

Ethnic Minority Achievement Service Quality Assurance Systems 2010/2011

Introduction	2
EMAS Quality Assurance Systems	3
Staff Performance, Support and Quality Systems	4
Performance Management	5
Complaints Procedure	8
Appendices	
1. EMAS Staff School Annual Report	9
2. Evaluating Outcomes- Exploring the range and types of evidence	10
3. Training Observation Sheet	12
4. Consultancy / Meeting Observation Sheet	13
5. Visit Note	14
6. Raising Achievement Plan – with schools	15
7. School Evaluation, Sampling sheet	19
8. Training Evaluation sheet	21
9. BME Self Evaluation audit tool	22

Introduction

The following document outlines quality systems in the Ethnic Minority Achievement Service.

These have been agreed between partner authorities and with EMAS staff. Findings from these systems contribute to reporting on Service targets to the EMAS steering group and to staff performance management.

Service Targets

- 85% of training evaluations are good or very good
- 85% of school evaluations are good or very good
- 85% of visit notes and reports are sent to schools within 7 working days
- 75% of schools with EMA leaders move up 0.5 level of the EMAS audit tool annually
- Pupils from cohorts of ethnic groups 30+ meet age related expectations in English and Maths
- 75% of pupils monitored by EMAS move up at least 2 sub levels
- Schools with EMA leaders increased year on year
- Individual pupil referrals to EMAS decrease year on year
- EMAS website hit counts – at least 15,000 hit counts per year

Quality Assurance Systems

The Ethnic Minority Achievement Service is committed to ensuring the delivery of a high quality service to schools, settings and other partners through fair, transparent and rigorous systems. Through the quality assurance procedures set out below, all involved in service delivery will have equal opportunity to receive feedback, support and training and to influence and contribute to the process. The Service aims to measure both qualitative and quantitative data within a framework of a strong service plan, clear staff support and performance management and structured data and information gathering.

The Service takes the view that impact is measured in a variety of ways, which can include:

- Service user reactions to service input
- Changes in attitude and perceptions
- Acquisition of knowledge and/or skills
- Changes in behaviour e.g. use of a procedure, audit tool, assessment process in order to improve
- Changes in organisational practice
- Benefits to children, young people and their families.

See Appendices 1 and 2.

Service delivery may also be measured by numerical data which can include:

- Numbers of schools and settings receiving a variety of support
- Attendance at EMAS training events
- % of positive evaluations following EMAS input of different kinds
- Response times, including written reporting
- Measurement of pupil progress over time
- Measurement of institutional change using National Strategy Audit Tools
- Measurement of project impact on agreed criteria

The new CSS data system will enable the service to monitor most quantitative evidence with ease once it is in place. This will measure:

- Number of days spent in relation to activity and location
- Response times – communications, visits and reporting
- Pupil data – including ethnicity, age group, NC levels and progress
- Training outcomes – evaluations, take up, audience
- School, setting, UA information

It will also support EMAS management in improved scrutiny of staff workloads and task lists.

Staff Performance, Support and Quality Systems

Staff will receive:

- At least 3 full days training per year arranged by the Service
- Monthly afternoon sessions which will include training as well as staff meeting time
- Monthly individual supervision sessions with their line manager which will include performance management
- Access to other external training opportunities as appropriate
- Other meetings with management as needed

Monthly supervision sessions will focus on:

- School updates and impact
- Feedback on written reports and visit notes
- Feedback on school evaluation samples and training evaluations where appropriate
- Self evaluation against priorities
- Performance management

Staff will have one training session and one consultation session or meeting per year shadowed by their line manager as part of quality assurance. See Appendices 3 and 4.

All visit notes and reports will be quality assured by the line manager of the member of staff concerned. Visit notes record impact in relation to the EMAS Audit Tool. See Appendix 5.

Staff work will be largely based around the Raising Achievement Plan completed in consultation with schools. See Appendix 6.

Every term two schools per member of staff will be asked to complete an evaluation sheet to sample effectiveness and impact. See Appendix 7.

Training sessions will be evaluated by all participants and feed into the CSS system. See Appendix 8.

Staff will write annual reports summarising work they have done with priority schools. See Appendix 9.

Measurement of school progress in building capacity will be in line with Raising Achievement plans and with the BME Self Evaluation audit tool which is based on National Strategy audit tools from BME programmes. See Appendix

Appropriate supervision, training and performance management will also be given to the administrator.

Performance Management

Current Service priorities include:

- Building capacity in schools to raise the achievement of Minority Ethnic pupils.
- Developing consultancy and training skills within the staff
- Working within National Strategy programmes to raise the achievement of Minority Ethnic Pupils.

Individual objectives may also be set as appropriate.

The chart below outlines how performance may be measured.

Service objective	Observation	Documentation
Building capacity in schools (1 school to be selected per MOS)	Observe school meeting : <ul style="list-style-type: none"> • Pre planning • Engagement • Agenda setting • Use of questioning • Subject knowledge • Local knowledge • Outcomes of meeting 	Look at visit notes, reports from school: <ul style="list-style-type: none"> • Quality of school plan – link to the EMAS Audit Tool and data • Quality of reporting • Evidence of institutional development • Evidence of impact • Evidence of pupil progress
Developing training skills	Observe training session: <ul style="list-style-type: none"> • Planning • Timing, pace • Balance of activities • Visuals and handouts • Response to audience • Evaluations 	Evaluations, handouts

Service objective	Observation	Documentation
Developing consultancy skills	Observe visit <ul style="list-style-type: none"> • Engagement, relationship • Agenda setting, pre planning • Local and subject knowledge • Response to audience • Use of questioning, prompts • Use of time • Addressing own and audience agenda 	Visit notes, feedback samples

Service Standards are a core part of Quality Assurance and Performance Management.

