

**E&LL**  
**Service Plan**  
**Ethnic Minority Achievement**  
**Service**  
**2003/04**

## Service Plan 2003/04

The Ethnic Minority Achievement Service – includes the core consultants' team, the traded Service and the Race Equalities Officer work

### 1: Purpose of the Service:

Vision Statement:-

- To work in partnership with schools, parents, communities and support agencies to enable black and bilingual pupils to achieve their full potential
- To promote multilingualism, racial and social justice within educational policy and practice, so that pupils are empowered to take their rightful place in a multiracial society
- To be a service which values and develops the skills of all its members and whose work is integral to the task of raising achievement of minority ethnic pupils in Bristol and its partner unitary authorities

The main aims of the service are:-

- to address the under-achievement of minority ethnic pupils
- to effectively manage and monitor the Ethnic Minority Achievement Grant (EMAG)
- to develop LEA policies on equalities, inclusion and racial harassment
- to develop more effective links between the LEA and minority ethnic communities
- to secure appropriate provision and support for schools with small numbers/isolated minority ethnic pupils
- to deliver a quality assured traded service to Bristol schools and partner unitary authorities

## 2: Budget and Staffing

### Total Budget: £989,369 (estimate)

Most of the figures given are estimates as exact amounts of buyback from Bristol schools, partner LEAs, project budgets and Peripatetic retained funding are not yet known

#### LEA Core:-

- Centrally retained EMAG: £150,000
- Centrally retained Standards Fund - Vulnerable Childrens' Grant: £60,000
- Other LEA funding, including staff development funds, pay protection, corporate overheads, etc: £90,000 approx
- BCC funding for Equalities Officer (Race): £45,000 (1 year)

#### Funded Projects:-

- Bristol Childrens' Fund Project: £30,000 approx
- North Somerset Childrens' Fund Project: £30,000 approx
- BaNES Childrens' Fund Project: £10,000 approx
- South Gloucestershire Childrens' Fund Project: £10,000 approx

#### Traded:-

- Buyback from Bristol schools: £400,000 approx
- Devolved funding retained by agreement with schools for Peripatetic Service: £75,000 approx
- Buyback from partner authorities (EMAG and LEA top-up): £160,000 approx. This is likely to increase following current negotiations with relevant groups
- Income from training and consultancy: £5,000 approx
- Income from sale of resources: £2,000 approx

**Staffing:- 32.2FTE (+ variable number of casual/supply staff)**

The level of staffing and the staffing structure will vary from September 2003, following the planned re-shaping of the EMA Service, finalised project budgets, service level agreements and buyback from Bristol schools for the next school year. Current staffing is as follows -

- 1 x Head of Service (0.8 traded, 0.2 core work)
- 1 x EMA Consultant (currently vacant)
- 2 x Team Leaders (Associate Literacy Consultant/Bought Back & Peripatetic)
- 0.7 Teacher Consultant
- 4.1 Lead Teachers
- 13 x Teachers
- 5.4 Instructors
- 4 x Teaching Assistants/Nursery Nurses
- 1 x Admin Officer

(+ variable number of casual/supply staff)

(+ 1 x Equalities Officer, Race, funded through the BCC Equalities Team)

The Service reports to the Lead Adviser with responsibility for Equalities & Inclusion who allocates approximately 0.2 FTE to the overall management and coordination of the Service.

**3: How the service is deployed:**

**Current deployment is as follows:-**

Central Team funded from retained EMAG

- 0.2 Head of Service
- 1.0 EMA Consultant ( currently vacant)
- 0.7 Teacher Consultant
- 0.8 Team Leader Bought Back/Associate Literacy Consultant
  
- 1.0 Equalities Officer (seconded from BCC Equalities Team)

Childrens' Fund (Bristol)

- 0.5 Lead Teacher Asylum Seekers (0.3 non contact time)
- 0.3 Teacher
- 0.1 Instructor
- 19 ½ hrs Bilingual Teaching Assistant

Traded Service (including Bristol Peripatetic Team)

- 0.8 Head of Service
- 1.0 Team Leader Peripatetic
- 0.2 Team Leader Bought Back/Associate Literacy Consultant
- 3.6 Lead Teacher (0.6 non contact time)
- 12.7 Teacher
- 5.3 Instructor
- 110 ½ hrs Bilingual Teaching Assistant
- 1 Admin Officer

