



# Raising Black Caribbean and BAME Achievement Strategy

2020/21





# Why are we focusing on this?



Children and young people in Haringey attend some of the best schools in the country, with strong outcomes from early years to post-16, including:

- ✓ *95% of all early years judged Good or Outstanding*
- ✓ *97% of schools Good or Outstanding*
- ✓ *Early years outcomes near London Top Quartile*
- ✓ *Key Stage 1 and Key Stage 2 results above national at the Expected Standard and above London average for Greater Depth*
- ✓ *Strong Progress 8 at GCSE and Attainment 8 in line with the national average*

However, not all groups share equally in this success

Haringey has the **biggest** gap in the country between White British and BAME, especially Black Caribbean, attainment for children and young people





# The Haringey Offer



***“Every child and young person in Haringey matters.***

***Every child and young person deserves the best life chances, especially when they face additional barriers due to ethnicity and disadvantage.***

***It is everyone’s responsibility to make this a reality and create the equality of opportunity we want to see”***

Our mission in Haringey is to:

- Achieve outcomes for *all* children and young people as good as, or better than, anywhere else in the country
- Close the gaps in attainment for our different ethnic groups and disadvantaged pupils
- Tackle related inequalities and negative outcomes such as exclusions, which impact on life chances



# Why it matters to Haringey



Haringey should lead by example for other local authorities and schools:

- Underachievement of any group of our pupils matters to us
- Every child, regardless of their race, class, religion or culture deserves – and can achieve – an excellent education
- There are still additional barriers to achievement based on ethnicity, which must be tackled, including institutional racism
- Black Caribbean children have been in our schools for at least 70 years yet consistently achieve less than their peers and are excluded more frequently
- Haringey has the largest Turkish speaking community of any local authority in the country
- The underachievement of these groups of young people represents a waste of talent and an increased cost to the borough

***We cannot say we have succeeded until success is shared by all***



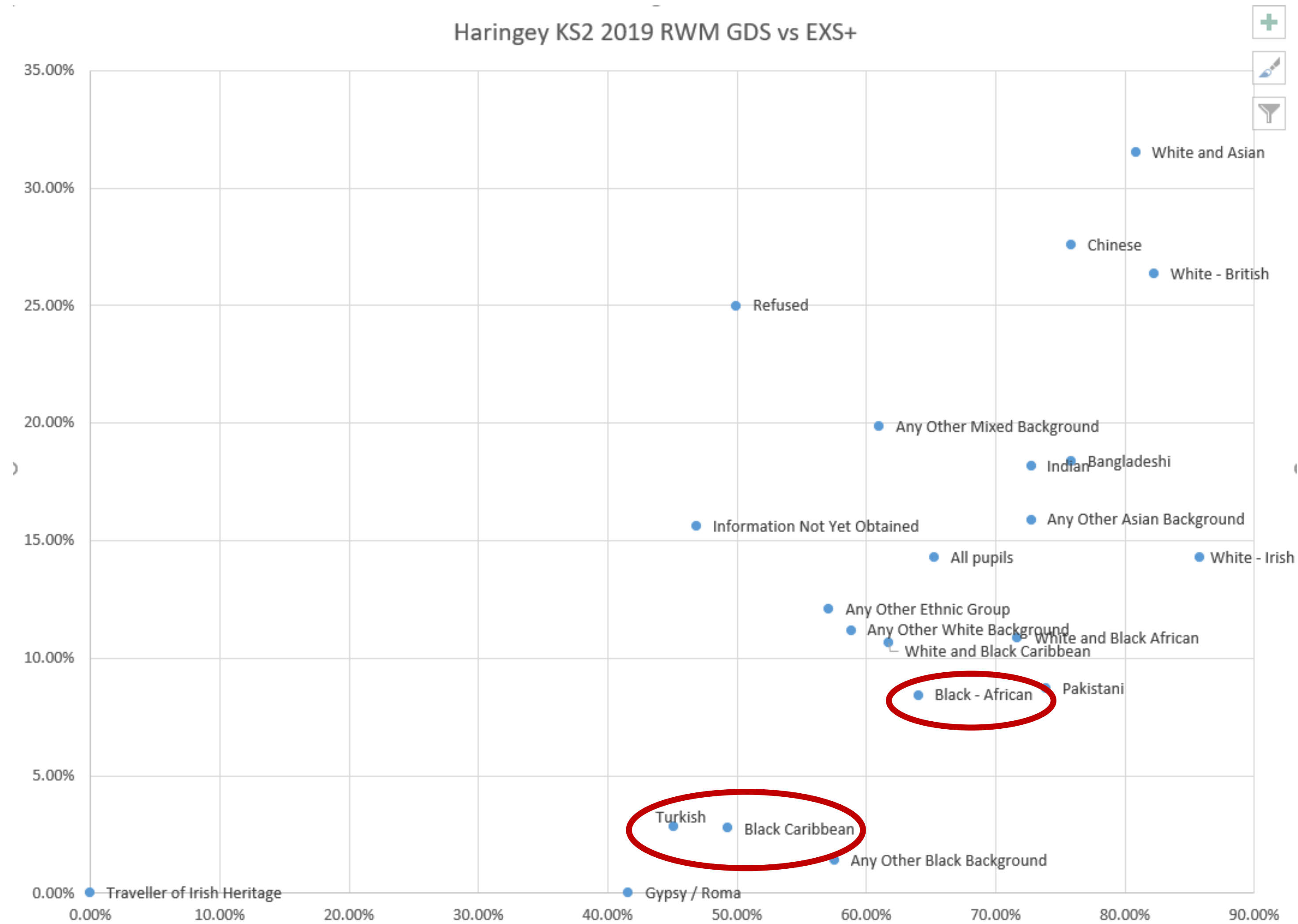
# Early Years and Primary attainment gaps



