

North Dudley Area Committee 3rd December 2008

Report of the Director of Director of Children's Services

Consultation on the future of the Ethnic Minority Achievement Service – Amended October 2008

Purpose of Report

1. To inform the Area Committee of a consultation on the future of the Ethnic Minority Achievement Service published on 8 September 2008 and amended on 23 October 2008, this will run until 8 December 2008.

Background

2. Following the publication of the consultation on 8 September 2008 it has become apparent that it is no longer feasible for the reduction in the EMAS budget to be implemented in the current financial year (2008/09). The consultation as to the EMAS budget being undertaken now concerns the financial support for EMAS for the future financial year, namely 2009/10. The consultation has therefore been amended to reflect this.
3. A consultation has been published which includes two key elements. The financial support and the configuration of the service. See Appendix A - Consultation Document. An Equality Impact Assessment has been carried out to support the consultation. This document is also attached as Appendix B.

Finance

4. The EMAS budget for 2008/09 will be retained at the 2007/08 level. The proposed budget reduction of £306,000 will be found from existing resources during 2008/09.
5. Following the close of the consultation the Cabinet Member, in conjunction with the Cabinet and Council, will determine the future structure and operation of, and budgetary arrangements, for the Ethnic Minority Service.

Law

6. The work of the Ethnic Minority Achievement Service is governed by the Education and Inspections Act 2006.
7. The Race Relations (Amendments) Act 2000 places a general duty on a wide range of public authorities, including local authorities, to promote race equality.

Equality Impact

8. An Equality Impact Assessment has been undertaken; see Appendix B

Recommendation

9. It is recommended that the Area Committee makes any representation it feels fit to the Cabinet Member as part of the consultation process.



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John Freeman
Director of Children's Services

Contact Officer: Jane Porter
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Email: name@dudley.gov.uk

List of Background Papers

Amended Ethnic Minority Achievement Service Consultation Document
Equality Impact Assessment



Directorate of Children's Services

Consultation on the future of the Ethnic Minority Achievement Service (Amended October 2008)

'Putting children and young people first in Dudley'

September 2008

**John Freeman
Director of Children's Services**

Dudley Metropolitan Borough Council
Directorate of Children's Services
Westox House
1 Trinity Road
Dudley
West Midlands DY1 1JQ



**Beacon
Council**
2004-2005
Transforming the School Workforce

Consultation Document

- Consultation on:** The future of the Ethnic Minority Achievement Service
- Summary:** The Council is seeking the views of all stakeholders in relation to the future of the Ethnic Minority Achievement Service (EMAS) in the light of changing national and local priorities.
- Deadline:** All responses must be received **by 17:00, 8 December 2008**
- Consultees:**
- Anwar-UI-Quran
 - Apna Youth Group
 - APNA Youth Project
 - Asian Senior Citizen Group
 - Bangladeshi Muslim Mosque and Centre
 - Black Country Chamber of Commerce
 - Black Country Connexions
 - Black Country Learning and Skills Council
 - Blackheath Jamia Mosque Trust
 - Brierley Hill Muslim Welfare Association
 - Centre for Equality & Diversity
 - Chairs of Governors
 - Children's Centres
 - Children's Trust Executive Board
 - Community Centres
 - Community Forums / Groups
 - Councillors
 - DEMCU
 - Directorate Staff
 - DOSTI
 - Dudley Association of Governing Bodies
 - Dudley Borough Churches Forum
 - Dudley Caribbean & Friends Association
 - Dudley Children's Fund NCH
 - Dudley Chinese Community Association
 - Dudley Community Partnership
 - Dudley Council Directorates – Corporate Board
 - Dudley Council for Voluntary Services
 - Dudley Greek Community
 - Dudley Group of Hospitals
 - Dudley Mosque and Community Centre
 - Dudley Muslim Association
 - Dudley New Arrivals Association
 - Dudley Parent Partnership
 - Dudley Primary Care Trust
 - Dudley Safeguarding Children's Board
 - Education Business Partnership
 - Further Education Colleges
 - Ghosia Mosque
 - Green Light Muslim Youth Forum (Dudley)

Guru Nanak Singh Saba Temple
Guru Teg Bahadur Gurdwara
Headteachers
Hindu Cultural Association
Jamiat Ahl E Hadith
Libraries
Local Admissions Forum
Members of Parliament
Neighbouring Local Authorities Directors of Children's Services
Netherton Islamic Trust Educational Cultural Centre
Netherton Youth Group
New Testament Church of God
Roman Catholic Diocesan Schools Commission
Select Committee for Children's Services
Shree Krishna Hindu Temple
Standing Advisory Council on Religious Education
Unions and Professional Associations
West Midlands Children's Education Services for Travelling Children
(WMCESTC)
West Midlands Police
Worcester Diocesan Board of Education
Yemen Voice
Yemeni Association

