Pupil mobility in Lambeth schools

implications for raising achievement and school management

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Aims and methods

Pupil mobility in schools has implications for many important policy areas such as school funding, tackling underachievement, target setting and league tables, and yet it is only just beginning to be recognised as an important policy issue. Several distinct research activities make up this study of pupil mobility. Each draws on different methodologies to explore various aspects of a highly complex issue.

Previous research has looked at a number of factors, including quality of teaching and learning, patterns of resource use, gender, ethnicity, English as an Additional Language (EAL), social class and socio-economic background in schools, but there has been little empirical research into the effects of pupil mobility on performance.

Activity 1 uses statistical techniques to investigate the association between pupil mobility and educational progress in Lambeth LEA. More specifically, it explores the association between pupil mobility and attainment in national examinations at the end of key stages 1, 2, 3 and 4; differences between mobile and stable pupils in terms of characteristics such as entitlement to free school meals (FSM), fluency in English and ethnicity; the extent to which any differences in attainment between mobile and stable groups remain significant after controlling for these additional factors; and the relative magnitude of the impact of mobility using effect sizes. As such, this study is concerned with establishing the broad issues, the possible implications for provision and the parameters for future investigation.

Activity 2 moves from the 'big picture' to examine pupil mobility in Lambeth schools against the wider national and London context. It identifies the particular causes and characteristics of mobility in Lambeth and their implications for schools and the LEA in seeking to raise achievement. This issue was addressed in two main ways. The first was through a survey of the views of Lambeth headteachers. The second involved an analysis of statistical and documentary information relating to the scale, pattern and dynamics of mobility in the Lambeth school system, together with interviews with headteachers and staff in five high mobility schools, and local authority staff in Education, Housing and Social Services whose roles and responsibilities provided further insights into different aspects of mobility.

The aim of Activity 3 was to provide a deeper understanding of the administrative, pastoral and teaching and learning issues which face schools with high levels of mobility, and to identify strategies that minimise the effects of mobility on achievement. In case studies of six primary and two secondary schools, the main method of data collection was open-ended semi-structured interviews with senior management, subject and Ethnic Minority Achievement (EMA) teachers, teaching assistants and administrators, as well as parents and pupils.

The main findings

Activity 1: Pupil mobility and educational achievement in Lambeth schools

- In Lambeth the average mobility rate at ks2 is 24%, and 21% for the GCSE cohort. These figures conceal a wide variation between schools. For example, among primary schools the mobility rate at ks2 ranged from 40% to 3%. The corresponding high and low figures for secondary schools were 56% and 2% respectively. Both primary and secondary schools experience particularly high levels of mobility, with obvious implications for school management and the funding of the LEA and its schools.
- Analysis of 6 years' data using a moving average suggests that there is a high degree of year-to-year consistency in schools' mobility rates between 1998 and 2003. It is apparent that schools with high mobility in one year tend to have high mobility rates in subsequent years. Similarly, schools with low mobility rates continue to have low mobility rates in subsequent years.
- Analysis of 6 years' data shows that the average performance of mobile pupils was significantly below that of the stable pupils. At ks2, about 78% of pupils who had

experienced stable schooling throughout ks2 achieved level 4 or above, compared with 52% of mobile pupils. A similar pattern of performance was observed for GCSE. Here too, the results confirmed that on average about 44% of stable GCSE pupils achieved 5 + A*-C compared with 22% of mobile pupils.

- Average performance declined steadily as pupils spent less time in the primary and secondary schools where they were tested.
- Mobile pupils are somewhat more disadvantaged than stable pupils. For example, about 53% of ks2 mobile pupils were eligible for free school meals, compared with 43% of those who are stable. A similar pattern was found at GCSE, where 55% of mobile pupils were eligible for free school meals, compared with 45% of stable pupils. In addition, the data confirms that mobile pupils in the LEA were more likely to be bilingual pupils with English as an additional language than were those who had been at the same school throughout.
- Pupil mobility is strongly associated with low attainment in national tests and examinations at all key stages. The negative impact of pupil mobility is strong at all key stages, but particularly pronounced at ks4.
- The negative impact is apparent for overall attainment, as indicated by the average performance.
- The negative association between pupil mobility and attainment is substantially reduced when account is taken of other pupil background factors, such as SEN, pupils' stage of fluency in English, entitlement to Free School Meals etc, but remains statistically significant at all key stages.
- Pupil mobility has no association with pupil progress during ks2. After account was taken of pupil background and starting point as indicated by end of ks1 test scores, mobile and stable pupils made equivalent progress. This is consistent with previous research (Strand, 2002) indicating that change of school had no effect on progress during ks1.
- A different picture emerges for secondary schools. Pupil mobility has a negative impact on progress during ks3 and ks4. At ks3, mobile pupils made around eight months less progress than their stable peers, and at ks4 they achieved around half a GCSE grade lower in each GCSE examination they took than their stable peers, after controlling for pupil background and prior attainment.
- The level of pupil mobility is much lower in secondary schools: only just over 19% of secondary pupils were mobile, compared with around one-third of primary pupils. Those pupils who are mobile during secondary education may have more severe or acute problems, for example a higher proportion of secondary than primary schools reports mobility due to factors such as permanent exclusion, children being taken into care, bullying etc (Demie, 2002). Older pupils may also have greater problems adjusting to the routines and rules of school life, and fitting in to the curriculum and examination pathways.

The Headteachers' Survey findings

- The vast majority – 92%, of headteachers who responded thought that it was either very or fairly important for schools to address mobility issues.
- It confirms that high mobility in the LEA's schools is strongly associated with
  - social deprivation
  - family break-up
  - temporary accommodation and other rented housing occupied by low-income families
  - refugees
  - asylum seekers
  - homeless families
  - parents fleeing violence
  - parents moving in and out of the area

- unaccompanied children joining relatives
- migration within the EC
- other overseas migrants
- exclusions and families moving for job reasons.

- Some schools already have good practices and use a wide range of different strategies and initiatives to address mobility issues including
  - staff training
  - parental involvement
  - devising guidelines on mobility issues
  - statistically analysing and tracking pupil performance to inform policy

  and new forms of class or pupil organisation including
  - the introduction of setting
  - language support for bilingual mobile pupils
  - literacy and numeracy initiatives.
- High levels of inward and outward mobility have a significant impact on school planning and organisation, attendance and overall performance.

Activity 2: The nature and causes of mobility in Lambeth schools

A study of pupil mobility in Lambeth: nature, causes and implications

- Pupil mobility in Lambeth, as in inner London generally, is far greater than in England as a whole.
- Lambeth's average mobility rate in the primary phase is close to the inner London average, whereas in secondary it is slightly higher.
- Over half the 59 Lambeth primary schools are in the top quarter of schools nationally in respect of mobility rates.
- Half the ten Lambeth secondary schools are in the top quarter of schools nationally in respect of mobility rates.
- 1,340 children joined Years 2–6 in Lambeth's primary schools during 2002/03, while 1,400 left before the normal leaving age. Half of the late admissions joined just 12 schools.
- 362 pupils joined Years 8–11 in Lambeth's secondary schools during 2002/03, while 325 left before the normal leaving age. Half of the late admissions joined just two schools.
- In primary schools overall, mobility diminished in the older age groups, though individual schools experienced high levels of movement in Years 5 and 6.
- In secondary schools, Year 9 had the most movement and Year 11 the least, but the pattern varied markedly from school to school.
- 83% of children 'on the move' in the primary phase joined community schools, some of which had very high mobility rates. Mobility rates in Church of England schools spread across the range from high to low, while Catholic schools were all in the lower half of the range.
- In the secondary phase, the two schools taking in the largest number of pupils were community schools, though two other schools in the top half of the mobility range were church schools.

Causes of pupil mobility

- Migration of families from other countries, mostly as labour migrants and asylum seekers, is a principal reason for children joining Lambeth schools at non-routine times: initial arrival, subsequent housing moves and return overseas (temporarily or permanently) all contribute to pupil mobility.
- Movement of homeless families into and out of temporary accommodation and ultimately into permanent homes also generates a great deal of mobility in schools, as

do other Council allocations, transfers and assisted movement out of London. There is some overlap between this and the previous category.

