



**REVIEW**

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**June 2004**

**What strategies can be used by initial teacher training providers, trainees and newly qualified teachers to raise the attainment of pupils from culturally diverse backgrounds?**

**This review is supported by the Teacher Training Agency (TTA) to promote the use of research and evidence to improve teaching and learning**

*Review conducted by the Diversity Review Group*

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# LIST OF ABBREVIATIONS

DfES	Department for Education and Skills
EAL	English as an additional language
EPPI-Centre	Evidence for Policy and Practice Information and Co-ordinating Centre
ESL	English as a second language
LEA	Local education authority
NQT	Newly qualified teacher
PGCE	Post Graduate Certificate of Education
Ofsted	Office for standards in education
QCA	Qualifications and Curriculum Authority
QTS	Qualified teacher status
TTA	Teacher Training Agency

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# SUMMARY

This systematic literature review focuses on cultural diversity in the classroom and strategies that teachers can use to raise attainment of pupils from culturally diverse backgrounds. We used a methodological approach based on the Evidence for Policy and Practice Information and Co-ordinating Centre (EPPI-Centre) model and incorporated the views of practitioners who are the primary audience for this work. Over one thousand potential studies were identified in our search, 50 of which met the inclusion criteria, and these studies formed the basis of a systematic map of the area. In addition, five studies were analysed in depth to assist in identifying strategies to raise academic performance. Implications for research, policy and practice are also highlighted in light of the review findings.

## Background

Cultural diversity in the classroom is changing because of the arrival of new immigrant groups, such as asylum-seekers and refugees. The importance of this area is evidenced by the fact that the annual Teacher Training Agency (TTA) report on the follow-up survey of newly qualified teachers (NQTs) has regularly recorded English as an additional language (EAL) provision as an area where they would have liked better preparation during their initial training (TTA, 2002). This impacts on the knowledge base needed to help train teachers and support them in the classroom. For example, in Derby City, children bring to the schools more than 38 different languages, including Somali, Czech and Afghani (Derby City Access/Ethnic Minority Achievement Service, 2003). Responding to the educational needs of children from war-torn countries also has implications for a pupil's emotional and behavioural problems. These cannot be properly understood without an understanding of the child's cultural and linguistic heritage (Wagner and Lodge, 1995).

Going back 15 years, the area of diversity in the classroom was given a particularly high profile by the work of Barry Troyna (1986, 1989). His legacy helped extend the concepts of multi-culturalism, as articulated earlier by Craft (1981, 1984). He moved the debate on by advocating that education be used as a tool not just to celebrate multi-culturalism – described tokenistically as 'steel bands, saris, samosas' (Massey, 1991) – but to challenge racism in the curriculum, both formally and informally. In this review, we map studies that we have selected for their relevance in building on this legacy, exploring issues of ethnicity and bilingualism/multi-lingualism, and providing practical support for teachers and trainee teachers.

## Aims of the review

1. To identify and describe studies of cultural diversity in the classroom relating to primary and secondary level pupils

2. To conduct in-depth analysis of a tightly defined selection of these studies to highlight the nature of diversity in the classroom with particular reference to EAL and ethnic minority pupils
3. To highlight strategies for supporting pupils and to make tentative recommendations for policy and practice about what can help to improve attainment

## Review question

***What strategies can be used by initial teacher training (ITT) providers, trainees and newly qualified teachers to raise the attainment of pupils from culturally diverse backgrounds?***

## Methods

The following methods were used for the review:

- User involvement – consulting with a sample of trainees, headteachers and providers who are the primary audience and whose needs, in terms of knowledge on 'supporting diversity', helped inform the project
- Systematically identifying studies – through searching electronic databases, professional networks and contact sources. Exploratory searches were initially conducted using wide-ranging search terms (e.g. race or racism or racial) and schools. Following the first tranche of results, the team discussed the findings and which search terms were being most productive in identifying relevant studies (i.e. meeting the inclusion criteria), and we then developed a search strategy based on a combination of terms relevant to our research question.
- Screening abstracts and articles using pre-established inclusion and exclusion criteria
- Mapping the field by applying the keywording process of the EPPI-Centre and review-specific terms based on qualified teacher status (QTS) principles
- Identifying and describing a tightly defined selection of studies
- Writing an in-depth review of included studies, using EPPI-Reviewer, online data-extraction and quality assessment tool, and synthesising the findings
- Using quality assurance mechanisms as co-ordinated by the EPPI-Centre

## Results

- Initial searches resulted in 1,795 articles potentially relevant to the review.
- Applying the inclusion/exclusion criteria, 86 studies were considered (first stage inclusion, after screening titles and abstracts).
- 50 studies were identified applying the same criteria but more strictly with fuller information on the studies (second stage inclusion, after screening full papers) – see appendices.
- Systematic mapping of these studies.

- Selection of five studies for in-depth analysis through applying narrower inclusion criteria.
- In-depth review and synthesis of five studies on the topic to date, using the EPPI-Centre data-extraction tool (EPPI-Centre, 2002) and initial analysis of studies by hand.

## Summary of key findings

A key finding from our review is that there has been little research on attainment and cultural diversity in the post-1995 period. Through the systematic review process, we developed a map of the area amounting to 50 studies and selected five of these in which the authors had reported their work in a way that allowed them to be data-extracted using the EPPI-Centre criteria. These five studies concerned the attainment of children of Caribbean background (Nehaul, 1996); Asian pupils (Chawdhry, 2002); Asian/Bangladeshi pupils (Wrigley, 2000); and bilingual learners from diverse backgrounds with reference to literacy (Gravelle, 2000) and numeracy (Virani-Roper, 2000). From these, we tentatively identified a range of strategies possibly instrumental in raising academic attainment:

- raising pupil confidence and motivation
- selecting curriculum reflective of pupils' backgrounds
- ensuring effective school leadership
- involving senior management in classroom observation and teaching
- having high expectations of pupils
- incorporating team teaching
- having a whole-school commitment to raising attainment
- securing parental support in school and homework activities
- monitoring lessons with a focus on equal opportunities and anti-racist teaching
- introducing a Foundation Programme in Year 7 at secondary level to foster a culture of learning
- using first language and dual language texts in the Numeracy and Literacy Hours
- providing opportunities for small group work in literacy
- involving bilingual classroom assistants

## Conclusions

The number of publications on raising attainment of pupils from culturally diverse backgrounds in the post-1995 period has been disappointing and far more research is required to explore the issue of under-performance among diverse groups in different subject areas, and at different levels. We identified and mapped studies which draw on research findings and which are relevant to practitioners: five of these met the criteria for in-depth analysis to help examine the issue of raising attainment. From these studies, strategies were identified at the pupil, classroom, school and parental levels.

### ***Strengths and limitations of the review***

The strategy of applying detailed systematic synthesis methods has the advantage of identifying the weight of evidence in each study and the map can be interpreted on

the basis of a number of themes through running cross-tabulations and frequencies which help to explicate the nature and diversity of studies within the topic area, and with reference to QTS principles. However, the labour-intensive nature of the data-extraction tool meant that only a few studies could be analysed in depth given the timeframe of the project and therefore findings can only be tentatively drawn from such a small group. Also, the five included studies were not designed to answer a 'what works' question and therefore our conclusions and recommendations are tentative.

### ***Implications for policy***

The government should ensure that all providers actively enskill future teachers for the challenges presented by working with pupils from culturally and linguistically diverse backgrounds, and this should be a substantial core of their training and not a separate, additional, one-off module. The small sample of users we interviewed for the project amplified this point and, whilst the trainees particularly expressed a desire for recent and accessible information, such as information packs, we feel that the issues of under-performance go deeper and wider, and that practitioners need to be encouraged to engage with issues of racism. For example, Sewell (1997) notes the importance of teacher perception and peer pressure as contributing factors of under-achievement, Brown (1998) discusses the impact of discrimination on pupil attainment, and Gaine (1995) explores the role of educators in challenging hostile attitudes towards minority ethnic groups.

### ***Implications for practice***

There is a need to disseminate 'good practice' as described in some of the case studies in this review (for example, Green, 1999; Spafford and Bolleten, 1998). There is a need for on-going professional development in order to raise the attainment of both literacy and numeracy. It is important that strategies for raising attainment take into account factors signalled by writers such as Nehaul (1996) regarding pupil confidence, motivation and application to task. Teachers need to incorporate these factors into their plans and classroom management strategies to respond positively to motivate pupils (TTA, 2002). It should also be a high priority for the government to raise the attainment of minority ethnic pupils and this should be reflected in government strategies at both national and local education authority (LEA) level.

### ***Implications for research***

Our work so far tentatively suggests that, in order to raise attainment, we need a range of strategies, and solutions also should come from outside the classroom, particularly in the form of parental involvement. There also needs to be more research into attainment concerning specific groups, and we need to differentiate more carefully between the categories 'Black African', 'Black Caribbean' and 'Asian', and to develop better understanding about which groups within the umbrella term 'minority ethnic pupils' are under-achieving. This would point to more studies of particular under-achieving groups such as Black Caribbean, Bangladeshi and Pakistani pupils. Other groups that are under-performing, such as pupils of the British traveller community, also require more research, especially at secondary level (Office for Standards in Education (Ofsted), 2001a). Overall, we do not know enough about why pupils fail to attain academically: in which groups, at which levels and in which localities. Until this depth of research is conducted, we can only rely on the findings and strategies for improvement from a relatively small number of studies.

# 1. BACKGROUND

## 1.1 Aims and rationale for current review

The aims and rationale for this review are as follows:

- to identify studies of diversity in the classroom relating to primary and secondary level education;
- to conduct in-depth analysis of a tightly defined selection of these studies to highlight the nature of diversity in the classroom, with particular reference to EAL and ethnic minority pupils;
- to highlight possible strategies for supporting pupils and to make tentative recommendations for policy and practice about which strategies may improve attainment.

## 1.2 Definitional and conceptual issues

At the outset of the review, we aimed to ensure clarity in the understanding of key concepts, and we defined them as follows.

### ***Diversity***

The scope of the review involves a definition of the concept 'diversity' to be inclusive of race, ethnicity, residence status, language, religion and social class, with reference to primary and secondary school pupils. Increasingly the term 'ethnic minority' is being replaced by that of 'minority ethnic' group (Department for Education and Skills (DfES), 2003), and this change is reflected in the review.

### ***Ethnicity***

Ethnicity is about how people define themselves and the concept relates to a wide range of very diverse groups; for example, Sikhs, Bengalis, Pakistanis, those from Africa and the Caribbean community. An ethnic group is a group of people who share a history, key cultural features, such as religion, and a range of less definable customs, such as marriage. Members of an ethnic group may be distinguished by some physical features (such as hair, eye or skin colour, or facial features), but they are also characterised by language and tradition (Gaine, 1995). Within the review, our focus is on Black Caribbean, Black African, Indian, Pakistani and Bangladeshi pupils that collectively account for the largest group of minority ethnic pupils (Gillborn and Mirza, 2000). Given the changing nature of diversity in the classroom, we also include asylum-seekers and refugee pupils. It is important to note that the term 'asylum-seeker/refugee' includes Roma and traveller pupils from Eastern Europe. We are aware that our review does not cover every minority ethnic group and, in particular, does not focus on raising the attainment of pupils of the British traveller community. Given the wide-ranging diversity of traveller pupils (e.g. gypsy, circus travellers, Irish travellers), the decision was made not to include them here, but to

recommend a separate review involving professional staff who work in traveller education, which focuses solely on the needs of travellers as a minority ethnic group.

Further, Chinese pupils are not included because previous research suggests that they are more likely of all ethnic groups to attend independent schools (Demack *et al.*, 2000; DfES, 2003; Gillborn and Mirza, 2000), and the focus of this project is minority ethnic pupils within state-funded schools.

Mention should be made here, that the term 'black' has been used increasingly since the 1970s to refer to people of African, Caribbean and South Asian descent, to define them by their mode of oppression and marginalisation (Brah, 1992). However, the term has been criticised because it denies cultural-specificity within these diverse groups (Modood, 1997).

### **Social class**

Socio-economic background is an important factor in academic success and, when comparing differences in achievement, disparity is found between children from managerial/professional families, and those from unskilled and manual families (Sammons, 1995). Eligibility for free school meals and clothing are used as indicators of poverty within the school context for defining what we mean by 'lower socio-economic background', but some caution should be used here as there are schools with high numbers of pupils in receipt of these allowances which perform well academically (Wrigley, 2000).

### **Refugee**

A refugee refers to someone who has had to leave his or her country and who is afraid to return there,

'owing to a well-founded fear of being persecuted for reasons of race, religion, nationality, membership of a particular social group or political' (United Nations Convention Relating to the Status of Refugees (1951), Chapter 1, Article1).

### **Asylum-seeker**

An asylum-seeker is someone who has crossed an international border and is seeking safety or protection in another country. In the UK, asylum-seekers are refugees who have applied for asylum and are awaiting a Home Office decision as to whether they can stay here (Refugee Council, 2001).

### **Monitoring and assessment**

Trainees and qualified teachers are required to monitor and assess the progress of their pupils, to inform future planning and teaching. This involves formative and summative assessment against expectations set out in the statutory curriculum: this is particularly important in the context of pupils who speak English as an additional language.

### **Literacy hour**

The National Literacy Strategy (DfES, 1998) advocates a daily literacy hour for pupils in primary schools, to enable them to progress towards the age-related expectations for reading and writing in the statutory curriculum. Although schools do not have to implement this approach, most state primary schools in England have done so, as part of their school improvement plans. It involves a focus on whole-class guided

group and independent work on aspects of reading and writing, at word, sentence and text levels.

### **Daily mathematical lesson**

The daily mathematics hour is a structured lesson of 45 minutes to one hour. Teachers teach the whole class together for a high proportion of the time. Oral mental work features strongly in each lesson. Although schools do not have to implement this approach, most state primary schools in England have done so, as part of their school improvement plans.

### **Strategies**

Strategies are activities in the educational process that include teaching; planning; assessment; managing other adults; and working with outside agencies. We also divide this term further into generic and subject specific strategies, and individual/collective strategies in the classroom. Following Wray and Medwell's (1998) report on the effective teaching of literacy, it is recognised that some teachers more or less consciously adopt certain strategies which are seen to impact positively on the performance of their pupils. The TTA, along with other government agencies, has been anxious to explore such effective strategies and to encourage the development of them, as a mechanism for raising standards.

### **Attainment**

We define the term 'attainment' in terms of the personal achievement of pupils, and with our primary audience in mind. The terms 'attainment' and 'achievement' are used interchangeably in the literature, and 'achievement' is often used to describe differences in 'attainment' (Gillborn and Mirza, 2000). For the purpose of this review, we have used the term 'attainment' to denote the acquisition of knowledge as measured in an academic environment: within educational circles, this is often evidenced by performance in more formal tests such as the Statutory Test framework (SATs) or the General Certificates in Secondary Education (GCSEs), measured against the National Curriculum (Qualifications and Curriculum Authority (QCA), 1999). Pupils are, for example, expected to reach certain attainment levels throughout their school careers: Year 2, level 2; Year 6, level 4; year 9, level 4/5; and at GCSE, a grade C or above for the majority of pupils (QCA, 1999). We will be looking particularly for studies relating to specific criterion-referenced levels of the curriculum at specific ages, such as SATs and GCSE results as part of the monitoring and assessment of pupil progress (QCA, 1999).