Public Access Consultations, plans and policies will be published as follows:

Public Libraries
Dudley MBC website www.dudley.gov.uk
Westox House

Responses to: Laura Ferrington – Executive Support Team Manager
Executive Support Team
Directorate of Children's Services
Westox House
1 Trinity Road
Dudley DY1 1JQ
Laura.ferrington@dudley.gov.uk

*Your responses will be co-ordinated by the above person.
Any responses will be provided by the appropriate responsible
officer for this consultation.*

All responses may be published. A **large print version**, and translation into other languages is available on request to the above address.



John Freeman
Director of Children's Services

Context

Dudley has managed numerous changes to the pattern of its support services at several crucial points during the last eight years. Political, financial, educational and demographic changes have led to services needing to be re-evaluated and developed in order to meet the changing needs.

The current Ethnic Minority Achievement Service structure has been largely unchanged for eight years. Over the last three years some minor improvements have been made to process and practice. Over that period, the client group of the service has changed, as has the nature of the needs being met. It is now necessary to review fundamentally the shape of the service and its relationship with other services. The main aim of the service is to support, in conjunction with other agencies, children and their families to access education and other council services and to improve their educational attainment.

The current EMAS handbook states as its aim:

- to raise standards of achievement in education for ethnic minority pupils.

These aims are fulfilled by the following objectives:

- to support schools in targeting pupils to raise achievement;
- to raise awareness of, and value, linguistic and cultural diversity;
- to help develop the self-confidence of minority ethnic pupils so that all can reach their full potential;
- to promote equality of access to learning for all pupils;
- to provide positive and appropriate role models to schools and the wider community where possible;
- to raise awareness of the achievements of individuals from all minority ethnic groups;
- to challenge racism and work towards eradicating its causes;
- to work in partnership with minority ethnic families and to provide equal opportunities for all groups within Dudley MBC.
- to enable all individuals to realise that they are part of a wider culturally diverse society;
- to share suitable resources with schools, communities and other agencies;
- to work in partnership with relevant agencies to cater for the individual needs of each child;

In the past the service has been deployed to support the following ethnic minority

groups:

- African – Caribbean;
- Pakistani;
- Yemeni;
- other groups, including new arrivals; through providing
 - English as an additional language support;
 - Family support;
 - Supplementary School support;
 - Community Language classes and other community activities.

Local Authority Data Analysis for 2007

Local Authority (LA) analysis of pupil performance indicates that those eligible for Free School Meals, Looked After Children, Pakistani, African, Caribbean, Gypsy, Romany and Traveller pupils, and pupils for whom information was not obtained, or parents refused to say, do attain less well than their peers across each Key Stage. (2007 performance tables). However, progress measures based on Fischer Family Trust (FFT) indicates that most groups make expected progress based on their prior attainment when compared to similar pupils nationally.

In 2007 Pakistani and Black African pupils attaining Level 5+ in English (Key Stage 3) were significantly higher than similar pupils nationally (FFT data). At Key Stage 4, Pakistani, Indian and Chinese pupils attaining 5 A* - C GCSE and Pakistani and Indian pupils attaining 5A* - C GCSE (including English and Maths) achieved significantly better than similar pupils nationally. (FFT data).

Rationale for Review

In support of the national Children's Plan the government has reviewed national priorities and the statutory roles for Local Authorities (LAs) and the way they work with all partners, including schools. The priority has been to target more support to all underachieving and vulnerable groups of pupils. There has also been a priority to target resources to front line services through directing funding to the point of need. In education this has seen a significant injection of funding to schools for vulnerable groups of children identified in the personalisation of learning grant (see below) and funding attached to the free school meals criteria.

The aim is to build the capacity of these services to be more responsive to community needs at a local level. Consequently, DCSF funding to each LA has been revised to reflect this national approach. The Ethnic Minority Achievement Grant allocated to Dudley has been reduced over the past three years as a

consequence of changes in local levels of need; The Personalisation Grant has grown since its inception in 2007/08. This funding is available to schools to meet the specific need of individual pupils including BME pupils.

AREAS FOR CONSULTATION

There are two separate areas which the Council needs to decide upon. This consultation is to seek your views on the decisions that need to be made:

- (1) whether there should be a significant change to the amount of the Council's central budget for EMAS for the 2009/2010 year; and
- (2) what changes, if any, should be made to the structure of EMAS.

ISSUE 1: LEVEL OF COUNCIL'S CENTRAL BUDGET FOR EMAS

The amounts of the Council's central budget for EMAS for the financial years 2004/05 through to 2007/08 are set out in the table below.