<p><b>4: Contribution the service makes to:</b></p> <p><b>i)Corporate Priorities</b></p> <p><b>ii)LEA Priorities</b></p>	<p><b>Corporate Priorities</b></p> <p>EMAS contributes to the overall priority of improving educational standards in Bristol.</p> <p>EMAS contributes in particular to the following E&amp;LL Strategic Priorities:-</p> <ul style="list-style-type: none"> <li>i. Raise attainment and increase rates of improvement at all key stages and in particular at Key Stages 4,3 and 2 (through partnership working with schools, training, consultancy and sharing good practice)</li> <li>ii. Reduce the number of schools causing concern</li> <li>iii. Improve attendance across all age groups particularly secondary schools (targeting Black and other Minority Ethnic pupils)</li> <li>iv. Ensure that resources are aligned with priorities (through the equitable devolvement and monitoring of EMAG</li> <li>v. Provide high quality support to schools and other educational settings</li> <li>vi. Increase participation in adult and community learning (targeting BOME parents and communities)</li> </ul> <p>EDP priority 4 Sections 4.1 and 4.2 “Raise the achievement of ethnic minority pupils”</p>

<p><b>5: 'Look Back': Audit of Strengths and Weakness. Describe the strengths and weaknesses from the following areas;</b></p>	
<p><b>i) Self-Evaluation</b></p>	<p><b>Strengths</b> The LEA carries out a detailed analysis of attainment data and has identified groups which are under-achieving . The work of EMAS is targeted to schools where ethnic minority attainment is low .</p> <p>A major development has been the location of an Ethnic Minority Achievement Consultant within the Literacy team. This is a strategic action by the LEA to ensure that the language needs of children with EAL are effectively addressed as part of the Literacy &amp; English curriculum in schools.</p> <p>The work of the Achievement Consultants is targeted in line with the LEA Schools Support Strategy. As such, their work is focused on those schools with the greatest need.</p> <p>The LEA has kept schools informed of the introduction of PLASC and offered training, so that data should be accurate from January 2003.</p>

ACTES keeps data on all traveller children who have been referred to the service, both in school and pre-school provision.

The LEA has promoted the use of the CRE standards to schools through the Ethnic Minority Achievement Networks, through the Education Bulletin and through training and consultancy in schools with devolved EMAG allocations.

19 ( out of a total of 54) schools with devolved EMAG allocations have included targets within their action plans relating to conducting the CRE Audit, ethnic monitoring or race equality training.

The LEA has produced guidance and model policies which were disseminated to all schools Summer 2002 (as part of 'Developing Inclusion Policies')

The majority of schools report that they have found support from EMAS effective and targets for individual pupils supported by EMAS are being met.

Participation of ethnic minority parents in targeted schools has improved significantly.

There is effective support for new arrivals and refugee and asylum seeking families and children.

The appointment of the Equalities Officer has had a significant impact on improving the LEA's procedures for combating racism and a number of initiatives have been embarked upon and are beginning to improve practice in schools and the LEA

Procedures for monitoring and evaluation have improved significantly

The team has a diverse range of expertise to meet the wide and varied needs of the BOME population in Bristol City Council

<p><b>ii) Residents' Survey</b></p>	<p><b><u>Weaknesses</u></b>  Whole school issues still remain in many schools which continue to be a barrier to raising ethnic minority achievement</p> <p>The focusing of the team as well as the service being located in the School Improvement and Educational Achievement Division is intended to address this issue.</p> <p>Business planning processes are under developed in the service.</p> <p>Service structure does not provide the level of efficiency required to secure income expenditure alignment</p> <p>Policies and procedures for tackling racism in schools are inconsistent and LEA policy and guidance outdated.</p> <p>In the first phase of the Primary Review, issues were raised about the need for pro-active anti-racist practice to be promoted in schools, for more support for teachers in understanding of the aspirations and cultures of black pupils, for a recruitment drive to employ more black teachers and for more to be done to celebrate the ethnic diversity of the city and to encourage the mixing of pupils from different cultures in order to promote social coherence and shared values.</p> <p>A strength of EMAS is the range of cultures and languages represented in the staff and their skills and expertise which support other staff in gaining confidence in working with minority ethnic pupils. The team provides a range in training and receives positive evaluations.</p>
<p><b>iii) Audit Commission Survey</b></p>	<p>In the Audit Commission Good Practice Survey of Summer 2002 the LEA's support for EAL pupils was given a grade 3 and support for minority ethnic groups, refugees and travellers a grade 2</p> <p>Audit Commission Survey of schools has highlighted Service provision from EMAS as being consistently satisfactory or good.</p>