- Women's refuges are a locus of frequent movement by mothers and children which affects nearby schools.
- The outward migration of families in or into the private housing sector accounts for some school departures, associated with various factors including employment and concerns about secondary schooling.
- Unaccompanied children coming from overseas to live with relatives or other adults and children moving between parents or other adults within the UK form a significant group of mobile pupils.
- Numerous other causes and circumstances contribute to movement in the Lambeth school system, including exclusions, parents transferring children to other institutions and the arrival and departure of Travellers.
- Lack of fluency in English, disrupted education and/or limited prior education are the experience of many of the children identified above, as are stressful home circumstances.

Activity 3: Successful strategies to minimise the effects of mobility on achievement

Administration

- There is a strong case for the LEA to undertake a co-ordinating role in admissions, simplifying the task of finding places for parents and children, reducing the burden on individual schools, and providing reliable information which would help the Education Welfare Service (EWS) to reduce the periods of time which children spend out of school and to monitor the welfare of children on waiting lists.
- The LEA could support schools identifying any IT training needs and supplying the appropriate training.

Outward mobility

- The transfer of records is often a lengthy process; delays may mask important child protection issues and may also result in children being allocated more than one UPN.
- There is currently some variation in procedures adopted by schools when children have left but no request for records has been received. The LEA can help reduce the current confusion by circulating information on the procedures for the use of the DfES database for pupils taken off roll.
- There is a need at the national level for agreement on the date for logging outward mobility.

Pastoral

- It is important to make provision for the induction of all non-routine admissions. Many of the arrangements for new arrivals with EAL can usefully be extended to their English native speaker peers.
- Exit policies should be developed which recognize the need for both leavers and those who stay behind to say goodbye.
- Support structures should be offered to children, such as adult and child buddy schemes.
- There is a need for a common approach to questioning pupils and their parents about their previous experience of school, and ensuring that mechanisms are in place for drawing important matters to the attention of the relevant members of staff.
- The active involvement of parents in identifying and solving problems should be encouraged.

Teaching and learning

- Teachers need to take time to establish what children have done in previous schools and to carefully explain the expectations of the new school.

- If access to the curriculum is to be ensured, accurate initial assessment is a high priority.
- The situation of EAL pupils is particularly challenging.
  - Bilingual support is essential in the initial assessment of children's prior learning. The availability of someone who speaks the home language of the new admissions not only makes it possible to be more confident of the quality of information recorded but also greatly reduces the amount of time required to collect it.
  - In schools with high levels of mobility where resources are stretched to the limit, the needs of stage 1 and stage 2 learners will inevitably be prioritised over those of stage 3 and stage 4 learners. The failure to address this issue, however, is likely to remain a significant factor in the ongoing under performance of many EAL children.
- Planning, target setting and monitoring are highly complex issues in schools with high mobility: the population for whom targets are set at the beginning of the year, and which forms the basis for the next assessments, will have undergone important changes by the end of the year. Schools understand the need to track the performance of individuals and groups of pupils over time. Any tracking system therefore needs to be frequently updated.
- Teachers in the case study schools were very sensitive to the social needs of their pupils, but need continuing support in planning to meet their curricular needs..
- Members of staff were deployed in the case study schools in such a way as to maximize the available resources, with imaginative use of EMAG staff, teaching assistants and external help. The main curriculum focus for additional support should be literacy, but also prioritising speaking and listening.
- Schools will need to think 'outside the box' in attempts to respond to student needs, e.g. in moving to a flexible curriculum; or using new technology to motivate student learning across the curriculum.
- In schools with high levels of mobility, new admissions may result in pressures on teaching time which schools need to plan for.

Conclusion

This research has established that pupil mobility in Lambeth is very high compared to national figures. It has shown that mobile pupils in the borough's schools are under-performing in national tests compared with non-mobile pupils, a cause for concern for both policy-makers and schools.

It has also shown that many of these mobile pupils are from low income backgrounds. Many are living in poor or temporary housing. Some have experienced major disruption in their home lives and education. Significant numbers speak English as an additional language.

The achievement levels of mobile pupils appear to be related to background factors such as these rather than to changing schools *per se*. Having joined a school, their rate of progress in relation to their previous achievement, during ks2 is comparable to that of others from similar backgrounds, but less than that of their stable peers in secondary schools.

If these children are to overcome barriers to achievement and fulfil their potential, action is required at national, local and school level. The particular needs and difficulties identified in this study need to be focused on and strategies applied which have already proved successful.

Recommendations

The Department for Education and Skills

1 There is an obligation on schools and LEAs to use the available resources in the most efficient and effective way. Nevertheless, targeted additional funding is required to meet the range and volume of needs, and to raise the achievement in schools with high levels of mobility. This funding should be targeted at the following areas:

1.1 The additional administrative support required to deal with admissions and record-keeping.

1.2 The additional pastoral support associated with the induction of non-routine admissions; responding to children who may have serious emotional and behavioural difficulties related to mobility; building good relations with children and parents; and liaison with a range of agencies and departments in the wider community.

1.3 Support for the additional demands made on teaching and support staff in establishing routines, assessment, and planning, target setting and monitoring.

1.4 Ongoing support for those pupils whose English is above beginner level but who would benefit form English language support. There is currently insufficient funding to offer the needs of this group.

1.5 The needs of small schools should be considered. Relatively small numbers of children arriving at non routine times can be difficult to support in a one form entry primary school if they speak little English and have had limited prior education. Secondary schools and large primary schools have more scope than small primary schools to develop flexible responses, including the grouping of pupils and the matching of learning support to assessed needs.

1.6 The non-human costs of mobility, such as workbooks, pencils and folders for each new child and the printed information provided to prospective parents/carers and pupils, in translation where necessary, should be considered. There are also items not returned when families leave, often at short notice and, in particular, the books retained by departing children.

1.7 Work associated with mobility undertaken by the LEA itself is costly. Schools with high mobility are, for instance, more likely to require additional advisory support. Strategies to spread non- routine admissions more equitably across schools and ensure that every child finds a school place demand a pro-active admissions team with sufficient staff to liaise regularly with schools and support parents/carers. Following up leavers who 'disappear' requires significant human resources.

2 Procedures associated with the administration of non-routine admissions need to be reviewed with regard to:

2.1 A date for logging outward mobility. This needs to be clarified at national level. Information on outward mobility should be collected routinely through PLASC.

2.2 The Common Transfer Form, which needs to be improved in terms of accessibility. Consultation on this needs to include attention to issues of software compatibility.

3 New research to examine in further detail the relationship between mobility and attainment. The current study did not differentiate between those pupils who made one and those who made two or more moves during a key stage.

The Local Authority

1 The Local Authority should adopt a more strategic approach to the issue of mobility in relation to schools and other services. It is important to appoint individuals to be responsible for liaison with named partners from a range of other departments such as Housing, Health and Social Services and agencies, such as National Asylum Support Service (NASS).

2 An officer forum, comprising those LEA individuals and the named partner in the other departments and agencies, should be set up and convened on a quarterly basis to exchange information and consider issues. An action plan should be considered by the council to implement this recommendation.

3 The LEA should use data provided by different council departments to assist in the planning of provision for mobile pupils and their families. It should encourage the different admission authorities in the LEA to co-operate in the monitoring of pupil admissions to schools.

4 By serving as a central collection point for information, the LEA could offer an accurate picture of school places, which would help the EWS to reduce the periods of time children spend out of school and identify child protection issues more rapidly.

5 The LEA should routinely collect data on outward mobility. It needs to ensure that schools are aware of the current procedures for using the DfES database for pupils taken off roll to reduce the current confusion as to when to remove pupils from the school roll.

6 Data on inward and outward mobility should be taken into account when allocating funding.

7 Schools need further support to manage the impact of mobility as well as possible, using available resources effectively. By working more closely with schools to identify and support their IT training needs, the effectiveness of record keeping could be improved.

Schools

1 Schools need to have in place policies for the admission, induction and exit procedures and assessment of pupils at non-routine times.

1.1 Interpreters should be provided wherever necessary for admissions and assessment when children and/or their parents/carers speak English as an additional language.