The Council considers that in the future the grant for the 2009/10 financial year should be at a significantly lower level. The view of the Council is that the level of need for this service has reduced, and the reduced entitlement to a grant from the DCSF reflects the reduced level of need of this service.

On 3 March 2008 the Council set its budget and at that time made provision for a central budget allocation to EMAS of £320,700, which is considerably lower than the figure for previous years. However, following concerns raised, the Council agreed to maintain the budget at the 2007/08 figures for the remainder of the financial year 2008/09 pending further consideration of the matter. Accordingly, despite the Council's 3 March budget decision, the Council's central budget for EMAS currently remains at that 2007/08 level and will remain so through to the end of March 2009,.

The Council would like your view as to the appropriate level for the central budget allocation to EMAS. No decision has been made as to the financial support for EMAS for the future financial year, namely 2009/10. Options include:

- (a) **reducing the Council's central budget for EMAS for the financial year 2009/10 to £320,700;**
- (b) **setting the Council's central budget for EMAS for the financial year 2009/10 at its previous level (£611,800) or some higher level;**
- (c) **setting the Council's central budget for EMAS for the financial year 2009/10 at a lower level.**

Grant Table - Ethnic Minority Achievement Grant

EMAS Funding							
	DCSF	Schools				DCSF	
	Grant	Budget	Budget	Total		Grant	Total
	Retained	Central	Central	Funding		Schools	Funding
	Central			Central			
	£	£	£	£		£	£
2008/09	203,175	107,300	** 626,000	936,475		1,151,329	2,087,804
2007/08	203,175	105,200	611,800	920,175		1,151,329	2,071,504
2006/07	215,371	102,900	666,900	985,171		1,220,437	2,205,608
2005/06	227,567	100,000	651,100	978,667		1,289,546	2,268,213
2004/05	251,958	-	668,500	920,458		1,427,765	2,348,223

**This figure includes Inflation

ISSUE 2: FUTURE STRUCTURE OF EMAS

The LA has:

- ensured that following consultation with the EMAS Working Group the EMA Grant has been distributed to schools against a recognised formula;
- ensured that the DCSF Personalisation Grants of £1,724,793 in 2007/08 has been appropriately devolved to schools.
- ensured through the School Improvement Partner programme that schools are planning and evaluating the use of this funding appropriately via their normal systems;
- adjusted EMAS deployment and other strategy consultancy support to schools where their self review indicates that this support is necessary to help accelerate progress;
- monitored all school performance but specifically schools where underachievement has been more evident and is highlighted through LA systems, or external inspection.

In order to continue to develop the service and to meet national initiatives, local needs, and to reflect the greater range of ethnic backgrounds and vulnerable groups within the Borough the following re-configuring of the Ethnic Minority Achievement Service has been prepared for consultation.

Consultees are invited to comment on any aspect of this proposed restructuring, and also to put forward their own suggestions as to how the structure of EMAS may be improved, including changing the EMAS budget.

The proposed restructuring is as follows:

Vision for the Future - Ethnic Minority Attainment Team (EMAT)

Dudley Children's Services will support all vulnerable groups appropriately.

In order to secure better educational outcomes for these groups the Directorate seeks to do the following:

Generally

- redefine the support services provided for BME groups to ensure that any group that is significantly below the national average is a priority for support;
- ensure grant funding is appropriately devolved to schools to ensure that identified BME groups receive targeted and personalised support;
- ensure all funding received from grant/base budget is reviewed and resources re-allocated against a needs analysis;

