

Addressing Underachievement
of White Disadvantaged Pupils
in Birmingham

'Other than by teaching alone'

Report 2



Acknowledgements

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Introduction and background

This report was carried out by The Forward Partnership on behalf of the School Effectiveness Division, (Children, Young People and Families Directorate, Birmingham City Council), in response to emerging data indicating that white disadvantage pupils are underachieving.

Raising the achievement levels of pupils from underachieving groups is increasingly a part of the school scene. There are a number of documents and reports which highlight the need and some of the effective practice which has been developed in response. However, most of them pay little attention to the needs of White disadvantaged pupils, who are the largest group in terms of their underachievement at GCSE level.

In November 2008, Birmingham City Council commissioned 'Underachievement of White Disadvantaged Pupils in Birmingham' (referred to as 'the First Report'). The findings of that report are summarised opposite:



There is a problem

- White boys on free school meals who did not achieve any GCSE passes in 2003 were “the largest of any group”. (Social Exclusion Unit, 2004).
- “But the lowest of all, in those average test results, are white working class boys”. (Rt. Hon Patricia Hewitt MP, Secretary of State for Trade and Industry and Cabinet Minister for Women 2004, speaking at the launch of the consultation for the Single Equalities Commission)

Contextual causes of underachievement

- “Only 8-15% of attainment difference is accounted for by what the schools do” (Sparkes 1999)
- “70-75% of school variation in 16 year old attainment in GCSEs is explained by pupil intake factors” (Thomas and Mortimer 1996)
- “Neighbourhoods disadvantage residents and isolate them from opportunity structures” (Lupton 2003)
- “Parents often do not share schools’ orientation towards learning and see school as unimportant” (Lupton 2004)

Parental involvement can make a difference

Reference was made to the Desforges Report (2003), from the Department for Education and Skills, which pointed out that children have two main educators in their lives – their parents and their teachers. Following are some of the key findings from the report:

- Parental involvement in a child’s schooling... is a more powerful force than family background, size of family and level of parental education
- Parental involvement has a significant effect on pupil achievement throughout the years of schooling
- Educational failure is increased by lack of parental interest in schooling.

The full report is available through the Birmingham Grid for Learning (www.bgfl.org/).

Social Capital

In the first report, reference was made to the cultural/linguistic resources which some pupils, mainly white and middle class, bring to their schools and which the schools affirm. One source, referred to in that document, described these resources as ‘social capital’.

This refers to connections among individuals – social networks and the norms of reciprocity and trustworthiness that arise from them. Just as physical capital and human capital help to enhance

individual productivity, social networks have value for the individual and groups. Social capital is closely related to what may be seen as 'good citizenship'.

The concept 'social capital' is thought to have been coined by Hanifan in 1916. He said:

"The individual is helpless socially if left to himself... If he comes into contact with his neighbour and they with other neighbours, there will be an accumulation of social capital... The community as a whole will benefit by the co-operation of all its parts, while the individual will find in his associations the advantages of the help, the sympathy and the fellowship of his neighbours"

A number of others since have used the term; some even thought they were coining it for the first time. However, it was not until the 1980s when it was used (as Hanifan had originally done) to highlight the social context of education. There is a full discussion on 'social capital' by Robert D Putnam in his influential book 'Bowling Alone' (2000).

We recognise that many of the pupils from disadvantaged backgrounds come from neighbourhoods where the necessary social networks do not exist thus depriving them of the social capital which is necessary as a backdrop for their education. This document, therefore, sets out to provide schools with some possible interventions which may help to fill some of the gaps.

We are hopeful that any work undertaken by schools with the help of the providers listed will make a difference in addressing the underachievement of the particular target group. It is possible that in the future we shall produce a 'what works' document which will include details of some of this work.

Bucking the trend

When working with disadvantaged communities it is important not to forget that not everyone is thwarted by their circumstances; some do achieve in spite of their situation.