<p><b>iv)LEA Inspection</b></p>	<p>The LEA's support for minority ethnic pupils was graded at a 4. This has been successfully maintained with aspects concerned with dealing with Racial Incidents improving significantly. A clear focus on targeting improvements in minority ethnic achievement is now in place. The impact of this has yet to be evaluated.</p>
<p><b>v)Performance against existing plans/targets</b></p>	<p>Attainment of minority ethnic pupils has risen in line with national figures, but the gaps between certain groups are still wide and specific groups continue to significantly under-achieve (Bangladeshi, African-Caribbean and Travellers</p> <p>Delivery of effective support to minority ethnic pupils, their families and their teachers where schools have bought back into the service – achieved 80% end of year evaluations received (target 85%)</p> <p>Delivery of an effective peripatetic service to schools without EMAG budgets in all 4 authorities within the consortium – achieved 80% good or above evaluations (target 85%)</p> <p>Resources developed and disseminated – achieved 10 new packs (target 6 new packs available), however these have not yet been made available on the Intranet.</p> <p>Delivery of training – 90% good or above evaluations achieved (target 85%)</p> <p>Maintain membership/liason with community groups/organisations representing main pupil groups worked with by the Service – achieved minimum of one meeting with most groups (target minimum of one meeting per year)</p> <p>Maintain attendance and input to relevant meetings/working groups in all 4 Uas – achieved 75% attendance overall(target 75% attendance). But attendance variable across different groups.</p>

--	--

**E & LL Priorities**

- iv. Raise attainment and increase rates of improvement at all key stages and in particular at Key Stages 4,3 and 2 (through partnership working with schools, training, consultancy and sharing good practice)
- vii. Ensure that resources are aligned with priorities (through the equitable devolvement and monitoring of EMAG

EDP Priority 4 implementation and to achieve the targets contained in respect of Ethnic Minority pupil achievement

Intended Improvement	Actions to be taken with completion date and post responsible	How success will be measured	Resources required and source	Any BVPI, Acor Local PI that is relevant	Targets (Include any statutory or LPSA)  03      04      05
----------------------	---	------------------------------	-------------------------------	--	--

Intended Improvement	Actions to be taken with completion date and post responsible	How success will be measured	Resources required and source	Any BVPI, Acor Local PI that is relevant	Targets (Include any statutory or LPSA)		
					03	04	05
LEA's core functions in respect of raising ethnic minority achievement and tackling racism fully addressed.	Refocus the work of the LEA's core Race Equality and EMA team Establish clear lines of accountability & tasks for key officers Recruit as appropriate any new posts	Clearly focused & effective core team working within a robust Performance Management framework	£150,000 EMAG centrally funded budget £45,000 LA budget				
Improve attainment by BOME pupils identified as underachieving	Described under Priority 4 of the LEA's EDP 2003/04 (Section x page 4)	Monitoring of ethnic minority pupils performance data shows improvements. Targets and actions contained in EDP Priority 4.1 and 4.2 fully met	Covered above				
Improve service for new arrivals, asylum seeking and refugee pupils	Revise the structure of the R & AS team to meet the increased demand in Bristol. Recruit, induct, train team as appropriate	Robust data on R & AS pupils and families established and appropriately disseminated. Effective response for new pupils and families in Bristol	£60,000 TSF vulnerable children grant.  £40,000 Children Funds Grant (approx)				

Intended Improvement	Actions to be taken with completion date and post responsible	How success will be measured	Resources required and source	Any BVPI, Acor Local PI that is relevant	Targets (Include any statutory or LPSA)		
					03	04	05
Improve the delivery of a quality assured traded service	Produce a detailed Business Plan which shows income expenditure alignment. Establish a staffing structure that secures effective delivery of the Service						
More effective support to Ethnic Minority pupils, their families and their teachers where schools have bought back into the Service	Deploy staff effectively, working within the framework of school action plans and partnership agreements. <i>Head of Service, T. L, All staff</i>	Monitoring by Head of service, T.L. and EMAC. Targets in partnership agreements and pupil action plans met and positive feedback from schools	2,700 days				
	Support staff through meetings, school visits, monitoring and individual guidance as necessary. <i>Head of Service, T.L</i>	Monitoring by HoS, TL, Evaluations from Headteachers on staff effectiveness.	50 days				