Specifically

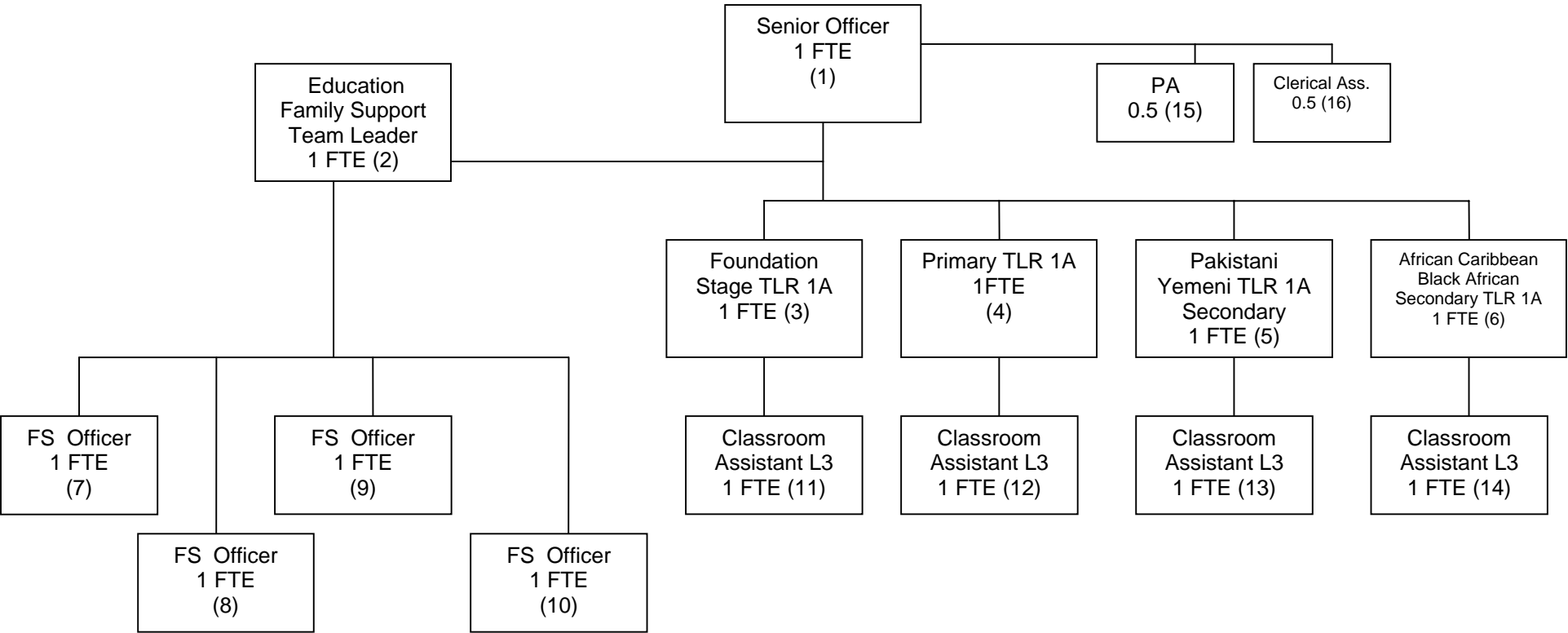
- rename and refocus the current team using the service title Ethnic Minority Attainment Team (EMAT);
- support staff to develop their expertise in order to deliver a more flexible, tailored service under the workforce development programme for the directorate;
- develop the role of the senior managers to ensure a closer working with the Educational Improvement Service;

- ensure the lead officer for the Ethnic Minority Attainment Team is located within the Strategic Education Improvement Team and is responsible for development and support of the service. The post holder will also be responsible for monitoring the outcomes for all BME young people and influence the development of provision or challenge appropriately. The post holder will also monitor the use of grants that have been devolved to schools and ensure that any concerns are followed up through the school improvement partner process;
- ensure that the second senior role is developed to ensure greater links with the parenting strategy, extended services and children's centres development team, children's specialist services and health services. This will ensure that family support for BME groups is developed in a more holistic way and ensure services work together to aid entry to the educational system effectively;
- all aspects of the Every Child Matters agenda are supported within the teams deployment.

It is proposed that this development will be staged over a period of time and seeks to ensure all due processes are carried out correctly.

Proposed Structure

Please see Appendix One for the proposed structure.



16 Posts - 15 FTE

Resource Costs

Community Activity & Language Development SLAs - 5 Township Allocations

The structure of the team itself is divided into:

Ethnic Minority Family Support Team

The main aim of this part of the team will be to welcome children and young people into the borough and settle them into the borough's education system and ensure their attendance at school.

This builds on the successful work already carried out in the past but will be carried out in a more targeted way, and in conjunction with other agencies within and across the council and its partners. The team would be led by a senior post.

This team will carry out the following duties as case loads determined by senior team leaders within EMAT and in conjunction with other senior officers.

The team will have responsibility to support new arrivals, unaccompanied young people and any ethnic minority young person who requires additional support to settle into a placement. The team will link with:

- Housing;
- Job Centre Plus;
- Education;
- Admissions;
- School Type;
- Grants/benefits;
- Social Care;
- Health;
- Welfare;
- and any other Children's Trust partner that might be required.

When children are offered a place in schools this team will provide initial family support to ensure the child attends and an initial assessment is carried out. An induction programme will then be drawn up with the school. This plan will identify what the family support officer can provide, how that officer will broker links with other agencies as appropriate and what the school will do to ensure the child settles and accesses the curriculum effectively.

The second area of work will be to support children from ethnic minority families who are not attending school regularly to improve their attendance. This work will be in conjunction with the:

- School;
- Education Welfare Officer;
- and the Missing Education Officer.

The team members will also be supported to develop age range specialisms in order to be able to give advice on entry into the different key stages. This will become a growing need as the curriculum develops and becomes more personalised at each key stage.