2 Schools need to use assessment data effectively to identify underachieving groups, set targets and track pupil progress.

2.1 Appropriate procedures should be in place for monitoring the progress of specific groups of mobile pupils such as pupils who move frequently, pupils with EAL, and those with SEN.

3 Knowledge about family and educational backgrounds is obviously important in relating to pupils and fostering their achievement. Information on the backgrounds of individual pupils joining schools needs to be disseminated to appropriate members of staff.

4 When considering staffing arrangements, take into account the time required for planning and collaboration.

5 Steps should be taken to ensure that all new non-routine admissions are given equal induction support.

6 Schools should work together in sharing good practice for managing mobility and information exchange on ongoing issues. Attention should be given to offering appropriate training to all staff and creating a bank of teaching and learning resources.

Activity 1

Pupil mobility and educational achievement in Lambeth schools

Feyisa Demie
Head of Research and Statistics,
Lambeth Education

Steve Strand
Senior Assessment Consultant,
Nfer Nelson

What is pupil mobility?

Pupil mobility refers to movement into or changes of school, either once or on repeated occasions, at times other than the normal points at which children start or finish their education at a school. The causes of pupil mobility are wide and varied. In some instances mobility results directly from parental occupation or lifestyle (e.g., armed forces families, fairground employees, Travellers etc.). In other instances mobility may be associated with more specific events, such as the job promotion or relocation of parents, family break-up, exclusion from school, and refugee or asylum seeker status.

Whatever the cause, there is a widespread assumption that pupil mobility disrupts education, either directly in terms of curriculum continuity and progression, or indirectly through domestic stress or poor social adjustment. For example, Ferri (1976: 82) observes:

> *It seems likely that the problems of adapting to a new school environment, with different curricula, teachers, teaching methods and organisational practices, together with the challenge of making new friends, is a potentially disturbing experience for a young child; and repeated upheavals of this nature might well be found to have an adverse effect on one or other aspect of their development.*

Why the interest in pupil mobility?

Pupil mobility is a hot issue within education. Articles in the Times Educational Supplement continue to highlight the concerns of headteachers about the association between pupil mobility and attainment in national tests and examinations. In particular, these focus on the possible adverse effect that mobile pupils may have on school performance (league) tables, formula funding, school target setting, the interpretation of benchmarking data and 'value added' analyses of pupil progress. For example, it is difficult to evaluate the progress of a cohort (value added) or to make projections for their future attainment (target setting), when a significant proportion is likely to change school on a regular basis.

At a national level, the project funded by the Nuffield Foundation and supported by the Department for Education and Skills (DfES) funded on Pupil Mobility in Schools (Dobson & Henthorne 1999; Dobson, Henthorne & Lynas, 2000), highlights the wide range of causes of pupil mobility, the variation in mobility across schools and the lack of sufficient national data on levels of pupil mobility. Most recently, in evidence to the Fourth Report of the Education & Employment Select Committee (1999: para. 24), Her Majesty's Chief Inspector reported that high pupil mobility was 'one of the greatest problems, if not the greatest problem, that any school can face'. From January 2000, the Office for Standards in Education (Ofsted) started to collect data on the number of mobile pupils in all schools inspected, and now asks inspectors when making their judgements to 'consider whether high pupil mobility affects the picture of the school's performance' (Ofsted, 1999: 29) and 'whether pupils' education has been disrupted by frequent changes of school' (p36). Similarly, Ofsted (2002: 6) notes that 'secondary schools in London have double the level of mobility of secondary schools elsewhere', and 'all (secondary) schools with mobility above 15% have average GCSE scores below the national average'. However, it also notes that 'the relationship between pupil mobility and attainment is complex. It is difficult to isolate the effect of pupil mobility on attainment because it often occurs alongside other factors such as disrupted family life' (p4).

Is pupil mobility associated with low attainment?

At first view, the relationship between pupil mobility and attainment appears relatively clear cut. For example, Dobson & Henthorne (1999) present several case studies from English schools and local education authorities (LEA) showing strong negative associations between pupil mobility and performance in national tests and public

examinations. Some LEA research also appears to identify mobility as a factor related to low attainment (e.g. Alston, 2000; Demie, 2002). However, these studies tend to be either small scale or fail to control for the effect of other pupil factors known to be related to attainment, such as socio-economic circumstances.

Several large-scale controlled studies have concluded there is only a weak relationship between mobility and primary school performance. Douglas (1964: 29) using data from the National Survey of Health and Development, acknowledged that

> *children who are trying to adjust to new schools and new teachers, and also at the same time to new homes and the problems of finding new friends, have temporary difficulties with their work.*

Yet in comparing pupils' performance at ages 8 and 11, he concluded that 'school progress is not affected by frequent moves during the primary school period'. Ferri (1976), utilising data from the National Child Development Study (NCDS), reports that children who had attended three or more schools up to age 11 had significantly lower reading and mathematics attainment at age 11, and were less well socially adjusted, than those who had attended only one or two schools. The effect was statistically significant but substantially smaller than the effect of social class, parental aspirations, family size, and free school meals (FSM).

Blane (1985), using the same NCDS dataset, looked at the effect of mobility on progress in mathematics between age 7 and age 11, whilst also controlling for home circumstances, sex and type of school. He reports that one change of junior school did not effect progress in mathematics but that two or more changes did, although the effect was 'trivial' when compared with the effect of socio-economic circumstances. Similarly, Blane, Pilling & Fogelman (1985) report that mobility has no effect on reading or mathematics attainment at age 16 once prior attainment at age 11, sex, entitlement to FSM and social class are controlled. The Value Added National Project (Tymms, 1996) was also able to evaluate the effect of mobility on progress between age 7 and 11. In their sample around 18% of pupils had moved schools between ages 7 and 11, over and above simply changing from infant to junior school. However, in analysing progress between ages 7 and 11, Tymms (1996: 17) concludes that

> *although the differences between the stable and mobile groups were statistically significant, the size of the differences were minimal when compared with the differences between schools.*

Not all the well-controlled studies report null results. For example Blane (1985) reports some significant interaction effects, with mobility having a small adverse effect on mathematics attainment at age 16 for pupils from manual social class groups but not those from non-manual groups. Straits (1987), working with a national sample of 3,334 teenagers in the USA, also reports an interaction effect, with mobility appearing to adversely affect only the progress of children with less-educated parents. Other USA research has indicated mobile pupils have an increased likelihood of high school dropout (Aston & McLanahan, 1994) and repeating grades (Simpson & Fowler, 1994). Strand (2002) tracked the progress of over 6,000 pupils in an inner London LEA, from baseline assessment at age 4 through to end of KS1 national tests at age 7. Changing school during the key stage had no effect on progress in reading and writing. However, mobility was reported to affect progress in mathematics between the ages of 4 and 7, although the size of the effect was extremely small compared with the impact of other factors, such as SEN, social disadvantage, ethnicity and fluency in English language.

The Strand (2002) study raises an important distinction related to the reasons for mobility, particularly pertinent for an inner London LEA. Mobility that simply reflects a change of school within the UK appears to have only minimal impact on educational progress. However, where the mobility concerns new entrants to the country, as refugees,

asylum seekers or for economic factors, then the effects on attainment were pronounced even after controlling for other factors. These pupils faced substantial social and cultural adjustments, beyond a simple change of school.

The need for further research

It thus seems to be the case that the apparently large association between pupil mobility and attainment may be substantially reduced or even eliminated when studies control for the influence of a range of other pupil background and contextual factors. For example, differences in attainment at age 11 between pupils who have been stable and those who have moved during junior school may largely be explained by differences between the groups in earlier test scores at age 7 before they moved (Schaller, 1976; Blane, 1985; Douglas, 1964; Tymms, 1996).