Intended Improvement	Actions to be taken with completion date and post responsible	How success will be measured	Resources required and source	Any BVPI, Acor Local PI that is relevant	Targets (Include any statutory or LPSA)		
					03	04	05
	Keep under review systems for assessment, action planning, reviews, report writing, record-keeping, home/ school liason CT & TL	Service records, agreed systems used consistently by staff	10 days				
	Recruit casual staff as necessary and staff to vacancies. Hos, TL	Service records, Vacancies filled	5 days				
Ensure the effective Peripatetic Service to schools without EMAG budgets in all four authorities within the Consortium	New referrals responded to with guidance/ advice. Staff deployed appropriately within the allocated budgets. TL All staff	Service Records & EMAC. Referrals acted upon within maximum of one month. Targets set in Pupil Action Plans met Positive feedback from schools					
	Support staff through meetings and individual guidance. HoS, T.L	Monitoring by HoS, TL. Evaluations by Headteachers on Staff Effectiveness.	25 days				
	Review and develop systems to meet the needs of the peripatetic service. Keep systems under review. T.L	Service Records & EMAC. Agreed systems used consistently by all staff	8 days				

Intended Improvement	Actions to be taken with completion date and post responsible	How success will be measured	Resources required and source	Any BVPI, Acor Local PI that is relevant	Targets (Include any statutory or LPSA)		
					03	04	05
	Recruit casual staff as necessary and staff to vacancies <i>TL</i>	Service Records. Vacancies filled. Needs of pupils met.	2 days				
	Liase with appropriate officer in each UA to inform about progress and to consult as necessary. <i>HoS, TL</i>	Record of meetings. As needed. UA officers kept informed	6 days				
Development of appropriate Resources to raise the attainment of minority ethnic pupils.	Develop resources in partnership with schools for targeted pupils and groups. <i>All Staff</i>	Resources added to Central EMAS bank. All staff contribute at least one item a year to EMAS central resource bank	Included in the delivery of service days				
	Work with Bristol Literacy consultants to develop additional input to the speaking and Listening Framework. <i>TLB, Literacy Working Party</i>	S&L framework reflects the needs of bi-lingual and other minority ethnic pupils.	5 days				
	Work with Bristol Numeracy consultants to develop bilingual and multi-cultural resources for use in the Numeracy Strategy and joint working in 2 PIG schools to provide	Guidelines produced and distributed to school Resources available for schools to buy. Guidelines/ Planning	10days				

Intended Improvement	Actions to be taken with completion date and post responsible	How success will be measured	Resources required and source	Any BVPI, Acor Local PI that is relevant	Targets (Include any statutory or LPSA)		
					03	04	05
	examples of best practise. <i>TLB, Numeracy working party</i>	documents available from Jan 2002. Guidelines / Planning documents available for dissemination throughout LEA					
	Keep the EMAS Library updated and run the loans service. <i>TLP &amp; MAN</i>	Service records. Materials used regularly for INSET and borrowed by EMAS and mainstream staff	6 days				
	Update photocopiable EMAS produced resources and promote them through the Bristol Intranet and BECTA Website. <i>Hol, LTC</i>	Intranet Page & EMAC, Intranet Page updated annually. At least ten resource packs updated by July 2001	12 days				
	Further develop bank of bilingual resources. <i>HoS, LTB</i>	Resources. At least six new packs produced by July 2001	10 days				
Improve links with Teams and initiatives in all 4 LEAs	Review attendance and membership of different groups and ensure that EMAS is represented where	Meeting records. Needs of B & ME pupils recognised in EDPs and	30 days				