This team will work in conjunction with the Improving Attainment Team (see below) and other support teams across the Directorate.

The Improving Attainment Team

This team will be led and managed by the Lead Officer for EMAT.

The focus for this team will be:-

- to provide early intervention to meet the needs of BME children in Foundation Stage and Key Stages 1 and 2 whilst building the capacity within schools and across services;
- to support Pakistani, Yemeni and African Caribbean children in the first instance to improve their rates of progress in order to “close the attainment gap” at Key Stages 3 and 4. Their work will be with pupils within identified schools.

The Foundation Stage post is a new addition to the structure to ensure the children aged 0 - 5 have ethnic minority support and will be closely aligned with the Early Years Team in order to assist in cross team and inter-agency working. This post will be supported by a classroom assistant post.

The primary post will continue to;

- develop English as an Additional Language support for pupils and ;
- target development work in this area with other services and schools.

The post builds on previous good practice and will be supported by a classroom assistant.

The Pakistani/Yemeni and African Caribbean provision will build on existing good practice and will focus work on identified pupils. These posts will also be supported by classroom assistants.

The focus of the work will be:-

- language acquisition;
- developing positive attitudes to working;
- seeking to overcome cultural barriers that inhibit pupil progress and learning.

Commissioning

The overall strategy for the Ethnic Minority Attainment Service EMAT will also have a commissioning function. This will be a new role.

The Head of Service in conjunction with a Senior Education Improvement Adviser and the Assistant Director will work with schools to identify other areas of support that may be required to increase the rates of pupil progress or to develop better educational provision.

In the first instance the area for continued development in 2009/10 and 2010/11 will be the development of the secondary school community language offer. This will be a rationalisation of the community language offer across the borough. The Directorate will seek to work with the five township clusters of secondary schools. Each cluster will be offered a Service Level Agreement worth up to £10,000 to become the agent to develop and deliver community languages programmes. These will form part of their extended curriculum to meet the needs of pupils.

Other bespoke support for individuals or groups will be commissioned as required and within the determined budget allocated.

Resources

Staff resources will be grouped with the teams. Resources that have been made available to schools will be made available in conjunction with the school library service.

Team development and deployment

The remaining resources will be used to meet the costs of running the EMAT provision and to provide training for staff to ensure the change programme is successful.

Monitoring and Evaluation

Monitoring will take place in a variety of ways.

The restructure will be carefully monitored in order to ensure that the benefits are realised and that any problems are addressed promptly. Impact will be assessed through pupil progress termly and annually, and pupil outcomes at the end of Key Stages.

In addition the EMAS Working Group (comprised of officers, headteachers, union representatives) will be changed to the new EMAT Working Group to include staff representation and will have the specific purpose of monitoring progress and outcomes, and to make recommendations as needed. These recommendations will be taken to the Directorate Policy Team quarterly and reported to the Cabinet Member.

Reports on outcomes will also be made to meetings of community representatives which will meet termly.

Financial Implications

The cost of the restructure will be achieved within the Council's base budget and standards fund grant fund the Council's base budget figures are undecided at the moment and will be confirmed following the outcomes of the consultation.

The standards fund grant has been confirmed for the next 3 years, 2008/09, 2009/10 and 2010/11. In the event that the standards fund grant ceases, the Directorate would need to find growth to cover the structure, divert existing resources or the structure would need to reduce in line with available funding.

Equality Impact Assessment

The Council has conducted an Equality Impact Assessment in relation to the proposal to reduce the level of funding to EMAS and the structural changes proposed. This Assessment can be found at <http://online.dudley.gov.uk/dudco/consultation/consultations.asp>

Timetable

Events

Start of the Consultation
Unions Consultation Meeting
Staff Consultation Meeting
Select Committee on Children's Services
Primary Headteachers Business Meeting
Dudley North Area Committee
Brierley Hill Area Committee
Dudley Central Area Committee
Halesowen Area Committee
Stourbridge Area Committee
Special Headteachers Meeting
EMAS Working Group
Community Groups
HTCF
Secondary Headteachers Meeting
EMAS Working Group
Consultation Ends

All Dates to be confirmed

8 September 2008
TBC
12 September 2008
15 September 2008
24 September 2008
24 September 2008
2 October 2008
5 November 2008
12 November 2008
17 November 2008
25 November 2008
TBC
TBC
TBC
16 September 2008
TBC
8 December 2008

How do I Respond?

The Council would like to hear your comments on the information provided in this document.

Views can be submitted in a variety of forms. A comments form is attached to this document but all views expressed at meetings or wrote in letters and e-mails will all be recorded. All responses will be retained and available as a public record in due course.