2019 Early Years and Primary data shows a stark set of differences between different groups from the outset

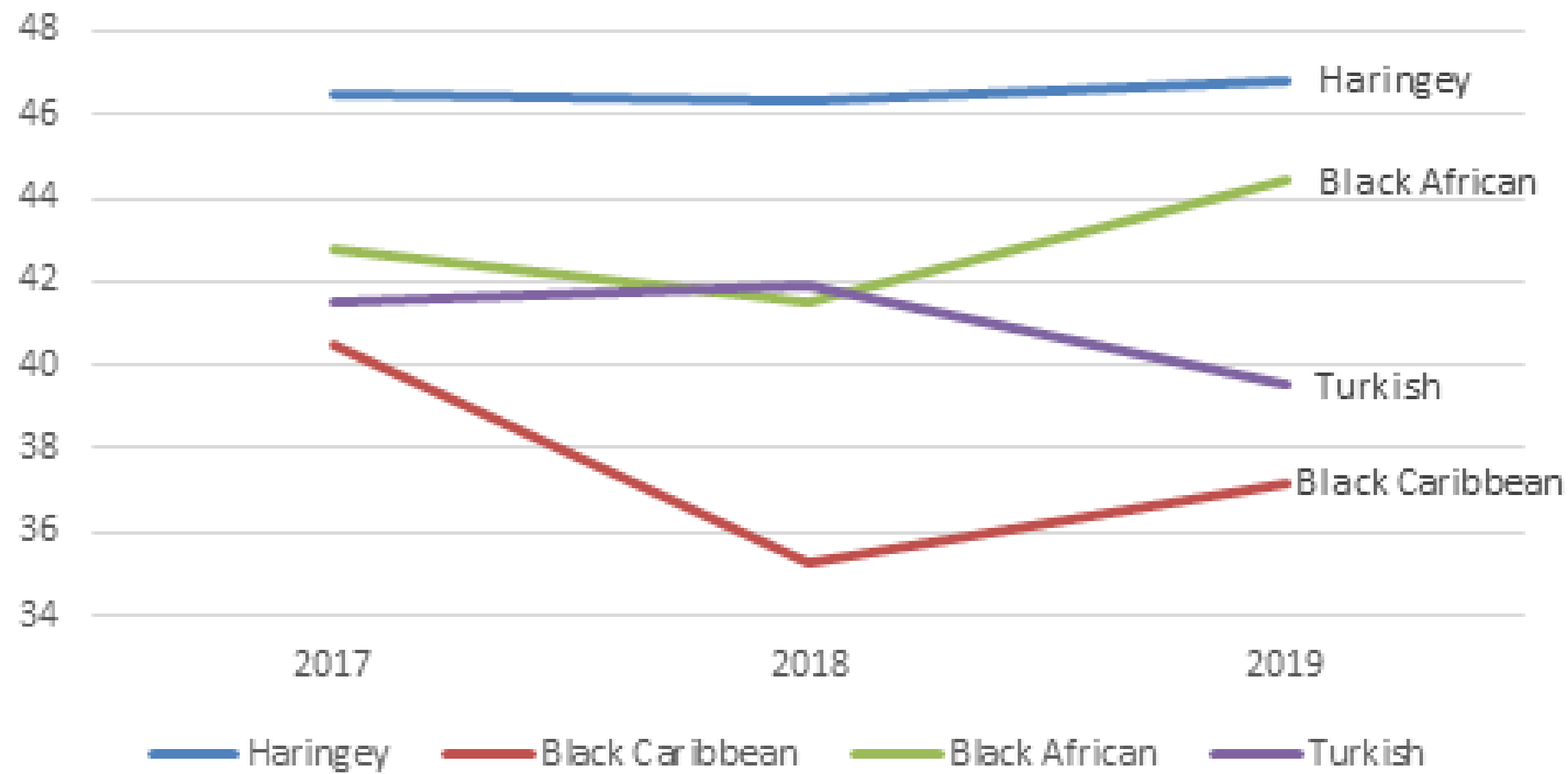
	All	Turkish	Black Caribbean	Black African	EAL	White British	Disadvantaged
EYFS	75	58	61	74	72	85	68
Phonics	84	76	82	87	84	91	77
KS1 Reading	76	59	71	82	72	88	72
KS1 Writing	72	54	70	78	69	81	70
KS1 Maths	77	64	68	79	75	87	72
KS2 Reading	73	51	60	72	67	88	65
KS2 Writing	82	72	73	82	79	91	75
KS2 Maths	80	74	69	79	78	90	71