Achievement means different things in different schools and it may be measured in terms of social integration, or cognitive and linguistic progress in different dimensions (Wrigley, 2000). EAL pupils frequently make substantial progress against attainment targets, but improvements can also be seen in performance in the wider context of the school: although some may not score highly in statutory tests, they have frequently developed in their social and non-academic use of English. In one sense, attainment is still low, but performance is developing.

### **EAL**

'English as an additional language' is the common term now being used to replace what was formerly referred to as 'English as a second language' (ESL). This shift signifies a recognition that children may bring to the classroom more than one language before learning in English (QCA/DfES, 1997).

## 1.2.1 Theoretical background

During the last few decades, there has been continual concern about the attainment levels of children from culturally diverse backgrounds. This has, in part, concerned the children of immigrants to Britain in the post-1950s era from the former colonies and the wider Commonwealth. Post-war immigration led to the increased presence of children from minority groups who introduced into the classroom new languages, cultures, religions and social customs. Political ideologies were shaped as a result of this wave of immigration. In education, this took the form of different approaches to teaching as a result of government response to the reality of an increasingly multi-cultural, multi-lingual, multi-faith Britain.

Massey (1991) describes these as six stages, beginning with one of *laissez-faire* or inaction when the government made no specific policy. This was followed by a phase of assimilation in the post-1950s. Rattansi (1992) states that the assimilationist thrust assumed

'an obvious, definable homogeneous essence into which the hapless migrant might be inducted, given a suitable dose of English and an undiluted diet of the official school curriculum' (Rattansi, 1992, p 15).

Programmes for literacy and numeracy were initially aimed at what was assumed to be a mostly homogeneous group. An ideological shift to 'integration' as a concept next gained currency, predicated on grounds of linguistic integration, and bilingualism was seen as an impediment to this development. Section 11 funding, introduced in 1966, helped support this policy, whereby LEAs could claim back 50% of the cost of providing ESL from the Home Office. The development of multi-culturalism denotes an important stage in the ideological shift way from cultural imperatives of assimilation and integration to one of cultural pluralism. Generally acknowledged as originating in 1966 as a result of a speech by the then Home Secretary, Roy Jenkins, the government called for an ideology of equal opportunity accompanied by cultural diversity. Multi-culturalism was expressed in terms of creating tolerance for minority groups, dispelling ignorance, and reducing prejudice to create a harmonious society (Jeffcoate, 1981; Lynch, 1988). This phase can be summed up as an atmosphere of mutual tolerance and cultural pluralism. Educational imperatives stemmed from evidence of under-achievement (Rampton Report, 1981); civil disturbances (Scarman Report, 1981); and recommendations that there should be a shift to educating all children about living in multi-cultural Britain (Swann Report, 1985). Schools responded by adapting a variety of approaches to teaching policy and practice. Some education authorities - such as Manchester, Brent, Bradford, Birmingham and the now defunct Inner London Education Authority - issued guidelines on how schools could be responsive to the needs of Muslim children, for example, incorporating 'worthwhile initiatives and imaginative developments' (Sarwar, 1994, p 1).

The Select Committee on Race Relations and Immigration (1969) encouraged teaching about countries from which the minority ethnic children originated, including art, songs and costumes, leading to an approach to multi-cultural education caricatured as 'the 3 S version - saris, samosas and steel bands' (Massey, 1991, p 13). Asian history and Caribbean studies as non-examination courses were added to programmes of study, offered to multiracial schools. Adoption of multi-cultural

policy within education in the 1980s was accompanied by a plethora of texts on multicultural education, evidenced by the work of Banks and Lynch (1986); Craft and Bardell (1984); Jeffcoate (1981); Tomlinson (1984), and Troyna and Ball (1987), to name but a few. Critics of multi-culturalism focused on the inadequate attempts of addressing cultural diversity through the curriculum; the reinforcing of stereotypes; superficial discussion of culture; the negative assumptions about minority children's sense of self-worth; attempts at social control; and the failure to confront racism, both institutionally and personally (Mullard 1981; Troyna, 1986; Troyna and Williams 1986). The models within the umbrella term 'multiculturalism' were doomed to failure since they were seen to 'tinker with educational techniques and methods and leave unaltered the racist fabric of the educational system' (Institute of Race Relations 1980, as cited in Massey, 1991, p 15). This would hold true for other education systems, for example, in the USA, where Willie (1999) notes that, among ethnic groups, there is substantial inequality in attainment, particularly at high school level.

Beyond 'multiculturalism' lay a phase of anti-racist education in policy, provision and pedagogy (Troyna, 1986), aimed at challenging inequalities in society and schools. The two concepts of multiculturalism and anti-racism both overlap and coincide with educational policy and practice. Connections were also made with inequality based on class and gender. Whilst there is overlap between the two concepts,

'anti-racism was seen as a radical departure from multicultural education, which was attempting to promote racial harmony on the basis of understanding and appreciation of other cultures' (Massey, 1991, p 17).

Moreover, the new model was seen as a radical political movement with an emphasis on inequality and understanding of the roots of racism in the economic and political systems. Anti-racism was perceived as being instrumental in acknowledging and focusing on racism in society, calling for schools to develop strategies to challenge and remove racist practices. This manifested itself in LEAs requiring their schools to develop policies opposing racism and to implement strategies aimed at tackling racist abuse and reviewing curricula along anti-racist lines. Berkshire and the Inner London Education Authority (ILEA), for example, carried this out in 1983, followed by other authorities, such as Birmingham and Bradford.

Combining these two paradigms of multiculturalism and anti-racism is what Massey feels constitutes the sixth stage which has application for all schools. Indeed, Tomlinson (1990) notes the specific need of this type of education in all white schools, which might be following a predominantly ethno-centric curriculum and assuming that multiculturalism education is irrelevant to the needs of their pupils. The synthesis of the two paradigms demonstrates a greater awareness of racial injustice and implementation of strategies to challenge and combat racism within the school. The concepts of multiculturalism/anti-racism are subjected to continual scrutiny and reappraisal, such as in the form of 'critical anti-racism' (Kincheloe and Steinberg, 1997). What multiculturalism has come to mean to some minority ethnic groups is that the liberal approach to multicultural education does not adequately address their cultural convictions, or result in high academic attainment for their children.

Significantly, multicultural/anti-racist teaching became marginalised in some schools as the implications of the Education Reform Act (1988) and local school

management became apparent in the early 1990s. The publication of the MacDonald Report into the murder of a pupil at Burnage High School has been widely interpreted as signalling the failure of anti-racism within education (Rattansi, 1992). At the same time, Weldon (1989) called for a return to an integrationist policy, providing a set of British values to be embraced by everyone living in the country. Added to this, an ideological counter from the New Right has led to a discernible lobby reacting against a perceived preoccupation with multicultural teaching, and instead invoking a doctrine of a common British citizenship. It would appear, therefore, that some sectors of society have come full circle and are again contemplating a notion of assimilation. On the other hand, the government has highlighted the need to accommodate the important issues related to diversity: for instance, the latest versions of the National Curriculum (QCA, 1999) and the QTS standards (TTA, 2002) foreground EAL diversity issues.

It is within this context of conflicting views over the correct response to the reality of multicultural, multi-lingual, multi-faith Britain that this project is set. Despite differing views about levels of assimilation, the fact remains that under-achievement of some minority ethnic groups is high on the political agenda (DfES, 2003). Furthermore, there is considerable national concern regarding the under-performance of minority ethnic groups, and the subsequent disenfranchisement of these groups in what is essentially a multicultural and multi-lingual society. It is for this reason that, within the broad area of supporting cultural diversity in the classroom, we chose to focus particularly on potential strategies to raise attainment, especially for minority ethnic groups which are not experiencing academic success (*Times Educational Supplement* (TES), 2003a). We expanded the overall question of strategies to raise attainment with sub-questions concerning literacy and numeracy because they are the principal foci for the government's current school improvements and targets focus; some minority ethnic children have been identified as a group who significantly under-achieve in relation to these standards. Similarly, we focused on the ways in which English language development of EAL pupils is monitored and assessed to ensure consistency of approach as put forward in the QCA document '*A Language in Common*' (QCA, 2000).

### 1.3 Policy and practice background

*Qualifying To Teach* (TTA, 2002) recognised, in the consultation process, the need to reinforce the expectations of awareness, skills and knowledge for trainee teachers in respect of the teaching of EAL pupils and pupils from diverse backgrounds. At the same time, government reports have emphasised the need to develop appropriate strategies to raise academic attainment of all pupils. For example, a study by Ofsted in 1996 concluded:

'one of the clearest findings of this review is that if ethnic diversity is ignored, if differences in educational achievement are not examined, then considerable injustices will be sanctioned and enormous potential wasted' (Ofsted, 1996).

Factors associated with attainment have been identified by a number of writers: for example, Callender's *Education for Empowerment* (1997), and Wright's *Improving Practice: the Raising of Achievement of African-Caribbean Boys* (Runnymede Trust, 1998). Similarly, research has been conducted on girls from this minority ethnic

background (Fuller, 1980) and Mirza (1992). More recently, concern has been expressed over the positioning of African-Caribbean boys (Sewell, 2000), and indeed, boys in general, have emerged high on the education agenda because of their consistent under-achievement at all stages of education (TES, 2003b).

Legislation of the 1980s and 1990s has impacted considerably on the teaching profession with increased inspection activities and closer monitoring. The Ofsted (1999) report, *Raising the Attainment of Minority Ethnic Pupils*, which we highlight later in Chapter 4, again reiterated concern about academic success:

'Black Caribbean pupils, despite notable exceptions, were ...generally under-represented in the higher levels at the end of both Key Stage 1 and Key Stage 2' (Ofsted, 1999, p 11).

The exception was that Black Caribbean girls out-performed boys, but in some schools this was not the case in science and mathematics.

There have been changes in provision for minority ethnic attainment since the 1999 report: for example, from the academic year 1999-2000, schools have been required to set targets for attainment at the end of Key Stages 2 and 4, the expectation being that targets cover improved performance from minority ethnic groups. A further change was the introduction of the Ethnic Minority Achievement Grant (EMAG) in April 1999 to assist schools in their work to address under-attainment, replacing section 11 funding. Features of the grant are the stronger focus on teacher training; a clearly articulated LEA strategic role; the requirement for ethnically monitored attainment data; and greater attention to under-achieving groups, not just pupils learning EAL.

The inquiry into the Stephen Lawrence murder (Macpherson, 1999) carried recommendations concerning tackling discrimination and racism further reiterated in the 2000 Race Relations Amendment Act. This places a statutory duty on schools to assess the impact of their policies on minority ethnic pupils, staff and parents, and to monitor the attainment of minority ethnic pupils. This was followed by the Ofsted (2001) report, *Managing Support for the Attainment of Pupils from Minority Ethnic Groups*, which noted that, although there were pockets of good practice, there were still certain minority ethnic groups that were under-performing, notably Black Caribbean, Pakistani and Bangladeshi. The report noted that many schools were developing a range of strategies both within and outside the classroom to support bilingual children: curriculum development; home-school liaison; lunchtime clubs specifically aimed at EAL pupils; homework clubs, particularly at secondary school level; and mentoring, again predominantly in secondary schools. Finally, in *Supporting Pupils' Learning English as an Additional Language* (DfES, 2002), there is explicit guidance on how to raise the attainment of literacy for pupils from minority ethnic backgrounds, and those who speak English as an additional language.

In the national and political context, raising the attainment of culturally diverse pupils continues to be an area of increasing importance. This is especially true for training providers who have to ensure that trainee teachers meet standards that relate to the inclusion of minority ethnic groups (TTA, 2002). Academic under-performance leads to the disenfranchisement of particular groups in our society and Ofsted reports have focused increasingly on the issue, noting that among the characteristics of effective

LEA management is an acceptance by schools that support for raising the attainment of pupils from minority ethnic backgrounds is integral to the pursuit of higher standards and part of school improvement (DfES, 2002; Ofsted 2001a, 2001b). Added to this is a recognition that children who are refugee and asylum-seekers (sub-question 2/3) often need considerable help with basic English.

The situation is not static and the nature of cultural diversity in the classroom is constantly changing. When we talk about under-attainment among minority ethnic groups, we are talking about a range of different groups with different levels of academic success and therefore different needs in terms of policy and practice.

## 1.4 Research background

The research background to this review is located in the field of ethnic and linguistic diversity with particular reference to raising the attainment of pupils from culturally diverse backgrounds. If the question is asked, what do teachers and providers need to know to help maximise the attainment of all pupils regardless of cultural background, then a number of points emerge. First, an awareness of the diversity of their pupils and difference in terms of culture and religion, and the strategies for supporting minority ethnic pupils, especially new arrivals. These were the issues raised by our group discussions with trainees, teachers and providers. Beyond issues of identity, we then need to consider making the curriculum accessible for all pupils, with monitoring and assessment arrangements and planning for inclusion.

In recognising this context of shifting cultural patterns and the needs of teacher trainees, our systematic literature review is closely linked to QTS requirements (the Qualifying to Teach Standards for QTS, 2002). Compared with the ITT National Curriculum published in April 1998, the revised standards for QTS, ('Qualifying to Teach' published in February 2002) substantially reinforces those standards concerned with 'English as an additional language', and 'Ethnic minority children', including linguistic, cultural and 'racial' aspects of teaching, and the development of pedagogy which challenges all learning. The issue of 'managing your own professional development' (Standard 1.7) is also of importance here as all teachers are encouraged to use research and Ofsted evidence to improve their teaching.

### ***Previous systematic literature reviews***

We were aware of recent literature reviews that had been conducted in the field, most notably the work of Gillborn and Gipps (1996), *Recent Research on the Achievements of Ethnic Minority Pupils*; and Gillborn and Mirza (2000), *Educational Inequality Mapping Race, Class and Gender: A Synthesis of Research Evidence*.

These have been very helpful in informing our review and providing background for the topic. The 1996 study helped make clear the differences among minority ethnic groups and the fact that not all minority ethnic groups failed to attain. For example, their review of research in the field suggested that Indian pupils were the highest performing of the main South Asian groups and in some localities achieving in excess of their white counterparts. Demack *et al.* (2000) in the national 'Youth Cohort Study' confirmed this pattern of attainment. What also emerged from these findings is that

'the attainment of Indian pupils suggests that having English as an Additional Language is not an impenetrable barrier to achievement' (Demack *et al.*, 2000, p 10).

The focus of Gillborn and Mirza (2000) came at the end of the educational reforms of the 1990s, which were led by the White Paper 'Excellence in Schools' (1997). This acknowledged that inequality of educational attainment is a central factor of non-participation and social exclusion. The Gillborn and Mirza review is useful for its analysis of data-gathering by LEAs, and for demonstrating the disparity among authorities concerning minority ethnic achievement:

'Although at the national level Pakistani youth are less likely to attain five higher grade GCSEs than their white peers, this pattern is reversed in some areas. In four out of ten LEAs, that monitor by ethnic origin, Pakistani pupils are more likely to attain this benchmark than white pupils locally' (Gillborn and Mirza, 2000, p 10).

