

**Ethnic Minority Achievement Service (EMAS)**

**A consultation by Harrow LA on the future of the service**

**Research Phase – February / March 2012**

**Please respond by Monday 26<sup>th</sup> March 2012 to:**

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## **Ethnic Minority Achievement Service (EMAS)**

### **1. Research Phase – February / March 2012**

This research paper will be sent to EMAS staff, unions, schools and other partners as well as to Elected Members and officers with key responsibilities for this service within Harrow Council.

A future EMAS cannot be determined without the full and active involvement of schools and partners in shaping the role, function and funding of the service. Consultation with schools, partners and other stakeholders will, therefore, need to be wide ranging and transparent. There needs to be a shared vision and direction for the service across schools, partners, the local authority and other stakeholders. This paper is intended to stimulate discussion that will inform a formal proposal for a future EMAS.

The transition from current to any future arrangements for EMAS needs careful planning and management to ensure that current and valued experience and expertise demanded in any new model is not lost during a period of change.

This research phase seeks the views of stakeholders to inform the formal consultation on a new operating model. It also:

- provides the contextual factors that have led to Harrow local authority working with schools and partners to determine new arrangements for EMAS
- explains the funding arrangements which will affect future provision;
- sets out the proposed timetable for feedback from schools and partners in the consultation phase, and;
- describes the proposed timeline for the implementation of a new operating model.

Feedback in the research phase from as many schools and partners as possible is essential in order to inform, and consult on, a proposed way forward in the formal consultation with staff and trade unions and other stakeholders in April / May 2012.

Responses to this research phase of consultation are requested by **26<sup>th</sup> March 2012**. **A form (Appendix A) is provided for responses.**

### **Context**

EMAS was established to devolve and monitor the Ethnic Minority Achievement Grant and to provide advice, support and professional development to Harrow Schools on issues relating to Black and Minority Ethnic Achievement including English as an Additional Language. For some years, support for Travellers has also been managed by the Ethnic Minority Achievement Service. Additionally the service has secured funding from external bodies to fund relevant projects.

In the future EMAS will need to be a fully traded service that exists without LA funding. Any proposal for a future EMAS model will be predicated therefore on there being a continued demand from schools and other partners for a service of this type.

### **Future Funding Arrangements**

In order for EMAS to function effectively and to meet the diversity of needs of schools and partners, funding has to be sufficient to cover the leadership, staffing, administration and delivery of the provision to be made by EMAS.

This paper seeks views on whether schools and partners will commit to a future EMAS SLA. Without this commitment, the proposed EMAS will be a minimal strategic service.

Therefore, a future EMAS will be funded by:

- limited Council funding;
- schools' funding through a service level agreement and buy back arrangements, that would replace current service level agreements;
- income from other partners and;
- funds obtained through any bidding process for specific projects.

### **Outcomes of the Research Phase**

The outcomes of this research phase may lead to a changed future EMAS, e.g.

- The priorities and areas of work of EMAS may change
- The staffing structure and other costs to deliver EMAS activities may change.

The outcomes of the research phase will inform a formal consultation in April/May 2012.

## **2. Background – National and Local Drivers**

### **2a) Funding**

From 2011/12 the previously ring fenced Ethnic Minority Achievement Grant was incorporated into the Dedicated Schools Grant (DSG) by the DfE. Consequently EMAS is now funded by centrally retained DSG. EMAS is one of the services impacted by Academies, as a proportion of the service's DSG funding transfers to academies on conversion. The lack of buy back from the academies, who converted in 2011/12, coupled with the loss of other external grant funding, has already created pressures on service costs and has resulted in some service adjustment, including a significant reduction in staffing. The service is not yet self sustaining financially and it is necessary to look at its viability and make any necessary adjustments in its organisation, traded services and operating model to make it a self financing and effective traded service within the timescale outlined in Appendix B .