# Key Stage 2 attainment by ethnicity

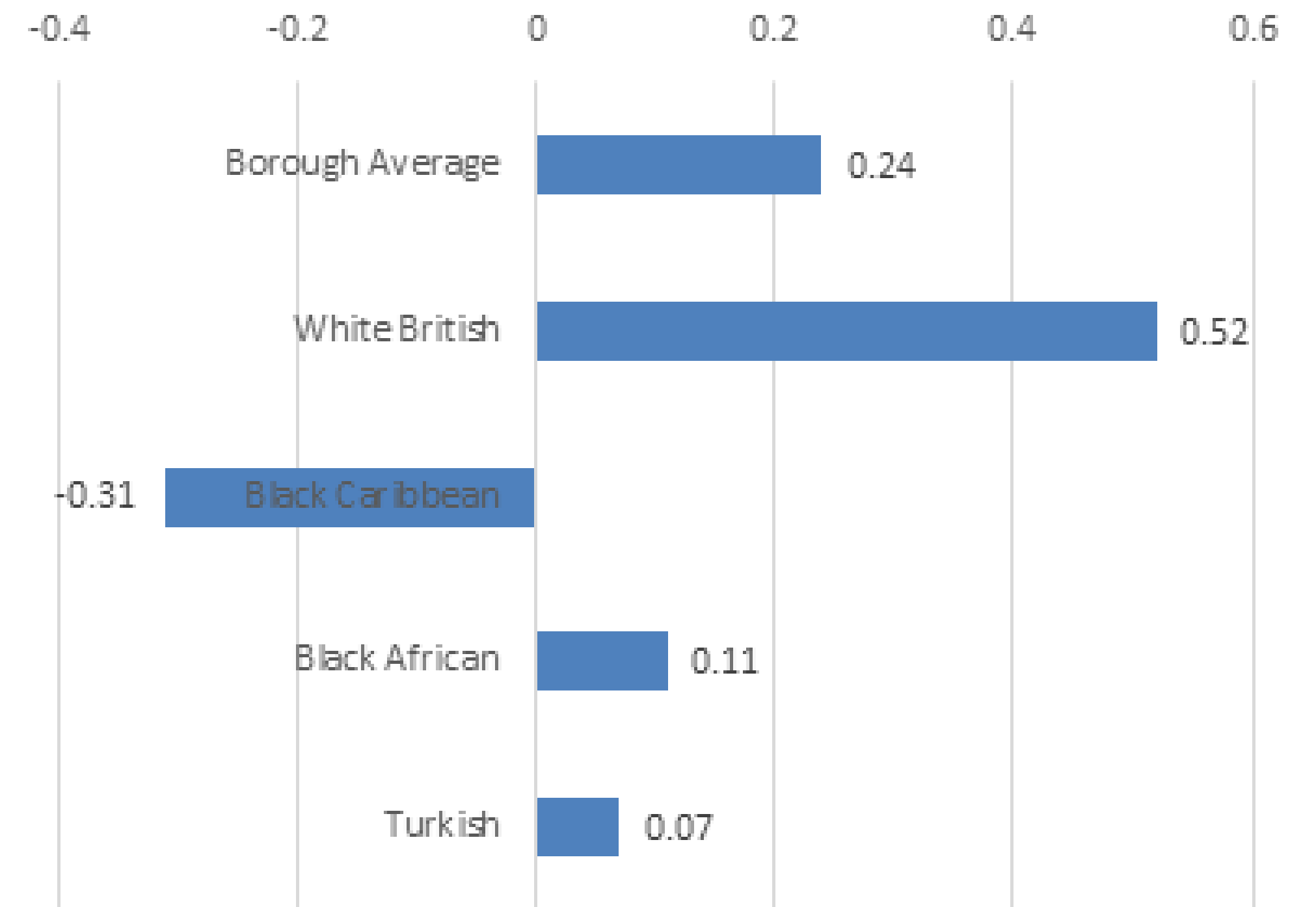




### Attainment 8 Trend 2017-19

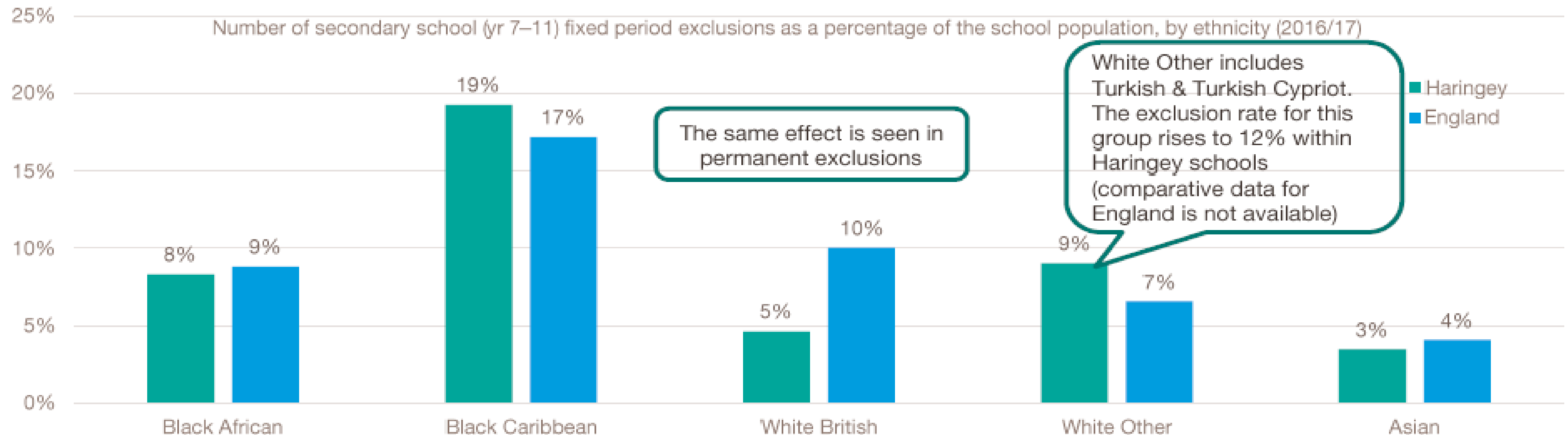


### Progress 8 by ethnic group 2019





- Attainment at GCSE and post-16 impact directly on opportunities to pursue higher levels of education, with a knock-on effect for future careers and earnings – reinforcing existing inequalities
- We also know disengagement at school is linked to a range of other negative outcomes including: exclusions and alternative provision, mental health issues and unsafe behaviours such as perpetrating and being a victim of violence







# Why?



There are clear links between disadvantage, attainment and exclusions. Haringey's White British children and young people are much less likely to suffer from disadvantage than those from BAME backgrounds

English as an additional language will also play a key role for some communities

However, the varied patterns of attainment for different ethnic groups shows that this is not the whole story. We also need to look carefully at how the education system affects outcomes

In particular, we need to acknowledge and address issues which affect children and young people's sense of self-worth, aspiration and life chances, such as:

- Institutional racism and unconscious bias
- Low representation of BAME groups among leaders, teachers and governors
- Lack of understanding of cultural diversity – cultural competency
- The impact of being in a minority in a White majority school
- Limited or negative representations of BAME groups in school and the curriculum

Ethnic Group	Total no pupils	% Pupil Premium
Black African	5,671	51%
Black Caribbean	2,833	51%
White Other	10,675	26%
White British	7,587	13%
Haringey Total	38,664	31%



# What the research tells us



National research backs up how important these issues are for BAME communities

A study by Bristol University found that – when compared with blind marking – teacher assessments in SATs were 5.6 points lower for Black Caribbean and 6.4 points lower for Black African students, while Indian and Chinese students were over-assessed and White British were over/under assessed based on class

