



# Minority Ethnic Achievement Support MEAS TEAM REPORT CARD – February 2016



What We Do	Who We Work With
<p><b>The Minority Ethnic Achievement Support (MEAS) team works with all Primary and Secondary schools and in Neath Port Talbot College (NPTC) group.</b> Formerly funded by the Minority Ethnic Achievement Grant (MEAG), now through the Education Improvement Grant (EIG), MEAS support Ethnic Minority (EM) learners at risk of underachievement as well as learners with English as an Additional Language (EAL), MEAS is a team of Teacher Development Officers (2.4 Full Time Equivalent FTE), Bilingual Teaching Assistants (1.5 FTE), Home Office fully funded Arabic BTAs (1 year 4.8 FTE), Administration support (16 hours) and Casual Interpreters(0 hours), providing the following for EM/EAL learners, schools and Neath Port Talbot College group:</p> <ul style="list-style-type: none"> <li>• Meeting the needs of learners/schools (bespoke to NPTCBC) supporting English as an Additional Language and enabling access to the academic language required for achievement in other academic subject areas i.e. Mathematics, Science, English Literature, Design and Technology.</li> <li>• Collaborative planning - support for schools/Programmes of Work</li> <li>• training and development of school staff (additionally training on supporting Refugees for the team and schools SMT)</li> <li>• Developed partnership with the Dwr y Felin cluster group of schools (SMT) and Bae Baglan SENCO cluster group of schools to share up to date EAL pedagogy and good practice to ensure EM/EAL learners attainment</li> </ul>	<p><b>The MEAS team work in partnership with</b> a wide range of Stakeholders/interested groups, in order to improve outcomes for EM/EAL Learners, which include:</p> <p>Primary, Secondary, Welsh Medium schools:</p> <ul style="list-style-type: none"> <li>• EM/EAL learners and EM/EAL Parents/Carers</li> <li>• Class teachers and Senior Management Teams in schools</li> <li>• Maes Y Coed Special School – BHM activities and event</li> <li>• Neath Port Talbot College Group – post 16 transition and learning support for EM/EAL learners</li> <li>• British Council - Chinese Language Assistants (CLAs – 7<sup>th</sup> year, 10 CLAs)</li> <li>• Black History Month Wales Association (BHM workshops and events in NPT, funded by the Arts Council)</li> <li>• British Red Cross – specifically regarding the integration/orientation of Refugees</li> <li>• SVFR – Syrian Vulnerable Families Relocation scheme (local authority)</li> <li>• mainstream monolingual learners, where appropriate (inclusively in projects/workshops)</li> <li>• ERW &amp; Other regional Ethnic Minority services such as GEMS in Newport re: training; EMLAS in Swansea, re: Bilingual teaching assistants; Denbighshire, re: Management of Change; Bridgend, re: interpreting for one of their learners; Powys re: helping support their Chinese learner</li> </ul> <p><u>Other partners</u></p> <ul style="list-style-type: none"> <li>• Black Minority Ethnic (BME) Forum – meetings and sharing information</li> </ul>

