

School Effectiveness Impact Evaluation 2016
Achieving Excellence Together

Report title	Gypsy Roma and Traveller Achievement Service (GRTAS)
Lead	Monica Raphael
Key objectives 2015- 2016	<ol style="list-style-type: none"> 1. Every school to be good or outstanding by 2018 – minimum variation in quality of education provided 2. Every school has highest expectations for well-being, progress and ach of learners - significantly reducing gaps btw groups of pupils <ul style="list-style-type: none"> • Maintaining a high degree of GRT self-ascription • Advisory teacher support • Advice re attendance issues • Support and liaison re transition between all Key Stages • assistance with admissions, enrolment and induction of GRT pupils 3. Every school will address gaps in quality of provision and progression pathways for children / yp with SEND <ul style="list-style-type: none"> • SEN and related agency support 4. Ealing will be recognised as leading LA in promoting educational excellence – providing, brokering, commissioning high quality services, supporting innovation and leadership development <ul style="list-style-type: none"> • Brokering community liaison, family support and engagement.

Impact Evaluation

SET Target 2: Maintaining a high degree of GRT self ascription

- GRTAS have conducted initial research that suggests that approximately 75% of GRT pupils in LB Ealing are not correctly ethnically ascribed in their school setting, including many of those that the GRTAS currently supports. This leads to highly unreliable centrally-held data.
- A programme of work in partnership with the Central Data Team has been established to run in the following academic year to improve the accuracy of the data held by LB Ealing and to highlight the successes of the Boroughs' overlooked GRT students
- An action plan to improve ascription targeting school staff and GRT parents was devised and executed.
- Monitoring of ascription rates in partnership with school central data to show changes was completed.
- A presentation was delivered to the S.I.N.G Forum on 03/12/15.
- Schools data shows that ascription has not improved overall from the rate of 133 (up from 130 September in 2015), but the data may have been skewed by record numbers of parents choosing EHE – this will be investigated.
- GRTAS now has access to both Tribal and Frameworki.
- A short project report and recommendations will be produced.

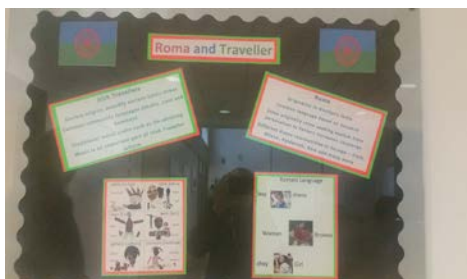
SET Target 2: Advisory teacher support

- 12 schools supported throughout the year, including 4 High schools, with a myriad of issues. Other schools given telephone advice on occasions when needed. One school commented, *'The service we have been provided by the GRTAS has been essential for our school. As we have a number of GRTAS families, we needed support with engagement and relationship building. It was clear to me that from the first meeting that Liz had a deep understanding of the GRTAS community - but more importantly, she had strong and positive relationships that helped our school provide equitable access for this community. Whenever I have emailed, I received a response nearly immediately and always one which was brimming with positivity and solution.'*
- Retention of 1 primary pupil at high risk of exclusion through use of an in depth Role profile that included background knowledge, child's insights and ways forward.
- In depth and ongoing work to retain 2, 1 Primary, 1 High school, high risk pupils through partnership and alternative provision, outlined by GRTAS and funded through SEND.

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- Retention of 3 High school girls through partnership with school and parents, 1 into 6th form and support given for theatre work experience.
- 3 displays up, 1 primary school, 1 high school and 1 at EEC. Feedback from the children is extremely positive. Comments such as, *'this has never happened before'*, *'wow, it's beautiful'*, *'it makes me feel important'* *'we feel a little bit part of school'* have been made. Feedback from parents include, *'thank you so much Liz,'* *'school should have done this a long ago'*, *'it makes me proud'*.