Activity	Performance Indicators	Evidence Base
Raising Achievement Plans Work with EMA Leaders	Link to EMAS Audit Tool Link to data Clarity of objectives Measurement of pupil progress over 1 year (or less) :% of pupils moving up 1 NC level or more per year Evidence of progress, impact through visit notes Speed of response Evaluation from school	RAP Visit notes Pupil monitoring School sampling Evaluation forms Staff annual reports
Training, central	Attendance Evaluations : % of good v good Observation of MOS	Attendance, evaluation forms, CSS

Activity	Performance Indicators	Evidence Base
Training, school based	Link to RAP Attendance Evaluations : % of good v good Observation of MOS	RAP Attendance, evaluation forms, CSS
School visits	Quality of reporting Evidence of impact in visit notes Pupil progress % of pupils moving up 1 NC level or more per year Speed of visit note Visit observation of MOS	Visit notes Sample observation CSS School sampling Evaluation forms Staff annual reports
Individual pupil assessment, monitoring	Quality of report Evidence of impact on school practice Pupil progress % of pupils moving up 1 NC level or more per year Speed of response to schools without Inclusion Leaders Speed of report out	Pupil reports CSS School sampling Evaluation forms
Website	Evidence of good working practice with Bristol Up to date Hit counts	Hit counts Response from users
Projects		
EMHEAP SG	No of schools and pupils UWE measurements	UWE reports CSS pupil progress School feedback
Schools link SG	No of schools and pupils UWE measurements	UWE reports CSS pupil progress School feedback

Complaints procedure for stakeholders

In the event of any complaints stakeholders should initially discuss the difficulty directly with the EMAS member of staff concerned. If there is no resolution of the difficulty the matter should be drawn to the attention of the Head of Service who will investigate and feedback to all parties.

Complaints may also be discussed with the appropriate line managers of EMAS in each of the three Local Authorities

**Appendix 1 - EMAS MOS School Annual Report
Ethnic Minority Achievement Service
Annual Review of work with schools**

20 / 20

Local Authority	
School	
Head Teacher	
EMA Leader	
EMAS Link	
Date	

Evidence provided should refer to progression through the BME SEF strands.

Priorities as identified in the Ethnic Minority Achievement Plan 20 / 20 <ul style="list-style-type: none"> • • 	
Evidence of impact on leadership and management: <ul style="list-style-type: none"> • • 	
Evidence of impact on learning and teaching: <ul style="list-style-type: none"> • • 	
Evidence of impact on conditions for learning <ul style="list-style-type: none"> • • 	
Evidence of impact on partnerships beyond the classroom <ul style="list-style-type: none"> • • 	
Achievement of BME pupils : <i>NB YR data = points across the whole EYFS KS1 and 2 data = how many pupils reached NC expectations in reading writing and maths KS3 data = how many pupils reached NC expectations in English and maths</i>	Year R ___ out of ___ achieved 78 points Year 2 ___ out of ___ achieved L2+ Year 6 ___ out of ___ achieved L4+ Year 9 ___ out of ___ achieved L5+ Year 10 ___ out of ___ on track Year 11 ___ out of ___ on track
Identified pupils for shared support with EMAS, where appropriate	
Summary of overall progress At the beginning of the year the school was largely at At the end of the year this had changed to	
Suggested priorities for new EMA plan : Strand 1 Strand 2 Strand 3 Strand 4	

Appendix 2 - Evaluating Outcomes

Evaluating Outcomes- Exploring the range and types of evidence

Area	What should we be looking for ?	How could we get it?
Staff reactions to service input	Reactions: Was it pertinent? Relevant? An appropriate response to specific request?	Feedback? Self reports-self recorded as default?
Modification in attitudes and Perceptions	Any changes in attitudes? E.g. Teacher said she realises that this is likely to be a successful way of working. Motivation and self confidence E.g. Teacher felt the advice enabled her to plan and she will try to use the strategy regularly when ...	Key points from discussion?
Acquisition of knowledge/skills	Verbal knowledge, learning. E.g. Inclusion leader knows what to do to take the audit forward in school.	Examples of work from the recipient of support? Ability to lead others in the work? Feedback?

Area	What should we be looking for ?	How could we get it?
Changes in behaviour	<p>Behaviour change can show:</p> <p>(1) <i>Showing skilled performance</i> e.g. inclusion leader has used the audit tool to develop the next steps in the schools work on this area of practice</p> <p>(2) <i>Correctly following procedures</i> e.g. staff have correctly used the audit tool to...</p> <p>(3) <i>Producing simple discrete behaviours</i> e.g. teachers in each class have produced action plans for....</p>	<p>Frequency?</p> <p>Quantity,</p> <p>Quality? .judgements</p> <p>Self reports?</p> <p>Performance indicators indicators?</p>
Changes in organisational Practice	<p>This can relate to wider outcomes in the classroom, school and home</p> <p><i>E.g. the school has introduced a policy, moderation, working group, QA, etc</i></p>	<p>EMAS Audit Tool?</p> <p>Minutes/</p> <p>Documents?</p> <p>Review/evaluations</p>
Benefits to children/young people	<p>Improvements to the wellbeing achievement, quality of life of pupils, parents and staff.</p> <p>E.g. standards, attainments, achievements, learning, engagement.</p>	<p>Data, survey , EMAS Audit Tool , monitoring info, discussion with pupils, students work samples, observations of pupils, results, portfolios etc.</p>