The research undertaken as part of this activity is important for a number of reasons. First, no study to date appears to have systematically evaluated the relative influence of factors alongside mobility, such as English as an additional language (EAL), entitlement to, FSM, and ethnicity, on attainment at age 7, 11, 14 and 16, and none has investigated the effects of pupil mobility on educational progress between the ages of 7–11, 11–14 and 14–16 years. Second, recent studies in the LEA and elsewhere suggest that mobile pupils are more likely than non-mobile pupils to be high on disadvantage factors and that their relatively low attainment is strongly associated with factors such as low income, special educational needs (SEN), fluency in English and FSM (Demie 2002; Strand 2002). It is important to recognise that mobility is one in a conglomerate of factors that affects academic achievement. Finally, there is little research into the range and variation of levels of mobility across schools using trend data. There was thus a need for a large-scale study of the pattern of mobility rates in schools, including the relative impact of a wide range of variables on pupils' educational achievement and progress. Such a study has important implications for the development of educational strategies for raising achievement and for the allocation of resources at national and local levels.

The aims of the research

This part of the research project examines the relationship between pupil mobility and educational achievement in end of KS1 tests at age 7, KS2 tests at age 11, KS3 tests at age 14, and GCSE/GNVQ public examinations at age 16, for all pupils from Lambeth LEA schools. The LEA has also provided a range of additional information on these pupils including prior national test results, FSM, sex, stage of SEN, ethnic group and stage of fluency in English. It asks the following questions:

- What is the range and variation in mobility rates across schools?
- Are school mobility rates consistent over time?
- Do mobile and stable pupils differ in terms of social and educational characteristics such as entitlement to FSM, stage of SEN, and stage of fluency in English?
- What are the differences in levels of attainment at the end of KS1, KS2, KS3 and GCSE between mobile and non-mobile pupils in schools?
- Is there any association between pupil mobility and attainment at the end of the key stage tests or public examination at age 7, 11, 14 and 16? Do differences in attainment between mobile and stable groups remain significant after controlling for additional social factors?
- Is there an association between pupil mobility and educational progress during each key stage? To what extent can any differences in educational progress be ascribed to change of school?

Part 1: Extent of pupil mobility, performance of mobile and stable pupils

This part of the research examines the performance of mobile pupils between 1998 and 2003 in Lambeth schools. The first section looks at the range and variation in pupil mobility across the LEA schools. Next the performance of four cohorts of pupils at KS1, KS2, KS3 and GCSE is analysed by the mobility factor to illustrate the effect of pupil mobility on educational attainment. The final section discusses the extent of pupil mobility in schools and the implications of the empirical evidence for school improvement strategies.

The LEA has collected, over a period of time, pupil level information, including performance at all key stages by subject, data on FSM, fluency in English, date of admission, ethnic background, mobility rate and SEN. For example, the sample for 2002 consisted of 2,520 pupils who completed KS1, 2,438 pupils at KS2, 1,531 pupils at KS3 and 1,401 pupils at GCSE.

Range and variation in pupil mobility rate across LEA schools

Fig 1: **Average mobility rates in LEA schools**

	KS2 cohort		GCSE cohort	
year	pupils	%	pupils	%
2000	2,403	21	1,225	21
2001	2,402	24	1,352	–
2002	2,438	23	1,303	22
2003	2,464	24	1,401	19

Fig 2: **Range of mobility rates in LEA schools**

	KS2 cohort *2000–2003 average*		GCSE cohort *1999–2004 average*	
mobility rate%	schools	%	schools	%
0–5	1	1.8	1	10.0
6–10	12	21.4	1	10.0
11–15	12	21.4	2	20.0
16–20	5	8.9	1	10.0
21–25	12	21.4	1	–
26–30	8	14.3	3	30.0
31–35	5	8.9	–	–
over 35	1	1.8	1	10.0
average mobility		24.00		21.0

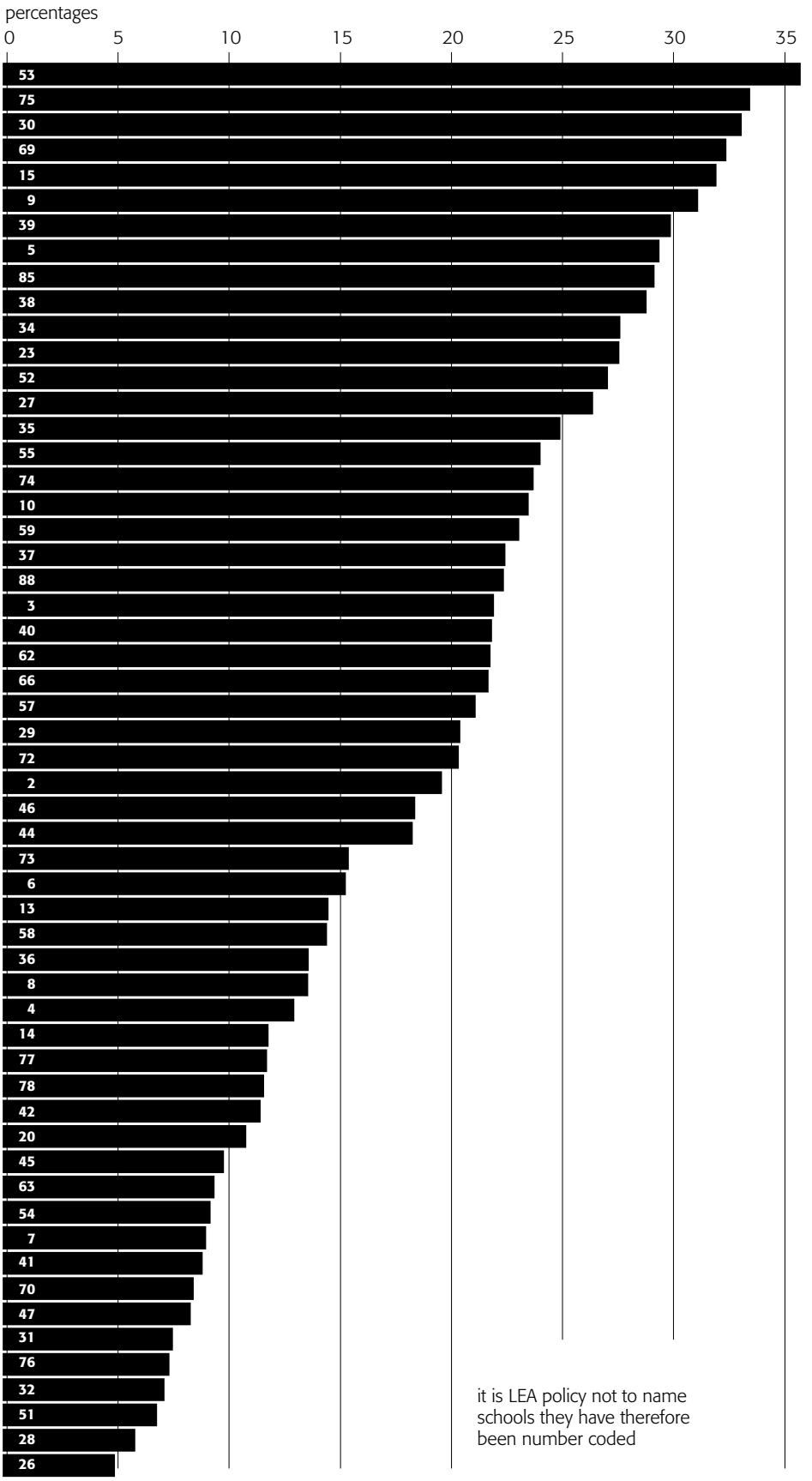
Trends

- The 2003 analysis is based on the results of 2,464 pupils who completed KS2, and 1,401 pupils at GCSE. Of these, 24% of the pupils were mobile at KS2 and 19% at GCSE. Similar trends were observed between 2000 and 2002.
- There is a variation of mobility rate between schools. For example, a four-year average between 2000 and 2003 shows about 23% of the primary schools had a mobility rate of less than 11%, 66% of the schools had a mobility rate between 11–30% and 11% of schools had more than 30% mobility at KS2. The pattern of the mobility rate at GCSE was similar, with 20% of schools having less than 11%, 60% schools between 11% and 30%, and 10% of schools over 30%.
- The variation in pupil mobility rate across primary schools is shown below, Figs 3 and 4. The data here show that the present average mobility figures conceal a wide variation between individual schools. For example, in 2003 the mobility rate ranged between 46% and 3% at KS2 in primary schools and between 56% and 2% in secondary schools.

It is interesting to note here the degree of year-to-year consistency in schools' mobility rates using three years' moving average.