- Initiation of an Ealing GRT History month competition based on, 'This is me.' Details were sent via Gatekeeping to all schools, also sent via email to relevant person in school and followed up with EMA leads, Primary, High schools as well as EMA network .The competition was titled and pitched to schools in a way that it could be achieved as a whole class session for ease, yet no one participated. One high school with a large cohort of Roma pupils, displayed posters throughout the school which were taken down by Roma pupils as they did not want to take part. This decision was instigated by 1 pupil. A meeting with the pupils was arranged and a 1 to 1 discussion with the lead instigator to discover what had gone wrong and to learn lessons from. Sensitivity is key and the knowledge that Roma suffer a high degree of racism therefore do not want to be singled out. Some find it easier to ascribe as Polish. In agreement with students, 2 members of the inclusion team were asked if a room could be arranged for the students to produce the posters which was agreed on the day but not followed up by school. It would seem that to secure participation next year, sessions with GRT pupils and the GRT advisory teacher will need to be arranged and prizes relevant to GRT given. Posters to be displayed in a central location as an exhibition where parents can be invited.
- Negotiated with a High school a first and successful Roma table at their International day. They commented that, *'GRTA have recently been more proactive with one of our annual projects (International Day) and are exhibiting enthusiasm to promote their service to Roma students; i.e, a focus on Roma Travellers Month (June 2016) and a keenness to get the students involved with competitions'*.



- Arranged funding from The Poetry Society for 4 days to work with a poet on the theme of identity. 2 days each were offered to a Primary school to work with 8 Travellers of Irish heritage pupils aged 8 – 10 and for 8 Roma in High school in years 8 and 9. Unfortunately, this was not taken up by the High school as their timetable was too busy and a lot of time was put into the primary school agreeing. The Poetry Society were a little disappointed. However we got there in the end and the poetry produced was powerful, showing a real insight to how the children think and feel. As a follow up, the children performed their poetry along with some Irish songs at a whole school assembly to showcase their work. It was well attended by parents and even parents with children at other schools. One teacher commented that, *'it brought tears t my eyes, I never realised.'* The impact here was that the children's voices were heard for the first time and was a learning curve for some teachers. The children felt listened too and their confidence soared throughout the process. Here are extracts from the 3 poems written.

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OLIVER CROMWELL

He is red
The colour of Pavee travelling blood
He drinks children's tears
Slurping up puddles of fear
He is a full stop
Twilight
King of the dark
Who broke in two every Traveller's heart

I COME FROM

I come from the taste of Irish stew
A country cheering on my tongue
And whenever I eat it
I know that I belong.

THE TRAVELLER'S SONG

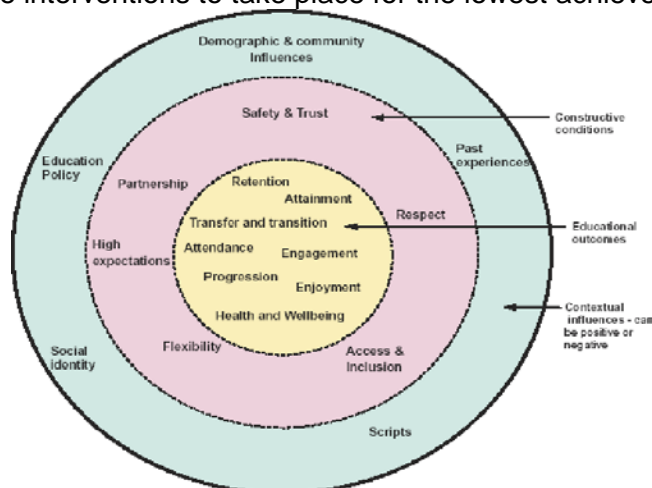
I am homesick for a place that I belong
I have my culture balanced on the edge of my tongue
I feel treated differently
An outsider to the community
DON't get invited to houses and birthday parties
Outside we get called
Gypo's
Pikeys
And thieves
Because of our cultural beliefs
BUT I am a Traveller proud and strong
Why can't we all get along?
We're all human beings, this where we belong
I'll learn Gujarati if you'll learn Traveller Gamon
Why has it all gone so wrong?