Appendix 3 - Training observation sheet – Staff Performance Management



EMAS Quality Assurance Observation of Training Record Sheet

Member of Staff
EMAS observer
Training Title
Audience
Venue
Date

Ratings 1 = very good, 2= good, 3 = satisfactory, 4+poor, 5 = very poor

	1	2	3	4	5
Evidence of planning					
Engagement with audience					
Visuals and handouts					
Timing and pace					
Balance of activities					
Subject knowledge					

Summary of evaluations
Summary of comments from audience
Other comments

Appendix 4 - Consultancy / Meeting observation sheet. Staff Performance Management



**EMAS Quality Assurance
Consultancy / Meeting Observation
Record Sheet**

Member of Staff
EMAS Observer
Context
Meeting participants
Venue
Date

Ratings 1 = very good, 2= good, 3 = satisfactory, 4+poor, 5 = very poor

	1	2	3	4	5
Evidence of planning					
Engagement , relationship					
Agenda setting					
Use of questioning, prompts					
Local knowledge					
Subject knowledge					
Meeting outcomes					

Comments

Appendix 5 - Visit Note

Departments for Children and
Young People

CONFIDENTIAL

ACHIEVEMENT, INCLUSION AND CARE DIVISION LEARNING & SCHOOL EFFECTIVENESS SERVICES EMAS VISIT NOTE

LA:

School:

Date

:

Visiting officer(s):

This visit note has been sent to: LA, school, EMAS

	Purpose of visit	Duration (hours)	Funding source
Area of focus 1:			
Area of focus 2:			

Colleagues present:

Area of focus	Review of progress since the last visit	Impact	SEF Reference
1			

Area of focus	Brief notes of issues discussed/ observation/work undertaken	Impact (Observed or Anticipated)	SEF Reference
2			

Recommendations and agreed next actions (What, Who and When)

Who	What	When

1. School Information.2. School context and community. 3.Standards.4.Personal development and well being.
5 Provision – Teaching and Learning, curriculum, care guidance and support.6.Leadership and management.7 overall effectiveness

Appendix 6 - Raising Achievement Plan

Ethnic Minority Achievement Plan (Appendix to the School Improvement Plan) 20 / 20

Local Authority		Head Teacher	
School		EMA Leader	
Date Agreed		EMAS Link	
Plan drawn up by			

School Profile – Data

Total number of pupils in the school		Total number of minority ethnic pupils in the school	
Numbers by ethnicity (use ethnic codes)			
First language other than English (with pupil numbers)			
Number of racist incidents reported within the last 12 months <i>(South Glos schools should use Sentinel reports for this indicator)</i>		Number of BME pupils with SEN	
Number of BME pupils on intervention programmes		Number of BME pupils on the Gifted and Talented register	
Attainment: Number of BME pupils above national expectations		Attainment: Number of BME pupils below national expectations	
Progress:: Number of BME pupils on track for national expectations			
Attendance: Number of BME pupils who fall below 90% attendance		Behaviour: Number of BME pupils with behavioural concerns	
Exclusions: Total number of fixed-term and permanent exclusions during the last school year:		Exclusions: Total number of fixed-term and permanent exclusions for BME pupils during the last school year:	
Any other relevant contextual information e.g. large number of new arrivals, relevant issues to school situation:			

Main findings from BME attainment SEF*This section requires a judgement and identification of a key priority for each strand*

Strand	Judgement	Priority
Strand 1:		
Strand 2:		
Strand 3:		
Strand 4:		

School Plan**Member of staff with overall responsibility for monitoring:**

Priority	Action(s)	Carried out by...	Timescale	Impact	Evidence

Support requested from EMAS

Priority	Action	Timescale	Estimated number of days	Impact	Evidence

Pupils to be monitored with EMAS

List of pupils to be monitored, including those on BME achievement projects

EYFS - scores from YR (ie current Y1)

Pupil	DoB	Language/Culture/ Background	EYFS points total	Points on the assessment scales Term 6 2010					
				PSE	CLL	PSRN	KUW	PD	CD

Key Stages 1, 2, 3 and 4

Pupil	DoB	Language/Culture/Backg round	Year	Level/Grade Term 1 2010		Level/Grade Term 6 2011	
				English	Maths	English	Maths

Appendix 7 - School Evaluation Sampling Sheet



EVALUATION OF EMAS SUPPORT

Unitary Authority _____

School _____

School contact person _____

Support provided by _____

Terms(s): **Autumn 200_ /Spring 200_ /Summer 200_** (please add year and circle as appropriate)

<p>1. Quality of support provided <i>(Where possible, please rate the quality of support you received under the following headings using a 1 -5 scale – 1 = very good, 2 = good, 3 = satisfactory, 4 = poor, 5 = very poor)</i></p>					
	1	2	3	4	5
Punctuality					
Providers subject knowledge					
Interpersonal skills of provider					
Relevance and usefulness of support work					
Appropriate style of delivery/working					
Use of practical ideas/exemplars					
<p>Please comment</p>					

1. Impact of the support received

How well did the support work impact on the expertise and/or confidence of the staff? (1 = very good, 2 = good, 3 = satisfactory, 4 = poor, 5 = very poor)

Please comment where relevant, on the impact on school policy, planning and delivery

2. Next steps

As a result of receiving this support, what are your next steps in this area of work?