This leads us to ask what is taking place in some authorities and schools which allows this to happen and what lessons can be learnt by others. Another issue Gillborn and Mirza deal with is the perceived under-achievement of Bangladeshi children, often seen as the lowest attaining of the principal minority ethnic groups. They noted that in the London Borough of Tower Hamlets, where approximately 25% of the country's Bangladeshi children are educated, pupils were attaining higher average exam scores than their white counterparts. However, despite these successes, they maintain that there remain significant differences in attainment level for many minority ethnic groups; this is confirmed by recent findings (TES, 2003).

What also emerges from the work of Gillborn and Mirza (2000) is the view that a good deal of qualitative research can be useful in highlighting school processes, such as teacher expectation, identifying 'ability', and school disciplinary policy, all of which have a bearing on attainment. It is for this reason that we also sought to include qualitative as well as quantitative research in our review, represented, for example, by the work of Sewell (1997) and Weekes and Wright for the Runnymede Trust (1998). Significantly, whilst they recognised the relevance of social class as a determinant of inequality within all groups, they found that 'inequalities of attainment are now evident for black pupils regardless of their class background' (Gillborn and Mirza, 2000, p 20), and 'social class factors do not override the influence of ethnic inequality: when comparing pupils with similar class background there are still marked inequalities of attainment between different ethnic groups' (op.cit. p.21).

It is therefore suggested that, while targeting social class disadvantage is necessary, treated in isolation it is likely to have limited effect in closing the gap between particular ethnic groups. Similarly they conclude that the gender gap is considerably smaller than the inequalities of attainment associated with ethnic origin and social class background. Their overall conclusions were that, despite variability in ethnic equalities, distinct patterns of inequality are consistently visible; inequalities of attainment in GCSE examinations place African-Caribbean, Pakistani and Bangladeshi pupils in a disadvantaged position in the labour market; and ethnic inequalities in some cases have increased, for example, among African-Caribbean and Pakistani pupils. More recently, the groups of most concern regarding academic attainment are Black Caribbean and Pakistani pupils (pupil level annual schools census 2000 in TES, 2003a).

Based on their analysis of GCSE, SATs scores and school success in raising academic performance, Gillborn and Mirza concluded their review by identifying school and LEA- based strategies for raising minority attainment, as follows:

- strong leadership on equal opportunities
- seeking and utilising parental perspectives
- designing and enacting clear procedures for recording and acting on racist incidents
- generating and sustaining an ethos that is open and vigilant, which enables pupils to discuss 'race' issues and share concerns
- developing and communicating high expectations accompanied by a clear view that underperformance by any group is unacceptable
- reviewing curricular and pastoral approaches to ensure their sensitivity and appropriateness
- using ethnic monitoring as a routine and rigorous part of the school's/LEA's self-evaluation and management

## **1.5 Authors, funders, and other users of the review**

This report results from a response to a tender circulated by the TTA to conduct a systematic literature review which would shed light on research concerning the issue of 'supporting diversity'. It is one of nine that took place simultaneously on various subject areas relevant to teaching (for example, assessment). The reviews were conducted between January and March 2003, and have all followed a methodological approach designed by the EPPI-Centre at the Social Science Research Unit. The EPPI-Centre provides a number of computer-based tools to assist the mapping of studies and in-depth data-extraction and quality assessment. Added to this, the EPPI-Centre provides quality assurance mechanisms for the conduct of the review.

The potential users of the report are trainers, teachers, trainees and NQTs, and it is with them in mind that we wrote the review: that is, formulation of review question, selection of texts and writing, practical help/guidance, and the use of QTS principles.

### ***Backgrounds of authors***

The members of the review team for the topic 'supporting diversity' are all directly related to teacher education and have a background in teaching, researching and publishing in the field as follows:

- Marie Parker-Jenkins, Professor of Education, Director of Research Centre for Education and Professional Practice, University of Derby
- Des Hewitt, PGCE Primary Programme Leader and English Co-ordinator, University of Derby
- Simon Brownhill, ICT and English lecturer (PGCE), University of Derby
- Tania Sanders, Achievement Co-ordinator for the Access/Ethnic Minority Achievement Service, Derby City LEA

## 1.6 Review questions

1. ***What strategies can be used by ITT providers, trainees and newly qualified teachers to raise the attainment of children from culturally diverse backgrounds?***

In building the question further, we posed sub-questions that expand the key focus of the review and which aimed to discover from the research what works well in raising attainment. We were also concerned to have an awareness of the importance of 'social class' when analysing evidence from research about diversity as this variable reflects the heterogeneity of different groups. Whilst we were not looking at this variable as a sub-question, we coded for it at the mapping stage and will inform the reader as to the extent to which it occurs in the research. Literacy and numeracy are the principal foci because it is important that pupils not only learn how to use these important tools, but also that they learn how to apply them in a range of contexts beyond those in which they were introduced (DfES, 1998, 1999).

As such the sub-questions are:

2. ***What strategies work well in raising the attainment of children from diverse backgrounds, especially in literacy and numeracy?***
3. ***How are the needs of bilingual/asylum-seeker/refugee pupils met in the Literacy Hour and the Daily Mathematical Lesson?***
4. ***In what ways is the language development of EAL pupils monitored and assessed to ensure academic attainment across the whole curriculum?***

We started by asking what we mean by the concept 'diversity', the scope of the literature review in terms of pupil age and the nature of diversity in the classroom. The scope of the review involved a definition of the concept 'diversity' to be inclusive of race, ethnicity, residence status, language, religion and class, with reference to primary and secondary pupils. It is important to define 'diversity' in a broad sense in order to explore personal identity based on religious as well as ethnic and linguistic grounds. This is particularly relevant in the light of recent political events since September 11<sup>th</sup> that have raised the importance of religious identity in people's lives. Other forms of diversity (such as gender, sexual orientation or disability) lay outside our remit but they have the potential for development later. In terms of geographical scope, our work focuses predominantly on studies conducted in the UK, given that the review is intended to inform newly-trained teachers here, but consideration was also given to other multicultural contexts, such as Australia. Our overall goal will be to highlight research that is concerned with effective practice in raising the attainment of pupils and a critical outcome of the project was to identify strategies that challenge and make a difference to the education of children from diverse backgrounds.

## 2. METHODS USED IN THE REVIEW

### 2.1 User involvement

#### 2.1.1 Approach and rationale

In recognising our prime audience for the review, we incorporated 'users' as part of the methodology. We defined our 'audience' as trainers, trainees, NQTs and schools. We therefore arranged at the outset to meet these groups to ask them what they wished to know about raising the attainment of diverse pupils and what would help them in their work in the classroom.

#### 2.1.2 Methods used

At the beginning of the project, we arranged for trainers to be interviewed, starting with a Head of Initial Teacher Training and a PGCE Assessment Tutor (January), followed by a group of teachers (February). To provide a trainee perspective, we formed a focus group consisting of B.Ed students Year 3 (March 2003). The group of trainees were of Asian, Eastern European and White background. Collectively, the information from these consultations helped inform the development of the review question, and the writing-up of the report. Within the remit of the review, we have tried to identify practical strategies and ideas for resources as suggested by these users.

### 2.2 Identifying and describing studies

#### 2.2.1 Defining relevant studies: inclusion and exclusion criteria

The inclusion and exclusion criteria were derived from the research question that aimed to look at strategies to raise attainment among pupils from culturally diverse backgrounds. We developed a strategy which identified under-achievement as detailed in the DfES 'Aiming High' document: that is, a focus on the under-performance of Bengali, Pakistani and African-Caribbean pupils. In addition, we were looking for studies on the newly arrived group of asylum-seeker and refugee children. The focus was on post-1995 publications concerning these groups of children in the 5-16 year bracket, drawing on empirical studies concerning numeracy and literacy. Although this report acknowledges the under-achievement of children of the British traveller community (for example, gypsy, circus-travellers, Irish travellers), the decision was made not to include them here, but to recommend a separate review involving professional staff who work in traveller education.

#### ***Summary of inclusion and exclusion criteria***

*For inclusion in the map*

- Studies must be about strategies to raise the academic attainment of pupils from culturally diverse backgrounds.
- Studies must be empirical studies or discursive research.
- Studies must be published post-1995.
- Studies must be relevant to the 5-16 age group.

*Exclusion criteria*

- Studies are not about strategies to raise the academic attainment of pupils from culturally diverse backgrounds (Exclusion 1).
- Studies are not empirical (Exclusion 2).
- Studies are not published post-1995 (Exclusion 3).
- Studies are not relevant to the 5-16 age group (Exclusion 4).

*For inclusion in the in-depth review*

- Studies must provide sufficient data: that is, hard, concrete evidence, showing improvement which is quantifiable improvement, relating to strategies or methods of teaching or exam results demonstrating improvement.

## 2.2.2 Identification of potential studies: search strategy

In identifying potential studies, we went through a number of processes. Firstly, we identified papers through handsearching, and among those we had originally considered when responding to the tender, for example:

- Blair M, Bourne J (1998) *Making the Difference: Teaching and Learning Strategies in Successful Multi-Ethnic Schools*. London: DfES.
- Spafford T, Bolleten B (1995) The admission and induction of refugee children. *Multicultural Teaching* **14**: 7-10.

The latter was used as the pilot study in terms of review for our research question and the intended audience of the review. A second stage to the screening involved identifying potential papers through other means, such as electronic screening. In our searches we combined appropriate terms in relation to our question, such as 'empirical/primary/secondary/attainment/strategies'.

Other sources were the publication databases of Trentham Publications Ltd and the Runnymede Trust, which have a particular focus on social justice issues reflective of our review question, and specific websites, such as, <http://www.standards.dfes.gov.uk/ethnicminorities/>.

Journals which were handsearched:

- American Educational Research Journal (AERJ)
- British Educational Research Journal (BERJ)
- Multicultural Teaching
- Race, Ethnicity and Education

Using database searches such as Bath Information and Data Services (BIDS), the International Bibliography of the Social Sciences (IBSS), the Educational Resources Information Center (ERIC), handsearching, and our existing knowledge, we identified

and located the studies most helpful in answering our research question (late January to February 2003), based on a combination of search terms stemming from the review question. In our search strategy we also looked for work that would be of use to our audience (i.e. providers, trainers and trainees).

Our systematic literature review focused on finding research that we knew already existed, and adding to it through a systematic approach. We mapped and reviewed the studies in an explicit and standard way, following the EPPI-Centre principles, and mapped and synthesised the evidence using the EPPI-Centre data-extraction tools (February-March 2003).

After conducting a variety of searches on the British Education Index (BEI) as the primary source of information regarding British education publications, and its American counterpart ERIC, and obtaining potentially relevant studies for the review, we examined the research question, breaking it down into smaller sub-sections, for example, asylum-seeker or refugee or children. Difficulties were experienced in specifying which terms to use. If we were too specific (i.e. using 'empirical' as a keyword), we obtained few results: for example, 'empirical' and 'bilingualism' led to only two potential studies. Too wide a specification and we obtained thousands of potential studies, many of which were not relevant to our research area. We therefore attempted a balancing act to find the correct search terms to be employed, for example, 'attainment or attaining or achievement or achieving or assessment' as a way of targeting potential research without losing the focus of the question.

Some terms required particular consideration: for example, in the press and in the literature, 'attainment' and 'achievement' are used interchangeably. By conducting searches using combinations of terms, we aimed to find all appropriate sources, and we then screened, applying the criteria more strictly with fuller information on each study, using the definition of 'attainment' as specified at the beginning of the review. We agreed upon the best approaches through discussion within the wider team, including the subject librarian who conducted many of the searches. Another issue was that ERIC has an American bias that made it more difficult to relate to our search terms. However, this database could not be omitted as we were looking for international sources, and so we had to amend our search terms to reflect the different terminology used in the American education system (e.g. 'junior high', 'student'). We also modified our searches by using the inclusion criterion of 'post-1995' and also those studies written in English, as a method of focusing our efforts.

In addition to BEI/ERIC, we also searched the Web of Science, Sociological Abstracts and the Proquest Full Text Newspaper Index; the University of Derby Library had significantly useful holdings and the catalogue of Trentham Books Ltd, a major publisher in the field, also proved useful. Our links with professional networks either confirmed our findings or provided new ones. Similarly, we handsearched editions of the journals of the BERJ, the European Educational Research Journal, the AERJ, and Race, Ethnicity and Education.

### **2.2.3 Screening studies: applying inclusion and exclusion criteria**

For the process of screening, we worked collaboratively as a team to ensure consistency of approach in applying the inclusion/exclusion criteria to the titles and abstracts. This process (first-stage screening), identified the potentially relevant studies for the map. In some cases, only the titles were available and, if in doubt, we requested the hard-copy on which to make a final decision. After obtaining full copies of potentially relevant studies, the full texts were screened for inclusion in the map (second-stage screening).

Our application of the criterion 'empirical' at searching and keywording stages was done in relatively broad terms in order to include studies that had some empirical basis, although they were mainly discursive in character with relatively little reporting of the methodology. We did this because we believed that these studies would be useful to the users of the review.

### **2.2.4 Characterising included studies**

To characterise the studies for inclusion, we used EPPI-Centre and review-specific keywording as specified above to create a systematic map describing research activity in the field (see Appendix 2.1).

#### **Explaining the map**

In our review, we also devised our own review-specific keywords that reflected the principles of QTS, namely:

- providing teaching that recognises cultural sensitivities;
- understanding linguistic and language development and assessment;
- the role of the teaching assistant in working with EAL pupils;
- the importance of working with the community and recognising it as an important resource;
- understanding the changing nature of minority groups and the concepts of 'hybridity' and not just dual but multiple senses of identities;
- the needs of asylum-seekers as part of a transitional and transient population, and those without family; and
- the changing linguistic structure and nature of diversity in the classroom.

Our review-specific keywords reflected these principles to help ensure our mapping selection was relevant to our audience.

Using this framework, and building it into our review-specific keywords on the software package at the EPPI-Centre, ensured that each study would be assessed in light of the applicability and relevance of the findings for initial teacher trainers who have been designated as the primary audience for the reviews. Where appropriate, we identified further review-specific keywords for mapping purposes and extraction that, again, were directly relevant to improving the quality of teacher education and induction as specified in QTS standards, namely professional values.

### **Professional values**

1. Knowledge and understanding
2. Teaching and classroom management
3. Planning and expectations
4. Monitoring, targeting and assessment

One dimension of our review-specific keywords reflected these values.

## **2.2.5 Identifying and describing studies: quality assurance**

In order to ensure quality assurance internally, within the process of keywording, 20% of the included studies were keyworded by all team members to achieve consensus; results were compared and discussed, leading to a final version being agreed. For external quality assurance purposes, a random selection of 10 titles/abstracts was sent to EPPI-Centre colleagues for screening.

## **2.3 In-depth review**

### **2.3.1 Moving from broad characterisation (mapping) to in-depth review**

Having mapped key studies in the field that had been published recently (i.e. since 1995), we then selected those that most closely matched our research question and we only included 'empirical' studies for the in-depth review. This is because, whilst we were willing to incorporate studies at the map level which drew on empirical work but were predominantly discursive in nature, such as Brown (1996), *Unlearning Discrimination in the Early Years*, and the DfES (2003) report, *Aiming High*, there was insufficient detail provided methodologically to assess the evidence as required by the EPPI-Centre data-extraction tool.