- Successful visits and relationships with families on Bashley Road site enabled early interventions to be put into place, securing high quality EHC plans to be put in place for a Nursery child and a Special school place secured. 4 EHC plans now in place for 4 children on the site. Parents have a better understanding and less fear of the processes involved and supported through the assessments, diagnosis and reports.
- Approximately 60 Nursery aged children continue to attend and new families known to us are targeted and supported with Nursery applications.
- Based on Reading Recovery, 5 Primary children were supported on a 1:1 basis. All children progressed over a 2 month period based on Salford reading scale. From baseline reading ages (Salford); 2 children made progress of 4 months; 1 children made progress of 6 months; 1 child made progress of 1 year; 1 month; 1 child made progress of 1 year 2 months. However these children and more are still performing at lower than expected levels even if poor attendance is not a factor. Termly data collection must be a priority next year for both ascribed and non ascribed GRT pupils in order to have a clear picture and target support. This has not been forthcoming from schools in the second half of this year therefore needs to be more hands on in terms of arranged data meetings at school and support from Senior Managers. Additionally, guidance for parents who are non literate to support their children at home needs to be investigated. Steps have been taken to look at this with Extended Services.

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- The 7 responses from the school survey show, under 'quality of support and guidance,' that 42.86% rate GRTAS as outstanding and 28.57% as good. Two schools (28.57%) rated the service as 'requires improvement'. In one of these schools intensive work was carried out by the service regarding CME, with the Primary Behaviour Service and mum, to support the school to secure extra funding. This was in order for the primary school to take a child who had a history of many fixed term exclusions both in and out of Ealing. However support every day for the 3 hours requested was not able to be offered. In terms of value for money the survey results rate the GRTAS as 42% 'Outstanding' and 28.07% as 'Good' which is an 11.5% improvement compared to 2015. 71% of respondents rated communication by the service as either 'Good' or 'Outstanding'. The work is front line and complex and education is only one part of an interrelated myriad of issues that has to be navigated for improvement in educational outcomes to take place. Education for GRT cannot be taken in a vacuum, it doesn't work. This is backed up by much research on low educational outcomes for these pupils. There still belies a culture of crisis management and that GRT pupils are the issue of GRTAS alone instead of a joint responsibility. The methodical collection of data on a termly basis will allow for effective targeting and appropriate interventions to take place for the lowest achievers.



- Managed the intricacies between different parties during and after cessation of the school bus from Bashley Road and John Perryn without affecting school attendance. Brokered relationships between school, parents and community police during transition period.
- Aided and supported a school with a serious incident and accusations of racism, avoiding legal action. The Headteacher reported, *'Although I did not use the service extensively this year I was very impressed and appreciative of the role Liz de Vignes played in negotiating ways forward with one of our Gypsy/ traveller family.'* (Please note the misspelling, and non use of capital T) The child concerned subsequently returned to school and relationship with the family is now fine.
- Improved the GRTAS budget through cessation of bus and overseeing the closure of Cornucopia
- Worked closely with other LBE sectors on a policy for unauthorised encampments. Supported legal with advice for both High Court challenges protecting LBE from legal challenge.
- Supported 2 statemented children in Cornucopia to stay in education when schools refused them but would not exclude. Worked with SEN to quickly convert statements to ECH plans, kept them both on roll, reported to SEN panel on solutions to use English, Maths and Science tutors and a Traveller male mentor to work with them at Cornucopia. This worked well, particularly for Year 8 boy.
- Attendance at a roundtable event, in the Houses of Parliament to discuss the disproportionately high number of exclusions given to Gypsy, Traveller and Roma (GTR) pupils. This was organised on the back of research recently published, which found that GRT children, in some areas in England, were 27 times more likely to be excluded than the whole school population. Ealing have one of the lowest rate of permanent exclusions (1) within the last 3 years. The effective work of the GRTAS in both

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brokering and finding solutions was praise by Irish Traveller movement, Anne Longfield OBE, and Kate Green MP.