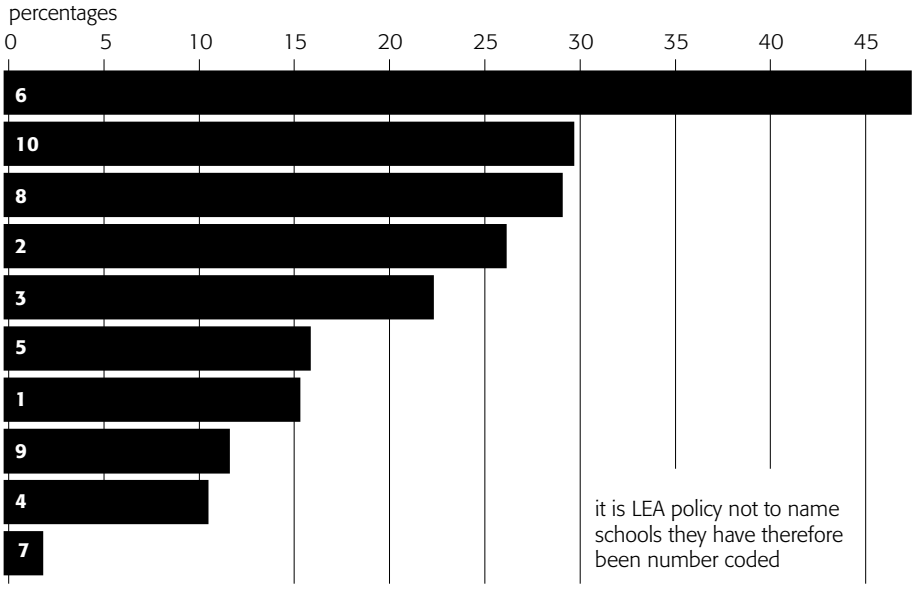
Table A5 and Table A6 page 117, present three years' moving average of mobility rate between 1998 and 2003 for primary and secondary schools respectively. It is apparent from the moving average of the whole school that those with high mobility in one year tend to have high rates in subsequent years. Similarly, schools with low rates continue to do so in subsequent years.

Fig 3: **Primary schools: variation in pupil mobility rates, 2000–2003 average**



The corresponding figures for secondary schools, taking into account four years' average between 2000 and 2003, shows that schools had mobility rates as high as 47%, with the 2003 figures ranging from 56% to 3%. Primary and secondary schools experience particularly high levels of mobility.

Fig 4: **Secondary schools: variation in pupil mobility rates, 2000–2003 average**



Social background of mobile pupils in schools

Three factors that are helpful in understanding the nature of mobility were considered – eligibility for FSM, levels of fluency in English and ethnic background. The pattern conforms to prior expectations about mobile pupils, given what is known about social deprivation and the nature of pupils' mobility within the LEA, as discussed above.

Fig 5: **Social background of mobile pupils percentages for 2000**

	KS2 cohort		GCSE cohort	
Social background	non-mobile	mobile	non-mobile	mobile
eligible for free school meals	43%	53%	45%	55%
bilingual stage 1–3	18%	31%	13%	42%
bilingual stage 1–4	28%	39%	31%	51%
English speakers only	72%	61%	66%	49%

These findings confirm that mobile pupils are somewhat more disadvantaged. For example, the table shows that about 53% of KS2 mobile pupils were eligible for FSM compared with 43% of those who are non-mobile. A similar pattern was found at GCSE, where 55% of mobile pupils were eligible for FSM, compared with 45% of non-mobile pupils. In addition, the data confirms that mobile pupils in the LEA were more likely to be bilingual with EAL than were those who had been at the same school throughout.

Pupil mobility and educational achievement

The findings of this study are compelling; they confirm that pupil mobility is a major issue for Lambeth LEA and its schools, and is likely to remain so for the foreseeable future. The main findings from the key stage and GCSE evidence are summarised below, Fig 6.

Fig 6: **Performance of mobile and non-mobile pupils at KS1, KS2, KS3 and GCSE**
in percentages

		2002			2003		
key stages	subject	non-mobile	mobile	% difference	non-mobile	mobile	% difference
KS1 *level 2B+*	writing	58	36	+21	57	38	19
	reading	66	46	+21	63	43	20
	maths	75	54	+21	66	48	18
	average	66	45	+21	62	43	19
KS2 *level 4+*	English	71	53	+18	77	51	26
	maths	70	54	+16	72	48	24
	science	84	68	+15	86	59	27
	average	75	58	+17	78	52	16
KS3 *level 5+*	English	59	37	+21	60	31	29
	maths	57	35	+21	62	35	27
	science	57	31	+26	58	29	29
	average	58	34	+23	60	31%	29
GCSE	5+A*-C	42	25	+17	44	21%	22
	5+A*-G	89	69	+20	90	68%	22
	1+A*-G	96	86	+10	97	83%	14

Data used in this study to compare the performance of mobile and non-mobile pupils at different key stages suggests that the average performance of mobile pupils is significantly below that of the non-mobile pupils.

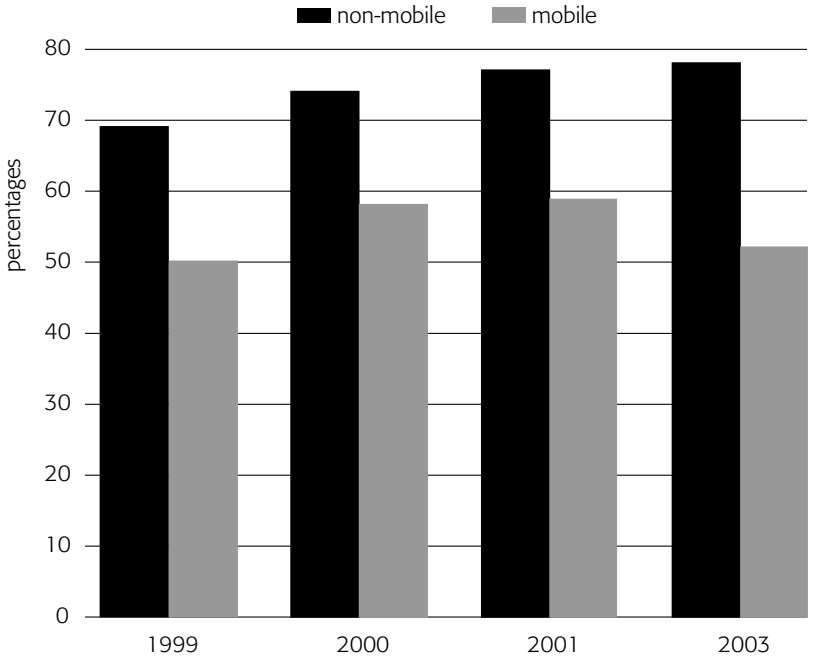
Table A7 on page 119 and Table A9 on page 121 also present school by school performance for KS2 (1998–2003) and GCSE (2000–2003). In almost all schools the performance of mobile pupils is significantly below that of non-mobile pupils thus confirming the underachievement of the mobile group in Lambeth schools. The trend performance data in Appendix A, page 113, also show that there is a wide variation in performance between individual schools.

In a small minority of schools, mobile and non-mobile pupils performed at similar levels, or mobile pupils performed better than stable pupils. However, the present analysis does not show whether this situation is related to the disadvantaged nature of the stable pupils, the presence of more able mobile pupils, or deliberate efforts to address mobility problems. However, since these schools have mobility rates of between 3% and 5%, it is reasonable to argue that they are oversubscribed. Furthermore, the prior attainment data of children who are admitted to the schools suggests that they are able children.

Fig 6 shows there were wide differences in performance between key stages. At KS1, about 62% of non-mobile pupils achieved level 2B or above compared with 43% of the mobile group. At KS2 about 78% of pupils who had experienced non-mobile schooling throughout KS2 achieved level 4 or above, compared with 52% of mobile pupils.