All responses need to reach the Directorate of Children's Services by 17:00 on 8 December 2008.

The views of all the responses will be used to inform the Director and the Cabinet Member before a final decision is made.

**Comments on the future of the Ethnic Minority Achievement
Service**

Please return this form to:

**Laura Ferrington
Team Manager - Executive Support Team
Westox House
1 Trinity Road
Dudley
West Midlands DY1 1JQ**

Email: director.children@dudley.gov.uk

Fax: 01384 814202

Name: **Organisation:**

Contact email address

The Council would like your view as to the appropriate level for the central budget allocation to EMAS.

Comments

Comments on the future of the Ethnic Minority Achievement Service

Should any changes be made to the structure of EMAS? If so, what should they be?

Comments

Any other comments (please use additional sheets of paper where required)

The information you give on this form will be used to enable Dudley Council to assess the impact of its policies on all sections of the community.

The details you provide will be treated confidentially and will be used to ensure that the views of a wide range of groups and individuals are included in the consultation process and given the opportunity to shape Council policies.

If you are completing this form on behalf of an organisation please try to answer the questions in general terms about the people your organisation represents.

1. Please indicate whether you are responding as an individual or on behalf of an organisation:

<input type="checkbox"/>	Individuals response
<input type="checkbox"/>	Organisations response

2. I would describe my ethnic group, or the ethnic group/s represented by my organisation as:

ASIAN OR ASIAN BRITISH

<input type="checkbox"/> Bangladeshi	<input type="checkbox"/> Indian	<input type="checkbox"/> Pakistani
<input type="checkbox"/> Any Other Asian background		

BLACK OR BLACK BRITISH

<input type="checkbox"/> African	<input type="checkbox"/> Caribbean	<input type="checkbox"/> Any Other Black Background
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CHINESE OR OTHER

<input type="checkbox"/> Chinese	<input type="checkbox"/> Other
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MIXED

<input type="checkbox"/> Asian & White	<input type="checkbox"/> Black African & White	<input type="checkbox"/> Black Caribbean & White
<input type="checkbox"/> Any Other Mixed background		

WHITE

<input type="checkbox"/> British	<input type="checkbox"/> Irish	<input type="checkbox"/> Any Other White Background
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RANGE OF ETHNICITIES

<input type="checkbox"/>	_____
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3. I would describe my religion/belief or the religion/beliefs of the people represented by my organisation as:

<input type="checkbox"/> Buddhist	<input type="checkbox"/> No Religion
<input type="checkbox"/> Christian	<input type="checkbox"/> Sikh
<input type="checkbox"/> Hindu	<input type="checkbox"/> Other
<input type="checkbox"/> Jewish	<input type="checkbox"/> A range of religions/beliefs
<input type="checkbox"/> Muslim	<input type="checkbox"/> Unknown

4. My gender or the gender of the people my organisation represents is:

Female Male
 Mixed

5. My age or the age range of the people my organisation represents is:

<input type="checkbox"/>	Under 5 years old	<input type="checkbox"/>	26 – 35 years old
<input type="checkbox"/>	5 – 10 years old	<input type="checkbox"/>	36 – 45 years old
<input type="checkbox"/>	11 – 16 years old	<input type="checkbox"/>	46 – 55 years old
<input type="checkbox"/>	17 – 19 years old	<input type="checkbox"/>	Over 56 years old
<input type="checkbox"/>	20 – 25 years old	<input type="checkbox"/>	A range of ages

6. I consider myself or many of the people my organisation represents to be:

Disabled Not disabled

Note:

The Disability Discrimination Act, 1995 defines a “disabled person” as having “a physical or mental impairment which has a substantial or long term adverse effect on their ability to carry out normal day to day activities”.

Thank you for completing this form.

Please return this form with your consultation response to

Laura Ferrington
Team Manager - Executive Support Team
Westox House
1 Trinity Road
Dudley
West Midlands DY1 1JQ
Email: director.children@dudley.gov.uk
Fax: 01384 814202

1 Evidence

Please provide details of all evidence in relation to the policy/function relevant to equality issues, include details of any consultation undertaken as part of this stage and think carefully about what information is needed. The headings below are provided as reminders but are not an exhaustive list.

The Ethnic Minority Achievement Service has not been restructured for more than 8 years. Over that period the nature and size of the population needing support has changed, with fewer new entrants to the Borough

Over the last several years, government policy has been that funding and support should be delivered through front line services, schools, and also that services should be personalised.

The restructure of the Ethnic Minority Achievement Service will enable the new Ethnic Minority Attainment Team (EMAT) to target need more effectively, and at the same time to focus support through front-line services and working in a more integrated way.