Professor Bartley has explored this issue in the excellent pamphlet *Capability and Resilience: Beating the Odds*. According to him, when working with disadvantaged groups, it is very easy to take a 'deficit' model. This defines communities and individuals in negative terms, disregarding what is positive about them. It can also put pressure on such communities to prove that they are worse off than others to justify the expenditure of resources. This can damage community self esteem. The author instead recommends that we should operate an 'asset' model which accentuates the positive, sees people as capable of identifying their problems as well as possible solutions. Not surprisingly, as a self-fulfilling prophecy, this helps to promote the self-esteem for the people concerned.

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The notion of resilience refers to the process of withstanding the negative effects of risk exposure, demonstrating positive adjustment in the face of adversity or trauma and beating the odds associated with risks.

According to Amartya Sen, who introduced the notion of capability, in 1979, “Capability is thus a kind of freedom: the substantive freedom to achieve alternative functioning combinations”. One can see this perspective worked out in the United Nations Human Development Programme which measures three basic capabilities:

- Living a long and healthy life
- Being knowledgeable
- Enjoying a decent standard of living

It is important for those working in schools to understand that, according to the author, important childhood experiences that help development and resilience in later life include:

- Warmth and structure provided by parents
- Parents to have high but reasonable expectations and provide support for children in their school work
- A stimulating and challenging school environment which has an encouraging work ethos and that offers extra-curricular learning opportunities

Promoting educational resilience is one of the most effective ways to improve the health and social development of less advantaged children. Family problems can be overcome by well-funded schools that provide a stimulating environment.

Teachers can support young people and give them confidence in their own abilities and higher aspirations for themselves

Schools can widen access to school facilities with all-age community activities to provide a second chance; also learning by adults can benefit the children and young people

Parents can help young people to stay in school and gain some qualifications if they are interested in their child’s progress and show that they believe that their child is capable of succeeding.

Designing services that enhance resilience

Services can help improve the psychological well-being of children and young people who face difficulties at home. The way services are provided is as important as what is provided:

- Be non-judgemental
- Build self esteem
- Listen and respond to needs
- Recognise and release capability
- Build relationships

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Birmingham Update

Each year, a report is presented to the City Council Scrutiny Committee/Cabinet which is based on the confirmed results for the previous year. A key difference between the 2006 report and those presented in previous years was that this one explicitly mentions data related to the underachievement amongst white pupils. Whereas previous reports presented the 'White' category as one, this year the category was subdivided into 'white' and 'white pupils on free school meals'. This helped to draw attention to the underachievement amongst the white ethnic group whereas previously it was masked within the overall category.

The following selected extracts are taken from the 2006 report:

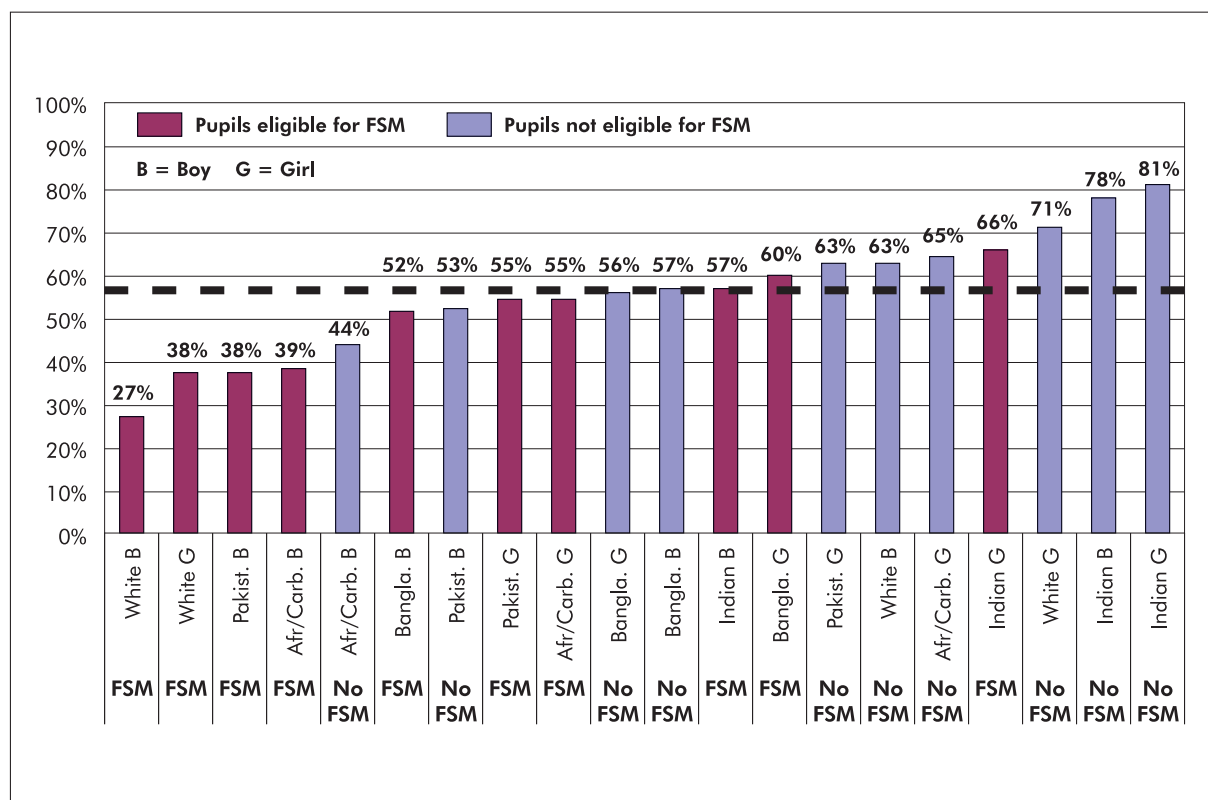
Groups at particular risk of underachieving include African/Caribbean, Bangladeshi and Pakistani pupils, white disadvantaged boys, looked after children and pupils with special educational needs.

There is some evidence to show that the gap is narrowing for some groups for some key stages. However, following a 12 per cent improvement in the previous year, the percentage of White disadvantaged boys achieving 5A – C grades fell by 4 per cent to 27per cent this year, becoming the lowest performing group.*

In examining the reasons for differences in attainment between groups and developing strategies for closing the gaps, it is important to recognise factors both inside and outside the school.

For example, there is a correlation between levels of deprivation and low educational achievement which affects all groups to a greater or lesser degree. ...However, this is not the whole picture. ...Many pupils from disadvantage backgrounds achieve good results. This leads to an examination of the social and institutional factors that may be contributing to success.

Fig 8A. 2006 GCSE and equivalent 5 or more A* – C by ethnic group, gender and free school meals (FSM)



Going beyond the percentages

As stated in the first report (2005), the problem of white underachievement is compounded by the fact that it is an extremely large group in absolute terms – it is almost as large as all the other categories put together. This is shown below, as pupils not achieving five or more A*– C at GCSE level, in 2006:

- White (including white other) 2675
- Pakistani 969
- Bangladeshi 197
- Black Caribbean 376
- Indian 207
- Mixed heritage 330

Wider context for white underachievement

The white working class in the media

During the past year there has been some discussion about the situation of the white working class. This is an improvement on previous years when this subject matter was noticeable by its absence.

The following are some of the articles which have appeared in the general or education press. A number of the articles were triggered by a report from the Social Justice Policy Group, a think-tank created by David Cameron and chaired by the former Conservative party leader Ian Duncan Smith.

