



# National Ethnic Minority Achievement Education Survey

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## *A Summary of Findings*

October 2011

## **I. Summary of Main Findings**

In October 2011 the NUT, in partnership with the National Association for Language Development in the Curriculum (NALDIC) carried out a survey on the impact of Ethnic Minority Achievement (EMA) Grant and LA funding changes on provision for the education of bilingual and ethnic minority pupils. This was a follow up to the survey undertaken in February 2011. The survey was done through Survey Monkey, the online survey software.

37 responses were received but the numbers responding to each question vary.

## **II. Service Details**

This section provides information on the LA and the name of the person completing the survey. Responses were submitted from 37 local authorities both urban and rural and across all regions.

## **III. Centrally Managed Service**

When asked if there was currently a centrally managed EMA team in the local authority. 76% of respondents said yes, 24% of respondents said no. This was a decrease of over 20% points from February 2011.

## **IV. Centrally Employed Staffing Levels**

Respondents were asked to state the number of people currently centrally employed in their EAL/EMA service and the full time equivalent (FTE). Responses concerned 315 individuals in 256 FTE posts. The largest service employed 31 people (36 FTE). The average service size was 9 FTE and employed 13 people.

## **V. Changes**

Respondents were asked what changes had been made recently. In summary, 81% have experienced the deletion of posts and forced or voluntary redundancies; 65% have experienced restructuring; 48% are now offering traded services.

## **VI. Detailed Responses**

Survey participants were given the opportunity to give further details of the changes which were being actioned or proposed. These give an insight into the varying positions adopted by LAs in the face of mainstreaming of the EMA grant and current financial challenges. Extracts from the responses are outlined below.

### **Changes**

- *All EMA staff have been made redundant, either voluntarily or forced, along with consultants from other areas.*

- *The whole team was deleted last year. 2 or 3 staff were kept on in more general educational capacities.*
- *The consultant positions were deleted (and they provided a great deal of support to schools) and replaced with 1 person who 'brokers' external support and meets with SLT of schools to monitor EMA students.*
- *When staff leave they cannot be replaced and will be replaced by external consultants.*

### **Impact on the nature and extent of the work**

- *Reduced capacity and wider remit*
- *We are to train other LAs to be able to carry out our work!*
- *There is no provision for schools in terms of a centrally managed team to provide advice/support at local level.*
- *Inexperienced staff from other area of School Improvement who are under-used being asked to take on EMA duties*

### **Future**

- *Failure of schools to 'buy back' or trade from the other LAs or agencies listed above may lead to further job losses if we cannot generate enough income to maintain the Service.*
- *The LA now has a plan to find a school to manage the EMAS team, but this has only just been mooted. The incentive for the school is 'moral purpose' to continue to provide a city wide service.*
- *Every time a school becomes an academy this has a negative impact on the amount that is available to finance our central team.*
- *I have gone private with a group of others joining an existing private social enterprise organisation*
- *I have set myself up as an independent consultant so that schools can still have EMA support.*

## **VII. Quality and Extent of Provision**

Respondents were given a list of areas of work and asked to judge how the quality of provision has changed over the past 6 months, whether they judged it to be improved, much the same, worse, or very much worse/no longer available.

79% of respondents identified a deterioration in some aspects of support services to learners, families, teachers and schools compared to February 2011. The full figures are shown below (*with February 2011 in brackets*).

- 61% considered support for EAL pupils and students had worsened (27%)
- 54% considered support for ethnic minority pupils and students had worsened (33%)
- 52% considered support for bilingual and ethnic minority families had worsened (19%)
- 49% considered support for specialist staff in schools had worsened (26%)
- 51% considered support for mainstream staff in schools had worsened (27%)
- 46% considered support for school leadership and management had worsened (23%)
- 53% considered support for LA staff had worsened (32%)

## **VIII. Summary of Findings**

- 76% of the authorities completing the survey continued to host a centrally managed service.
- 81% of respondents had experienced the reduction of posts through forced or voluntary redundancies
- Common negative impacts identified by respondents included: a reduction in pupil support; a reduction in the availability of knowledgeable specialists; and fragility of the current arrangements
- 79% of respondents identified a deterioration in some aspects of support they were able to provide to learners, families, teachers and schools compared to July 2010
- The biggest deterioration was in the quality or availability of support for EAL and bilingual pupils and students
- Over 60% of respondents reported that support for EAL and bilingual pupils had deteriorated over the past 6 months