Please comment

Signed _____ HOD/Co-ordinator/Strategy Manager
(Secondary Schools) Inclusion Leader

Signed _____ Headteacher, Inclusion Leader

Please return to emas@southglos.gov.uk

Appendix 8 - Evaluation of Training



Ethnic Minority Achievement Service Training Evaluation Form

Course Title:		Date:			
		Fully	Mostly	Partly	Not at all
1	Was the content appropriate for your needs?				
2	Were the stated outcomes achieved?				
3	Has the training improved your knowledge, skills and understanding?				
4	Did the facilitator(s) use appropriate styles of delivery?				
5	Did the facilitator(s) convey a good understanding of the content?				
6	Have the resources provided/demonstrated/enhanced your understanding?				
7	Did the venue and refreshments meet your needs?				
8	Was the administration and telephone support satisfactory?				

9 What key messages/actions do you need to take back to your school/setting/service?

10 What are your future professional development needs in this area?

11 General comments *(for example, if you have allocated a grade less than 'mostly', please indicate how the training could be improved)*

Name:	Email:
School/Setting/Service:	Role:
Local Authority:	

Departments for Children and Young People

RAISING THE ACHIEVEMENT OF MINORITY ETHNIC PUPILS in Primary Schools Self-evaluation

This self evaluation grid is designed for use in schools in Bath and North East Somerset, North Somerset and South Gloucestershire to support them audit and plan their work to raise the achievement of minority ethnic pupils as part of their general work with vulnerable groups. The grid reflects all aspects of this work and draws heavily on the following National Strategy programmes:

- Excellence and Enjoyment: Learning and Teaching for Bilingual Pupils in the Primary Years.
Ref: 0013-2006PCK-EN
- New Arrivals Excellence Programme. Ref: 00041-2008FLR-EN
- Excellence and Enjoyment: Learning and Teaching for Black Children in the Primary Years.
Ref 00058-2008PCK-EN

As with all such self-evaluation, judgements should be based on evidence about provision and impact. The four columns represent a continuum of development and effectiveness, using headings which are familiar to those who have already used similar grids from the Primary National Strategy:

- **Focusing:** The school is at the beginning of the process – identifying what is happening but recognising that much remains to be done.
- **Developing:** The school has started to address some aspects but there is a need for further development in identified areas.
- **Establishing:** Many things are in place and embedded. There has been a significant development in the quality of provision and an impact on standards and progress. Some issues regarding whole-school consistency and cohesion need addressing.
- **Enhancing:** There is whole-school consistency and cohesive practice is embedded across the school. Impact on standards and progress is evident.

As with other self-evaluation grids, highlighting text which broadly describes the school's current provision will help generate a "best-fit" judgement and, in turn, support the identification of potential priorities for further development.

For simplicity and brevity, the term "**BME**" ("**black and minority ethnic**") is used throughout this document. This phrase should be assumed to include black and dual heritage children as well as those from bilingual backgrounds. Bilingual pupils include those who are new arrivals.