- **'Sinking ...poor White boys are the new failing class'** (Michael Collins, Sunday Times 19.11.06) – the article draws attention to the fact that working class white boys have taken over from their black counterparts as school under-achievers
- **'Muslims and blacks get more attention. But poor whites are in a worse state'** (The Economist, 26.10.2006) – the article points out that apart from at election times when the likelihood of their support is from the far-right political, the working class is largely overlooked. The article also points out, that poor whites:
 - underachieve more than any other group, in both absolute and relative terms
 - underachieve overall in all big towns and cities as well as nationally
 - are least likely to stay at school beyond 16
- **'Who has failed the white working class?'** (Sunny Hundal, commentisfree.guardian.co.uk, 14.11.2006) – the article was triggered by the above article in The Economist and sets out to explore where the blame lies for the problem. The writer thinks the White constituency has been let down by the government, New Labour and anti-racists, amongst others. The article concludes that the White working class end up getting very little help “and yet they are now the ones that need it the most”
- **'In defence of the white working class'** (Leo McKinstry, telegraph.co.uk, 15.11.2006) – the article points out that the diversity debate treats every other culture with reverence except “the traditional British one”.
- **'Low grades 'a gift to BNP''** (TES 12.01.2007) – the article draws attention to the fact even though white working class boys are under-performing, there is no specific funding made available to address their needs. The article quotes John Bangs of the National Union of Teachers saying this was a 'gift to the BNP'
- **'Rescuing the lost boys'** (TES 12.01.07) – the article points out that even though poor White pupils do worse at GCSE than any other group, there is no specialist provision for them. It focuses on the work of a number of schools who are addressing the needs of these pupils in an explicit way. Using the most recent GCSE results it points out the extent of underachievement amongst poor pupils in various ethnic groups:

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– poor Pakistani boys	37.8%
– poor black African boys	33.7%
– poor white girls	31.3%
– poor white boys	24%

- **'Race riots warning over excluded whites'** (Birmingham Post, 17.01.2007) – the article refers to comments by Birmingham diversity practitioners who were concerned of the social and political implications of not addressing White underachievement.
- **'Stunted progress for white pupils'** (TES 9.02.2007) – the article is based on research by Bristol University and makes the point that the explanation for the highest level of underachievement amongst poor Whites lies in different family aspirations
- **'White alienation may bring us darker days'** (TES 16.02.2007) – the article points out that the main cause of such alienation is due to the decline of industries where the previous generations of White people worked. "Their culture has been all but destroyed and their trade unions have been de-fanged". The article also points out that "no liberal politician or journalist likes discussing this subject".
- **'Race is not key to poor results'** (TES 16.03.2007) – the article points out that race has little effect on test scores. It quotes Professor Melhuish who had contributed to the government's recent Equalities Review, as saying that policies that target education funding at pupils based on their ethnicity were misguided.
- **'Why it's not racist to argue for the white working class'** (TES 1.06.2007) – the article had been triggered by the recent broadcast of a documentary 'School Matters: White Underachievement' on Teachers TV. The documentary covers a number of the issues highlighted in the First Report.
- **'Reward schools for success with strugglers'** (TES 22 June 2007) – the article is based on the recent report from the Joseph Rowntree Foundation which points out that:
 - Nearly half of all low achievers are white British males
 - White British students on average –boys and girls – are more likely than other ethnic groups to persist in low achievement
 - Eligibility for free school meals is strongly associated with low achievement but significantly more so for white British pupils than other ethnic groups.

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Diversity and citizenship in the curriculum

In May 2006 the Department for Education and Skills (DfES) established the Diversity and Citizenship Curriculum Review Group, headed by Keith Ajegbo, former Headteacher of Deptford Green Secondary School, Lewisham. To aid the team, the DfES commissioned a research project, based on a literature review and case study research. The following are some extracts from this research which are relevant to the situation of white pupils in British schools.

Teachers often referred to diversity and ethnicity in a way that focussed almost exclusively on minority ethnic groups and their cultures. White ethnicity, and the extent of diversities within this, was not considered. Pupils' responses also tended to give examples of the non-white when asked about diversity and identity.

Most of the case study schools did not specifically explore white British diversity or white British identities.

Some indigenous pupils' experience of identity issues in the curriculum is that they have a deficit or a residual British/English identity. Indigenous white British pupils in multiethnic schools also seemed less confident to talk about their white British heritage in lessons.

Possible external interventions

We have identified a number of organisations who can provide services relevant to the needs of white disadvantaged pupils. While, we have taken steps to only include those organisations which are reputable and are known to us for providing value for money, the final decision to buy in services will be the schools'.