The overall resource available to support minority ethnic children is largely unchanged, although the funding routes have developed in line with government policy.

The main equality issue dealt with by Ethnic Minority Achievement Service, and in future EMAT, will be race; however, disability and gender issues will be addressed through the personalised delivery of services.

Equality monitoring has been carried out over a period of several years, and is collated, analysed, and benchmarked against national averages, statistical neighbours, and geographical neighbours. This evidence shows that black minority ethnic children under attain at the end of Key Stage 2, 3 and 4 but that progress from their initial starting point is closely comparable to that of similar pupils from similar backgrounds nationally.

The intention, therefore, is to focus support on ensuring that black minority ethnic pupils and their families get a good start, so that their attainment and needs and the progress they make will keep them in line with the population as a whole.

Monitoring will continue and be extended via the School Improvement Partner Programme to ensure that the work of individual schools is supported and challenged in order to achieve the intended improved outcomes.

Consultation has taken place on the reduced central budget. The feedback has been negative, but this was not informed by the detailed proposals that are now being made to ensure that the equality impact is positive overall.

Further consultation is now underway.

Barriers to access:

The EMAS has a good record of working with new pupils and families in accessing services provided by the local authority. This type of support will be retained with the new EMAT service.

The Ethnic Minority Achievement Service has provided school-based support, including support to individuals and to school staff. This work will continue but will be reconfigured with a smaller central team and be linked to greater flexibility for schools to target funding to meet needs at school level.

Information about the Borough

The 2001 census for Dudley shows that:

The % of the population born in Dudley was 96.6%, a slight decline from the 1991 census of 97.2%

It also indicated;

The ethnicity of the Dudley Borough population had changed little between 1991 – 2001. In 1991 white ethnic groups made up 95.51% of the total population – in 2001, the figure was 93.68%

Further research suggested;

All of the ethnic groups in Dudley are more likely to have been born in the UK than the averages for England and Wales.

Similarly a high % of the mixed groups, between 83.2% and 97.9% were born in the United Kingdom.

The most recent survey of pupils in Dudley schools (January 2008) continues to reflect this pattern. White British pupils remain the biggest % of the school population followed by Asian or Asian British and then pupils of mixed/dual background.

The EMAS service information records that there are currently 449 pupils in Dudley schools who were “new arrivals”. 117 of these pupils arrived in Dudley schools between September 2006 – July 2007. Currently only 73 between September 2007 and May 2008. The changing nature of migrating patterns into Dudley are reflected in the new arrivals figures for secondary schools from the autumn of 2006 onwards. Data held by the LA admissions team shows pupils from Afganistan, Iraq, Russia featuring alongside those from African and Asian countries.

Background or comparative information:

Up to 2006/07 the Council has been able to make up the shortfall in DCSF funding and continue the work of EMAS largely unchanged. Financial pressures on the Council have not allowed this position to continue in 2007/08, when the Saturday supplementary schools have closed. These provisions enabled extra national curriculum support to be made available to some children from minority communities.

The table shows how the funding for EMAS has changed over the last five years.

EMAS Funding							
	DSCF				DSCF		
	Grant	Budget	Budget	Total	Grant		Total
	Retained	DSG	LA	Funding	Devolved		Funding
		(Schools)		Retained	to		
					Schools		
	£	£	£**	£	£		£
2008/09	203,175	107,300	626,000	936,475	1,151,329		2,087,804
2007/08	203,175	105,200	611,800	920,175	1,151,329		2,071,504
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2005/06	227,567	100,000	651,100	978,667	1,289,546		2,268,213
2004/05	251,958	-	668,500	920,458	1,427,765		2,348,223

What evidence is missing? What will be done to collect it?

Effective personalisation and early intervention is driven by the evidence of early years learning outcomes. In order to secure further evidence, work will be undertaken with Children's Centres, Nurseries and Private Settings in order to inform schools and settings about the specific needs of individuals.

The new EMAT structure includes a post specifically designed to gather this evidence and to support other teams and schools in effective delivery to all ethnic minority pupils 0 - 5.

2 Data Analysis

Provide details of the analysis completed on the data above, try to identify patterns or trends and compare with other authorities, national research, census data, etc.

Pupil performance data indicates that Pakistani, African Caribbean, Gypsy/Romany and

pupils for whom ethnicity is not declared do less well than their peers in Dudley or against national averages at age 11, 14 and 16. However, progress for many of these pupils in Dudley does match progress made by similar pupils from similar backgrounds and whose prior attainment is broadly the same. Some groups above, in 2007, made better progress than similar pupils nationally (e.g. Pakistani and black African pupils attaining level 5 plus in English (KS3), Pakistani, Indian and Chinese pupils attaining 5 A* - C (KS4), Pakistani and Indian pupils attaining 5 A* - C including English and Maths). Further analysis in Dudley shows that for some of the groups above their attainment and progress is better in some townships compared with others, emphasising the need for individual services.

