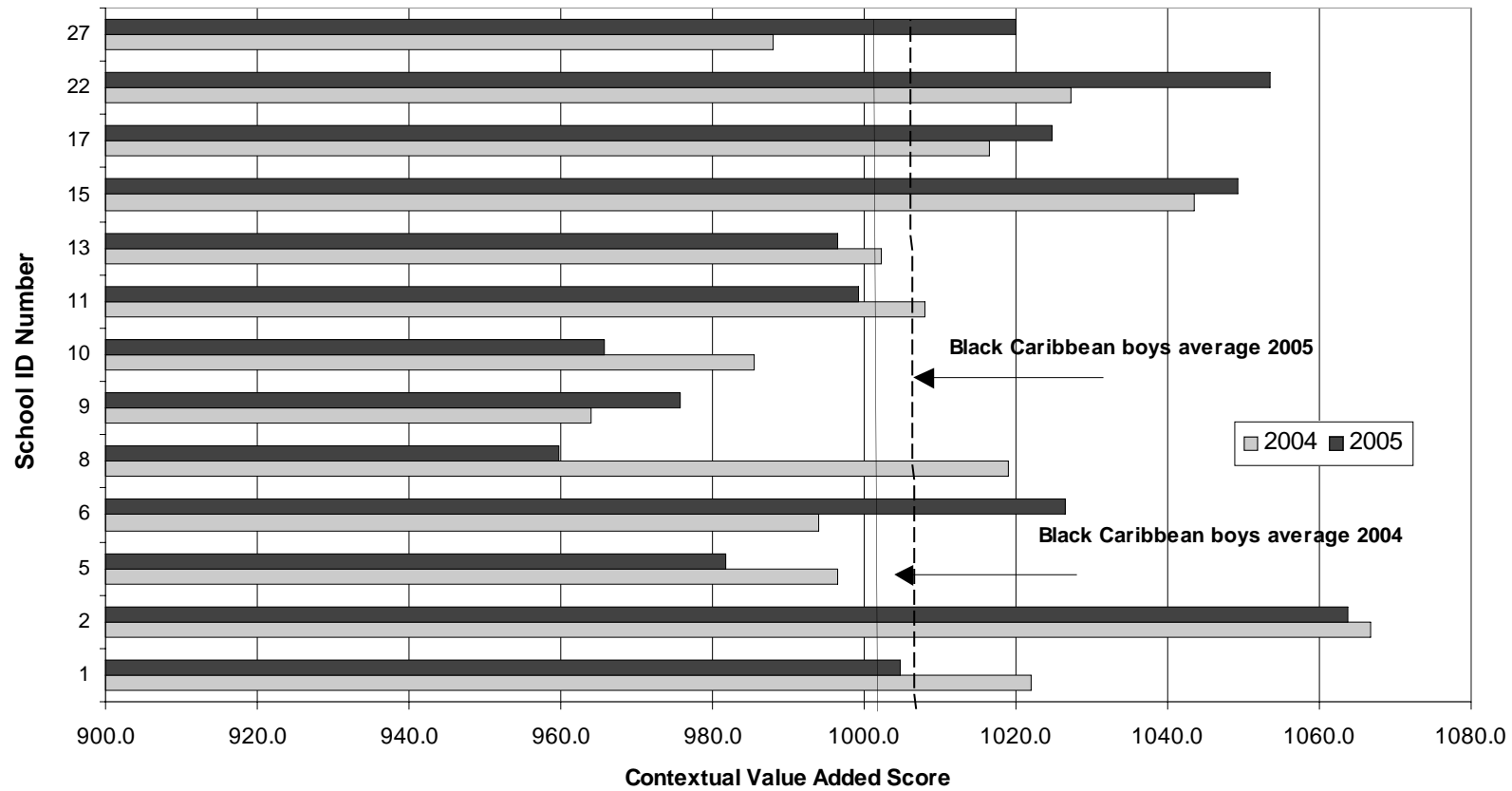


Fig. 14 KS2 to KS4 contextual value-added scores for Black Caribbean boys by school in 2004 and 2005 (Based on schools with 10 or more Black Caribbean boys in the Year 11 cohorts)