Strand 1: Leadership and management

	Focusing	Developing	Establishing	Enhancing
1a Race equality	The school is aware of its statutory duties under the Race Relations Amendment Act (2000) and duties to promote Community Cohesion (2007). Race equality and Community Cohesion policies are in place. Serious racist incidents are recorded, reported and responded to appropriately. Relationships within school are generally positive. There is an anti-bullying policy in place. Data is used to identify gaps in attainment between ethnic groups. All relevant policies (e.g. behaviour, attendance) show an awareness of BME children.	Race Equality and Community Cohesion policies are in place and being implemented. All racist incidents are recognised, recorded, monitored and managed effectively. A whole-school behaviour management policy is in place, consistently implemented and seen to be fair. Closing gaps in attainment between groups is identified as a school priority. Policies are monitored to ensure they are fair for all groups of pupils.	Race Equality and Community Cohesion are explicitly planned for and developed across the curriculum, and permeate it. All school policies (including curriculum policies) are regularly reviewed and their impact on race equality is monitored. BME parents/carers and children are regularly consulted. The school publishes the results of its monitoring, including attainment, by ethnicity.	Race relations in the school community are excellent. Incidents of racism beyond the school involving children are addressed. The school acts as a positive role model for race relations and positive attitudes for the wider community. The school evaluates the outcomes of monitoring and strives for continuous improvement in all aspects of its work on race equality and community cohesion.
1b The Senior Leadership Team (SLT) role in establishing priorities, planning action and reviewing progress.	Analysis of quantitative data for standards and progress of BME children, as well as an audit of provision for EAL has been carried out. The SLT has developed and implemented an agreed action plan for BME children that addresses identified priorities and appropriately deploys all resources, including additional adults. An EMA leader has been identified. A named member of the SLT leads on BME achievement. New arrivals are welcomed in school and staff understand how to support new to English pupils in their first few weeks in school. There is a lead governor for equalities.	An audit of provision for BME children across the whole curriculum has been carried out. The action plan for BME learners is refined as a result of the outcomes. An induction policy for new arrivals has been established and newly arrived pupils are expected to make rapid progress onto NC levels in English and mathematics. The EMA leader has the capacity to develop their role and attends relevant professional development sessions.	The impact of the action plan is monitored and evaluated. The impact of other curriculum action plans on BME children is monitored and evaluated. The BME action plan is refined following the outcomes of evaluation of all action plans as well as reviews of learners' progress. New arrivals needs are integrated into mainstream delivery. The EMA leader has developed specialist skills and knowledge to support school staff.	All staff take account of the needs of BME children in their curricular action plans in order to raise standards. The school's priorities for improving standards for BME children are embedded in the whole-school improvement programme with clearly identified BME-specific priorities which are reviewed regularly and systematically. The SLT provides an active lead on ensuring the attainment of BME pupils. The school development plan has clear objectives and strategies for ensuring the attainment of BME pupils.
1c Knowing about standards and pupil tracking	Teachers and practitioners assess children's work regularly and national or other tests are in place. All staff have access to relevant data on standards, e.g. Foundation Stage Profile, data on statutory and optional tests, ongoing teacher assessments (work samples, APP, EAL assessment linked to the National Curriculum and QCA's 'A Language in Common'). A process is in place to begin to gather assessment evidence on newly arrived pupils which should include information about first language skills.	There is a systematic structure for moderated assessment of children's work and progress. Data is starting to be used to inform judgements on standards across the school, noting patterns in children's achievement. Attainment and achievement data is collected, monitored and analysed by ethnicity, gender, FSM entitlement and first language. Teachers are supported in setting realistic, challenging numerical targets for BME learners. A pupil tracking system that identifies underachieving groups and individuals, and tracks their progress on a regular basis, is in place across the school. Information is used to inform action and target resources.	The leadership team monitors the setting of and progress towards numerical targets and provides feedback to staff. There is an effective process for setting and reviewing numerical targets for BME learners in each year group. All staff are confident and secure in their judgement about attainment in literacy and mathematics. Feedback for children and parents/carers based on summative judgements is articulated in language such as: 'At level 4 you/your child can ...' (recording successes) and in terms of what children need to do next.	There is a rigorous, coherent and manageable whole-school system for using data to set, monitor and review targets for all BME children in English, mathematics and across the curriculum. Progress towards targets is shared sensitively with children and parents. Prior attainment of newly arrived pupils is included in these systems. Newly arrived pupils make rapid progress through NC levels to age related expectations in English and mathematics

Strand 1: Leadership and management				
	Focusing	Developing	Establishing	Enhancing
1d Monitoring and evaluating provision, teaching and learning	A start has been made towards monitoring and evaluating the provision for BME children. Planning audits, classroom observations and scrutiny of children's work have raised awareness of the quality of learning and teaching of language, literacy and mathematics across the school.	There is a clear structure for monitoring and evaluating the quality of planning and teaching in literacy and mathematics to support BME children in order to identify key priorities for improvement. Medium- and short-term plans are reviewed to ensure that, as a minimum, they match the age-related expectations for children's achievement. Quality of learning is beginning to be evaluated.	Monitoring and evaluation of planning, teaching and learning extends to all areas of the curriculum and the outcomes are used to inform future school improvement planning with reference to BME children.	Monitoring and evaluating is embedded within the school improvement plan. It is effective in celebrating and disseminating success and identifying areas for further improvement in relation to BME children across the whole curriculum.
1e Effective use of additional adults	The expertise and skills (including language skills) of additional adults have been identified. Additional adults are deployed effectively to provide targeted support to raise attainment and accelerate progress, especially by supporting language development and access to the curriculum. Teaching assistants are deployed effectively in implementing intervention programmes for targeted children. Teaching plans are shared with all additional adults. All staff are clear about the learning objectives.	All additional adults are involved in planning for teaching. Systems are in place for class teachers and additional adults to review progress of groups or individuals. Adults who share children's first language use their skills to support children's learning. Efforts are made to recruit BME teaching staff who can support children's learning and provide positive role models through use of first language and cultural understanding. There is a clear understanding of the range of support and intervention programmes available to support language and literacy, mathematics and other areas of learning. This may include external providers. Their use and impact is reviewed termly to ensure that support is targeted appropriately and, where necessary, their use is adapted to meet the needs of BME children.	Planning and teaching are collaborative, good use is made of specialist knowledge and expertise, including knowledge of the school community and bilingual skills. The impact of the contribution of additional adults, including external providers, is monitored and evaluated.	The specialist knowledge and skills of additional adults are recognised; they contribute to the professional development of all staff and enhance the learning experiences of BME children. The deployment of additional adults is reviewed regularly in response to learners' needs and effectiveness. Innovative and reflective approaches to support BME pupil progress are monitored and evaluated.
1f The school as a learning community: whole-school commitment to CPD	Subject knowledge in English and mathematics is secure and sufficient to teach the age-related objectives in the Primary National Strategy <i>Frameworks for literacy and mathematics</i> . Foundation Stage staff have secure and sufficient knowledge to implement the <i>Early Years Foundation Stage Profile</i> . Staff development needs for raising standards of BME children including new arrivals have been identified. Staff are supported to improve the quality of the teaching of literacy and mathematics to BME children, which is reflected in the school's CPD cycle.	CPD for the whole staff (including part-time staff and teaching assistants) includes pedagogy and practice for BME children including understanding barriers to learning. Implementation of relevant CPD is linked to whole-school priorities. Knowledge and understanding of basic EAL pedagogy and how to apply it in teaching mathematics and literacy across the curriculum is secure. Staff are supported in developing expertise through a range of CPD approaches: e.g. training, modelling, and collaborative teaching. Effective use of ICT to support learning and teaching is incorporated within the CPD.	There is a coherent support programme in place and all staff are involved in a review and evaluation of the professional development and support they have received. The impact of professional development is evaluated through monitoring of teaching and learning from classroom observations and both formal and informal feedback are provided. There is a collaborative and reflective ethos which enables high quality learning and teaching across the curriculum for BME children.	The planned CPD programme supports school, LA and national priorities and meets the needs of all staff. The impact of the CPD programme is monitored and evaluated systematically. Subject knowledge and BME pedagogic knowledge in learning and teaching across the whole curriculum are consistently enhanced for all staff through a range of ongoing CPD strategies including peer coaching.