We were screening for studies published since 1995 which were about 'strategies', 'ITT providers/trainees/newly qualified teachers', and culturally diverse backgrounds which for the purpose of this review concerns 'race/ethnicity/language', and 'asylum-seeker/refugee'. As noted in discussing the review question, 'social class' was also included. Finally, in terms of inclusion and exclusion criteria, we screened for 'empirical/primary/secondary/ attainment/strategies/ITT/newly qualified teachers'.

### **2.3.2 Detailed description of studies in the in-depth review**

We used the EPPI-Centre data-extracting tools and methodology to provide in-depth reviews of selected studies. Those studies that we selected for in-depth study were the ones that related to the research question we had set, and which demonstrated a link to an empirical study as required under EPPI-Centre guidelines. Furthermore, these included studies provided sufficient information (e.g. data, sample, case study, cohort of pupils) to assess the evidence, in keeping with the EPPI-Centre model.

### **2.3.3 Assessing quality of studies and weight of evidence of the review question**

#### ***In-depth review including assessing quality of studies***

When engaged in data-extraction, we reviewed the studies' findings and quality-assessed them with specific reference to the EPPI-Centre's descriptors to determine 'weight of evidence'.

The methodological quality of each study (A) was reviewed in terms of how well it was executed. In addition, each study was assessed for how much weight of evidence it provided for the specific review, in terms of (B) the appropriateness of research design for the review question, and (C), the relevance of the study for the review question, in terms of context, sample and measures. Finally, on the basis of judgments about (A), (B) and (C), an overall weight (D) was ascribed to each study.

The next step was the synthesis of these findings. This made use of the EPPI-Reviewer, an online tool that enabled us to conduct various analyses and helped to identify key themes for synthesis.

### **2.3.4 Synthesis of evidence**

In synthesising the evidence, we were informed by our conceptual framework and the review question/sub-questions. Using EPPI-Centre tools, we were able to provide overall statistical analysis and this adds to the narrative synthesis (see Appendix 2.2).

### **2.3.5 In-depth review: quality assurance process**

Two members of the review team independently data-extracted each study and an EPPI-Centre colleague data-extracted 20% for quality assurance at the level of in-depth study and then a final version was agreed upon.

## 3. IDENTIFYING AND DESCRIBING STUDIES: RESULTS

### 3.1 Studies included from searching and screening

Figure 3.1 illustrates the process of identifying, obtaining and describing reports for the current review.

We accumulated 1,795 potentially relevant abstracts and titles from our handsearches and our electronic searches. We reviewed these for their potential suitability for inclusion in the map (first-stage screening). Following this stage, we collected the full documents of the 86 studies, which allowed more detailed screening, and excluded a further 36 studies because they did not meet inclusion criteria (second-stage screening). The resulting 50 studies have provided us with a map of the research on strategies for raising the attainment of pupils from culturally diverse backgrounds, and relevant to our sub-questions, concerning language/EAL, ethnicity, asylum-seeker/refugee, etc.

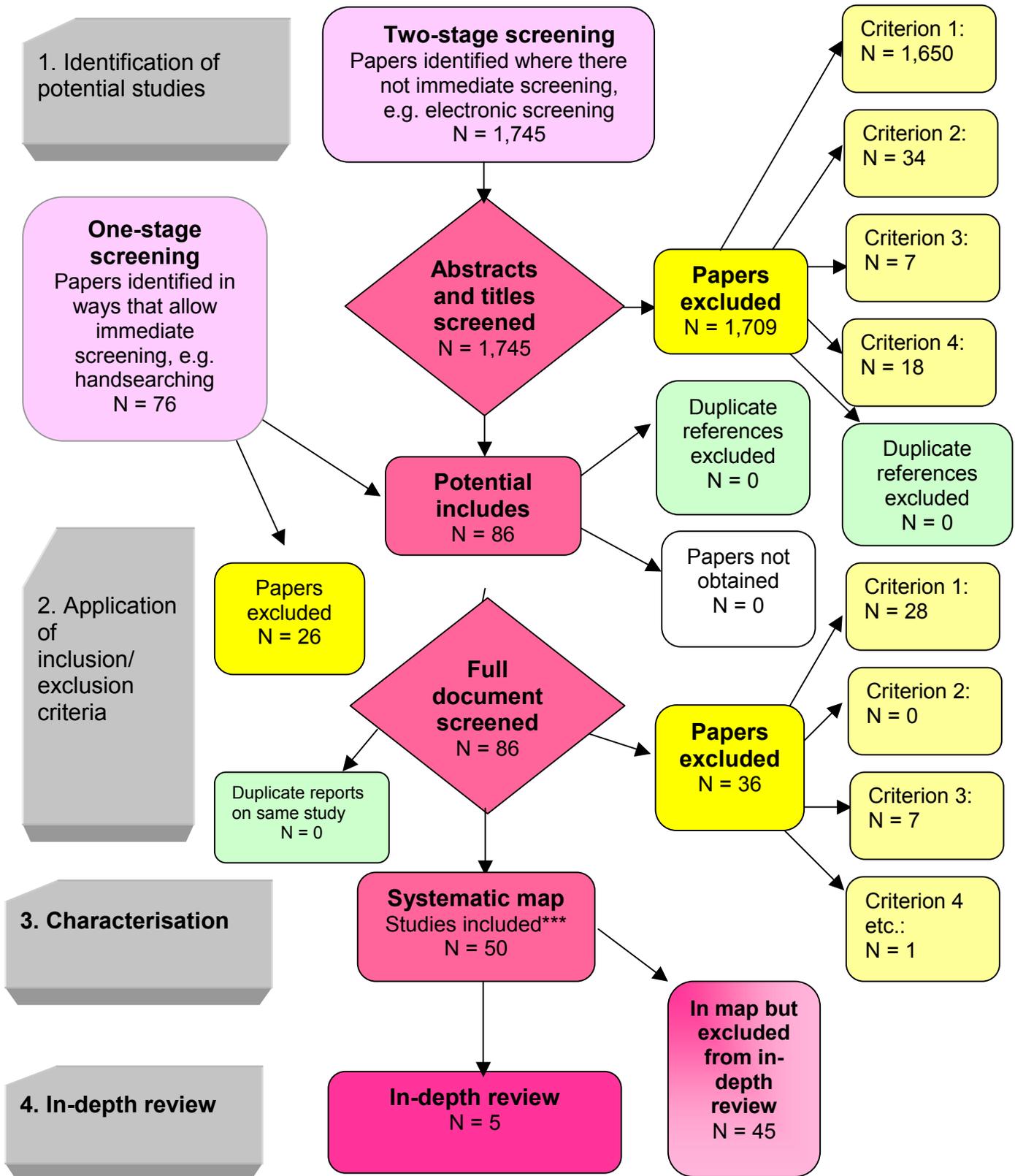
### 3.2 Characteristics of the included studies (systematic map)

The frequencies of the EPPI-Centre generic keywords for the map are listed in Appendix 3.1.

In describing the map, we draw on keywords used for screening such as 'asylum-seekers', 'literacy and numeracy'. However, we go beyond this to identify a recurring theme of racism as an issue in academic under-performance that we discuss below.

Overall, the themes that emerge from the map are anti-racism, ethnicity, ethnicity-religion, refugee/asylum-seekers, attainment in numeracy and literacy, social class, and international perspectives. Looking at each of these categories in more detail, we begin to get a picture of some of the work that has been conducted since 1995 in the field of diversity and academic success. Further, a map does not normally deal with findings but we have identified some findings from studies in the map, to give a fuller sense of the field. Evidence that was quality assured occurs in the in-depth study review stage.

Figure 3.1: Filtering of papers from searching to map to synthesis



What strategies can be used by initial teacher training providers, trainees and newly qualified teachers to raise the attainment of pupils from culturally diverse backgrounds?

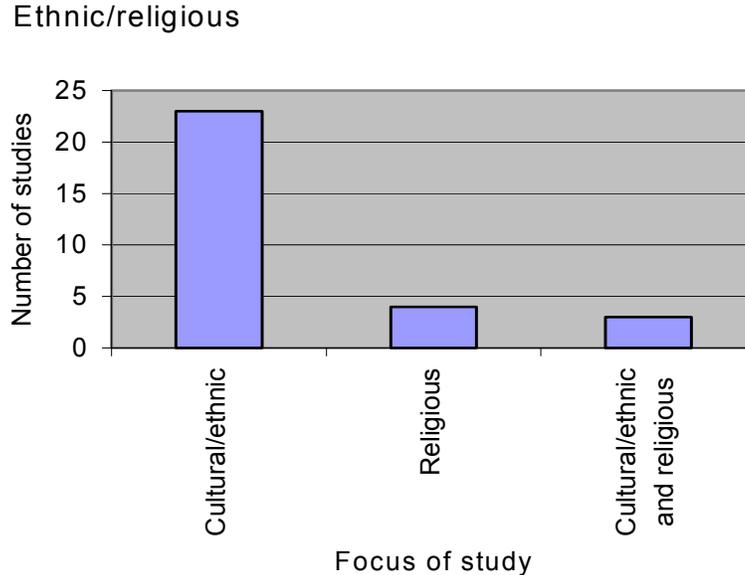
### **Anti-racism**

Nine studies explicitly highlighted a fundamental concern with racism in school as a factor in hindering attainment. For example, anti-racist practice is explored by Gaine (1995), and by Blair and Bourne (1998). Sewell (1997) examines this issue with regard to Black African-Caribbean boys, whilst Weekes and Wright in the Runnymede Trust Report (1998) explore the issue with regard to African-Caribbean youth. Similarly, Rutter and Crisp (2001) discuss this theme with regard to the experience of children who are refugee or asylum-seekers and explicitly discuss strategies. Other writers raised the importance of the integration of equal opportunities policies into the school's Development Plan as an approach in tackling under-achievement (Gravelle, 2000; Wrigley, 2000), and the belief that raising attainment of diverse groups needs to be a whole-school policy supported by senior management is advocated by Chawdhry (2002). Beyond this, other studies in the map (Bhatti, 1999; Green, 1999; Siraj-Blatchford, 1998) noted practical strategies for promoting equal opportunities and harmonious relations (e.g. ethos of the classroom/school, strong home-school links).

Babette Brown (1998), in *Unlearning Discrimination in the Early Years*, also concerns the impact of discrimination on learning, but her starting point is the preconceptions about early childhood development. She discusses the impact of discrimination on early years care, defined as 3 to 6 years old, and highlights what practitioners can do to ensure educational practice based on equality and an appreciation of diversity.

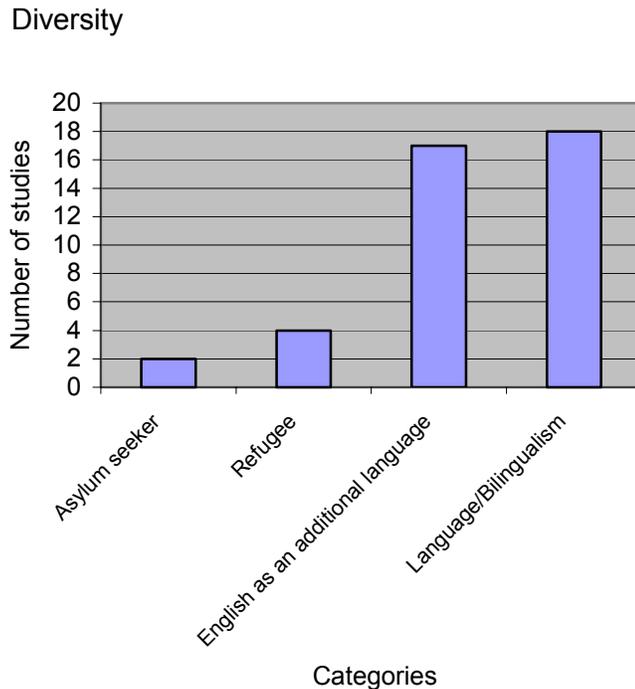
### **Ethnicity**

In looking at the keyword 'attainment' among minority ethnic groups, we used inclusion/exclusion criteria and a search strategy for studies which distinguish among and between groups, as we know from reports that not all minority ethnic pupils are failing to attain academically, as we discussed earlier (DfES, 2003). We found the work of Macauley (2000), in 'Raising the attainment of ethnic minority pupils – what strategies are recognised?', particularly useful in providing an overview of the issues concerning attainment. Her study incorporated case studies of 14 boys and seven girls, aged 6 to 7, and of African-Caribbean background. She drew on the work of the African-Caribbean Attainment Project Network, highlighting strategies of targeting particular groups of pupils, providing mentoring, and reducing exclusions. She also distinguishes between different types of achiever's groups reflecting the gifted, high-performing and those with specific attainment targets. All these strategies, she argues, should be set within a climate of achievement initiatives that concern the whole school. Similar messages are found in the report *Aiming High* (DfES, 2003) which draws on seven case studies identifying the characteristics of the successful school in tackling under-achievement. These included: strong leadership to lead an effective strategy across the whole school; high expectations of pupils; and data used to monitor achievement of particular groups. These issues are reiterated and expanded in further discussion of the map and those studies selected for in-depth study.

**Figure 3.2:** Categorisation of the focus of studies***Ethnicity-religion***

In addition to identifying research concerning Black Caribbean and Black African children, we defined the keyword 'ethnicity' to incorporate Asian children, and studies using religion as the main descriptor. Ghazala Bhatti's (1999) work, *Asian Children in the Home and School*, which is an ethnographic study of a comprehensive school in the Midlands, is important because of the link between home and school in understanding academic success. In terms of religious rather than ethnic identity, *Children of Islam* (Marie Parker-Jenkins, 1995) draws on research involving headteachers, both Muslim and non-Muslim, and their perception of the educational needs of Muslim pupils in raising attainment. One of the gaps that emerged from our review, therefore, was the lack of empirical studies focusing on ethnicity-religion; instead, groups were described under the generic category of 'Asian'. Figure 3.2 demonstrates this finding whereby most of the studies in the map are categorised in terms of cultural/ethnic rather than religious identity.

Defining diversity to include personal identity based on religious as well as ethnic and religious groupings is particularly relevant in the light of recent political events, but we found when keywording on 'diversity' that most studies concerning schoolchildren describe their sample group on the basis of their ethnic background. The work of Wrigley (2000) and Chawdhry (2002), which we examine later in-depth, discuss attainment with regard to Pakistani and Bangladeshi children and again ethnicity rather than religion characterises these studies. Figure 3.3 demonstrates the range of themes from keywording 'diversity', namely asylum-seekers, refugees, bilingual pupils and those with EAL.

**Figure 3.3:** Categorisation of the diversity focus of studies

### **Refugees/asylum-seekers**

In recognition of the changing nature of cultural diversity, we included a sub-question that acknowledges the arrival of new immigrant groups, such as asylum-seekers and refugees who have been displaced by political unrest and global events. We were particularly interested in looking at their needs in terms of being bilingual learners, and in terms of literacy and numeracy in the curriculum. (Figure 3.3 demonstrates the number of studies incorporating these categories.) *In the Midst of the Whirlwind* (Richman, 1998) identifies a range of issues facing refugee and asylum-seekers, with a particular chapter on how schools can assist pupils facing major changes. Spafford and Bolleten (1995) highlight practical issues concerning the induction of these children into school; Stead *et al.*'s study (1999) concerns the experience of refugee children in Scottish schools and how this impacts on attainment.