## Appendix 1

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| <ul style="list-style-type: none"><li>• Assessment in first/home language</li><li>• Promoting Cultural diversity/languages reflected in the curriculum through teaching and learning, Partnership working local community groups, nationally and internationally</li><li>• Accurate EM/EAL data collection – Stages of English, Ethnicity and first/home languages</li><li>• Transition support between Key Phases/Stages and post 16</li><li>• Translating and interpreting (including use of own casual interpreters and outside translation services)</li><li>• Learners encouraged to use first languages and gain home language qualifications – GCSE, AS and A level</li><li>• Induction Meetings with parent/carers and other home/school liaison activities, such as the newly formed Bangladesh Parents forum in Central Primary school and signposting ESOL classes.</li><li>• Working with community language schools and clubs</li><li>• Provide advocacy and mentoring for learners with outside agencies</li><li>• Encourage schools to work together re: examinations and events</li><li>• Facilitate the British Council Chinese Language Assistant Programme in Neath Port Talbot with partner Primary and Secondary schools in order to develop Chinese language and education</li><li>• Work in partnership with Black History Wales and Primary and Secondary schools to participate in BH Month and celebrate Black Minority Ethnic achievement in NPT</li><li>• Provide teaching, home/school and other liaison support for new refugee learners and their families in NPT</li><li>• Work in partnership with other local authority (LA)/NPTCBC officers to enable participation of supported EM/EAL learners in LA events such as The Holocaust Memorial Day events</li><li>• Initiated the Minority Ethnic Achievement ERW Consortium</li></ul> | <ul style="list-style-type: none"><li>• Welsh Refugee Council – training MEAS team/schools</li><li>• Children in Wales - training for MEAS team/schools</li><li>• Show Racism the Red Card – training and schools art competition/event</li><li>• Swansea Bay Race Equality Council – diversity workshops</li><li>• South Wales Police – training Hate Crime and Refugees</li><li>• Victim Support Cymru - training</li><li>• Neath Port Talbot Tigers – cultural diversity events</li><li>• Ethnic Youth Support Team (EYST) - training and recruitment of Arabic speaking staff</li><li>• Polish School, African Community Association, Chinese Association (Swansea) – members of MEAS also work in Polish school and Chinese Association and share expertise/knowledge and supported learners attend Polish school</li><li>• Swansea University – student work experience with MEAS</li><li>• Newport University – MEAS team studied for post graduate qualifications and invited to support induction of new postgraduate students</li><li>• Cardiff University – MEAS BTA professional interpreting qualification</li><li>• Developing Education Awareness Raising (DEAR project) - meetings</li><li>• Literature Wales – Literacy Projects involving EM/EAL learners</li><li>• Neath Town Hall, Gwyn Hall, Pontardawe Arts Centre (Cultural Diversity events for our schools with EM/EAL supported learners)</li><li>• National Union of Teachers – sponsored Black History Month event</li><li>• Race Council Cymru – training</li><li>• NPT and Gwalia Housing Associations – supported learners and families</li><li>• Local Authority Challenge Advisors/Teacher Development Officers/Management of Information Unit (Data, Literacy, ELSA professional development training)</li></ul> |
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Appendix 1

group for leads of EMAS support services. Half termly, information exchange and policy development related to achievement/outcomes of EM/EAL learners through leadership and management and teaching and learning.

- local councillors (involved in Promoting Cultural Diversity events, welcoming/presenting visiting Chinese teachers)
- Housing, Social Services, Youth Service and other Local Authority departments.

**How Are We Doing?****How Much Did We Do?  
April 2015- February 2016**

30 schools supported  
 11 Secondary schools supported/visited  
 19+ Primary schools supported  
 79 EM/EAL learners supported in schools  
 11 EM/EAL learners supported post 16 (including 6 from NPTC Group)  
 4 ADDs/in school cluster training sessions (20 schools)  
 1 Cultural Diversity day, supported by MEAS  
 5 schools supported by Chinese Classroom Assistants (CLAs) weekly basis  
 7+ Primary schools 2 Secondary schools supported by CLA for Chinese language and culture activities (8 pending visits)  
 410 Primary learners 740 Secondary learners introduced to Chinese language and cultural activities  
 14 first/home languages supported  
 17 first language examinations achieved GCSE/AS/A2 Mandarin, Spanish, Polish  
 6 First language examinations pending (Russian and Polish)  
 9 subject examinations other than first language supported and attained (including English, Science, Health and Social Care, Catering)  
 5 other subject examinations pending (English and Science)  
 70 Black History Month (BHM) workshop participants  
 10 schools involved in BHM activities  
 150 learners involved in BHM activities  
 12 learners involved in Literacy Wales speaking/listening/writing group

**How Well Did We Do It?**

According to data from the MIU, EM/EAL learners consistently outperform non EAL learners at all Key Stages in NPTCBC, except at KS4 level 1, where EM/EAL learners are 0.2% below non EAL performance.

**We can provide evidence of Learner outcomes (attainment/achievement) of EM/EAL learners for 2015-16):**

1. Stages of English – awaiting from MIU
2. First language qualifications GCSE, A and AS level, Core subjects
3. Additional qualifications, support given other than first language
4. Summary of MEAS supported learners – Primary and Secondary
5. Post 16 and NPT College group activity and results
6. EM/EAL learners English/Mathematics, Levels 1 and 2
7. Chinese Language Assistant data (support for schools)

**We can provide:****Comments from questionnaires to:**

EM/EAL learners, parents, Primary and Secondary Head Teachers and other Stakeholders/interested groups  
 Comments from training events such as short courses/conference for previous years and Head Teachers Refugee support training