Intended Improvement	Actions to be taken with completion date and post responsible	How success will be measured	Resources required and source	Any BVPI, Acor Local PI that is relevant	Targets (Include any statutory or LPSA)		
					03	04	05
	necessary. <i>Hos &amp; MAN</i>	other plans					
	Set up systems for sharing information with other teams. <i>HoS &amp; MAN</i>	Needs of B & ME pupils recognised in EDPs and other plans					
Improved links with relevant BOME communities and organisations	Review communication systems with different communities and community groups and attend relevant meetings. <i>MAN, L.T., HSL</i>	Meeting Records. Communities aware of the work of the Service.	30 days				
	Set up meetings with parents and schools which buy back the service. <i>HoS, TLB</i>	Meeting Records. EMAS and schools taking account of view of parents	20 days				
Improved Performance Management arrangements.	Ensure that performance Management is fully and effectively implemented across the Service	Service Records. Individual staff supported and training needs taken into account in overall programme Individual & team targets fully met	40 days				
Improved skills and expertise of service staff	Programme of 3 INSET days arranged for whole staff. <i>HoS, T.L.</i>	Service Records & EMAC. Positive	10 days				

Intended Improvement	Actions to be taken with completion date and post responsible	How success will be measured	Resources required and source	Any BVPI, Acor Local PI that is relevant	Targets (Include any statutory or LPSA)		
					03	04	05
to better meet the needs of the BOME pupils they support in schools		feedback from staff and improved practise					
	Programme of 6 half day Service Development meetings arranged for all staff. <i>HoS, T.L &amp; L.T</i>	Service Records & EMAC	10 days				
	Induction programme for all new staff, in accordance with Induction policy developed and agreed by July 2001. <i>Hos T.LB</i>	Service Records & EMAC. New staff settle in quickly and are confident in their work	3 days				
	Attendance at appropriate courses and conferences shared according to needs of individual and of the service. <i>HoS</i>	Service Records	50 days				
	Training Policy developed and agreed by July 2003. <i>HoS</i>	Service Records. Individual staff supported and training needs taken into account in overall programme	2 days				
	Support for unqualified staff on the route towards gaining QTs and/ or	Record of Meetings. One member of staff	5 days				

Intended Improvement	Actions to be taken with completion date and post responsible	How success will be measured	Resources required and source	Any BVPI, Acor Local PI that is relevant	Targets (Include any statutory or LPSA)		
					03	04	05
	other relevent accreditation through liason with Education Personnel and contribution to developing BCC programme. <i>HoS</i>	gains QTs by July 2002					
	Sharing of skills and knowledge to maximise all personnel, and support for all in developing confidence and skills as trainers. <i>MAN</i>	Service Records and EMAC. Increased confidence in EMAS staff in delivering training	5 days				

Intended Improvement	<b>Actions to be taken with completion date and post responsible</b> <i>(Note: If actions are already contained in another plan cross reference to that plan &amp; section containing actions)</i>	How success will be measured	Resources required and source	Any BVPI, ACor Local PI that is relevant	<b>Targets</b> <i>(Include any statutory or LPSA)</i> 03      04      05		
Improve the LEA procedures for combating and dealing with racism in schools	Revise the policy and guidance procedures on dealing with racist incidents in schools. Establish protocols and procedures for the recording of racist incidents and follow up with schools	Monitoring shows that schools are more effective at dealing with RH incidents. There is a reduction in numbers of racist incidents in schools. Feedback from schools shows that school staff are more confident in dealing with racist incidents. Ensure that the outcomes of monitoring is appropriately reported within the Department and to elected members.					

### Tracking Progress'

Performance Indicator (Identify if BVPI, ACPI, Local PI, ST(Statutory Target),LPSA	Frequency of monitoring and evaluation (Monthly, termly, annually)	Post responsible for collecting and collating data	Post responsible for evaluating performance	Outcome of performance monitoring and evaluation reported to:(State Service Mgt; Division Mgt; Directorate Mgt; Executive Member; Cabinet; Scrutiny Commission)
Performance targets contained for BOME pupils in the EDP	Annually	EMA Consultant and HOS & Data Team	Lead Adviser & AD	
Attendance & exclusion Patterns of BOME pupils	Termly	PEWO and EMA Consultant	Lead Adviser & AD	
BOME parent aadn community participation data at school level and at LEA level	Termly	HOS	Lead Adviser & AD	
Racial Harassment & Incident data and follow up information	Termly	Race Equality Officer & Data team	Lead Adviser & AD	