When purchasing services from these organisations, schools will need to go through, as they do for any external provider, the relevant processes to make sure that what they are buying in addresses their needs and it is value for money.

Other than by teaching alone

Archbishop Ilsley Catholic Technology College

There is little doubt that the quality of teaching can have a significant impact upon the potential for examination success. However, there is plenty of evidence which points to the impact of factors other than teaching on pupils' achievements in their formative years. The following list of ways to enhance pupil success has been developed and tried successfully by the school. It contains only a few of the many strategies which the school employs to support its pupils.

- **Parents' 10 commandments** – aim is to show parents what they can do to support their child through his/her schooling and especially during examination time. Parents are kept informed if their child is falling behind in her/his work during critical periods of their schooling and are provided different ways in which they can support their child at this stage of their learning.
- **Definites, possibles and probables** – using assessment data young people are identified who need targeted support. It includes: those who will definitely achieve top grades in spite of all challenges, those who could probably achieve better grades with extra help and those who are at possible risk of achieving little or nothing because of poor effort, attendance or ability. It includes all pupils who have potential to do better in respect of five A*– G grades.
- **Top of the mocks** – the aim here is to raise the profile of examinations by celebrating the achievements in the mock exams. It is based on the assumption that everyone who is successful likes to see their name in print regardless of their peers' perception.
- **Get God on our side** – the aim is to calm pupils just before they start their exam. At the start of each examination the Head or a member of the senior management team asks all pupils to bow their heads for a prayer. After a short period of silence s/he leads a prayer focussed on pupils' ability to concentrate and succeed. After another brief period of silence s/he concludes "Lord, help us all here today to be a success". Pupils are then asked to start their exam.

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- **One 2 One** – each key stage 4 pupil is provided personal review time which is supported by relevant data. It includes an opportunity for pupils to carry out a self-assessment of their strengths and weaknesses.
- **HELP (holiday enhancement learning plan)** – this is an opportunity for year 11 pupils to receive extended specialist teaching time during Easter holidays. It enables them to devote a whole day to a particular subject.
- **Praise postcards** – these are sent, as a surprise, to the parents when a child has produced a particularly successful piece of work.

Contact: Seamus O'Donnell, Headteacher enquiry@ilsley.bham.sch.uk

Reporting and rewarding Four Dwellings High School

Overview of Award Scheme

It has developed over a number of years. It started from a request by the Student Council to recognise and reward pupils who completed homework. The system then evolved as a result of conversations between staff, students and parents.

The scheme is simple. It is understood by all interested parties, easily and efficiently completed by staff. It takes approximately 15 minutes to complete a class set of reports once you have worked out your data for inputting up to date information (three weeks from beginning to end of the process – the end being where students and their parents receive the information).

A fundamentally important part of the scheme from the students (and their parents!) perspective is the tangible reward which is objectively arrived at. They know what they need to achieve in order to gain an award.

The system provides a wealth of information which is valuable to class teacher, head of department, group tutor, senior management, student and parent. The data is easily stored alongside the external data we hold to monitor and track progress of individual student (including within the Every Child Matters framework).

To summarise – a relatively simple system which fulfils quite successfully a lot of functions for a diverse audience.

How has the system been received by the staff, students and parents?

It has been very well received by all interested parties. Each of the groups has made a contribution which has been a driving force for its development. There is something in it for every group.

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Feedback from students via teachers and external visitors has been very complimentary. Staff perceptions are also extremely positive. They believe the reward system has helped produce a culture of achievement and a positive ethos within the school.

The demands on the staff of having to complete three reports is quite minimal. They are so in favour of it because of the useful information it provides which can be used diagnostically with the students. Parents understand it and speak the language of it. They also perceive it as fair and giving them the information they require regularly so that they can be kept informed and intervene if necessary.

In a survey conducted with parents they identified the regular reporting system, the recognition students receive and the celebration of success as extremely good, creating a positive attitude.

Impact so far

There is no doubt that the scheme has impacted positively on students, parents/guardians and staff of the school. They talk the language of Gold, Silver, Bronze awards and average point scores. Feedback shows the rewards are highly valued and a motivating force in the system progress.