**Comments regarding:** Chinese language assistants support for schools

**Example of a Case Study:** BME learners' progress from school – post 16 – University

Over 39 new EM/EAL arrivals since September 2015

Over 44% increase in new arrivals in 2015-16

**70% NPT schools have been given BHM resource packs to use for example in assemblies, PSHE/History/English – these are being given out to all schools currently**

### **Is Anyone Better Off?**

- Current academic performance information for EM/EAL learners against NPT schools performance and against Wales national average is maintained and updated by NPT MIU and demonstrate that EM/EAL learners consistently perform above those averages.
- MEAS facilitate and support First language qualifications GCSE, A and AS level, in languages such as Polish, Arabic, Japanese, Russian, Mandarin and Cantonese that did not exist in the LA prior to MEAS intervention/collaboration with schools.
- EM/EAL learners Literacy skills improve, allowing access to the National Curriculum and academic requirements for examinations.
- Post 16 learners are supported from NPT schools into NPT College Group (and to University) where they achieve and attain.
- 14 Refugee learners and their families have been supported to settle into 3 Primary and 2 Secondary schools by recruited Arabic Bilingual Teaching Assistants and reports from schools are very positive
- Black EM and Chinese learners status in the LA and schools has been raised by the activities generated through BHM Wales funding and the British Council funded Chinese Language Assistants.
- MEAS supported Schools SMT and teachers are much more aware of the culture and history of the different communities in our schools due to MEAS interventions, providing a more inclusive curriculum.
- MEAS learners and families are supported during transition between Key Stages/schools/college.
- MEAS intervention at post 16 ensures learners do not become NEET and are following appropriate learning and career pathways.

### **Data Development Agenda**

- MEAS team have now received initial training on the LA tracking data base and have access to performance indicator levels/outcomes/tracking of EM/EAL supported learners
- Improve data base for MEAS intervention
- Target individuals likely to become NEET or EM/EAL underperforming learners
- Establish destination database of EM/EAL learners
- Continue to develop first language performance and progression
- Continue to train schools on importance of monitoring and tracking EM/EAL learners

### Story Behind the Baseline

- MEAS provide excellent value for money – receive smallest grant allocation of the ERW consortium LAs and suffered the largest reduction to funding in 2014-15.
- Consistently praised both locally and nationally for the diversity of support given to EM as well as EAL learners (the MEAG is for both groups of learners), first language examinations, post 16 and transition support, cultural diversity/anti-racism activities/events, employing staff from local ethnic minority communities, home-school liaison, mentoring and advocacy, liaison with other ethnic minority community groups and associations.
- Requests for support from schools for newly arrived EM/EAL learners, has increased by over 44% 2015-16
- The number of first/home language requests for support has increased and we are seeing new/additional languages that we have not had requests for support for before – for example: Hungarian, Romanian, Bulgarian, Lithuanian, and Portuguese.
- As a result of successful interventions in the past, schools are more confident in our service provision and requests for different aspects of support are increasing for example, first language examination support, planning with teachers, sharing resources, Chinese Language Assistants, interpreting and translating, parent/carers meetings, cultural diversity activities, in class support, input to SEN Review meetings and documents.
- There has been an increase in advice sought by other local authority partners and wider community/national organization partners.
- MEAS have to be able to adapt rapidly to changing priorities almost on a daily basis – unplanned requests for support of all types which occur almost on a daily basis for example: a new arrival to school, urgent need for interpreting/translation, a racial incident, queries and concerns from members of the team and other numerous enquiries from schools and other stakeholders.
- Despite the reduction of the team, the workload has not been reduced, which has meant that MEAS has had to prioritise support, on a half termly basis, only monitoring some learners who have previously received support.
- MEAS has appointed an administration assistant (0.4), who is also the admin support for the Chinese Association, Swansea. The administration workload is considerable for a team of peripatetic support staff, with the additional administration of casual interpreters and applications for grant funding (i.e. Chinese Language Assistants, ESF, and Black History Month).
- Due to the grant funding of some of the activities of the MEAS team, each yearly funding cycle brings a calendar of activities that must be facilitated and funded – just as we finish the work involved for example CLAs and BHM, preparation begins for the next. Both examples bring additional funding to the LA.
- The annual Data collection is intensive and requires team input and support for schools for practically 3 to 4 months each year.
- There has been an impact on the MEAS team workforce due the arrival of Phase 1 the Syrian Vulnerable Families Relocation Programme: the extensive initial recruitment procedures, training for Head Teachers and engagement with various integration/orientation providers. There is an ongoing need for training/mentoring/induction for the new MEAS staff and school staff. Unfortunately the recruitment process had to be extended due to the early resignation of two Arabic speaking BTAs, with the additional pressures on the team to ensure support is maintained for the new learners in schools. Head Teachers require continuous support and information sharing to enable them to feel engaged in the process and able to support new learners/families.