Strand 2: Learning and teaching – assessment for learning, curriculum access and language development

	Focusing	Developing	Establishing	Enhancing
<p>2a Curricular targets</p> <p>(Refer also to the Assessment for learning self-evaluation tool in <i>Excellence and Enjoyment: Learning and teaching in the primary years and Assessing Pupil Progress materials (APP)</i>)</p>	<p>All staff understand national expectations at the end of the Foundation Stage and each key stage. There is an expectation that all pupils will reach age appropriate levels. The assessment of BME pupils is in line with the National Curriculum, APP and recommendations in QCA's <i>A Language in Common</i>. APP facilitates the setting of meaningful curricular targets that can be shared with pupils and parents. Target statements or key objectives for speaking, listening, literacy and mathematics are used to inform staff expectations. Targets are shared with parents/carers. Pupil progress meetings are held within 8 weeks of a new pupil's arrival to establish NC levels in English and mathematics</p>	<p>Assessments and other work samples are analysed (e.g. through use of the EAL diagnostic writing tool for older advanced EAL children) in order to set appropriately challenging termly curricular targets (class, group and individual targets where appropriate) for literacy, mathematics and language development. All staff have sufficient subject and pedagogic knowledge to plan the next steps towards the curricular targets as well as language development.</p>	<p>All teachers confidently use data and information from assessments to adjust planning. Children understand their curricular and language development targets. Progress towards and beyond curricular targets is monitored half-termly for each year group. Staff are confident and secure in subject and pedagogic knowledge to plan next steps in learning towards the curricular targets and beyond.. Children are supported to understand the steps towards achieving their curricular targets through oral and written feedback which includes feedback on language development.</p>	<p>The school monitors and evaluates progress towards targets to judge the impact of standards as part of monitoring race equality: closing gaps in attainment and achievement between different ethnic groups. Children and their parents/carers are involved in the process. Children are able to articulate their success against the curricular targets (including in language learning). Children and staff use evidence to evaluate progress together and to define the next steps in children's learning.</p>
<p>2b Day-to-day assessment</p> <p>(Refer also to the Assessment for learning self-evaluation tool in <i>Excellence and enjoyment: Learning and teaching in the primary years and Assessing Pupil Progress materials (APP)</i>)</p>	<p>Staff are aware of the need for day-to-day assessments and make some use of assessment opportunities (e.g. observation, questioning) as they arise during teaching. APP is used to provide diagnostic information about the strengths and weaknesses of individual and groups of pupils. Information on prior education and first language skills is collected in relation to new arrivals</p>	<p>Some strategies for day-to-day assessments (e.g. focused questions, evidence from focused observations, oral and written language samples) are planned for and used in lessons or learning activities. Staff are developing an understanding of the importance of assessing language development as well as curriculum knowledge and understanding. Adults who share children's first languages are trained to contribute to day-to-day assessment. The school collects and uses a range of information from previous schools and settings as well as parents/carers to maintain the progress of newly arrived bilingual pupils from primary to secondary school</p>	<p>Strategies for day-to-day assessment are incorporated into short-term planning and used effectively in lessons or learning activities to assess language development and curriculum understanding. Staff have knowledge and understanding of socio-cultural factors to be considered as well as the specific value of using strategies such as observation and discussion. Practitioners are developing confidence in identifying success criteria linked to learning objectives.</p>	<p>Staff are confident in planning for and using a full repertoire of strategies for day-to-day assessment in all lessons or learning activities. They are skilled in unpicking misconceptions and gaps in curriculum knowledge and understanding, and using the information to plan next steps for teaching and learning. Children use a range of strategies to assess their own and each other's learning, including language learning.</p>

Strand 2: Learning and teaching – assessment for learning, curriculum access and language development