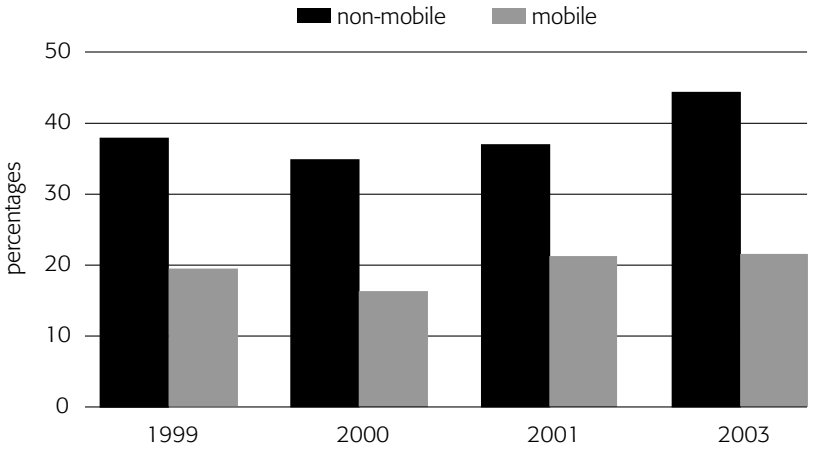
The differences between mobile and non-mobile pupils at KS2 are illustrated below, Fig 7.

Fig 7: **KS2 performance of mobile and non-mobile pupils, 1999–2003**



A similar pattern of performance was observed for KS3 and GCSE, Fig 8. The results confirmed that, on average, 60% of KS3 non-mobile pupils achieved the expected level compared with 31% of the mobile group and about 44% of GCSE non-mobile pupils achieved 5 + grade A*–C compared with 21% of the mobile pupils, *see graph below*.

Fig 8: **GCSE performance of mobile and non-mobile pupils 1999–2003**



There was a steady decline in average performance, as pupils spent less time in the primary and secondary schools where they were tested. Fig 9 clearly illustrates this point, showing that, on average, pupils who spent all of KS2 in the same school, achieved better than Year 4 arrivals, who in turn achieved better than Year 5 arrivals, and that pupils who arrived in the year of the KS2 tests has the lowest levels of attainment. Fig 10 shows that those pupils who had been in the school for the whole GCSE period did markedly better than others who joined schools in later years. However, the most marked differences in attainment were observed for those pupils who joined the school in Year 11 at GCSE.

Fig 9: **Table 5: KS2 performance by length of time spent in schools**

KS2 joining time	1998	1999	2000	2001	2002	2003
Year 3 or before	60%	69%	74%	77%	75%	78%
Year 4	49%	60%	60%	66%	64%	67%
Year 5	45%	46%	58%	59%	61%	48%
Year 6	31%	40%	50%	48%	43%	42%

Fig 10: **GCSE Performance by length of time spent in schools**

	GCSE results									
	1999		2000		2001		2002		2003	
joining time	5+ A*–C	5+ A*–G	5+ A*–C	5+ A*–G	5+ A*–C	5+ A*–G	5+ A*–C	5+ A*–G	5+ A*–C	5+ A*–G
Year 7	37%	93%	35%	89%	37%	87%	42%	89%	44%	90%
Year 8	24%	92%	19%	81%	27%	67%	29%	73%	23%	65%
Year 9	15%	81%	20%	72%	29%	79%	29%	77%	19%	81%
Year 10	20%	76%	14%	65%	16%	60%	22%	69%	22%	67%
Year 11	13%	78%	11%	28%	12%	35%	18%	54%	21%	50%

Summary of findings

In this section we examined the relationship between pupils' mobility and educational achievement. The findings are compelling and a number of conclusions may be drawn from the key stage and GCSE evidence.

- The average mobility rate at KS2 was 24% and 21% for the GCSE cohort. These figures conceal a wide variation between schools. For example, among primary schools the mobility rate at KS2 was as high as 40% and as low as 3%. The corresponding high and low figures for secondary schools were 56% and 2% respectively. Both primary and secondary schools experience particularly high levels of mobility, which has obvious implications for school management and the funding of the LEA and its schools.
- Data used in this study to compare the performance of mobile and stable pupils at different key stages suggest that the average performance of mobile pupils was significantly below that of the non-mobile, often by as much as 50%. There were wide differences in performance between key stages. At KS2, about 78% of pupils who had experienced stable schooling throughout KS2 achieved level 4 or above, compared with 52% of mobile pupils. A similar pattern of performance was observed for GCSE. Here too, the results confirmed that, on average, about 44% of stable GCSE pupils achieved 5+ A*–C compared with 22% of mobile pupils.
- There was a steady decline in average performance as pupils spent less time in the primary and secondary schools where they were tested.

Overall, the findings show that mobile pupils are underachieving compared with non-mobile pupils. The under performance of mobile groups remains a cause for concern and this is obviously an issue that policymakers and schools need to address. There is also a need for strategies to be developed to raise levels of achievement among the mobile group.

Part 2: The relative magnitude of mobility on educational progress

The first part of this study does not systematically evaluate the relative influence of factors such as fluency in English, FSM and ethnicity on pupils' educational attainment and progress. There is therefore a need for further analysis of background factors in order to investigate the effects of pupil mobility on educational progress at all key stages. This part of the study looks in detail at the relative magnitude of the effect of mobility. It uses effective size and multilevel modelling techniques to measure the extent to which any differences in attainment between mobile and stable groups remain significant after controlling for the additional background factors.

Methodology

Some general information on methodology pertinent to all the four key stage analyses is offered before presenting the results.

Definition of pupil mobility

For the purpose of this report, a stable pupil is one who has been in the same school for the whole of the relevant key stage. Conversely a mobile pupil is any pupil who has joined the school partway through the relevant key stage.

An important distinction needs to be made between mobile pupils who have a baseline result for the relevant key stage and those who do not. For example, in the analysis of KS2 results, a distinction is made between mobile pupils who do and do not have prior end of KS1 assessment results. By searching the national Department for Education and Skills (DfES) School to School website, which contains the national test results for all pupils in schools in England, we were able to find prior key stage results not only for pupils from Lambeth schools but from all primary schools in England. We could therefore determine if mobile pupils had completed a baseline measure for the relevant key stage at any school in England. We were able to tell if a pupil had been present for an assessment, even if they were disapplied or were absent from the tests and so had no actual test scores.

http://www.teachernet.gov.uk/

The importance of this search is that it allowed us to identify pupils who are highly likely to be new arrivals to the country. A very small proportion may be pupils who have entered Lambeth LEA schools from the independent school sector or from other parts of the UK such as Scotland or Northern Ireland. However, given the Lambeth context, the majority of these pupils are likely to be new arrivals in the UK. In some of the tables below, these pupils are referred to as the *new entrants group* in contrast to pupils with a prior baseline result who are termed the *school transfer group*.

Outcome measures

The educational outcomes analysed in this report are the national end of key stage test scores at KS1, KS2 and KS3, and GCSE/GNVQ public examinations at age 16 (end of KS4). At each key stage, the association between mobility and attainment was explored separately for each end of key stage test, as well as for average performance across all three tests. A total of 16 different outcome measures was used across all four key stages.

Points scores

For the national tests, the results are coded as 'points scores' using the conversion described in the DfES (2003a) Autumn Package. Pupils who were disapplied or absent from the tests were disregarded in the analysis for the relevant test. Pupils who were disapplied or absent for all three tests were also disregarded from the APS analysis.

Normal scores

In all cases the test and examination scores have been subject to normal score transformations prior to analysis. This has two main benefits:

- it corrects the significant non-normal distribution in the scores for many of the outcomes. This is essential where parametric, multivariate statistical analyses that assume a normal distribution are used.
- It places all the outcomes on a common scale, with each outcome having a mean of 0 and a standard deviation (SD) of 1. It is therefore possible to compare the relative impact of a factor such as mobility on separate subjects within each key stage and to make comparisons about the relative impact of mobility at different key stages.

It is straightforward to convert from normal scores back into the original units of analysis, in this case 'points scores'. For example, the SD of the KS1 average points score (APS) is approximately 4 points. If boys achieve a mean score of –0.25 on the normalised variable, this indicates that they are on average scoring 0.25 SD below the mean for KS1 APS, or $(0.25 \times 4) = 1$ 'points score' below the mean.