Jill Rutter has probably been the most productive writer in this field with several publications concerning the welfare and education of refugee children: for example, *Supporting Refugee Children in the 21<sup>st</sup> Century: a Compendium of Essential Information* (Rutter, 2001), and *We Left Because We Had To: An Educational Book for 14-18year olds* (1996). We found her edited book with Crispin Jones (Rutter and Jones, 1998), *Refugee Education: Mapping the Field*, which describes some of the successful initiatives in effective provision for refugee children, to be most relevant to practitioners. It includes a range of topics concerning the psychological adaptation of refugee children, educational experiences of older refugee children, induction practices, and positive strategies to combat racism and xenophobia, and support for unaccompanied minors. The last five chapters concern schools specifically and we found Spafford and Bolleten's (1995) study of the experience of primary schools in East London particularly useful. Based on these case studies, the strategies they

recommend the use of autobiographical work; involvement of multi-agency support; providing affirmative classrooms with a range of enjoyable activities; and home reading in the first language.

We also welcomed the collected work of Rutter and Jones (1998) because of its attempt to distinguish between newly-arrived groups and the stress caused by their uncertain status. Within the generic term 'asylum-seeker/refugee', there are children being admitted from Eastern Europe who are Roma/ traveller children and again, the distinction in attitudes to school attendance adapting is noted in the book (Chapter 8). Whilst travellers as a group are omitted from this review because of the focus of the project, we are aware that non-UK travellers form part of the asylum/refugee groups arriving and Rutter and Jones is useful for highlighting differences within these groups in terms of social adaptation. Whilst these authors make a worthy contribution, research in the area of asylum-seekers and refugees is still a relatively undeveloped area as demonstrated in Figure 3.3.

### **Social class**

As we noted at the outset, we incorporated into our research question the keyword 'social class' when considering evidence from research about diversity, as this variable reflects the heterogeneity of different groups. Gewirtz *et al.* (1995) have provided important discussion on parental choice and social class but, in terms of research on pupil attainment, this category produced the most disappointing in our search. Sammons (1995) reveals data on gender, ethnicity and socio-economic differences in attainment over nine years, but more recent studies are Willie (1999), which looks at 5-10 year olds within an American context, and McCallum and Demie (2001), who very usefully explore issues of class, ethnicity and educational performance with reference to secondary school pupils and performance at GCSE level. Further, the work of Gillborn and Mirza (2000), in looking at race, class and gender, stands out as exceptional because of its analysis of data based on overlapping determinants of academic success.

### **Numeracy and literacy**

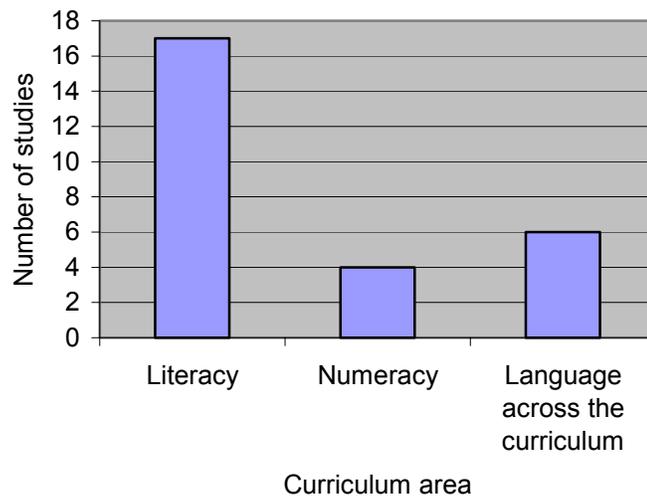
In keeping with the sub-questions we set ourselves, we included studies that relate to literacy and numeracy in the curriculum, and the needs of pupils with EAL. Figure 3.4 demonstrates the number of studies within our keyworded area of 'curriculum', and the relation between literacy studies and language across the curriculum, in comparison to far fewer studies concerning numeracy. The work of Cummins (2000) and Demack *et al.* (2000) were all useful in terms of identifying support for bilingual development and utilising first languages in raising attainment. Similarly, Purdie and Oliver (1999) explore language learning strategies used by bilingual pupils. Blair and Bourne (1998), and the Brent Language Service (1999), suggest practical strategies for supporting pupils in developing oracy and literacy skills. There is a particular emphasis on the use of culturally sensitive texts, and teaching strategies that emphasise the use of visual prompts, and a multi-sensory approach to learning.

Green (1999) is particularly important here because his project is concerned with both literacy and numeracy. He draws on his work as part of a European Network aimed at raising the attainment levels of children from minority backgrounds, and within the UK context, he describes literacy initiatives taking place in Bradford (the Better Reading Partnership) and work on the numeracy strategy in Birmingham. Using these case studies, Green explores the issue of attainment and strategies for

improvement. For example, a strategy emerging from the literacy project was the inclusion of adults other than teachers, and children over 16 as 'reading partners' to help improve reading scores. In terms of the numeracy project, a structured and prescribed approach was recommended to improving standards, with target-setting and accountabilities of schools and LEAs. In both projects, there was an emphasis on raising the expectation levels of competence which all children can achieve and specific strategies, such as parental involvement, paired working, and regular monitoring of assessment within the context of equal opportunities. Finally, the work of Green also demonstrates the potential of bilingual children to progress at the same rate as those who speak English as a first language. The potential of pupils with EAL in the Numeracy Hour and the Daily Mathematical Lesson also forms the focus of discussion in the work of Gravelle (2000) and Virani-Roper (2000), which we examine in depth in Chapter 4. An important finding from this review, as indicated in Figure 3.4, is that there are fewer case studies that focus on the Numeracy Hour. This may be explained in part by the assumption that mathematical numbers and symbols are universal; however, as we discuss later in Virani-Roper's work, there are still issues surrounding problem-solving which require sound comprehension of the English text.

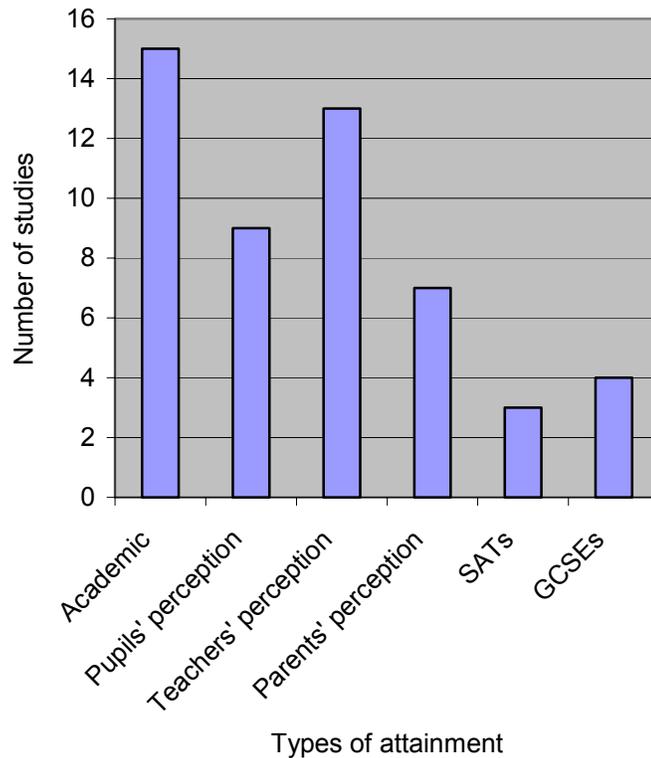
**Figure 3.4:** Curriculum focus of studies

Curriculum areas



## Attainment

Figure 3.5: Types of attainment



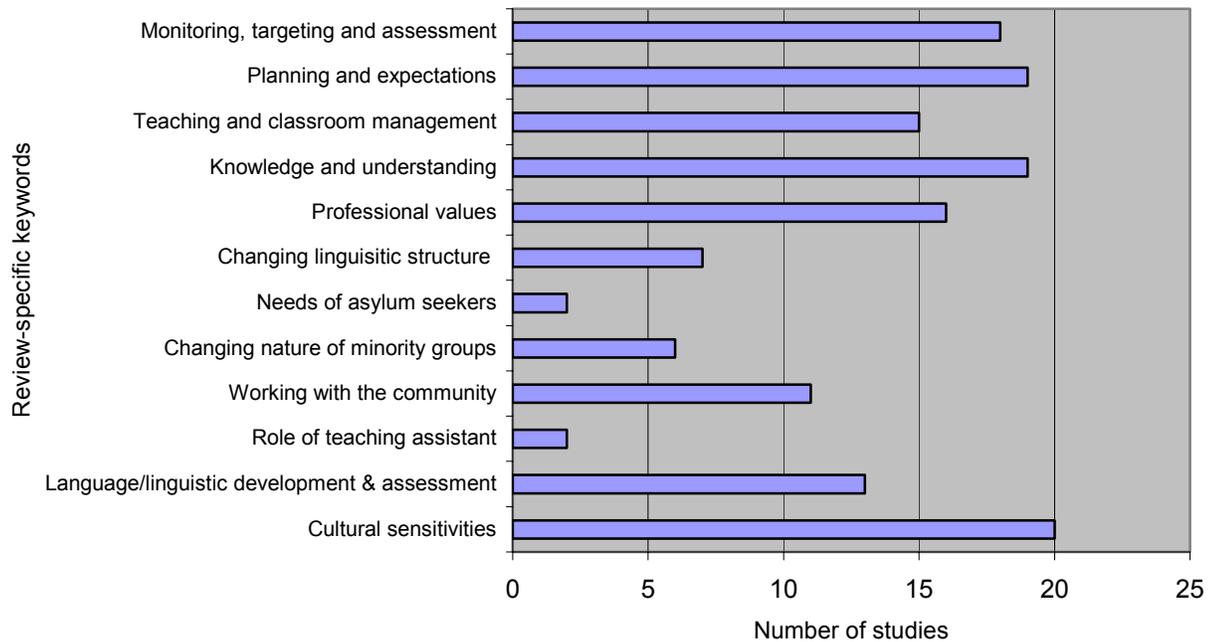
The use of keywording reveals the types of attainment that emerged from the studies in the map, as demonstrated in Figure 3.5 with academic performance, SATs and GCSEs constituting the largest number of studies in this contour of the map.

## International

The final category from our map is that concerning international studies. In terms of the geographical scope of our review, as stated earlier in Chapter 1, our aim was to focus predominantly on studies conducted in the UK, but to give consideration to other multicultural settings. This formed part of the inclusion/exclusion criteria; for example, in our search we had used ERIC to identify studies with non-British contexts, such as North America, and written in the English language. For this reason, we included the work of Cummins (2000) in Canada which has been very influential in this country, particularly in terms of literacy issues. Leseman and Van Tuijl (2001) explore support in the home for bilingual development of Turkish children in the Netherlands, and Swain (1996) identifies successful second language teaching strategies and practices using a Canadian model of language immersion. Further, the Australian writer, Hammond (2001), explores 'scaffolding' as a learning strategy in literacy education. In looking at what is happening elsewhere, we included Alexander's *Culture and Pedagogy* (2000) which explores the international dimension of education, drawing on France, Russia, and the United States, and

highlights, in particular, the approaches of different cultures to primary education: attitudes, models and experiences in the histories of the modern education system. His review of the primary school framework in India and explanations of cultural difference is particularly useful for practitioners.

**Figure 3.6:** Frequencies of review-specific keywords



As stated earlier, we also keyworded at a review-specific level reflecting QTS principles and Figure 3.6 demonstrates the frequencies of these terms within the map. The predominant principle which emerged is that concerning the need for practitioners to have an awareness of cultural sensitivities, whilst the needs of asylum-seekers was not identified in most of the studies in the map, suggesting this is a relatively under-searched area.

### 3.3 Quality assurance

The nature and extent of disagreement concerned about 5% of the sample, often over different uses of terms such as 'description' and 'exploration of relationships', and they were resolved by re-examining the article and making adjustments that reconciled differences.

## 4. IN-DEPTH REVIEW: RESULTS

### 4.1 Selecting studies for the in-depth review

In mapping the field, we included 50 out of what had been 86 abstracts/titles emerging from the searches. We identified five studies (from four books) for in-depth analysis in terms of the criteria of each study in answering the central research question we had set ourselves. These formed the basis of the in-depth review using EPPI-Centre tools, discussed below, and fulfilled our inclusion criteria; that is, they were evidence-based drawing on empirical research.

### 4.2 Comparing the in-depth review studies with mapped studies

The in-depth studies relate to our main question of strategies to raise attainment among culturally diverse pupils, but they were also appropriate in terms of our sub-questions that concern asylum-seekers, refugees, bilingualism, assessment and monitoring, especially in literacy and numeracy. The mapped studies were similarly important in this aspect but, in some cases, they were reviews or discursive studies, such as Alexander (2000). In other cases, like Macauley (2000) and Green (1999), their work was very closely related to our topic but provided the reader with insufficient information about the research on which to make a judgement concerning 'weight of evidence' which forms part of the EPPI-Centre model criteria.

### 4.3 Details of studies included in the in-depth review

We identified studies published in the post-1995 period, which suggest strategies most useful in raising the attainment of pupils from culturally diverse backgrounds. However, we found very little research concerning the academic attainment of refugee and asylum-seeker children. As such, these studies are only cited at the mapping level. The final selection, therefore, were chosen because they addressed the central question we had set ourselves concerning the academic attainment of pupils from culturally diverse backgrounds, and the sub-questions concerning the curriculum areas of numeracy and literacy; they also provided hard, concrete evidence on changes in levels of attainment.

*The Schooling of Children of Caribbean Heritage* by **Kamala Nehaul** (1996) is a study that aims to explore and resolve the issue of under-performance of children from Caribbean background. In her book, Nehaul uses empirical work to identify the variables that influence attainment. The research design centres on case studies of 25 pupils in primary schools that were selected because of their success in raising the attainment level of pupils from minority ethnic backgrounds. She uses in-depth classroom observation of the children, interviews with their teachers and analysis of intervention strategies aimed specifically to improve attainment. By synthesising theory and her own empirical work, Nehaul aims to devise a theory of attainment and to demonstrate what schools can achieve in 'positive classrooms'.

In her edited collection *Planning for Bilingual Learners: An Inclusive Curriculum*, **Maggie Gravelle** (2000) provides research-based guidance for teachers on including bilingual learners in their curriculum-planning. The book draws on practitioners' experience to enhance the learning of all pupils, both monolingual English or bilingual/multilingual at primary and secondary level. For the purpose of our review, we included Chapter 4 by **Gravelle**, 'Mufaro's beautiful daughters: promoting first languages within the context of the literacy hour', and Chapter 5 by **Zaitun Virani-Roper**, 'Bilingual learners and numeracy', because they focused on the curriculum areas which we identified in our sub-questions as expanding on the meaning of 'attainment'.