SET Target 2: Advice re attendance issues

- Schools report that attendance improves with GRTAS support.
- 100% (6 people surveyed from Attendance and CME at Ealing) report that GRTAS has a positive impact on attendance, retention and engagement of GRT parents and family for over 70 families. Responses also state, *'Liz is very positive & proactive, really committed to helping GRTAS families access and stick with education, My team works closely with Liz des Vignes, with contact between us almost every week about some issue. Many GRT mothers have hard lives, DV, mobility, limited literacy and find engaging with all the complexities of modern life difficult. They have to have some of their needs met to better support their children in education and can often be evasive or suspicious of council officials. Liz is able to reach out to them and is highly skilled in engaging and supporting them. Her assistance is beneficial in tracking children missing education, assisting families with applying and appealing to schools, and supporting them once admitted. I am certain that without her, we would have fewer Traveller children in our schools, and a higher rate of Traveller children missing education...'* and *'Involvement and interventions from Liz Des Vignes has been prompt, positive and effective. Interventions have resulted in better attendance levels and have enabled dialogue with parents and school.'* This has been enabled through my work with parents and the trust that has been built. I am therefore able to gain easy access to parents that other services can't and have the knowledge and understanding of their culture and their trust which is a great enabler.

SET Target 2: Support and liaison re transition between all Key Stages

- 7 Nursery to Reception school meetings attended with parents and home visits supported. This has ensured improved baselines on entry to Reception than non nursery as well as a better understanding from parents.
- 3 Primary to High SEN transition meetings attended with parents
- 4 Primary to High school visits attended with parents
- 2 Special school visits attended with parents and places accepted. SEN is a taboo subject with GRT parents and the wider community. With my input parents and professionals engage more positively, have an increased understanding and will engage.

SET Target 2: assistance with admissions, enrolment and induction of GRT pupils

- 50 school place applications processed through range of Nursery to High school.
- 3 short courses for 17year old girls in hair and beauty secured with support from Connexions
- All paperwork and background knowledge completed by GRTAS. Background knowledge of a family improves understanding and more positive working. Many GRT parent's are non literate therefore cannot read paperwork or complete it. One school in particular call upon my time constantly to fill in basic enrolment paperwork.

SET Target 3: SEN and related agency support

- 5 statements converted to ECH plans ensuring enhanced provision and parental input
- 10 Social workers supported with home visits, background knowledge and family court reports and attendance ensuring welfare, enrolment and attendance at school
- Aided the update of CME list, locating the whereabouts of 7 families through network of contacts
- A dialogue with ESCB culminated in GRTAS contributing to two separate ESCB training sessions ; *Safeguarding Children in Diverse and Faith Communities*. It was agreed that GRTAS should continue

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to deliver as part of the above course, with scope for a freestanding course around safeguarding GRT as and where this is requested by organisations. It has been reported from ESCB that participants valued these sessions, found them interesting and gave them a better understanding of the community.

SET Target 4: Brokering community liaison, family support and engagement

- Approximately 75% of workload has necessarily been allocated to education - focused IAG session for GRT families.
- 436 individuals have been seen for IAG sessions since the beginning of term in September 2015 resulting in better outcomes for families in a variety of areas. Benefit help, Disability allowance for children, PIP, school paperwork, admission paperwork, reading and explaining statements and ECH plans, etc.
- Work with agencies to improve access and provision for GRT has unfortunately produced little outcome due to a lack of funding.
- A document has been produced that details the phone numbers of the local and national services that GRT can access for support while the Outreach Officer is on maternity leave (May 2016 – January 2017). This is enabling families to become more independent in light of lone working.
- Advocated use of a male Traveller mentor for at risk of exclusion boys that was taken up by 2 schools and proved to be successful in terms of retention. Supported his application for part time role at The London Gypsy and Traveller Unit that operates in North and East London which will strengthen our links in these areas through networking and looking at successes.

Priorities for 2016-17

- Study and learn from Black Achievement model and look at ways to emulate for GRT
- Emphasis on data collection from all schools to challenge and improve ascription
- Investigate ways to market service locally and nationally
- To look at ways of working with families and schools in order to try and reduce the numbers seeking EHE.