**2b) Research on the future of the Ethnic Minority Achievement Service** is required as a result of the following:

- Changed national expectations about the support arrangements for school improvement, specifically the role of the Local Authority as a provider of School Improvement Services. While giving the Local Authority a strong strategic role as champion for parents, families and vulnerable pupils, the government envisages a minimal residual statutory responsibility for School Improvement in the future and only in the form of quality assurance and commissioning intervention in failing schools.
- The LA statutory responsibility includes:
  - Provision of advice and support to the council on school and education policy and strategy
  - School facing services the LA wishes to retain
  - Remaining or future LA statutory functions closely related to School Improvement e.g. Governors Services
- DSG funding is under pressure not only from any further academies but from the DfE proposals for school funding which suggest that DSG could only be centrally retained for EMAS if there is local agreement by schools.
- The service's council budget is only £32k and given the financial challenges facing the council there is minimal scope to increase this funding.

- The development of a new model for Harrow Children’s Services, specifically the establishment of Education Strategy and School Organisation (ESSO) that includes EMAS and the implementation of the Harrow School Improvement Partnership (HSIP). This reorganisation implies a strategic Local Authority role with support to schools commissioned through HSIP.

As a result the Ethnic Minority Achievement Service will change from 1<sup>st</sup> September 2012, its activities being shaped by this research phase and then formal consultation.

Sections 3 to 5 set out possible future activities and contain consultation questions. For ease you can respond to these questions by completing the response form (Appendix A, page 10).

### **3. Service Activities - Core Strategic Activities of a Future EMAS**

#### **3a) Monitoring Achievement**

Monitoring achievement of Black and Minority Ethnic pupils, including Travellers, via an annual audit, has been one of the core activities of the service. Narrowing the Gap (NtG) is one of Harrow’s four key priorities. In the future EMAS would continue to track and review progress of English as an Additional Language (EAL) / Black and Minority Ethnic (BME) and Free School Meal (FSM) groups at all key stages to identify Narrowing the Gap (NtG) priorities. Support to schools around NtG would be commissioned through HSIP.

#### **3b) Grant Funding for Projects**

Building on success in recent years, continue to bid for projects to NtG for vulnerable pupils for example:

- A Traveller Youth Project in partnership with Young People’s Services begun January 2012 and funded by John Lyon’s Charity.
- Forest School in partnership with All Saint’s Church, Stanmore. Forest School provides an outdoor learning environment and is especially suitable for children presenting with challenging behaviours in the mainstream setting. The proposed start date is summer/autumn 2012.

#### **3c) Monitoring Advice + Support to Schools**

EMAS would commission and monitor provision to NtG for EAL / BME / FSM and Travellers. EMAS will not be responsible in the future for providing advice and support to schools or to provide a programme of continuous professional development (CPD), other than any activities agreed and funded by schools.

#### *Key Questions:*

- *Do you consider that these activities should constitute the core strategic activities of a future Ethnic Minority Achievement Service?*
- *Do you think any others should be added or any of these deleted?*

### **4. Leadership of Enhanced Provision**

There is an opportunity to lead on enhanced provision to support Council, school and Ofsted priorities to NtG and engage with parents/carers to support outcomes for pupils through the following:

#### **4a) Refugee Achievement and Support for New Arrivals / Parent Ambassadors**

Schools value support to induct new arrivals / new EAL pupils. EMAS staff help parents/carers to understand the UK education system and help home / school communication.

Currently EMAS employs 4 instructors (3 Somali, 1 Tamil), 1 Farsi TA and 2 Parent Ambassadors (Polish and Farsi) who are commissioned as need arises. There is a pool of Parent Ambassadors offering Romanian, Arabic and Somali. All can be commissioned via Service Level Agreements with EMAS. EMAS is also able to deliver Parent Ambassador training accredited via the Open College Network (OCN).