**Gravelle** and her colleagues aimed to develop strategies and resources for both bilingual and monolingual children to extend their literacy in English. In this study, she describes in detail the use of the text 'Mufaro's beautiful daughters' by John Steptoe. The work was chosen because it meets the range specified for the National Literacy Strategy for Year 3 T2 in being a traditional story and having a theme related to other tales. As the teachers in the study considered it a challenging text, they felt it was more suitable for shared rather than independent reading. Through a number of tasks, the pupils were given the opportunity to write their own version of the story, and given a writing framework to support their work. Gravelle recounts the experience of one teacher who worked with a small group of Year 3 pupils on this activity. Their backgrounds were Nigerian, Vietnamese, Nigerian, Portuguese and two Cantonese. In this group, work takes place on a bilingual version of the stories they had written about the selected text. Families and friends were also encouraged to help, particularly if the child was not literate in their first language, and taped oral accounts in community languages were encouraged which subsequently could be transcribed.

In Chapter 5 of Gravelle's edited collection, **Zaitun Virani-Roper** explores the issue of bilingual learners within the context of the National Numeracy Strategy. Virani-Roper argues that the Numeracy Strategy gives a clear signal about the social, linguistic and cognitive inclusion of all pupils and she goes on to discuss this with reference to her own teaching. In seeking to explore the issue, she uses three case studies that demonstrate the complexity of assessing bilingual pupils' mathematical knowledge, skills and understanding. The first case study concerned Joshua, a ten year-old African child whose home language was Luganda; the second involved Yoko, a Year 7 Japanese child who was literate in Japanese; and the third concerned Masud, a Year 3 Afghan child who spoke Farsi and whose refugee mother was also literate in Farsi. Based on the work in the classroom and through the school, Virani-Roper identifies strategies to aid academic performance.

In *The Power to Learn: Stories of Success in the Education of Asian and other Bilingual Pupils*, **Terry Wrigley** (2000) focuses on ten inner city schools and their work in enabling bilingual pupils to achieve success. All ten case studies demonstrate commitment to raising attainment among Asian pupils, but we selected the one concerning Falinge Park High School in Rochdale because of the weight of evidence demonstrating its claim to success.

Wrigley describes Falinge Park High School as having a remarkable history. It was established in 1990 at a time of reorganisation in the authority as an 11-16 mixed

comprehensive. It merged two years later with a 13-16 year-old school in the town centre and collectively the school was described by the Chair of Governors as follows:

'we were snubbed by local families. Truancy was at 40%. Only 4% obtained five or more A-C grades, and most students left with no qualifications at all' (Wrigley, 2000, p 85).

Sixty percent of the pupils were of Asian background and included children from a Bangladeshi community that Wrigley describes as significantly disadvantaged in terms of parental illiteracy and over-crowded housing. The school was also described as having an extremely high free meals allocation, which is used to define low socio-economic status (Sammons, 1995). There was not a settled population in the school and it constantly received new pupils as the result of their failure to settle in their schools, family break-up, and parents 'who move to seek work or flee debt' (op.cit. p 90). The school developed a wide range of extra-curricular activities, including summer literacy and numeracy schools.

A strategy of setting up a 'target group' to demonstrate examination success, noted earlier in Nehaul (1996), was rejected; instead, the school opted to develop pupils' personal best within a framework of inclusiveness. The school looked for opportunities within the National Curriculum to move beyond an ethnocentric perspective and to highlight the contribution to knowledge from other cultures, for example, in mathematics, the Islamic origins of algebra and the display of numbers in different cultures were highlighted. Similarly, the English curriculum was used as a site for students to explore issues of culture, identity and prejudice, and this was achieved through the choice of texts, such as Shakespeare's *Merchant of Venice*, and through media studies activities looking at the imbalance and racism of media representations of Muslim Asians.

Hassan Chawdhry's article 'Raising expectations to raise standards: a recent history of Edinburgh Primary School' (2002) is a case study of a failing primary school in London, which had predominantly Asian pupils on roll, and the significance of school leadership in raising attainment. He recalls the position of the school in 1995 when it was given the category of 'special measures' and the strategies the school employed to get out of this category and to improve pupils' academic results. He sought guidance from two other headteachers in the local area: one to support him in tackling racism in the school, and the other to advise on educational issues, although in time these two categories merged.

Prior to taking up the appointment of headteacher in 1999, Chawdhry visited the school on three occasions over a three-week period to 'sample the atmosphere', and meet staff and governors. His findings from this period of investigation played 'a crucial role in forming a strategic view of the starting point of the headship' (Chawdhry, 2002, p 46) and bringing about change. He concluded that the staff's expectations of the pupils was low and his overall message to staff was 'to make the school a high achieving school and to place the children's needs at the heart of this inspiration' (op. cit. p 47).

**Table 4.1:** Weight of evidence for studies included in the in-depth review

<b>Studies</b>	<b>Specifics of the study</b>	<b>A. How well the research was executed</b>	<b>B. The appropriateness of the research design in addressing the review question</b>	<b>C. Relevance to the review question</b>	<b>D. Overall weight of evidence</b>
1. Kamala Nehaul (1996) <i>The Schooling of Children of Caribbean Heritage</i>	- 25 in-depth case studies at primary school level - Teacher interviews - Classroom participation and observation	High	High	High	High
2. Hassan Chawdhry (2002) Raising expectations to raise standards: a recent history of Edinburgh Primary School	- Case study of primary school - SAT results - Ofsted evidence	Medium	High	High	High/medium
3. Terry Wrigley (2000) Falinge Park High School, Rochdale. In: <i>The Power to Learn: Stories of Success in the Education of Asian and other Bilingual Pupils</i>	- Case study of a secondary school - GCSE results - Ofsted evidence	Medium	High	High	High/medium
4. Maggie Gravelle (2000) Promoting first languages within the context of the literacy hour. In: <i>Planning for Bilingual Learners</i>	- Small group work - Classroom observation - Teachers perspective -Textual analysis	Medium	Medium	High	Medium
5. Zaitun Virani-Roper (2000) Bilingual learners and numeracy. In: <i>Planning for Bilingual Learners</i> , (Gravelle, 2000)	- Case studies in primary schools -Discourse and observational analysis - Cultural specific language and skills in numeracy	Medium	Medium	High	Medium

*What strategies can be used by initial teacher training providers, trainees and newly qualified teachers to raise the attainment of pupils from culturally diverse backgrounds?*

We devised Table 4.1, using the EPPI-Centre guidance on assessing the weight of evidence in each study. Nehaul (1996) uses transcriptions of classroom observations and teacher interviews. They are meticulously reported, and cross-referenced with teachers and pupils, and we felt that, overall, her work scored highly in terms of weight of evidence. The studies of Chawdhry (2002) and Wrigley (2000) cite SATs and GCSE results and inspection evidence to support their claims, which we felt were also high indicators. Overall, these two studies scored high/medium. In others, like those of Gravelle and Virani-Roper, the teachers' perspectives are used to judge success, and we felt that, overall, these scored a medium weight of evidence as pupil assessment grades were not stipulated.

## 4.4 Synthesis of evidence

In synthesising the evidence to answer the central research question we set ourselves, we drew on the in-depth analysis of these five studies employing the computer-assisted data-extraction method of the EPPI-Centre. These studies assisted in answering our research question because, as the following discussion demonstrates, they all drew on their own empirical research to explore issues of attainment among pupils from culturally diverse backgrounds and identified strategies used by practitioners. In some cases, they also related specifically to our sub-questions on literacy, numeracy, the needs of bilingual, asylum and refugee children in these areas of the curriculum, and the monitoring and assessment of EAL pupils.

In the study *The Schooling of Children of Caribbean Heritage*, Nehaul (1996) collected data on 25 children throughout two terms, observing a variety of tasks, listening to pupils read, and talking informally with them to reflect on pupils' understanding of learning and attainment. Records were also kept of situations both within and outside the classroom, observation of pupil-teacher interactions, teacher interviews and questionnaires, and two semi-structured informal interviews with each of the pupils. The book reports in detail the case studies of 11 out of the 25 observed, to provide a representative picture of issues that emerged concerning attainment.

Nehaul describes the attainment of different groups of pupils in her case studies ranging from 'high achievers' to 'low achievers' to draw out the variables which influence academic performance. For both ability groups, she concluded that

'confidence and behaviour appear to be key variables affecting achievement. For the highest and the lowest achievers amongst these children, ability and the value attached by the home to education also seem to be important' (Nehaul, 1996, p 70).

With low-achievers particularly, Nehaul notes liaising closely with parents as a strategy to raise attainment, keeping in touch two or three times a week. Parental involvement as a factor in raising the attainment of minority ethnic pupils is raised in other studies, for example, that of Holden *et al.* (1996). The regular use of praise was also noted as a strategy, as was extra support and pairing with another pupil. This is because Nehaul maintains that the child's personal and social skills and the

nature of the relationships with other children determine her ability to handle difficult situations and use strategies to cope with them.

Interestingly, Nehaul found from her case studies that 'race and background appeared to have a low profile in teachers' consideration of 'barriers to current achievement', but this contrasted with her own perceptions of the pupils. For example, she argues that children's experiences in the classroom are affected by their being black and of Caribbean background, and these can be negative in terms of teachers' lack of knowledge of aspects of Caribbean culture and the experience of discrimination. She uses the data on 'race' and background experiences to extend the analysis of factors affecting attainment.

Overall, from Nehaul's study, the most important influences on attainment were believed to be:

- pupil confidence
- motivation and application to task
- pupil behaviour
- children's own agenda and priorities
- personal and social skills

'Low self-esteem' was not identified as an issue in the study, nor did the teachers hold 'a deficit view of parents of Caribbean heritage and their families' (Nehaul, 1996, p 87). Instead, there were home and pupil-related variables that hindered academic performance, such as poor motivation, but there were also positive influences, such as parental support. Nehaul evidences her claims by identifying home and school variables affecting the attainment of each child as perceived by teacher questionnaires, and then cross-referencing these with her data obtained from pupils and the levels of parental involvement in the school. (This helped form a judgement of the weight of evidence in this study as demonstrated in Table 4.1.)

The variables Nehaul identifies can have application to all children leading to what she describes as the cycle of 'self-generating success'. However, she cautions against a simplistic approach:

'although the case studies suggested that there are key variables which can be identified for a theory of achievement, they also showed that it is impossible to generalise or predict what the situation will be for a specific pupil of Caribbean heritage' (op. cit. p 76).

Similarly, Parker-Jenkins (1995) noted in *Children of Islam: A Teacher's Guide to Meeting the Educational Needs of Muslim Children*, that each child is an individual and, as such, the processes through which their attainment is influenced by specific major variables are diverse. Differentiation within groups is also noted in the work of Shain (2003) with particular reference to Asian girls.

Having discussed Nehaul's work concerning pupil attainment of Caribbean heritage, we move next to the case study of Chawdhry (2002) that focused on children of Asian background. As a first step to tackling the large number of issues facing the school, the head chose classroom observation of all seven classes during his first term. This was to look at classroom organisation and its impact on learning.

A number of changes were introduced, most notably intervention in the Year 6 curriculum where the teacher's assessment for children for Key Stage 2 in 2000 was deemed by Chawdhry to be 'unacceptably low'. This intervention strategy to raise attainment used team teaching: involving the head teacher, the deputy and the maths co-ordinator for four weeks. This was judged by the headteacher to be a successful approach and in the next round of observations, the subject co-ordinators were paired with the headteacher, and each class was observed for all the core areas of the curriculum. Ownership for this improvement was also assumed by many of the parents and this, Chawdhry argues, also helped to sustain 'a momentum of improvement' to raise academic attainment.

During the second term of this study, there were staff replacements and the focus of recruitment of new staff was support for the school's emerging philosophy, that is that the potential for children to learn is limitless. Changes in management structure took place to facilitate continued work by the headteacher and deputies to engage in classroom activities to maintain support for raising attainment. At the end of the academic year, the school achieved its highest ever results for Key Stage 2 SATs: at level 4 plus, the scores were English, 68%; Maths, 64%; and Science, 72%. This contrasts with the teacher's assessments before the strategy of intervention of: English, 32%; Maths, 27%; and Science, 25%. The results also contrast strongly with those when the school went into special measures in 1995: the end of Key Stage 2 results in 1995 at level 4 were English, 3%; Maths, 15%; and Science, 24%. Following this success, the school budget was set with support for children's learning as the highest priority and a decision was made to have a permanent Learning Support Assistant in each class and a qualified teacher to support special educational needs (SEN) for three days a week.

Finally, when Ofsted returned to the school in November 2000, the school came out of the category of 'serious weaknesses' and became designated 'a rapidly improving school' (Chawdhry, 2002, p 49). Having shown the biggest rate of improvement in Key Stage 2 for two consecutive years, the school was recommended to be a 'beacon school' to develop effective practice elsewhere. The weight of evidence provided by the SAT scores and this shift in school status to one of rapid improvement suggests that one factor explaining these may have been the success of the strategies used in this case study to raise attainment. However, due to the statistical phenomenon of 'regression to the mean' where under-achieving schools often improve on re-testing, and also due to the study design employed here (case study not designed to measure effectiveness, i.e. there was no control), it was not possible for cause and effect to be demonstrated. However, what was possible was for the author to look at the phenomenon that was occurring in this school in a holistic way. The strategies used in this case study believed to be instrumental in raising attainment were:

- involvement of the head teacher in teaching activities
- high expectations of pupils
- parental support
- classroom observation by senior management to identify barriers to learning
- team teaching

The possible significance of school leadership in raising pupil attainment was also suggested in the Wrigley case study of Falinge Park High School in Rochdale (2000)

that involved pupils of Asian/Bangladeshi and bilingual background. Wrigley notes the success of the headteacher and deputies in providing powerful leadership, and in working with the staff to monitor lessons that focused on equal opportunities and removing barriers to learning. In terms of involving parents, the staff aimed to make themselves accessible by arranging for home visits, working on family literacy projects, and demonstrating their commitment to a policy of anti-racism. As a possible result of the strategies employed, the school raised attainment, and this is evidenced by examination results. In 1999, 27% of the pupils achieved five or more A-C grades, 93% gained five or more GCSEs and 100% gained at least one GCSE. During the same period, the school had an Ofsted inspection and was listed by the Chief Inspector as 'an outstanding school'.

The strategies believed to raise attainment in this case were as follows:

- providing effective school leadership
- monitoring of lessons focusing on equal opportunities
- ensuring anti-racist teaching
- introducing a Foundation Programme in Year7 to foster a culture of learning

Moving beyond these case studies of schools that have been successful in raising attainment among pupils from culturally diverse backgrounds, we next examined strategies for learning within the curriculum. Here, we were particularly interested in evidence that related to our sub-questions on literacy and numeracy, and the monitoring and assessment of language development of EAL pupils.

In 'Promoting first languages within the context of the Literacy Hour', Gravelle (2000), used a selected text as part of the Literacy Hour with a small group of pupils from culturally diverse backgrounds. Gravelle analysed her classroom observations of the lesson and

'on transcribing some of the discussion it was apparent that the bilingual learners in the group possessed understanding and skills that can sometimes be missed' (Gravelle, 2000, p 59).

For example, she noted that the pupil of Vietnamese background 'who rarely does more than answer direct, closed sentences' retold the story with speed and animation, and that 'his fluency in English, frequently disguised in class' became more evident. She found that he could use a range of tenses and pronouns correctly and 'construct negatives' (ibid).