Dr. Feyisa Demie's research *Experience of Black Caribbean Pupils in School Exclusion in England* highlights key factors for persistent underachievement:

- Headteachers' poor leadership on equality issues
- Institutional racism and stereotyping
- Teachers' low expectations, curriculum barriers and relevance
- Lack of diversity in the workforce
- Lack of targeted support

In its report *Forgotten Children* The House of Commons Education Committee attributed the ever-increasing rate of exclusions to:

- Behaviour policies with a zero tolerance approach
- Progress 8 measures at KS4 leading to a narrowing of curriculum
- The process of exclusions is extremely alienating for parents overall
- Alternative provision with no reintegration and poor record of pupil attainment
- Insufficient use of in-school alternative provision



# Committing to change: the pledge




"Every child and young person in Haringey matters. Every child and young person deserves the best life chances, especially when they face additional barriers due to ethnicity and disadvantage. It is everyone's responsibility to make this a reality and create the equality of opportunity we want to see."

**Raising Black Caribbean and BAME Achievement**

Our school is committing to:

1. A champion for Black Caribbean and BAME on the Senior Leadership Team
2. A lead governor for Black Caribbean and BAME achievement
3. Completing a self evaluation and sharing the results with governors
4. Leaders to set stretching attainment targets, lead 'difficult conversations' and commit to a whole school focus
5. Identifying Black Caribbean and BAME achievement in our School Improvement Plan, with regular progress updates and an annual report to governors
6. Releasing staff to attend and disseminate specific CPD
7. Supporting transition arrangements for vulnerable BAME young people
8. Engaging BAME parents' views at school and providing positive parenting support