Some quotes from a report which was done as part of a doctorate thesis about the Reporting and Rewarding system:

Attendance last year was 93 per cent (up from 85 per cent). This improvement was above the national average. "Not bad for a school in challenging circumstance! Significantly above schools with a similar intake."

Overall the reward and discipline structures are highly valued by staff and pupils.

Gold awards (the best) are difficult to attain and thus few pupils gain them, but those who do are rewarded generously.

Staff believe that the reward structure is effective because of its transparency; pupils know what they need to do and know what rewards they will reap if they achieve. The structure has credibility; some pupils do strive to gain the awards, as the awards are worth having.

"I enjoy the rewards I get for my hard work." Pupil

"The reward system has been really good in helping pupils to make improvements." Parent

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"The school has a positive approach to behaviour management and a well established reward system to which pupils have responded positively"
Ofsted 2006

Contact: Phil Woodey, Deputy Headteacher enquiry@fourdwellings.bham.sch.uk

Positive parenting

This is a national charity with over 30 years experience of working with parents in order to enable them to be better equipped in bringing up their children and young people. It produces resources and organises workshops and seminars. Through its Birmingham office, it has provided a number of workshops for parents through partnership with local schools and other organisations.

The workshop sessions are generally fun and informative. They provide a safe place for parents to share and gain insight into their relationships. The organisation generally takes a 'parent to parent' and not 'expert to parent' approach in its work. Every effort is made to value what parents are already doing well and look at how they could change other things they are doing in order to build their relationships. The organisation works to the new National Occupational Standards for Working with Parents.

The organisation's resources tend to be visual, accessible and user-friendly. Parent feedback has played a central role in production of relevant resources. Some materials have been translated into minority languages. Following are some of the programmes provided:

- Time out for Parents (0-8 years)
- Time out For Teens (10-14 years)
- Time out for Special Needs
- Facilitator Training: (for teachers, learning mentors and other staff who wish to work with parents)

Bespoke programmes have been developed for Shenley Court Specialist Arts College and Bartley Green Technology College. This involved work with both parents and young people. A particular programme was developed for year 9 students entitled 'Baring The Facts About Babies'. Following are some of the evaluation comments:

- "We have learnt how hard it is to be a mom"(student)
- "Too much stress and hassle. Costs loads to feed" (student)
- "It's not just sex and fun it takes a lot of money and work to keep happy" (student)
- "Your course was invaluable. I'd like to repeat it for all our new parents." (head)

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The programme of courses is listed on the Parenting UK website, in the Toolkit for Commissioners section.

Contact: Hilary Beard, Regional Manager
109 Court Oak Road, Harborne, Birmingham B17 9AA
Email: hbeard@parenting.org.uk Web: www.parenting.org.uk

STEPUP: up mentoring and cross-age tutoring

Stepup: Offers three potentially useful programmes:

Valued youth programme: This is an innovative programme which enables secondary school pupils to develop their self-confidence, motivation and self-esteem by acting as tutors to primary pupils. It is focussed on recognising the potential of young people and providing them opportunities to experience and celebrate success, and is ASDAN accredited.

Mentoring: This is a non-judgemental long term relationship used to assist pupils at a transition point in their lives or when they have particular targets to achieve.

This role model mentoring programme, formerly known as Second City Second Chance, matches ethnicity, gender and social context of the mentors with that of the pupils they mentor. It provides equality of opportunity in education, redressing class and 'race' based educational stereotypes. Mentors raise aspirations, raise achievement and reduce school exclusion for a range of pupils including those who may be disadvantaged by race or social class such as those who are the particular subject of this document.

Mentors are recruited through a variety of methods. Where necessary, the required checks are carried out such as Criminal Records Bureau to make sure mentors recruited are suitable for work with young people.

Mentoring is goal oriented. Once they have established a relationship with their mentee, mentors work with them to agree 'SMART' (specific, measurable, achievable, realistic, time-bound) targets.