*Key Questions:*

- *Do schools want to continue to commission EMAS to provide school funded support for refugees and new arrivals? If so, which languages do schools need?*
- *Do schools want to commission EMAS to provide Parent Ambassador training?*

4b) Traveller Support

Traveller children are arguably the most vulnerable and underachieving of all ethnic minorities in Harrow. There are considerable barriers to achievement e.g. discrimination, fear of ascribing to Traveller status, mobility, lack of literacy amongst parents and multiple issues e.g. housing, medical, school admissions. They are a small mobile group, scattered amongst a number of schools which are not always well equipped to meet their transitory needs.

As a result EMAS proposes to retain some core provision – 2 full time Traveller Support Workers to provide time limited (half termly) targeted 1:1 / small group or in-class support. In addition, they would provide training, curriculum advice and guidance to schools on resources and Traveller culture. Pastoral support can continue via interagency work.

*Key Questions:*

- *Do schools want support for Traveller children as a core activity in a future EMAS?*
- *Are schools willing to pay for additional support through a SLA?*

4c) ESOL

For 4 years EMAS and the Integrated Early Years and Community Services (IEYCS) have funded ESOL provision in partnership with mainstream schools and children's centres. Approximately 400 parents/carers have accessed high quality Pre-Entry and Entry 1 provision in their children's schools or children's centres during this time. At the end of 2011, 34 out of 35 Entry 1 students sat and passed EDEXCEL National Exams.

As a result of the ESOL course many parents/carers have taken important steps towards improving their lives. Many have progressed from ESOL courses to college courses. Others have found jobs and many others have gained enough confidence to engage with society in a way that they could not do in the past such as make friends, explain health problems to the doctor and communicate with schools in supporting their children's learning.

The Ethnic Minority Achievement Service in partnership with IEYCS have continued to jointly fund the running of these classes for our vulnerable adults wishing to improve their reading, writing and communication skills. Enrolment numbers this autumn term are a clear indication that there is still a need and demand for this provision. All our classes currently have the required number of learners on their registers (12-15). Some classes such as Weald School (both Pre-Entry and Entry 1) Whitefriars and Kenmore Park are full to capacity and have waiting lists. The clusters working with us this year are Canons, Children First, CH Unite, Stanmore-Kenmore and Pinner Wood. There are six Pre-Entry classes and one Entry 1 class running.

### *Key Question*

- *Do schools and other partners want to commission EMAS to provide ESOL?*

### 4d) Family Learning

Funding has come via Adult Community & Family Learning (ACFL) to deliver Family Learning in Foundation Stage settings, targeting vulnerable children and families. Through an experiential approach parents / carers develop a better understanding of the UK education system, how their children learn and how they can help in that process.

Family Learning is time devoted to the engagement, inclusion and integration of vulnerable parents.

### *Key Questions:*

- *If there is further funding from ACFL do schools want to commission EMAS to continue this provision?*
- *If there is no further funding from ACFL do schools want to commission and fund EMAS to continue this provision?*

### 4e) Supplementary Education

Hundreds of Harrow children currently attend supplementary education. Some are from our vulnerable groups. EMAS currently leads at a Council level on support and guidance to supplementary schools.

This involves training to follow a national Quality Framework and to obtain Bronze, Silver and Gold Awards for their schools. Achieving the Bronze Award ensures schools implement a Safeguarding Policy. The next possible step is to establish a Supplementary Schools Forum for which it is very likely John Lyon's Charity will provide funding. This will help the forum to obtain further funding to become self sustaining. As the forum develops it is hoped more supplementary schools will be identified and supported.

### *Key Questions:*

- *Do mainstream schools consider that EMAS is best placed to quality assure supplementary provision?*
- *Which mainstream schools would like to develop closer links with supplementary schools? Some charities are seeking to fund such initiatives.*

### 4f) Harrow Weekend School

This developed as a unique NtG initiative. Target pupils come from underachieving EAL & BME groups, many on FSM, and are referred by 6 main feeder schools. Teachers at the HWS are UK trained and provide support in English and Maths. John Lyon's Charity have supported financially for 3 years and the final tranche of funding will run until December 2012. Further funding is being sought from the Education Endowment Fund in partnership with ContinYou (National Resource Centre for Supplementary Education). Recent data highlights the impact which contributes to overall pupil achievement and attainment in English and Maths.