.....  
Headteacher

.....  
Chair of Governors

We cannot say we have succeeded until success is shared by all

Closing the gaps is an urgent task and requires a level of focus far beyond our current ways of working. We are expecting *all* Haringey schools to publicly sign up to the pledge to address Black Caribbean and BAME underachievement. HEP and Haringey Council will support, challenge and hold to account, including reporting annually to Cabinet on progress

1. Champion for Black Caribbean and BAME on Senior Leadership Team
2. Lead governor for Black Caribbean and BAME achievement
3. School to complete the self evaluation tool and share the results with governors
4. SLT to set stretching attainment targets, lead 'difficult conversations' and commit to a whole school focus
5. Identify Black Caribbean and BAME achievement in SIP, with regular progress updates and an annual report to governors
6. Staff released to attend and disseminate specific CPD
7. Supporting transition arrangements for vulnerable BAME young people
8. Engage BAME parents' views at school and provide positive parenting support



# Targeting outcomes



Our target in Haringey can be nothing less than closing the gaps between different ethnic groups such that all succeed as well as the highest performing groups

We recognise this is not a 'quick fix' and so we need to set a trajectory to know we are on track:

- Reduce the attainment for all BAME groups against White British every year across Early Years (Good Level of Development), Key Stages 1 and 2 (Expected Standard and Greater Depth) and at GCSE (Attainment 8)
- Focus on our key cohorts - within 3 years:
  - Black Caribbean – Key Stage 2 RWM combined to reach Haringey average and Attainment 8 to reach the national average, with reduced exclusions
  - Turkish – halve the gap to the Haringey average at Key Stages 1 and 2; Attainment 8 to reach the Haringey average; exclusions at or below the Haringey average
  - Black African – to close the gaps with the Haringey average at Key Stage 2 and in Attainment 8, with exclusions at or below the Haringey average
- Close the gap between White British and BAME groups within 7 years
- As data for 2019/20 is not been available due to COVID-19, we will continue to work from the 2018/19 baseline



We will use the following framework to harness our work in Haringey:





# Strategic leadership

Leadership across Haringey will involve:

- Led by the BAME steering group on behalf of Haringey
- Haringey Pledge to provide public commitment and basis for holding to account
- Public accountability through an annual report to Cabinet
- Annual conference to ensure ongoing focus across Haringey
- HEP support and challenge to schools through Improvement Partners
- HEP to develop high quality CPD, resources and good practice
- HEP to lead on borough wide systems e.g. transition
- HEP to build the evidence base on what works
- Haringey Council to work with services (e.g. Early Help, safeguarding, SEND) and partners (e.g. police, CAMHS) through Young People at Risk strategy
- Haringey Council to lead a celebration event on achievement
- Partner with other leading boroughs (Hackney, Lambeth, Brent and others) to drive the agenda across London

This work is not a project or an 'add on', this is what we do



HARINGEY EDUCATION PARTNERSHIP

**Haringey**  
LONDON



Young People at Risk Strategy  
2019-2023





# Research and evidence



We want schools to have access to a full evidence base and the latest data in Haringey and beyond to understand what works and to track impact. To have real insight, this also needs to be coupled with research in Haringey, case studies of good practice and an openness to looking at practice in each others' schools

To achieve this we will build on the excellent data analysis in Haringey, HEP's relationships with academic researchers and other London boroughs leading on this agenda

## HEP will:

1. Work with Dr Feyisa Demie to make the research base accessible
2. Work with research partners and other boroughs to share evidence
3. Constantly analyse Haringey level data and compare with statistical neighbours
4. Provide schools with more detailed data analysis and look into examples where schools are bucking the trend
5. Complete case studies to highlight good practice in Haringey and beyond
6. Foster a culture of 'learning together' so staff can experience what others are doing first hand
7. Work with partners in other London boroughs to learn from effective practice