TGAT months

Unfortunately, points scores have little meaning outside the field of educational measurement. However, the original Task Group on Assessment and Testing (TGAT) report (DES, 1987) suggests that the assumption should be that the average pupil would progress through a National Curriculum level in two years. We can therefore see a level as representing 24 TGAT months. The conversion of levels in 'points scores' (DfES 2003a) divides a level into 6 points, and therefore each point score can be seen as representing 24/6 = 4 months of progress.

1 level = 6 points = 24 TGAT months

1 point = 4 TGAT months

We will sometimes report results in TGAT months as well as in normal scores, so that readers may have a firm grasp on the size of the effects.

For KS4, we will also report the normal scores results as GCSE points. Each GCSE point refers to a grade, e.g., A*=8, A=7, B=6 etc. GCSE grades are well-understood by the educational community, including pupils, teachers and parents.

Effect size

The effect size for each variable is also calculated and reported in some analyses. This is similar in interpretation to normal scores. However, effect sizes allow continuous variables (such as prior attainment scores or the percentage of pupils entitled to FSM) to be reported on the same scale as binary variables (such as sex, FSM, EAL etc).

Statistical analysis

The analytic method used in this report is multivariate multiple regression analysis. Three statistical models are applied to explore the associations between pupil mobility and educational attainment/progress, each allowing a progressive refinement of the question of the relationship between pupil mobility and educational attainment.

Model 1: Simple association of mobility and attainment (base model)

The first model enters only mobility as an explanatory factor for end of key stage attainment. This is the base model, and shows the association between mobility and attainment. This therefore answers the question: Is there any association between pupil mobility and attainment at the end of the relevant key stage?

Model 2: Unique effect of mobility on educational attainment (contextual model)

Pupil mobility is itself statistically associated with other pupil background factors. For example, mobile pupils have been shown to be more likely to be entitled to FSM, to have an identified SEN, to be absent during Year 2, to have EAL and to require greater support in learning English (Strand, 2002).

This model therefore considers the effect of pupil mobility while simultaneously controlling for a range of other pupil background variables, including:

- sex
- age
- entitlement to a FSM
- ethnic group
- stage of SEN, from 1 *in-school identification* to 5 *has a statement of SEN*
- stage of fluency in English for pupils with EAL, from 1 *complete beginner* to 4 f*ully fluent in English*
- interactions between the above factors
- school composition factors, such as the proportion of pupils entitled to FSM, etc.

The contextual model is important to establish the independent association between mobility and attainment. This model therefore allows us to answer the question: Is there a unique association between pupil mobility and attainment, after we have controlled for a range of other pupil background variables?

Model 3: Unique effect of mobility on educational progress (value added model)

This model is applied to the end of KS2, end of KS3 and GCSE results. It includes all the explanatory factors listed above, but also a prior attainment score from the start of the relevant key stage. It therefore explores the impact of pupil mobility and the other explanatory variables on pupil progress during the course of the key stage.

This allows us to answer the question: Does pupil mobility have a unique effect on pupils' progress during the relevant key stage?

Fig 11: **Variables and values included in the statistical models**

pupil level variables	value	label
mobile	0	same school, whole of key stage
	1	changed school during key stage
prior attainment		APS at start of key stage
pupil age		age in completed months at end of key stage
sex	0	boy
	1	girl
FSM entitlement	0	not entitled
	1	entitled
stage of fluency in English for EAL pupils	0	mono-lingual English speaker
	1	beginner
	2	considerable support
	3	some support
	4	fully fluent in English and home language
stage of SEN	0	no SEN
	1	initial identification/remediation by class teacher
	2	lead taken by school SENCO
	3	involvement of external agencies
	4/5	undergoing full assessment or has a statement
ethnic group	0	English/Scottish/Welsh
	1	African
	2	Bangladeshi
	3	Caribbean
	4	Chinese
	5	Indian
	6	Pakistani
	7	Vietnamese
	8	other black
	9	other white, including Greek, Irish and Turkish
	10	Portuguese
interaction terms		separate terms for two-way interactions between all the above variables

School level variables	value label
% entitled to FSM	%
% mobile pupils	%
% pupils with SEN 1–5	%
% pupils fluency stage 1–3	%
average prior points score	

Mobility at key stage 1 – results

The KS1 dataset

Attainment data were available on 2,448 pupils from 59 Lambeth primary schools who completed KS1 national tests in summer 2002, together with other pupil background data. For the purpose of investigating effects at KS1, pupils joining the school at any time during KS1 (i.e. Year 1 or 2) were considered 'mobile'. The mean and the SD for the points scores on each of the four outcomes evaluated at KS1 are shown below.

When '34' Infant and Juniors amalgamated during 2001/02, all pupils were given a new date for admission to the merged school; all Year 2 pupils in 2002 were therefore recorded as joining in Year 1. '34' Infant School is therefore excluded from the analysis table.

Fig 12: **Minimum, maximum, mean, and SD for the four KS1 outcome measures**

points score	N	minimum	maximum	mean	SD
KS1 reading	2434	3	21	14.9	4.7
KS1 writing	2434	3	21	13.7	4.0
KS1 maths	2433	3	21	15.7	4.1
KS1 APS	2435	3	21.0	14.8	3.9

Extent of mobility at KS1

404 of the 2,448 pupils (16.5%) joined their schools during KS1 (Year 1 or 2). The stable pupils had joined their schools in reception or even nursery class. Because of the absence of a national baseline score at the start of the key stage (the national Early Years Profile was only introduced in May 2003), it was not possible to determine which mobile pupils had arrived from other English nursery/primary schools and which had arrived from outside England.

Associations between mobility and attainment at KS1 (base model)

Fig 13 shows the simple association between mobility and KS1 attainment. Mobility has a strong and highly significant negative association with KS1 attainment. Mobile pupils have a KS1 APS –0.45 of an SD below the stable pupils. The SD of the KS1 APS is 3.9 (see Fig 12); thus the effect equates to (–0.45*3.9) or 2 points. More meaningfully, this can be expressed as around eight TGAT months less by mobile pupils compared with their stable peers. The negative association with mobility is consistent across the KS1 reading, writing and mathematics tests.

Fig 13: **Mean normal score for mobile pupils in three multivariate regression models for KS1**

	KS1 APS	KS1 reading test	KS1 writing test	KS1 maths test
raw: mean score for mobile pupils	-0.45	-0.41	-0.42	-0.34
context: mean score after control for all other pupil/school factors	-0.34	-0.31	-0.33	-0.25
progress: mean score after control for prior attainment plus other pupil/school factors	not available	not available	not available	not available

The unique effect of mobility on attainment at KS1 (context model)

This model considers the effect of mobility while simultaneously controlling for other pupil background variables such as sex, entitlement to FSM, ethnic group, SEN stage, the stage of fluency in English and school composition factors such as the proportion of pupils entitled to FSM, and the proportion of pupils with SEN.

Table A1, page 112, gives a full breakdown of the pupil background factors separately for the stable and the mobile groups.

The effect of mobility is reduced quite substantially, by around 25% for KS1 APS, and by a similar amount for each of the separate subjects. The association with KS1 APS is reduced to –0.34 SD, or approximately 5 TGAT months. This reflects the fact that mobility is itself statistically associated with background factors, most notably entitlement to FSM and EAL pupils' stage of fluency in English.