External evaluation of LA support services overall concluded that they were effective in helping pupils in these groups to improve their attainment and rates of progress (JAR 2006, APA 2007).

Feedback from schools rate the quality of these services as at least satisfactory and sometimes good (School Survey 2007).

Schools Data

The Local Authority carries out an analysis of pupil performance for each ethnic group at all keys stages, including Foundation Stage. The deployment of teaching and learning support is based upon the Foundation Stage and Key Stage 1 results. The focus is to provide early intervention and support the development of other teams and schools to meet pupil needs. In Key Stages 3 and 4 support is targeted to individual pupils to help reduce the gap between their attainment and their peers locally and nationally.

Further analysis of pupil's performance for all pupil groups is undertaken in each of the 5 townships. One outcome of this analysis is to identify community language needs. The revised structure for EMAT support will result in the development of service levels of agreement with secondary schools to continue the development of these languages.

Individual school and pupil data is also analysed. This enables the local authority to target government grants and local resources to specific need. For example, personalisation of learning grants, SEN grants, EMAS grants and EMAS support. The impact of this work is a growing feature of the school improvement partner programme. School progress will be monitored on a termly and annual basis. In addition, the head of the EMAT service will review progress with members of the EMAT team on a six weekly basis.

3 Assess the impact

Is the initial assessment of potential adverse impacts correct in light of the evidence and analysis? Please explain your decision fully.

The Local Authority's assessment is that, aside from the change of budget, other proposed changes to EMAS's working will have a positive impact on outcomes and so

	<p>promote equality of opportunity. These include better targeting of services to need, increased personalisation and the integration of service delivery with other provision.</p> <p>A decision to reduce the EMAS budget, viewed in isolation, does not of itself have any particular positive effect on the promotion of equality of opportunity and good race relations. However the Local Authority's assessment is that any impact on those matters from the proposed reduction in the EMAS budget is more than offset by improvements in outcomes due to other proposed changes, which as indicated will lead to improved targeting, more effective working, better personalisation, better integration with other services, and focussed monitoring of outcomes.</p>
<p>4</p>	<p>Reasons for Adverse/Differential Impacts <i>Outline the reasons identified for adverse impacts.</i></p> <p>Feedback from sections of the communities within Dudley indicate concern that the reorganisation of this service will result in a significantly reduced support for children and their families which could result in less access to services and poorer outcomes for pupils. This perception will be addressed through meetings with community representatives and by work carried out alongside families.</p>
<p>5</p>	<p>Consider Alternatives / Mitigating Actions <i>How will any adverse impacts identified be reduced or removed? Please explain if it is decided that an adverse impact is unavoidable.</i></p> <p>The restructure will be carefully monitored in order to ensure that the benefits are realised and that any problems are addressed promptly. Impact will be assessed through pupil progress termly and annually, and pupil outcomes at the end of Key Stages.</p> <p>Staff will be supported through training to develop their practice in the ways described with a view to improving substantially their effectiveness.</p>
<p>6</p>	<p>Test the Changes <i>Please detail how the mitigating actions to reduce or remove the adverse impacts were tested or piloted and the results of this.</i></p> <p>The actions proposed are derived from best and most effective practice locally, national developments (the MEAP project) and West Midlands research; in addition, DCSF has piloted a range of work on personalised learning and the monitoring and improvement of outcomes.</p>
<p>7</p>	<p>Decision making <i>Did the pilot or test illustrate that the mitigating actions will be effective? What decision has been made about the policy or function/service and why?</i></p>

	<p>The new EMAT structure will enable effective delivery as set out above and in particular a personalised approach to meet the needs of individual children and families.</p>
<p>8</p>	<p>Monitoring Arrangements <i>How will the equality impact of the policy or function/service be monitored in the future?</i></p> <p>Monitoring pupil progress and making appropriate interventions with individual young people is recognised by Ofsted and DCSF as good practice.</p> <p>In addition the EMAS Working Group (comprised of officers, headteachers, union representatives) will be changed to the new EMAT Working Group to include staff representation and with the specific purpose of monitoring progress and outcomes, and to make recommendations as needed.</p> <p>Reports on outcomes will also be made to meetings of community representatives.</p>
<p>9</p>	<p>Ensure links to school equality plan <i>Please provide details of the key actions to be included within the relevant directorate equality and diversity action plan and responsible officers.</i></p> <p>The revised structure and development plan for EMAT, and the monitoring arrangements, will be included in the Directorate Equality Action Plan and in the Directorate Strategic Plan.</p>