- **Knowing your school:** school self-audit tool; data pack; half-day BAME review for schools; template action plan
- **Facing the problem:** guide to 'having the difficult conversations'; reading list for staff to understand the issues; national research; annual conference
- **Training:** BAME specific CPD for champions and teaching staff; governor training; conferences on specific issues
- **Curriculum and teaching resources:** BAME-representative reading list; schools sharing BAME-positive curriculum resources; Turkish pupils toolkit
- **Transition and vulnerable pupils:** transition days for primary / secondary; Vulnerable to Underachievement checklist; early transfer form
- **Making connections:** links to the Council and other services; parent and community engagement

<https://www.haringeyeducationpartnership.co.uk/bame-achievement>



- + Sign the pledge
- + Strategy
- + Resources
- + Haringey data 2019/20
- + Research and evidence
- + Wider reading





# Holding each other to account



Closing the gaps will require all of us in the education system to hold each other to account, including on challenging our unconscious biases

This must remain high on everyone's agenda through:

- Governing bodies, engagement with parents and students, School Improvement Plans and senior leadership in schools
- Networked Learning Communities
- Heads meetings for primary, secondary and special heads
- HEP working with member schools
- Reporting on progress across Haringey
- Council and political scrutiny
- Ongoing work of the BAME steering group

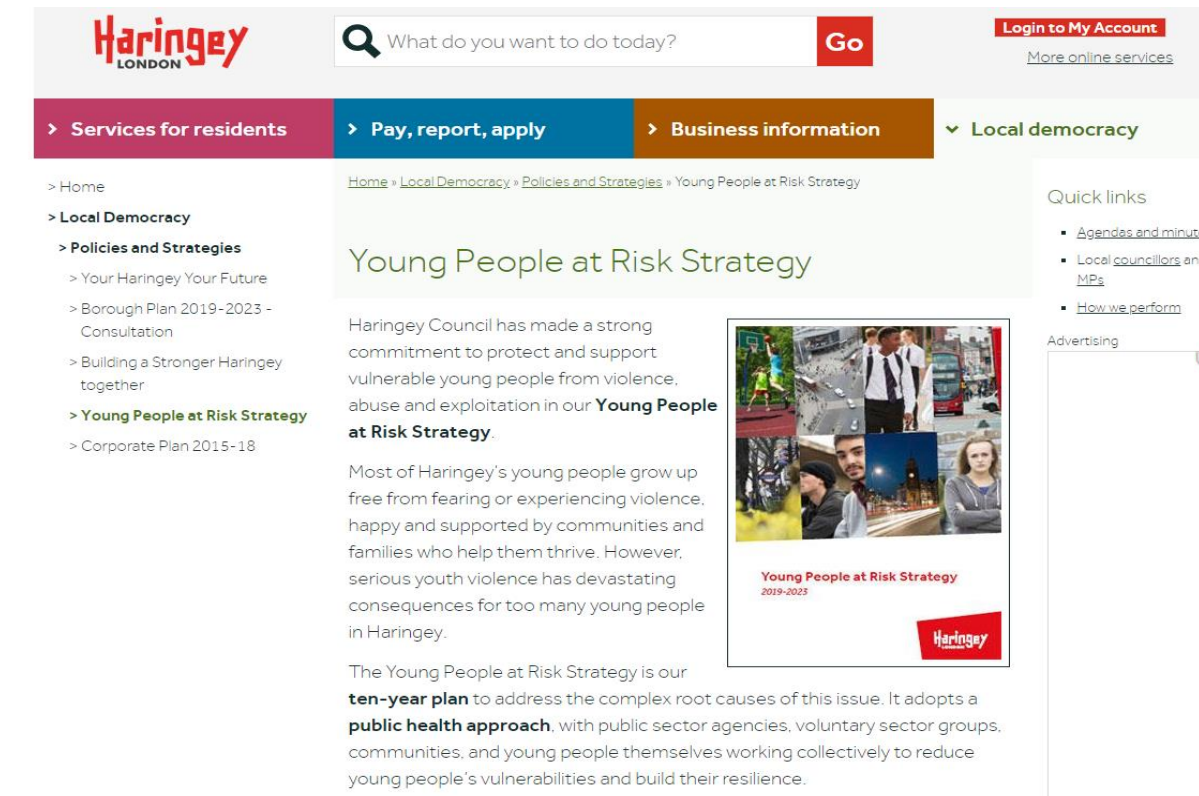
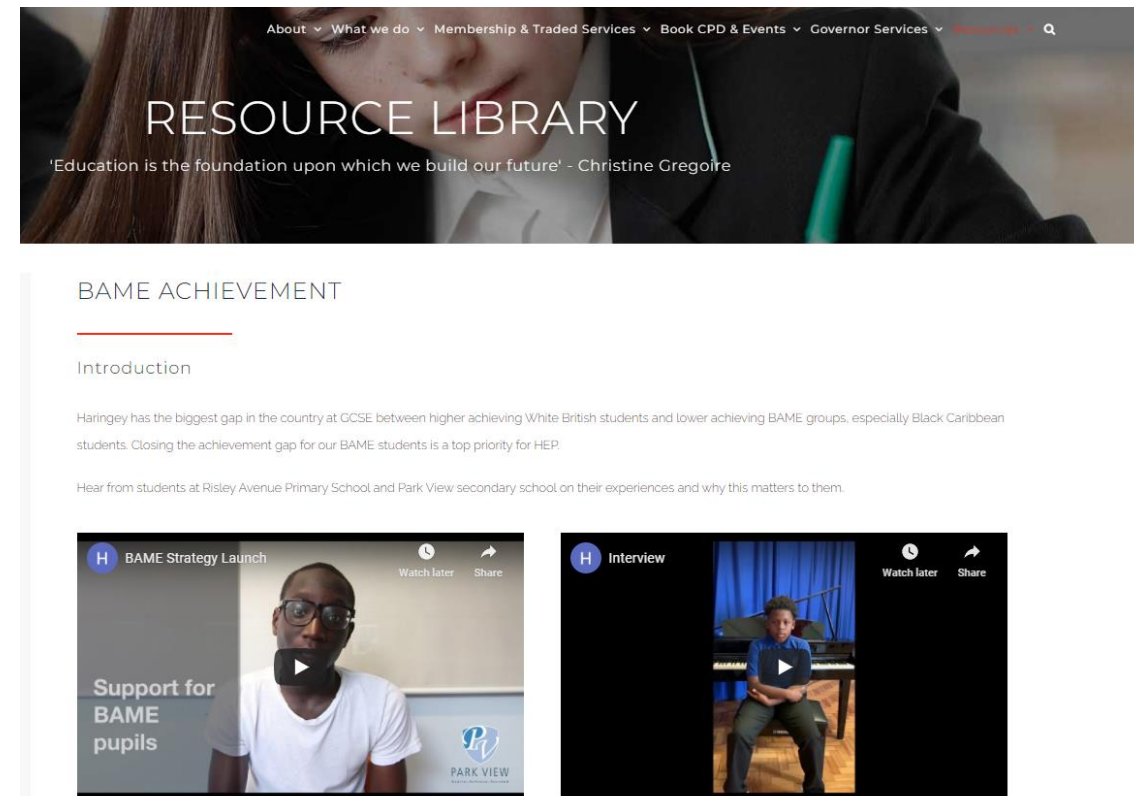
Working together we can achieve our vision and close the achievement gap for our Black Caribbean and BAME children and young people – and set an example for other boroughs to follow



# Communicating the agenda



Raising Black-Caribbean and BAME achievement is a top priority for all Haringey schools. The agenda will be in the spotlight for HEP and the Council. Schools will also take a lead with BAME achievement to be a key focus for our Networked Learning Communities and cross-borough discussions



*We cannot say we have succeeded until success is shared by all*

**On behalf of the BAME Steering Group, we look forward to working together to make our vision for all our children and young people a reality**

For further information, please contact: [james.page@haringeyeducationpartnership.co.uk](mailto:james.page@haringeyeducationpartnership.co.uk)



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**Haringey**  
LONDON



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