## Appendix 1

- With the imminent arrival of a fifth family and Phase 2 of the Syrian Vulnerable Families Relocation Programme, demands on the MEAS team will increase in 2016, whilst maintaining ongoing support for other EM/EAL learners in schools and the steady stream of new arrivals, many of whom are new to English.
- MEAS ensure the Continuous Professional Development of the team members in order to upskill the team and ensure support for schools is up to date and effective i.e. One TDO has completed a Masters Degree in Teaching English as an Additional Language and one BTA has enrolled on a Diploma for Public Services Interpreting, amongst other training.
- Learners and parents are encouraged to enroll in ESOL classes at NPTCBC by MEAS team members and supported to do this, where appropriate.
- MEAS are part of the CYNNYDD Operation ESF project, in partnership with the Youth Service and 14-19. Provision. We are currently making preparations for the project to start and the recruitment of a part time ( 0.6) TDO. There has been extensive ongoing training/meetings/discussions throughout the year regarding this project and MEAS' participation.

The PowerPoint Presentation to the Senior Management Team on 17<sup>th</sup> March 2015, is available on request and was included with the April 2014-15 Report Card.

Next Key Actions To Do Better		
What?	Who?	By When?
MEAS to continue supporting SMT of schools, EM/EAL learners, school and College teaching staff and provide good practice methodology, learning opportunities and appropriate resources to ensure that the needs of EM/EAL learners are met and attain the best outcomes possible.	Jan Hoggan/Mark New and the MEAS team	ongoing
MEAS to recruit ESF funded part time TDO (0.6) and one part time Arabic BTA (18 ½) hrs. and ensure that all safer recruitment procedures are in place (i.e. DBS, 2 references, risk assessment, Driver declaration etc.).	Jan Hoggan/Mark New and the MEAS team and Health & Safety (Helen Owen/Paula Williams) and Human Resources (Chris Walsh and Claire Davies)	January 2016 and ongoing
Strengthen, develop and motivate and retain the existing MEAS team, together with the newly recruited Arabic speaking BTAs to ensure continuity of service to schools through ongoing mentoring/advocacy and training.	Jan Hoggan/Mark New and the MEAS team	January 2016 and ongoing

## Appendix 1

<p>Working in partnership with the consortium Ethnic Minority Achievement Service colleagues in the Minority Ethnic Achievement ERW (MEAERW) group,</p>	<p>Mark New and Management Information Unit</p>	<p>Ongoing</p>
<p>Support schools to improve quality of teaching and learning for EM/EAL learners through training and development for mainstream teaching staff and SENCO/EAL link co-ordinators – informal in-class and more formal ADDs meetings and Short Course/Conference.</p>	<p>MEAS team</p>	<p>Ongoing</p>
<p>Preventing NEET, improving employability, gaining further first/home language qualifications, increase confidence and self- esteem, developing social skills and home/school links, interpreting and translation. Provide role models and support with transition arrangements. <b>Cynnydd Operation ESF Project.</b></p>	<p>Jan Hoggan/Mark New working with Operations Manager Liz Dennis and Strategic Lead for ESF and liaising with Sian Jones from Neath Port Talbot College Group.</p>	<p>Advised will begin CYNNYDD (Progress) ESF project in February 2016 (still awaiting confirmation to recruit TDO and begin project as at 20.4.16)</p>
<p>Use the Local authority data to target and monitor the Primary and Secondary EM/EAL learners, the aim of which to ensure EM/EAL learners progress and achieve the following key indicators. KS1 FPI, KS/2 and KS/3, CSI and at KS4, CSI L1. In addition to focus and support EM/EAL learners to achieve and progress through the Welsh Governments Stages of English Language Acquisition.</p>	<p>Jan Hoggan/Mark New/ MEAS team</p>	<p>Ongoing</p>