	Focusing	Developing	Establishing	Enhancing
2c Quality of planning	Teachers' plans are objective led, and demonstrate some scaffolding such as visual support as well as some evidence of adjustment for BME children, e.g. planned opportunities for speaking and listening, identification of key vocabulary, pre- tutoring. There is a targeted role for additional adults. Teachers respond positively to pupils' use of first language and dialect.	Medium- and short-term planning is in place and used effectively across the school. Curriculum targets inform planning and teaching so that it meets age-related expectations as a minimum (and beyond for some children). Where appropriate, short-term plans are annotated to identify the language demands of objectives or activities. They indicate how learning contexts are made supportive, including planned opportunities for speaking and listening to develop language and access to the curriculum. Mainstream intervention programmes are being used, where appropriate.	Planning for access to the curriculum and language development is secure. It identifies, as appropriate, the need for: <ul style="list-style-type: none"> the teaching of subject-specific vocabulary or particular grammatical structures; opportunities for children to use new language purposefully with each other and with adults. Staff use feedback from monitoring to ensure that they are planning to reduce gaps in attainment and challenge the more able. Intervention programmes are reviewed and future provision is adapted as appropriate.	All teaching plans are coherent, succinct and address high expectations for all learners consistently across the school. Planning meets diverse language and learning needs, keeping cognitive challenge appropriately high through the provision of contextual support. Intervention programmes and their impact are systematically evaluated.
2d Establishing an effective learning environment: language and learning	The environment begins to provide supportive prompts for BME children e.g. displays reflective of all pupils in school, some use of multilingual prompts/keywords	The school and classroom environments provide essential prompts and displays to support language development as well as the learning and teaching of literacy, mathematics and the wider curriculum. Teachers use the learning environment to model the learning process and promote high expectations. The curriculum fosters a sense of belonging by reflecting the diversity of the pupil population.	The learning environment is rich with supportive prompts, challenging questions and the celebration of success. Children are actively involved in developing and using the learning environment. The curriculum utilises opportunities to value bilingualism and diversity and challenges racism, prejudice and stereotyping.	The learning environment contributes to parents'/carers' understanding of expectations, the learning process and how they can support children's learning at home.
2e Quality of teaching (also see 3b)	Structured sessions with well-planned progression are in place for teaching literacy and mathematics. Some features of effective and inclusive teaching for BME children are in place, where appropriate, e.g. modelling of new vocabulary in context, opportunities for speaking and listening, use of first language by bilingual adults. Any withdrawal arrangements for newly arrived bilingual pupils are time limited and carefully monitored for impact and to ensure full access to the curriculum. Vulnerable newly arrived bilingual pupils, including asylum seekers and refugees are identified and appropriate provision is made for them.	The main features of inclusive and effective teaching for BME children are in place. Learning objectives for the curriculum and success criteria are shared explicitly with children. Staff model language structures as well as vocabulary appropriate for the purpose. A wider range of scaffolding strategies, e.g. writing frames, language development prompts, is used effectively. Partner talk is used to provide thinking time and opportunities to use new language. Staff are developing confidence in the use of strategies appropriate for BME children, including bilingual learners and dialect users. Additional adults are used effectively in lessons.	All teachers deploy a range of teaching strategies to ensure effective learning for BME children. Learning objectives for the curriculum as well as language development and success criteria are shared explicitly with children and referred to explicitly in evaluating learning. All staff routinely develop academic and cognitive language through modelling, providing opportunities for oral rehearsal as well as collaborative talk. Graphic organisers are used to support children in gathering and organising ideas. All staff use a wide repertoire of approaches to scaffold and enhance learning.	Children are involved in establishing success criteria for learning objectives. All staff ensure access to the curriculum through the confident and judicious use of scaffolding to support children towards independence.

Strand 2: Learning and teaching – assessment for learning, curriculum access and language development

	Focusing	Developing	Establishing	Enhancing
2f Quality of learning	Children are able to work collaboratively as well as independently. They are confident to ask questions for clarification and contribute to discussion. They make some use of first language or dialect to support their learning.	BME pupils engage confidently in a range of active, collaborative and independent activities in all subjects including those with high literacy and numeracy demands. Pupils confidently use first language for learning	Children are willing to take risks with their learning and use their whole language repertoire. They have and use a wide language repertoire both orally and in writing. They are aware of success criteria for language and curriculum targets, particularly those with high literacy and numeracy demands.	Children are able to identify and articulate their progress towards their targets. They are able to use language(s) creatively and imaginatively in all aspects of school life. They are confident with cognitive and affective aspects of learning. They are confident and open to change and development.
2g Using ICT to support language development and access to the curriculum	Staff are aware of the possibilities provided by ICT and the need to incorporate it as a useful resource to support the teaching of literacy and mathematics to BME children.	Staff are beginning to use a range of ICT, e.g. multi-lingual software, digital cameras, online dictionaries to support language development and access to the curriculum. All children are encouraged to use ICT to enhance learning.	ICT is used with confidence to promote language development and learning across the curriculum. ICT is used with confidence to scaffold learning (e.g. wikis, visual support, linguistic prompts, interactive games and activities etc) and build on what children already know. Staff and children create presentations and texts using a range of software and multi-media packages. The impact of the use of ICT on raising achievement and closing attainment gaps is monitored and evaluated.	ICT is being effectively integrated into teachers' planning for language development across the curriculum as well as to support access to all areas of learning. BME children use a wide range of ICT confidently and imaginatively to support and enhance their own learning.