The organisation's experience over the past ten years has demonstrated the impact a role model mentor can have on the most marginalised and disaffected young person. Their good practice has been emulated in other regions of the country by organisations facing similar educational issues as those in Birmingham.

The organisation uses the goal attainment scaling (GAS) developed by Fabricio Balcazar Ph.D. and Christopher Keys Ph.D. at the University of Illinois in Chicago to evaluate its work. This is a

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quantitative analysis of soft-outcome targets in one-to-one mentoring.

Personalised learning: this represents the Step: Up's response to the importance of tailoring the educational experience of students to their individual need, interest and aptitude. The programmes are negotiated with the students who for a variety of reasons may benefit from respite from the standard school curriculum. Accreditation is provided through ASDAN.

Contact: gethin_davies@btinternet.com

Malachi Community Trust

The organisation delivers an early intervention and prevention service to children and young people in the age range 0-16. The service aims to promote self-esteem and enhance social and emotional competence in children and their families. The Trust offers a multi-level intervention service which usually begins with issue-based project work for whole class groups leading to a performance of one of Malachi's musicals. Additional layers of the service include individual and group work with children, young people and their parents.

Their model is strongly evidence based and produces outcomes which focus on improved behaviour, attendance and attainment.

Although work in school normally starts with one of Malachi's issue based projects, many schools bypass this process and refer children directly for concerns around behaviour. There is an initial assessment phase which concludes with an action plan for moving forward. Much of the work is therapeutic and recognises that behind children's presented behaviour often lies the need to intervene on their behalf in difficult family situations. Malachi's team of qualified counsellors are competent to work in Tiers 2 and 3, and in partnership with CAMHS (Health), is able to move quickly to help resolve the issues for the children and their families. The issues most commonly identified include aggressive behaviour, attendance, bereavement, and family breakdown.

The organisation currently has six class based projects suitable for children from year 3 to year 10. Delivered to whole class groups, the projects help to achieve the following outcomes:

- Enhanced social and emotional competence of all the children in a particular year group in the school
- Improved trust and relationships between the Malachi EBS Workers and the children in a non-stigmatising way.
- Children becoming an active part in the whole process
- Participation in the performance of the musical at the end of the term which serves to raise the self-esteem of individual children. Attendance by the parents at the performances of the musical providing the opportunity for them to take pride in the achievement of their child and to begin to process the issues raised in the musical for themselves.

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Malachi services are aimed at prevention and early intervention and are planned in consultation with children, families, and schools. Case study on the TDA website of Malachi's work with Wychall Primary School:

<http://www.tda.gov.uk/remodelling/extendedschools/resources/casestudies/remodelling/wychall.aspx>. This includes details of the capacity building work they have been able to achieve amongst their parents.

Contact: gordonlyn@malachitrust.fsnet.co.uk

Chrysalis Club 2000

The organisation offers training and on-going support for staff working with young people that may be dissatisfied, disillusioned and not able to realise their own potential. The support is directed so as to help the young people gain national awards / qualifications, in particular the ASDAN Awards and wider key skills qualifications.

The achievement of an award or qualification raises young people's self esteem and reinforces the skills of evidence collection. The young people gain a sense of success, boosting their self confidence and motivation, subsequently encouraging them to progress up the qualifications and credit framework.

Portfolio building skills learnt during the programme can be transferred to other subjects and students are more likely to gain other GCSE qualifications.

Following are some of the services which can be provided in addition to customised consultancy support:

- One-day training course for the "U" Choose ASDAN Award using the system designed by Chrysalis Club 2000
- 'U' Choose resources to help young people gain the ASDAN Award – these have been specifically designed to meet the Every Child Matters agenda.
- One-day training course for the wider key skills qualification using a comprehensive system designed by Chrysalis Club 2000.
- Wider key skills resources specifically designed to support young people at entry level to achieve the level one wider key skills qualifications.