She attributed this success in learning to the use of a number of approaches: shared reading; relating the reading to children's own experiences; providing a writing frame on which to base their own versions; and providing time and space to listen, and to be listened to. Further, from her analysis of working with this small group of bilingual learners, Gravelle noted the importance of using dual textbooks. She argues that dual textbooks are rarely used, and 'if such books are to have a place in raising the status of community languages they need to form part of all children's reading experiences and be valued and shared by the teacher' (op. cit. p 60). Academic attainment was evaluated by the teachers with reference to written output and pupils engagement in the classroom activities.

Gravelle felt that using children's own background experiences 'also signalled that other languages have a place in an English medium classroom and that literature is not exclusively English' (op. cit. p 61). From encouraging pupils to look at a selection of dual language texts, this led to 'an investigation of features the children could recognise in other scripts, such as punctuality and directionality' (ibid). And different combinations of letters and symbols were noticed. As such,

'children who could recognise and read different forms of writing gained status and this led to discussion about how and where they had learnt' (ibid).

The sources of this understanding of different forms of writing were the home and the supplementary schools which support community language. Although the author does not develop this point further, we feel that these groups could serve as potential resources for teachers in raising academic attainment.

Gravelle also highlighted the importance of small group work in her study:

'the bilingual learners valued the reassurance of small group work. They felt more secure in taking risks and asking for guidance than in whole class situations' (op. cit. p 83).

The composition of small group work here being carefully planned - based on the teacher's knowledge of the social, linguistic and cognitive skills of the class, with a special focus on language and discussion of language - was considered to be a major factor in securing pupil's motivation and success. She concluded that there is a place for this in the Literacy Strategy and that in incorporating these approaches 'the children's own metalinguistic abilities surprised and delighted us' (op. cit. p 63). She also found in her study that

'bilingual pupils often have a great need for and a great understanding of linguistic feedback and we were clear that this had to be firmly contextualised' (ibid).

Using opportunities for explanations and discussions about the different ways language clarifies meaning was achieved because the teachers were working closely with one group of children and they also planned a series of possible outcomes from their approach.

Gravelle concluded that, whilst the National Literacy Strategy has offered teachers a framework to raise basic skills in literacy, 'it has limited opportunities for children to use talk, collaboration and first language to promote enjoyment and engagement with text' (op. cit. p 64). The weight of evidence in the study is provided through the researcher's methodological approach of transcription of classroom observation, and accounts of the teachers' perception of children's attainment through their writing of longer pieces of work and being prepared to participate more effectively in classroom discussion. As gradings of the work were omitted, we felt that, overall, a medium weight of evidence had been achieved in the study.

From Gravelle, the strategies for promoting attainment in literacy were suggested as:

- incorporating pupils' own experiences and use of curriculum material which reflects the cultural background of the pupils

- using first language in exploring ideas and promoting critical thinking
- small group work that allow time to listen and be listened to within the Literacy Hour
- providing dual language text
- recognising the role of talk and listening
- continuing support for bilingual pupils as they make transition from basic conversational English to cognitive academic language

Virani-Roper's work (2000) also describes problems encountered by pupils of minority ethnic backgrounds but this time the focus is on numeracy. As an example from her case studies, she cites the setting of an examination on fractions from a text book which read: 'I ate half an apple...what was left?'. In discussing the answer Joshua asked, 'What is an apple, Miss?' (Virani-Roper, 2000, p 70). The author states 'to the writers of the maths textbook the fact that apples do not grow in Uganda was not significant to Joshua, who was preoccupied with the meaning of apple rather than concentrating on the maths content' (op. cit. p 70). Here the practitioner found that only by using dictionaries and translation could the teacher make the curriculum more accessible. Virani-Roper noted through activities that misunderstanding of vocabulary meant that pupils could not successfully complete the work set. For example, in the equation: 'What is the product of 12 and 11?', the Japanese pupil was unable to answer because she did not understand the word 'product'. Only when translation was made possible, using a dual language dictionary, was success achievable. Virani-Roper reported on this case study that 'looking up one word - 'product' - had made Yoko's day! And mine.'

In the third case study, Masaud, a Farsi speaker had difficulty with left to right orientation when writing and, again, was having difficulties correctly answering mathematical problems. With the intervention of a Farsi-speaking classroom assistant, the teacher was shown how divisions would be set out in Farsi and therefore the classroom teacher was shown the complexities of the problem from the pupil's point of view. From this experience, the author argues for the importance of the role of bilingual and multilingual classroom assistants in supporting teachers in their work, as well as in helping pupils to progress with what might be new mathematical approaches.

Virani-Roper uses these three case studies to demonstrate different cultural conventions in mathematics and the need for teachers to have access to materials and teaching which allow pupils to overcome potential barriers to learning. She also advocates the need for teachers to set homework that reflects children's home languages and culture, especially if their parents are not fluent in English. She endorses a statement from the National Numeracy Strategy - 'Take care not to under-estimate what children can do mathematically simply because they are not learners of the English language' - and she argues that this should be applied to parents as well. As such, Virani-Roper recommends being proactive in sending home materials that children and parents can discuss:

'Multilingual and multicultural resources can be sent home as well as used in the numeracy lesson. They show pupils and parents that we value their languages and use them in accessing the curriculum' (op. cit. p 76).

Interestingly, in response to critics who say that parents want their children to learn English as soon as possible, she argues that we need to know why any community

might want to disown their language. Furthermore, as part of the school ethos, she says that educators send messages to parents about language and culture, often not going beyond 'welcome signs' in different languages. She asks

'Are we inadvertently giving a message that community languages are good enough for gestures but not for real learning?' (op. cit. p 76).

She feels that, whilst such signs contribute to an ethos of social inclusion, for 'responsible inclusion we need to use the children's languages to access the curriculum and promote learning' (ibid). Again this principle is consistent with guidance in the National Numeracy Strategy.

A final strategy emerging from her case studies is the use of bilingual teaching assistants to assist educators in communicating with parents and to show 'how learning can take place just as effectively in Albanian, Somali or Tamil' (op. cit. pp 77-78).

The weight of evidence in this study, which we judged to be of a 'medium' level, is established through the teacher's perception of success in using a number of strategies to assist pupil learning. This involved moving away from English texts and incorporating dictionaries and glossaries in order that pupils from diverse backgrounds could access the mathematics curriculum. Further, in order for progress to be made, Virani-Roper maintains that such literature should be grounded in the numeracy experiences of the home culture, emphasising the importance of the home language in raising attainment.

Finally, from her case study experiences, she concludes that an important strategy for educators is to involve bilingual classroom assistants to plan and deploy mathematics teaching, and to translate and access the curriculum at the time of the direct teaching, in group or plenary work. This involves setting time aside for the assistant to translate tasks and to provide different resources to support pupil learning.

The strategies used in these case studies believed to raise attainment in numeracy were:

- use of dictionaries of the first language
- grounding activities in the numeracy experiences of the home
- involvement of bilingual classroom assistants, especially in the planning and deployment of resources from different cultural backgrounds
- involving parents in homework activities

Overall, we cannot make generalisations from such a small number of studies and neither is it possible to demonstrate cause and effect from case studies since they are merely suggestive of something that looks promising. To demonstrate cause and effect would require a different study type which has not been used in any of the studies in the in-depth review, but they do describe some strategies used by practitioners that may help to ensure that learning can take place for children from culturally diverse backgrounds. They provide pointers to raising attainment which are synthesised in Chapter 5.

## 4.5 In-depth review: quality assurance results

The data-extraction tool of the EPPI-Centre was used on each of the selected studies by two members of the team separately. One version was subsequently agreed upon within the team. Then copies of two texts were sent to the EPPI-Centre for quality assurance purposes. There was not major disagreement: around 3-5% differences were discussed and resolved with the EPPI-Centre colleague and within the team.

## 4.6 Nature of actual involvement of users in the review and its impact

As stipulated in the methodology, we set out to incorporate the perspectives of the users of the review (i.e. providers, trainees and newly qualified teachers). This took the form of interviewing providers, and two focus groups with teachers/headteachers/advisors and trainees. The overall question we posed was 'What are you looking for from a literature review to assist you in supporting diversity in the classroom?'

Additional questions related to issues of attainment, language/EAL, numeracy, asylum-seekers/refugees, and monitoring and assessment across the curriculum.

Interestingly, the providers and the students stated that they wanted recent information in an accessible form, ideally in the form of information sheets and/or information pack. It is at present outside the remit of this review to produce such an information pack, but we include this finding in the final recommendations section. Further, our project was informed by the constraints of time on classroom practitioners to engage in reading, and the final selection of five studies are all, in our opinion, easily accessible. The group of teachers, advisors and headteachers had a thorough grounding in supporting diversity. Studies that impinged on the specifics of pedagogy were raised, as well as issues concerning numeracy and literacy; these were included in our subsidiary question. Finally, we asked all groups how they interpreted some of the key terms within our research question such as 'strategies' and 'attainment'. This also impacted on our thinking with regard to definitions and conceptualisation.

## 5. FINDINGS AND IMPLICATIONS

### 5.1 Principal findings

#### 5.1.1 Identification of studies

Our rationale and focus was to look at the most recent research and ascertain what would be manageable in the time allocated for the project. Pre-1995 studies have helped provide a useful background for the work and the views of users influenced our selection in terms of their applicability to practitioners.

There are gaps in the research in terms of attainment among different ethnic groups, different ages, in different subjects, and within different education authorities. Early on in our research, we relaxed the inclusion criteria of 'empirical' to retain studies which would be useful to the user, such as the DfES (2003) report, *Aiming High: Raising the Achievements of Minority Ethnic Pupil*, which drew on useful case studies. We also acknowledged the importance of research as signalled by Gillborn and Mirza (2000):

'qualitative research (in primary and secondary schools) has consistently highlighted ways in which Black pupils are stereotyped and face additional barriers to academic success' (Gilborn and Mirza, 2000, p 17).

Other writers also point to the fact that negative stereotyping has a negative impact on achievement and therefore the reverse of this points to an important classroom strategy (Brown, 1998; Gaine, 1995). For this reason, we included in the map the work of writers who drew on research, even if predominantly discursive: for example, Sewell (1997) and the Runnymede Trust (1998). This was in keeping with the inclusion/exclusion criteria which we discussed in Chapter 2.

#### 5.1.2 Mapping of all included studies

A key finding from our review is that there has been little research on attainment and cultural diversity in the post-1995 period. After conducting searches, we had 1,795 potential articles for study and, through applying the inclusion/exclusion criteria, 86 were considered in full. Of these, 50 studies were identified using a more rigorous application of inclusion/exclusion criteria, first applied broadly in case we wrongly excluded a study based on insufficient information. This formed our map of the area.

In describing the map, we drew on keywords used for screening such as 'asylum-seekers', and 'literacy and numeracy'. However, we went beyond this to identify a reoccurring theme of racism as an issue in academic under-performance. The additional issue of racism, highlighted in many of the studies, is one which educationalists both at LEA and school level need to address in order to raise the attainment of minority ethnic pupils. For example, if we look at the issue of asylum-seekers in the work of Spafford and Bolleten (1995), they focus on practical initiatives to raise attainment and implicitly refer to anti-racist practice.

In terms of our review question, the contours of the map gave us a clear indication of studies exploring the central question of raising academic performance of minority ethnic pupils with particular regard to the curriculum areas of literacy and numeracy as follows:

- anti-racism
- asylum-seeker/refugees
- ethnicity
- ethnicity/religion
- international
- literacy and numeracy

The category which produced the fewest studies was that relating to social class and attainment. We chose to incorporate the keyword 'social class' because, as stated at the outset, 'ethnicity' and 'ethnic-religious' by themselves are insufficient to address the question of 'culturally diversity' adequately. Where 'social class and ethnic group' were combined, the result was therefore disappointing, and we highlight this gap later in the chapter.

### 5.1.3 Nature of studies selected for in-depth review

*The Schooling of Children of Caribbean Heritage* by **Kamala Nehaul** (1996) is a study that aims to explore and resolve the issue of under-performance of children from a Caribbean background. In her book, she uses empirical work to identify the variables that may influence attainment.

**Hassan Chawdhry's** (2002) article, 'Raising expectations to raise standards: a recent history of Edinburgh Primary School', is a case study of a failing primary school in London, which had predominantly Asian pupils on roll, and the possible significance of school leadership in raising the academic attainment of the pupils.

*The Power to Learn: Stories of Success in the Education of Asian and other Bilingual Pupils* by **Terry Wrigley** (2000) focuses on ten inner-city schools and their work in enabling bilingual pupils to achieve success. All ten case studies demonstrate commitment to raising attainment among Asian pupils, but we selected the one concerning Falinge Park High School in Rochdale because of the weight of evidence demonstrating its claim to success.

The collection *Planning for Bilingual Learners: An Inclusive Curriculum*, edited by **Maggie Gravelle** (2000), provides research-based guidance for teachers on including bilingual learners in their curriculum planning. The book draws on practitioners' experience in attempting to enhance the learning of all pupils, both monolingual English or bilingual/multilingual at primary and secondary level.

**Virani-Roper's** chapter, in Gravelle's (2000) edited collection, explores the issue of bilingual learners within the context of the National Numeracy Strategy. Virani-Roper argues that the Numeracy Strategy gives a clear signal about the social, linguistic and cognitive inclusion of all pupils and she goes on to discuss this with reference to her own teaching. In seeking to explore the issue, she uses three case studies that demonstrate the complexity of assessing bilingual pupils' mathematical knowledge, skills and understanding.

### 5.1.4 Synthesis of findings from studies in-depth review

We selected five studies in which the authors had reported their work in a way that provided sufficient information for data-extraction, using the EPPI-Centre criteria of weight of evidence. These concerned the attainment of children of Caribbean background (Nehaul, 1996), Asian pupils (Chawdhry, 2002), Asian /Bangladeshi pupils (Wrigley, 2000), and bilingual learners from diverse backgrounds with reference to literacy (Gravelle, 2000) and numeracy (Virani-Roper, 2000). From these, we identified a range of strategies that look promising in terms of raising academic attainment for pupils from culturally diverse backgrounds.

Our review sought to look at strategies for raising attainment of pupils from culturally diverse backgrounds. 'Achievement' notes Wrigley (2000) 'is a coat of many colours, and only a small part of it can be weighed and measured' (Wrigley, 2000, p 84). In our work, we came across many examples of achievement but, in keeping with our use and definition of 'attainment', we looked for studies which could evidence attainment in terms of SATs/GCSEs or assessment of pupils' academic work in the classroom. There were disappointingly few studies that addressed our central question, leading us to conclude that more research needs to be conducted as we suggest below. Further, with only five studies having been analysed in depth due to the constraints of the project, generalisations cannot be made as we noted earlier in Chapter 4. However, a number of possible strategies have been identified in terms of raising attainment and, in synthesising this data, the following factors are tentatively put forward as important in raising academic attainment of minority ethnic groups. These are not presented in order of importance, but as a range of possible strategies from the in-depth studies for practitioners, as follows:

- raising pupil confidence and motivation (Nehaul)
- selecting curriculum reflective of pupils' backgrounds (Gravelle, Virani-Roper)
- ensuring effective school leadership (Chawdhry, Wrigley)
- involving senior management in classroom observation and teaching (Chawdhry)
- having high expectation of pupils (Chawdhry, Nehaul)
- incorporating team teaching (Chawdhry, Virani-Roper)
- having a whole-school commitment to raising attainment (Chawdhry, Wrigley)
- securing parental support in school and homework activities (Nehaul, Virani-Roper)
- monitoring lessons with a focus on equal opportunities and anti-racist teaching (Chawdhry, Nehaul, Wrigley)
- introducing a Foundation Programme in Year 7 at secondary level to foster a culture of learning (Wrigley)
- using first language and dual language text in the Numeracy and Literacy Hours (Gravelle, Virani-Roper)
- providing opportunities for small group work in literacy (Gravelle)
- involving bilingual classroom assistants (Virani-Roper)

We can further categorise these strategies for raising attainment as those that are linked with learning and teaching and are within a teacher's control, and those concerning other groups in the educational process. As such, when we talk about strategies, we need to distinguish between strategies at the level of:

- the pupil
- the classroom

- the school
- the home.