Strand 3: Conditions for learning				
	Focusing	Developing	Establishing	Enhancing
3a Children feel safe, settled, valued and secure	Classroom organisation is comfortable and flexible; the ethos builds confidence and self-esteem. Teachers and practitioners know what other languages/dialects different learners speak. The supportive role of adults who share children's languages and cultures is recognised. The school actively engages newly arrived BME pupils by involving them in all aspects of school life, seeking their views in a variety of ways. There is a culture of high expectation for all children.	All staff recognise the central role of relationships in learning and teaching. They model and promote values, attitudes and behaviour supportive of race equality. It is evident that bilingualism and cultural diversity are valued. All staff are interested in and learning about the cultural and religious backgrounds of children. The supportive role of peers who share language and culture is recognised and developed. Children are encouraged to be active and collaborative learners and reach high standards of attainment.	BME children are confident in their sense of personal identity. They are listened to and seen as collaborative constructors of knowledge. They come up with their own examples and analogies and readily link new learning to their experiences. Staff are knowledgeable about the linguistic, cultural and religious backgrounds of children and families.	All staff understand and empathise with the political and social factors that affect the lives of children. Children listen to each other's points of view. Values, beliefs and conflicting allegiances are discussed; similarities are identified and differences respected.
3b Establishing an effective learning environment: culture and identity (also see 2e)	Displays, resources and curriculum choices are beginning to reflect and value the ethnic, linguistic, cultural and religious diversity of the school.	Children contribute to displays. First language skills and diversity are celebrated; racism, prejudice and stereotyping challenged.	The school environment is systematically monitored and evaluated to ensure that it promotes inclusion and learning for all. Children participate in the establishment of the school environment.	All staff and children are involved in decisions about the whole school environment. The physical environment reflects, values and extends children's cultural, social and personal experiences as well as identities.
3c Establishing an effective learning environment: culturally inclusive curriculum	Efforts are made to select texts and other resources – artefacts, etc. – which reflect cultural diversity and support community cohesion. Care is taken to activate prior knowledge and teachers are beginning to make learning contexts more inclusive and familiar through, for example, regular use of names, food, buildings, clothing, special events etc. from different cultures.	Fiction and non-fiction texts, particularly in literacy, reflect the cultural diversity of the school and include authors from a range of cultures. British people from diverse backgrounds are represented in positive ways. Tokenism and stereotyping is avoided. Schemes of work across the curriculum take account of children's cultural and religious heritage and interests. Children confidently use names and situations from their own cultures or contexts in their writing. Opportunities are found to emphasise diversity, similarities, differences and develop community cohesion.	Curriculum choices reflect and extend children's cultural and personal experiences. Choices made from programmes of study are designed to be motivating and relevant for children from minority ethnic backgrounds. Opportunities are created across the curriculum to emphasise the achievements and contributions of people from diverse ethnic backgrounds and to teach children to recognise and resist bias, stereotyping and racism. Most community cohesion duties are met	Children are taught about human rights and national as well as global dimensions of political, social, historical and economic development. Children learn to approach texts critically and to understand that language is never neutral or impartial. All community cohesion duties are met.

Strand 4: Partnerships beyond the classroom				
	Focusing	Developing	Establishing	Enhancing
4a Parents and carers: standards, progress and communication	Parents/carers are welcomed and respected are provided with information on children's progress and outcomes of summative assessments. Parents/carers and families are invited to share information about their children's learning and achievements beyond the school. They are encouraged to use their skills to support school activities. Pupil profiles provide information such as the language(s) of the home to facilitate communication between school and home. The school creates opportunities to ensure that parents/carers of newly arrived BME pupils are equipped to support their children's education, e.g. by providing information evenings, workshops and support packs.	Strategies are in place to ensure that all parents/carers understand their children's standards and progress in the context of age-related expectations. Parents/carers and practitioners regularly share information about children's learning. Parents/carers feel secure that the school has high expectations of their children. Parents/carers and children know that the school values their children's first languages. The school takes positive steps to address potential barriers to effective partnerships with parents/carers. Parents/carers are aware of ways to support learning at home.	Parents/carers have regular updates on their children's progress. This includes information about children's curricular targets and their progress towards these. Parents/carers are supported in developing discussions about progress and learning with their children. Strategies are in place to enable all parents/carers to support their children's learning. Parents/carers understand the school's curriculum as well as learning and teaching approaches. The school understands and values the contribution of learning in the wider community. Two-way communication is developing between the school and families. Where appropriate, the school meets with parents/carers of BME pupils as a group.	Systems are in place to ensure that all parents/carers of bilingual children can access and respond to information on their children's learning. Parents/carers and families are recognised as key partners in children's education. They participate in target setting, learning and teaching, and reviewing children's progress.
4b Wider BME community and community cohesion Duties.	Community groups are encouraged to use school facilities and encouraged to share resources and expertise to support the curriculum and children's learning. Some links are made with local BME groups. There is an understanding of community cohesion duties.	The community knows that children's developing knowledge of community languages is valued by the school. Links with community or supplementary schools are being developed to enhance children's learning. Some planning is in place to support community cohesion.	The skills and expertise within the wider community is used effectively to support learning and school governance. The school and community work together to support children's learning of their languages as well as other aspects of learning through a range of extra-curricular activities. The school actively recruits governors representative of local community groups. The school actively develops links and effective partnerships with the wider minority ethnic and bilingual communities. e.g. through complementary schools, local arts groups, religious organisations, local businesses. Most duties to promote community cohesion have been met.	A two-way dialogue has been established between supplementary, community and mainstream schools so that they may learn from each other. The wider community contributes systematically and cohesively to the learning experiences. Extended family are involved in supporting learning during visits overseas. All duties to promote community cohesion have been met.

REFERENCES

Excellence and Enjoyment : Learning and teaching in the primary years (DfES 0518-2004 G)
 QCA (2000) *A Language in Common: Assessing English as an additional language* QCA/00/584

Links for

Early Years Self Evaluation Audit Toolkit

<http://www.emas4success.org/docs/word/WholeSchoolPlanning/AuditMaterials/EYToolkitcons0309.doc>

KS3/4 Self-evaluation toolkit

http://www.emas4success.org/docs/word/WholeSchoolPlanning/AuditMaterials/BMEsecSchSEF2010_0610.doc