

HAMPSHIRE COUNTY COUNCIL**Report**

Committee:	Children and Young People Select Committee
Date:	23 July 2014
Title:	Hampshire Ethnic Minority and Traveller Achievement Service (EMTAS) Annual Report
Reference:	6005
Report From:	<i>The Director of Children's Services</i>

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1. Purpose of Report

1.1. This report provides an overview of educational outcomes for children and young people, from ethnic minority and Traveller groups, together with an update about the work of EMTAS.

2. Contextual Information

2.1. Hampshire EMTAS is part of the Education and Inclusion branch of Children's Services. Its specific remit is to support schools to improve educational outcomes of children and young people from ethnic minority and Traveller groups. Since 2011 the service has been entirely funded by schools.

2.2. In 2014, 10.4% of Hampshire's children and young people are from ethnic minority and Traveller groups with 5.1% recorded as having English as an additional language. EMTAS is well used by schools and experienced a 70% rise in referrals for September and October 2013, with an overall increase of 20% for 2013-14. This is largely due to the improved profile of EMTAS in schools.

2.3. Over 150 different languages are spoken by children and young people in Hampshire schools (school Census 2014). Currently, the top 10 languages in terms of number of speakers are: Nepali, Polish, Bengali, Malayalam, French, Urdu, Spanish, Chinese, Portuguese and Shona. The county's linguistic profile changes year on year and the diversity within individual districts varies enormously. Hampshire EMTAS as a service needs to be flexible enough to respond quickly to new languages.

2.4. There are a number of reasons why ethnic minority families choose to settle in Hampshire including the presence of service families, and recruitment in the hospitality and care industries. There are further examples of skilled

workers from India and the Philippines working in the NHS or in international companies, particularly related to telecommunications or IT. Although there has been concern from some quarters about migration to the UK from Romania and Bulgaria, the number of children recorded as speaking Romanian and Bulgarian on the 2014 Hampshire school census remains low.

3. Educational outcomes

- 3.1. Many children and young people from ethnic minority groups achieve at the highest level, but for some groups, the gaps remain unacceptably wide. 9% of children from ethnic minority groups are eligible for free school meals (FSM) compared with 10.2% of all Hampshire's children. However, newly arrived families from overseas are not always eligible to claim the benefits which trigger free school meals or may choose not to do so. There is research showing that whilst poverty is a key factor affecting attainment for many children, the impact is not as great for children from ethnic minority groups or those learning English as an additional language (Institute for public policy research: A Long Division). This could reflect the high level of resilience required to settle successfully in a new country or the aspirational nature of many ethnic minority families, and the high value placed on education. Having said this, particular combinations of pupil characteristics can indicate that a child is especially vulnerable. For example, nationally, Black Caribbean boys eligible for free school meals (FSM) are currently amongst those making the slowest progress. (Department for Education: Ethnic Minority Achievement).
- 3.2. Overall, the data show improving educational outcomes for ethnic minority children and young people in Hampshire. At Key Stage 2 (age 11) ethnic minority children in Hampshire outperformed the same group nationally. Within Hampshire, the gap between ethnic minority children and all Hampshire's children has all but closed. In 2013 attainment in mathematics was slightly higher for ethnic minority children than for the whole KS2 cohort.
- 3.3. At GCSE (age 16) in the measure of 5 A*-C including English and mathematics, young people from ethnic minority groups (taken as a whole group) slightly outperformed the total Hampshire cohort. Results for ethnic minority young people now stand at 61%, equal to the national figure for the same group.
- 3.4. In 2013, the percentage of children from ethnic minority groups who made 2 and 3 (or more) levels of progress between Key Stages 1 (age 7) and 2 (age 11) was higher for all subjects than Hampshire's total cohort of children. Progress between Key Stage 2 (age 11) and Key Stage 4 (age 16) was equally good, with the percentage making 4 or more levels of progress at least 10% higher for pupils from ethnic minority groups in all subjects than for the total Hampshire cohort of pupils. This is remarkable given that many of these pupils face a double task in terms of learning a new language whilst learning and understanding new curriculum content.
- 3.5. During 2012-13, the overall attendance of children from ethnic minority groups in primary schools was 95.1% (4.9% absence) slightly higher than the 95.6% (4.4% absence) for the total Hampshire cohort of children. In

secondary schools, the figures were reversed with 94.8% attendance (5.2% absence) for ethnic minority children in comparison with 94% attendance (6% absence) for the total Hampshire cohort of children. There are of course differences when attendance is analysed by individual ethnic group. Hampshire EMTAS continues to work closely with schools and Children's Services officers to promote good attendance and ensure a consistent message across families and communities.

4. Conclusions

- 4.1. The future priorities for Hampshire Ethnic Minority and Traveller Achievement Service are twofold. Through our programme of interventions and projects, we aim to secure continued improvement in educational outcomes for all ethnic minority and Traveller children in Hampshire schools. We also aim to provide a consistently excellent, responsive service which adds value and meets the needs of Hampshire schools.
- 4.2. Finally, Hampshire EMTAS prides itself on being an innovative service which contributes to the reputation of the County Council as a high achieving and forward thinking organisation. As a measure of this, in 2013 EMTAS was the overall and grassroots winner of the Guardian's national Public Service Awards for its pioneering 'Hampshire Young Interpreter Scheme.' Additionally, the contribution of the service was recognised in the recent OFSTED Inspection of Children's Services and described as "exemplary provision."

CORPORATE OR LEGAL INFORMATION:**Links to the Corporate Strategy**

Hampshire safer and more secure for all:	yes
Corporate Improvement plan link number (if appropriate):	
Maximising well-being:	yes
Corporate Improvement plan link number (if appropriate):	
Enhancing our quality of place:	yes
Corporate Improvement plan link number (if appropriate):	

Section 100 D - Local Government Act 1972 - background documents

The following documents discuss facts or matters on which this report, or an important part of it, is based and have been relied upon to a material extent in the preparation of this report. (NB: the list excludes published works and any documents which disclose exempt or confidential information as defined in the Act.)

DocumentLocation

None

IMPACT ASSESSMENTS:

1. Equalities Impact Assessment:

- 1.1. This report is likely to impact positively on children and young people from ethnic minority and Traveller groups by raising awareness of current issues affecting their educational outcomes. The report also highlights the expertise and contribution of staff from Black, Minority Ethnic and Traveller groups in engaging with children, parents, carers and communities in order to secure good educational outcomes.

2. Impact on Crime and Disorder:

- 2.1. Securing good educational outcomes has a positive impact on the life chances and opportunities of children and young people, therefore reducing the likelihood of entry into the Criminal Justice System.

3. Climate Change:

- a) Hampshire EMTAS focusses on interventions such as the Young interpreter Scheme which are replicable in different contexts and contain all resources schools need to deliver the programme independently. This reduces the need for staff travel to support implementation.
- b) This provides a model for other interventions which can be delivered remotely, using technology where possible to compliment face to face interventions.