Whilst it was beyond the remit of this review, support strategies at the level of the LEA and government are also needed as a holistic approach to raising academic attainment as issues operate at both a micro and macro level politically.

The DfES (2003) document, *Aiming High: Raising the Achievement of Minority Ethnic Pupils*, which we mentioned earlier, stresses the continued concern with under-performance. Pupils from an African-Caribbean background begin their academic career in line with the national average. However, later in their school life, they under-perform at key stages 1 and 2. While Chinese and Indian children achieve better exam results than average, children from Black Caribbean and Pakistani do significantly worse. Over fifty percent of White, Indian and Chinese pupils now achieve at least five 'good GCSE passes'; the same is true for only three out of ten Black Caribbean children, and four of Pakistani or Black African origin (DfES, 2003).

McCallum and Demie (2001), in a study in an inner city LEA at key stages 1 and 2, and GCSE, found that there is no simple explanation of ethnic differences in attainment. As Indian and Chinese pupils had levels of attainment above the average of white UK groups, they concluded that ethnic heritage did not presuppose under-attainment and that under-performance was more likely to be affected by levels of fluency in English and economic disadvantage. Furthermore, girls from all ethnic groups tended to out-perform boys at all key stages, which raises the issue of gender as an important factor. This raises implications for policy and practice in terms of applying strategies that can operate at different levels for different groups.

## 5.2 Strengths and limitations of this review

The strength of this review is the systematic nature of searching for a defined population of studies to develop a systematic map of research in the field. The limitation is that the pilot nature of the review meant that the studies for the in-depth review were selected for illustrative purposes rather than the systematic application of narrower selection criteria. The results of the in-depth review must therefore also be seen as illustrative.

## 5.3 Implications

### 5.3.1 Policy

#### ***What are the potential policy implications of the review findings?***

The incorporation of 'users' in our review project has ensured that, from the outset, we were aware of the primary audience (i.e. trainees, trainers and teachers). The selection of studies in the review was determined with this audience in mind and the ways in which the text in the review could assist practitioners. We were also aware of QTS principles concerning the understanding of language development and assessment; the changing nature of minority groups and the concepts of 'hybridity'

and multiple senses of identities; the needs of asylum-seekers as part of a transitional and transient population, and those without family; and the changing linguistic structure and nature of diversity in the classroom.

Overall, there is a paucity of empirical research about how we raise attainment of pupils from diverse backgrounds and we simply do not have a lot of information, as our reports states, about how best to raise attainment for different pupils in different subjects. The five studies we have identified for in-depth discussion are useful as they point the way in terms of raising academic attainment in particular school contexts, which has potential for use in other settings. But the policy issue still remains that ITE students, NQTs and teachers generally require in-depth and consistent initial, and in-service, training on issues concerning cultural diversity. This is not new, it has been argued for many years, and is echoed by Sewell (1997) and Gaine (1995) from our map.

The government should ensure that all providers actively enskill future teachers for the challenges presented by working with pupils from culturally and linguistically diverse backgrounds, and that this should be a substantial core and not a separate additional, one-off module. The small sample of users we interviewed for the project amplified this point and, whilst the trainees particularly expressed a desire for recent and accessible information, such as information packs, we feel that the issues of under-performance go wider and deeper, and that teachers need to be encouraged to engage with issues of racism. For example, in the review, Sewell (1997) notes the importance of teacher perception and peer pressure as contributing factors of underachievement; Brown (1998) discusses the impact of discrimination on pupil attainment; and Gaine (1995) explores the role of educators in challenging hostile attitudes towards minority ethnic groups.

### **5.3.2 Practice**

There is a need to disseminate 'good practice' as that described in some of the case studies in this review, such as Green (1999) and Spafford and Bolleten (1995), and there is a need for ongoing professional development in order to raise the attainment of both literacy and numeracy. It is important that strategies for raising attainment take into account factors signalled by writers, such as Nehaul (1996) who highlights pupil confidence, motivation and their own agenda and priorities; and Gravell (2000), who notes the significance of home background and languages. Teachers need to incorporate these factors into their plans and classroom management strategies to respond positively to motivate (TTA, 2002). It should also be a high priority for government to raise the attainment of minority ethnic pupils and this should be reflected in school (Chawdhry, 2002; Wrigley, 2001) and government strategies at national and LEA level.

Key factors for raising attainment need to include teacher training that recognises and encourages the teacher's ability to reflect on their own practice and behaviour in relation to minority ethnic pupils. Raising attainment is not just about dealing with pupils, but also assessing whether their policies, practices and behaviours impact negatively on particular groups.

#### ***Dissemination strategy***

We hope for wide dissemination of the review by using a number of approaches:

publication on the TTA website, on the Current Educational Research in the UK (CERUK) database (already placed) and the TTA Register of Research. Promotion through the TES and professional journals for teachers will also be appropriate. We would also like to consider disseminating the results of the project in the form of an information pack for teachers in line with what our users suggested as the most helpful to them: that is, an information pack, providing short narratives of each study in the map and highlighting strategies. This does not take away from the need for practitioners to have the opportunities to engage in in-depth training on key issues.

### 5.3.3 Research

We note that whilst there were many studies on equal opportunities, race and education in the 1980s and early 1990s, the post-1995 period that has been the focus of our study has revealed less. This probably reflects the change in the political agenda in the late 1980s to that of the new National Curriculum, local school management, and school-based finance. Only when attainment affected league tables has the focus shifted. Frameworks for analysing attainment have been provided from a number of sources (Ofsted), but a range of questions still need to be addressed with reference to particular key stages and in subjects across the curriculum. Data analysis alone cannot provide a satisfactory theory on educational achievement (Nehaul, 1996) and institutional racism has been put forward as a possible explanation (Runnymede Trust, 1998; MacPherson, 1999).

The whole issue of raising attainment among minority ethnic pupils is not new; it was raised in the Rampton, Swann, and Bullock Reports. Explanation lies outside school, and social class and family circumstances need to be considered. Clearly the answer is complex, for example, the Runnymede Trust, in its publication *Minority Young People and Educational Disadvantage*, raises the issue of social class as more significant than the influence of school. But social class research needs to take place that focuses on specific minority ethnic groups which we know to be under-performing (e.g. Bangladeshi). Whilst social class provides a major gap in attainment, ethnic inequalities continue to persist when taking into account gender and class, and Sewell (1997) has pointed to peer pressure as a greater influence than racism. These are some of the issues, which need considering in future research: the overlapping issues of language, cultural factors and social class. We also recommend that more research should be conducted concerning the significance of religion as a factor in identity (Modood *et al.*, 1997), particularly as it relates to the acquisition of knowledge and perceptions of academic attainment.

Our work so far suggests that, in order to raise attainment, we may need a range of strategies, and solutions may also need to come from outside the classroom particularly in the form of parental involvement. There also needs to be more research into attainment concerning specific groups and we need to differentiate more carefully between the categories 'Black African', 'Black Caribbean' and 'Asian', and therefore have more careful understanding as to which groups within the umbrella term 'minority ethnic pupils' are under-attaining. This would point to more studies of particular under-achieving groups (e.g. Bangladeshi/Pakistani pupils), with a focus on generational background and social class. Other groups that are under-performing, such as travellers of the UK population, especially at secondary level, also require more research (Ofsted, 2001), as we noted at the beginning of this review.

We need to specify which minority groups we are concerned with in terms of under-achievement as outcomes for one group are not the same as for others. For example, in a report to evaluate work by LEAs and schools to promote higher achievement by minority ethnic groups, Ofsted (2001) reported that the achievement of certain groups, notably Black Caribbean, Pakistani and Bangladeshi remained a matter for concern and that the full picture was limited due in part to the fact that some LEAs had inadequate data on attainment by ethnic groups. Overall we do not know enough about why pupils fail to attain academically: in which groups, in which subjects, at which levels, and in which localities? Until this depth of research is conducted, we can only rely on the findings and strategies suggestive of improvement from a relatively small number of studies.

## 5.4 Conclusion

Patterns of differential attainment among minority ethnic groups continue to exist, and dissemination of successful strategies is important, at both school management and classroom level. This project has provided a systematic literature review with a focus on 'supporting diversity in the classroom' with direct relevance to trainee teachers and QTS guidelines. The methodology of the systematic map followed that recommended by the EPPI-Centre. In discovering what strategies are helpful in raising the attainment of minority ethnic pupils, a range of possible approaches were identified at the classroom, school and home level.

The number of pupils from minority ethnic groups is increasing and many of the new arrivals are beginners in English with need of extensive language support with additional home/school liaison and pastoral care, especially for unaccompanied minors (Ofsted, 2001a). Evidence of under-attainment among pupils of minority ethnic background is not new: the Swann (1985) and Rampton (1981) reports identified the problem and warned of the danger for both the individual and society. What is new is the availability of data from some sources, such as the annual school census that provide for closer monitoring of minority ethnic pupils on a local and national basis. Schools should be encouraged to engage in wide partnerships to ensure that best practice is shared to raise the attainment level from pupils of all backgrounds. It should also be a high priority for government to raise the attainment of minority ethnic pupils and this should be reflected in government strategies at both national and LEA level. What is clear, therefore, is that the raising of attainment of minority ethnic pupils is the responsibility of all those engaged in education and needs to be embedded in educational policy and practice so that a new generation of practitioners are more adequately equipped to meet this challenge.

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## APPENDIX 2.1: Review-specific keywords

### Section A: REVIEW-SPECIFIC KEYWORDS

- A.1 STRATEGIES
  - A.1.1 Teaching
  - A.1.2 Planning
  - A.1.3 Managing other adults
  - A.1.4 Working with outside agencies
  - A.1.5 Individual learner strategies
  - A.1.6 Group strategies
- A.2 ITT PROVIDERS
  - A.2.1 Teachers
  - A.2.2 Trainee teachers
  - A.2.3 Newly qualified teachers
- A.3 SUBJECT AREA/CURRICULUM
  - A.3.1 Literacy
  - A.3.2 Numeracy
  - A.3.3 Language across the curriculum
  - A.3.4 Other
- A.4 DIVERSITY 1
  - A.4.1 Social class
  - A.4.2 Asylum-seeker
  - A.4.3 Refugee
  - A.4.4 English as an additional language
  - A.4.5 Language/Bilingualism
- A.5 DIVERSITY 2
  - A.5.1 Cultural/ethnic
  - A.5.2 Religious
- A.6 TYPES OF ACHIEVEMENT
  - A.6.1 Academic
  - A.6.2 Pupils' perception

A.6.3 Teachers' perception

A.6.4 Parents' perception

A.6.5 SATs

A.6.6 GCSEs

A.6.7 Behavioural

A.7 ADDITIONAL  
*Based on QTS principles*

A.7.1 Recognises cultural sensitivities

A.7.2 Understanding language/Linguistic development and assessment

A.7.3 Role of teaching assistant

A.7.4 Working with the community

A.7.5 Understanding the changing nature of minority groups/'Hybidity' and multiple senses of identity

A.7.6 Needs of asylum-seekers as part of a transitional and transient population

A.7.7 Changing linguistic structure and nature of diversity in the classroom

A.7.8 Professional values

A.7.9 Knowledge and understanding

A.7.10 Teaching and classroom management

A.7.11 Planning and expectations

A.7.12 Monitoring, targeting and assessment

## APPENDIX 3.1: Frequency report of EPPI-Centre generic keywords

*EPPI-Centre Keywording Strategy for Classifying Education Research (Version 0.9.6)*

### Identification of report (or reports)

Attribute	Number
Contact	2
Handsearch	1
Electronic database	19

### Status

Attribute	Number
Published	24

### Linked reports

Attribute	Number
Not linked	18
Linked	6

### What is/are the topic focus/foci of the study?

Attribute	Number
Assessment	7
Classroom management	2
Curriculum	2
Equal opportunities	17
Methodology	1
Organisation and management	5
Policy	3
Teaching and learning	13
Other topic focus	1

### Curriculum

Attribute	Number
Art	1
Cross-curricular	11
General	1
Literacy – first language	5
Literacy further languages	9
Maths	3
Other curriculum	1
The material does not focus on curriculum issues	3

### What is/are the population focus/foci of the study?

Attribute	Number
Learners	14
Senior management	4
Teaching staff	12
Non-teaching staff	3
Other education practitioners	6
Government	1
Local education authority officers	6
Parents	3
Governors	3
Other population focus	0

### Age of learners (years)

Attribute	Number
0-4	2
5-10	15
11-16	14
21 and over	1

### Sex of learners

Attribute	Number
Mixed sex	22

**What is/are the educational setting(s) of the study?**

Attribute	Number
Community centre	1
Government department	1
Home	1
Independent school	1
Local education authority	2
Primary school	16
Residential school	1
Secondary school	15
Special needs school	2
Workplace	0

**Which type(s) of study does this report describe?**

Attribute	Number
Description	16
Exploration of relationships	14
Evaluation	9
Evaluation: naturally-occurring	1
Review	2
Review: systematic review	1
Review: other review	1

## APPENDIX 3.2: Frequency report of review-specific keywords

### Strategies (N = 50, not mutually exclusive)

Attribute	Number
Teaching	22
Planning	19
Managing other adults	7
Working with outside agencies	5
Individual learner strategies	9
Group strategies	14

### ITT providers (N = 50, not mutually exclusive)

Attribute	Number
Teachers	28
Trainee teachers	24
Newly qualified teachers	24

### Subject area/curriculum (N = 50, not mutually exclusive)

Attribute	Number
Literacy	17
Numeracy	4
Language across the curriculum	6
Other	6

### Diversity 1 (N = 50, not mutually exclusive)

Attribute	Number
Social class	4
Asylum-seeker	2
Refugee	4
English as an additional language	17
Language/Bilingualism	18

**Diversity 2** (N = 50, not mutually exclusive)

Attribute	Number
Cultural/ethnic	23
Religious	4

**Types of achievement** (N = 50, not mutually exclusive)

Attribute	Number
Academic	15
Pupils' perception	9
Teachers' perception	13
Parents' perception	7
SATs	3
GCSEs	4
Behavioural	4

**Additional (based on QTS principles)** (N = 50, not mutually exclusive)

Attribute	Number
Recognises cultural sensitivities	20
Understanding language/Linguistic development and assessment	13
Role of teaching assistant	2
Working with the community	11
Understanding the changing nature of minority groups/'Hybidity' and multiple senses of identity	6
Needs of asylum-seekers as part of a transitional and transient population	2
Changing linguistic structure and nature of diversity in the classroom	7
Professional values	16
Knowledge and understanding	19
Teaching and classroom management	15
Planning and expectations	19
Monitoring, targeting and assessment	18