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The following schools have worked with Chrysalis:

- Saltley
- Mayfield
- Moseley
- Hampstead Hall
- Great Barr
- Holte
- Cardinal Wiseman
- Dame Elizabeth Cadbury
- James Brindley
- Perry Beeches
- Park View
- Hallmoor School
- Behaviour Support – Kings
- Bordesley Green Girls

Contact: Chris Traxson, Chrysalis Club 2000 Development Officer,
81 Caroline Street, Birmingham B3 1UP Tel: 0121 236 5100
Email: chrysalis@ormistoneducation.co.uk Web: www.chrysalis-club2000.org.uk

Birmingham City Council's Youth Service

The aim of the Council's Youth Service is to provide young people with enjoyable opportunities and challenging experiences together with information, support and guidance in order to enable them to achieve and develop their skills, abilities, self esteem, values and identity in their transition to adult life.

The professional context has been outlined by the National Youth Agency which sees youth service as a process: "helps young people learn about themselves, others and society, through informal educational activities which combine enjoyment, challenge and learning"

Although broadly working with young people aged 11-25, the main focus of the Youth Service is on young people in the 13-19 age range. The Government has established the target figure of 80 per cent of all youth service resources to be demonstrably used in meeting the needs of 13-19 year olds. The characteristic contributions made by youth services to young people's development include:

- Experiential learning – learning by doing and reflecting
- Participation in decision making – taking and following shared decisions
- Voluntary involvement – choosing to take part
- Non-directive relationships – between young people and youth workers based on mutual respect.

Some examples of good practice and desired learning outcomes within the context of Every Child Matters as it relates to the work of schools:

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Enjoying and Achieving

Good Practice	Learning Outcomes
Providing young people with new experiences outside a familiar environment e.g. residential, trips, exchanges	Moving outside their usual familiar environment to access activities and opportunities e.g. leisure, education, training, employment etc
Encouraging and enabling young people to make decisions, plan and follow ideas through	Taking more control, responsibility and directions of their own lives
Establish structures to enable young people to have their achievement recognised and accredited	Nationally recognised qualifications and local praise encourage young people to value their achievements and develop self esteem

Example of youth provision targeted at disadvantaged white young people: Maypole Youth Project

The project works with young people in the Maypole area of Birmingham in a variety of planned and structured ways. It aims to reach 60 per cent of young people in the 13-16 age range and actively engage them in activities. The main vehicle for this work is the 'Curriculum for Adolescence' framework. The activities are designed to deliver the five outcomes of Every Child Matters and are structured to term long programmes which end with a residential experience. The project works with over 200 different young people each week and over 800 different young people in a year. Eight staff work full-time with young people and a further eight work part-time.

Further details of the project can be found at: www.birmingham.gov.uk/youngpeople

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Continyou

The organization offers a wide range of programmes and services designed to introduce innovative and imaginative approaches to learning and counter many of the serious consequences of social exclusion. These include:

Children, families and young people – range of programmes to support children's and young people's learning, enable healthy family relationships and assist with the role of parenting. Citizenship – uses the learning and doing of citizenship with socially excluded individuals and groups to exercise choice, supporting them to make a difference in their lives and their communities.

Extended services in and around schools – helping schools to improve the attainment and aspirations of pupils and communities by extending schools' services.

Lifelong learning – providing learning opportunities that enable people of all ages to achieve life-changing outcomes, particularly those who don't normally benefit from learning.

Resources for work with parents

The following resources are available through ContinYou which could be useful in increasing parental involvement in their children's education:

Share Plus – parental support package, trains facilitators to support parents with materials to cover over 80 sessions. Flexible package for all ages, length of course and needs.

Share – family learning packages with facilitator training; includes materials for, under 3s, foundation stage, key stage 1, 2, & 3, Healthy Share, History Detective.

Involving men as fathers – a one day seminar to raise awareness and understanding of ways to involve men in children's services.

Top dads – toolkit which provides advice on setting up and sustaining projects with young fathers; gives guidance on how to deal with issues and illustrate effective practice.

Talking teens – magazines which use a mixture of quizzes, true life stories and games to encourage parents and young people to find positive ways of dealing with problems such as bullying, staying out late and playing loud music. They are available in units of 100 sets. Each set comprises three 28-page magazines.

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BRIGHTER FUTURES

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