*Key Questions:*

- *Do schools want to continue to support the Harrow Weekend School initiative?*
- *If a bid is unsuccessful would schools fund the continuation of this initiative?*

**5. Advice and Support to Schools including CPD**

Funding previously available to fund support to schools including the CPD programme, has now been passported to HSIP to commission appropriate activities. It is envisaged that the HSIP will maintain and develop that programme of support. Where HSIP does not provide the following, or future, programmes, then EMAS could be commissioned by schools to do so.

**5a) Rights Respecting School Award (RRSA)**

This is a low cost high impact programme closely aligned to the new Ofsted Framework and NtG. There are 38 schools currently engaged and working towards Recognition of Commitment (ROC) Level 1 or Level 2. Central and bespoke training advice, support and Level 1 and 2 assessments are provided until 31<sup>st</sup> August 2012.

*Key Questions:*

- *Do schools/other parties want this project to continue?*
- *How do you think it should be provided, supported and funded?*

**5b) Masterclass for Maths**

Developed by an EMAS consultant in partnership with a Harrow primary school and funding from London Challenge, the Masterclass for Maths is a catch up programme for upper primary EAL learners underpinned by EAL pedagogy. Assessments of pupils before and after the intervention testify to its success.

This could be delivered as central or bespoke inset and or school based consultancy.

*Key Questions:*

- *Would schools like these materials to be disseminated?*
- *How do you think they should be provided, supported and funded?*

**5c) Level 4-5 Writing**

Via consultancy with schools, EMAS is developing a series of writing units (each providing a series of lessons) which focus on different genres at KS2. They aim to support learners to reach Level 5. Norbury, Glebe, Stag Lane Junior and Whitchurch Junior are among the schools which have contributed/or are still contributing. The units are underpinned by research on EAL which highlights the particular language challenges for EAL learners. The focus is on developing academic languages which is helpful for all learners.

The units are due for completion summer 2012.

*Key Questions:*

- *How will this be disseminated?*
- *How do you think these materials should be provided, supported and funded?*

5d) New Arrivals

As a result of a successful bid for Migration Impact Funding, EMAS led a 2 year project to develop policies, resources and lead on outstanding practice. Two consultants were seconded to build capacity across all key stages.

In addition EMAS has worked closely with Glebe School, the Knowledge Centre for cross-cultural language and communication.

*Key Question:*

- *Who do you think should lead in the area of New Arrivals in the future?*

5e) Principles to Practice (P2P)

This is a new development in partnership with the University of Hertfordshire. Training focuses on EAL pedagogy for advanced bilingual learners and successful participants gain 30 credits towards a modular MA.

The course seeks to enhance a strategic role in school via a partnership teaching model. A recent primary EMA network meeting highlighted a continuing need to support schools to meet the challenges of integrating language development and curriculum access.

*Key Questions:*

- *Should a second module be developed for Principles to Practice focusing on for example new arrivals and advanced bilingual learners?*
- *How should P2P be led and funded in the future?*

5f) Advice and Support to Schools

It has been suggested that there should be an EMA website and forum via Fronter in order to meet the daily requests for advice on a range of issues: assessment, planning, resources, translation, interpreting.

*Key Questions:*

- *If schools lead on delivery of training and advice and support to schools, how will this be funded and do schools have the capacity in the longer term?*
- *Should specific schools / Knowledge Centres be commissioned by HSIP to meet this need?*
- *Should highly skilled and experienced consultants be commissioned by HSIP?*
- *Do schools agree that advice and support in via Fronter would be helpful?*



## **6. Timetable (see Appendix B)**

This research phase of the consultation on the future of EMAS ends on 26<sup>th</sup> March 2012.

Full consultation with schools, officers and unions will take place during April/May 2012.

It is anticipated that a report will go to Harrow's Cabinet for consideration of the next steps in May 2012. This will form the basis for future arrangements.