**Table 23. Permanent school exclusions for Aiming High schools by ethnic group and gender
2003-2004**

		2003			2004			% Change 2004-2005
		Pupil Count	Number of students excluded	% of students excluded	Pupil Count	Number of students excluded	% of students excluded	
Black African	Boys	1782	4	0.2%	1898	0	0.0%	-0.2%
	Girls	1505	2	0.1%	1664	4	0.2%	0.1%
Black Caribbean	Boys	2264	17	0.8%	2309	27	1.2%	0.4%
	Girls	2039	6	0.3%	2081	9	0.4%	0.1%
Black Other	Boys	486	4	0.8%	458	5	1.1%	0.3%
	Girls	354	1	0.3%	337	1	0.3%	0.0%
White/Black Caribbean	Boys	608	1	0.2%	698	6	0.9%	0.7%
	Girls	548	0	0.0%	626	4	0.6%	0.6%
Mixed Other	Boys	521	1	0.2%	501	5	1.0%	0.8%
	Girls	454	0	0.0%	463	4	0.9%	0.9%
Bangladeshi	Boys	351	0	0.0%	341	1	0.3%	0.3%
	Girls	371	0	0.0%	380	0	0.0%	0.0%
Chinese	Boys	152	0	0.0%	144	0	0.0%	0.0%
	Girls	122	0	0.0%	128	1	0.8%	0.8%
Indian	Boys	1011	0	0.0%	995	1	0.1%	0.1%
	Girls	1060	0	0.0%	1079	0	0.0%	0.0%
Pakistani	Boys	635	0	0.0%	637	0	0.0%	0.0%
	Girls	611	0	0.0%	692	0	0.0%	0.0%
White	Boys	5040	14	0.3%	4895	22	0.4%	0.2%
	Girls	4851	9	0.2%	4869	5	0.1%	-0.1%
Other	Boys	2333	7	0.3%	2385	8	0.3%	0.0%
	Girls	2120	2	0.1%	1977	1	0.1%	0.0%
Total		29218	68	0.2%	29561	114	0.4%	0.2%

Table 24. Number and proportion of students identified as gifted or talented by ethnic group and gender in Aiming High schools (2003-2005)

		Pupils selected in Gifted and Talented cohort									3 Yr Average	2003-2005 Change
		2003			2004			2005				
		Total No. of Pupils	No. of pupils in the G&T cohort	% of pupils in the G&T cohort	Total No. of Pupils	No. of pupils in the G&T cohort	% of pupils in the G&T cohort	Total No. of Pupils	No. of pupils in the G&T cohort	% of pupils in the G&T cohort		
Black African	Boys	298	24	8.1%	336	23	6.8%	213	12	5.6%	7.0%	-2.4%
	Girls	262	30	11.5%	715	77	10.8%	606	81	13.4%	11.9%	1.9%
Black Caribbean	Boys	617	52	8.4%	639	53	8.3%	363	36	9.9%	8.7%	1.5%
	Girls	596	72	12.1%	832	99	11.9%	620	67	10.8%	11.6%	-1.3%
Black Other	Boys	231	28	12.1%	285	21	7.4%	69	4	5.8%	9.1%	-6.3%
	Girls	201	27	13.4%	319	40	12.5%	169	20	11.8%	12.6%	-1.6%
White/Black Caribbean	Boys	165	24	14.5%	234	32	13.7%	102	14	13.7%	14.0%	-0.8%
	Girls	193	30	15.5%	334	49	14.7%	161	22	13.7%	14.7%	-1.9%
Mixed Other	Boys	60	10	16.7%	181	19	10.5%	80	8	10.0%	11.5%	-6.7%
	Girls	98	16	16.3%	156	32	20.5%	108	13	12.0%	16.9%	-4.3%
Bangladeshi	Boys	147	7	4.8%	232	9	3.9%	98	5	5.1%	4.4%	0.3%
	Girls	74	23	31.1%	275	28	10.2%	154	15	9.7%	13.1%	-21.3%
Chinese	Boys	46	12	26.1%	39	15	38.5%	14	3	21.4%	30.3%	-4.7%
	Girls	42	11	26.2%	54	20	37.0%	37	14	37.8%	33.8%	11.6%
Indian	Boys	313	21	6.7%	318	54	17.0%	40	2	5.0%	11.5%	-1.7%
	Girls	370	39	10.5%	511	87	17.0%	291	41	14.1%	14.2%	3.5%
Pakistani	Boys	200	10	5.0%	345	27	7.8%	99	3	3.0%	6.2%	-2.0%
	Girls	307	20	6.5%	462	36	7.8%	281	13	4.6%	6.6%	-1.9%
White	Boys	2218	480	21.6%	1930	279	14.5%	610	114	18.7%	18.3%	-3.0%
	Girls	1778	318	17.9%	2549	415	16.3%	1562	215	13.8%	16.1%	-4.1%
Other	Boys	264	41	15.5%	421	54	12.8%	110	11	10.0%	13.3%	-5.5%
	Girls	479	52	10.9%	650	73	11.2%	356	24	6.7%	10.0%	-4.1%
Total		8959	1347	15.0%	11817	1542	13.0%	6143	737	12.0%	13.5%	-3.0%

Note: The number of schools returning questionnaires varied across the three years so pupil numbers per year vary

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