Following the outcome of Local Authority decision making processes, an action plan for the implementation of the agreed way forward will be determined, together with the resultant proposals for the required changes to the current service in line with the Council's "*Protocol for Managing Organisational Change*".

If agreed, it is proposed that EMAS would be re-organised as quickly as possible after that agreement, with a view that the future operating model of EMAS is fully operational by 1<sup>st</sup> September 2012.

## **7. How to respond to this consultation**

The deadline for the research phase of the consultation on the future of EMAS is 26<sup>th</sup> March 2102.

You can respond to this consultation by using the separate consultation response form (**Appendix A**) and returning or e-mailing it to:

Joy Collins  
Team Leader  
Ethnic Minority Achievement Service  
London Borough of Harrow  
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## Appendix A:

### Ethnic Minority Achievement Service (EMAS)

#### A consultation by Harrow LA on the future of the service

Research Phase – February / March 2012

### RESPONSE FORM

We want to hear what you think. Please use this form to send us comments on the consultation document. Please send it to [joy.collins@harrow.gov.uk](mailto:joy.collins@harrow.gov.uk) by 5pm on 26<sup>th</sup> March 2012

Name / Role	
School / Service	

#### **3. Service Activities - Core Strategic Activities of a Future EMAS**

3a) Monitoring Achievement

3b) Grant Funding for Projects

3c) Monitoring Advice + Support to Schools

*Key Questions:*

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RESPONSE

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RESPONSE

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- *Are schools willing to pay for additional support through a SLA?*

*RESPONSE*

#### 4c) ESOL

*Key Question*

- *Do schools and other partners want to commission EMAS to provide ESOL?*

*RESPONSE*

#### 4d) Family Learning

*Key Questions:*

- *If there is further funding from ACFL do schools want to commission EMAS to continue this provision?*
- *If there is no further funding from ACFL do schools want to commission and fund EMAS to continue this provision?*

*RESPONSE*

#### 4e) Supplementary Education

*Key Questions:*

- *Do mainstream schools consider that EMAS is best placed to quality assure supplementary provision?*
- *Which mainstream schools would like to develop closer links with supplementary schools? Some charities are seeking to fund such initiatives.*

*RESPONSE*

#### 4f) Harrow Weekend School

*Key Questions:*

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- *If a bid is unsuccessful would schools fund the continuation of this initiative?*

*RESPONSE*

#### **5. Advice and Support to Schools including CPD**

##### **5a) Rights Respecting School Award (RRSA)**

*Key Questions:*

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*RESPONSE*

##### **5b) Masterclass for Maths**

*Key Questions:*

- *Would schools like these materials to be disseminated?*
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##### **5c) Level 4-5 Writing**

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*RESPONSE*

#### 5d) New Arrivals

*Key Question:*

- *Who do you think should lead in the area of New Arrivals in the future?*

*RESPONSE*

#### 5e) Principles to Practice (P2P)

*Key Questions:*

- *Should a second module be developed for Principles to Practice focusing on for example new arrivals and advanced bilingual learners?*
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*RESPONSE*

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*Key Questions:*

- *If schools leads on delivery of training and advice and support to schools, how will this be funded and do schools have the capacity in the longer term?*
- *Should specific schools / Knowledge Centres be commissioned by HSIP to meet this need?*
- *Should highly skilled and experienced consultants be commissioned by HSIP?*
- *Do schools agree that advice and support in via Fronter would be helpful?*

*RESPONSE*

Do you have any other comments?

## Appendix B:

### Consultation Process and Indicative Timetable

<b>Activity</b>	<b>Timing / Date</b>
Research Phase with partners (schools, unions and staff) on the existing service and views on the future	Late February / Early March 2012 (for four weeks)
Feedback on Research Phase consultation to staff and partners	Late March / Early April 2012
Formal consultation to staff, partners and unions on a proposed service and workforce implications for September 2012	Late April 2012 (for four weeks)
Formal feedback from consultation and confirmation of proposals. Cabinet Report	Late May / Early June 2012
Proposals implemented	September 2012