Fig 14: **Effect sizes for contextualisation of KS1 APS**

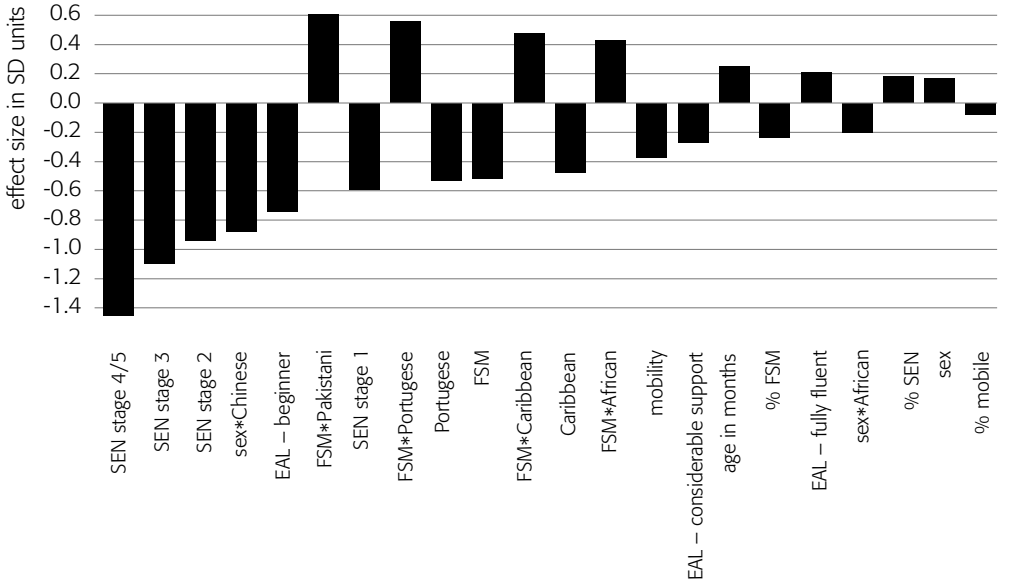


Fig 15: **Regression coefficients and effect size for contextualised model of KS1 APS**

variable	regression coefficients	statistical significance p<	effect size
intercept	0.474	0.000	
SEN stage 4/5	-1.340	0.000	-1.45
SEN stage 3	-1.009	0.000	-1.09
SEN stage 2	-0.867	0.000	-0.94
sex*Chinese	-0.808	0.048	-0.88
EAL – beginner	-0.681	0.000	-0.74
FSM*Pakistani	0.558	0.056	0.61
SEN stage 1	-0.544	0.000	-0.59
FSM*Portuguese	0.513	0.004	0.56
Portuguese	-0.488	0.000	-0.53
free school meal	-0.475	0.000	-0.52
FSM*Caribbean	0.440	0.000	0.48
Caribbean	-0.438	0.000	-0.48
FSM*African	0.393	0.000	0.43
mobility	-0.344	0.000	-0.37
EAL – considerable support	-0.248	0.000	-0.27
age in months	0.116	0.000	0.25
% FSM	-0.007	0.000	-0.24
EAL – fully fluent	0.191	0.006	0.21
sex*African	-0.187	0.044	-0.20
% SEN	0.007	0.000	0.18
sex	0.153	0.021	0.17
% mobile	-0.004	0.048	-0.08

Fig 14 and Fig 15 illustrate the relative impact of different pupil background factors on pupils' KS1 average test score. While mobility has a significant impact, it is clear that SEN, ethnicity and language fluency have substantially larger impacts. Conversely, much is often made of the importance of sex differences in performance in national tests and examinations. However, the effect associated with mobility (0.34 SD) is almost twice as large as the impact for sex, which shows a mean score for girls 0.15 SD higher than the score for boys.

The unique effect of mobility on progress during KS1 (value-added model)

No baseline measure of attainment on entry to KS1 was available in the Lambeth dataset. It is not therefore possible to consider the question of the possible influence of mobility on progress during KS1. It is also not possible to distinguish between those mobile pupils who may have entered from other schools in England and those mobile pupils who may have entered from outside the UK during the key stage. We will need to look at the results for KS2, KS3 and GCSE to have an indication of the possible effects of mobility on progress.

Conclusions KS1

We have seen that mobility has a statistically significant and substantial impact on attainment in national tests at the end of KS1. The effect is reduced somewhat when we consider mobility alongside other pupil background factors, but is still statistically significant. However, because of the absence of a baseline measure we are not able to assess the effect of mobility on progress during KS1. The lower attainment at KS1 may therefore simply reflect low levels of attainment before pupils actually moved.

We next consider the results for KS2, KS3 and GCSE, where it is possible to measure the possible effects of mobility on progress during these key stages.

Mobility at key stage 2

The KS2 dataset

Attainment data were available on 2,279 pupils from 59 Lambeth primary schools who completed KS2 national tests in summer 2002, together with data on their prior attainment at the end of KS1 and other pupil background data. For the purpose of investigating effects at KS2, pupils joining the school at any time during KS2 were considered 'mobile'. Where the transfer was from an infant school to a linked junior school, this was treated as mobility, and applied to four schools in 2002.

All Lambeth primary schools now serve ages 4–11. Infant school 'X' and '7' Junior are nominally separate schools. All pupils who completed KS2 tests at '7' Junior had transferred from Infant School 'X', and there was no other inward mobility in the next four years. The two schools are therefore treated as one for the purpose of mobility. In the period leading up to the 2002 tests, there were still some junior schools, and Y3 transfers to '62', '19', '34' and '88' Junior Schools considered mobile. 'Y' Primary was dropped from the analysis as all pupils were given a single date of admission when the infant and junior schools merged in September 2001.

Fig 16: **Minimum, maximum, mean, and SD for the four KS2 outcome measures**

test points score	N	minimum	maximum	mean	SD
KS2 English	2268	15	39	26.2	5.19
KS2 maths	2269	15	39	26.2	5.32
KS2 science	2279	15	39	27.7	4.54
KS2 APS	2263	15	37	26.7	4.52

Extent of mobility at KS2

779 of the 2,279 pupils (34.2%) joined their schools during KS2. A majority of the mobile pupils (n=520; 22.8%) had completed KS1 assessments and joined from other schools in England. However, a significant minority (n=259; 11.4%) did not have prior KS1 results and therefore are likely to have entered from schools outside England.

Associations between mobility and attainment at KS2 (base model)

Fig 17 shows the simple association between mobility and KS2 attainment. Mobility has a strong and highly significant negative association with KS2 attainment. Mobile pupils have a KS2 APS per –0.42 of a SD below the stable pupils. Converting back to 'points score' this equates to –2.2 points, or a notional eleven TGAT months less progress than their stable peers. The negative association with mobility had equal impact across all three subjects at –0.35 of a SD.

Fig 17: **Mean normal score for mobile pupils in three multivariate regression models – KS2**

	KS2 APS	KS2 English test	KS2 maths test	KS2 science test
raw: mean score for mobile pupils	-0.42	-0.35	-0.35	-0.35
context: mean score after control for all other pupil/school factors	-0.23	-0.19	-0.20	-0.20
progress: mean score after control for prior attainment plus other pupil/school factors	-0.01 *not significant*	-0.00 *not significant*	-0.01 *not significant*	-0.01 *not significant*

The unique effect of mobility on attainment at KS2 (context model)

This model considers the effect of mobility while simultaneously controlling for other pupil background variables such as sex, entitlement to FSM, ethnic group, SEN stage, the stage of fluency in English and school composition factors such as the proportion of pupils entitled to FSM, and the proportion of pupils with SEN. The effect of mobility is reduced quite substantially, 45%, for the KS2 APS, and by a similar amount for each of the separate subjects. For KS2 APS, the impact of mobility is reduced to –.23 SD units, or 5 TGAT months less progress. Again this reflects the fact that mobility is itself statistically associated with background factors, most notably entitlement to FSM and EAL pupils' stage of fluency in English.

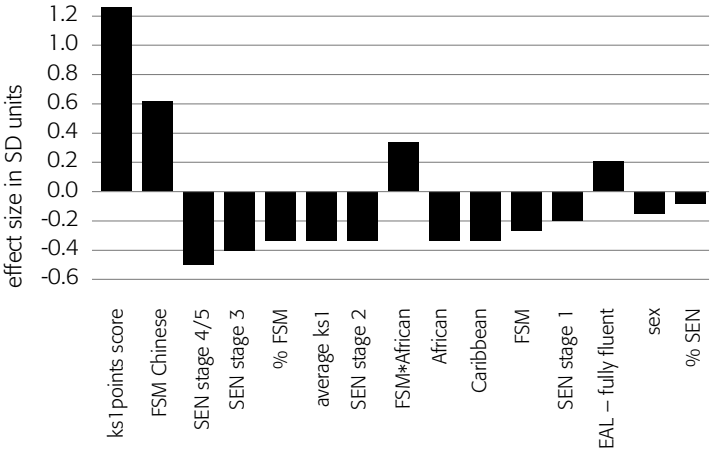
Table A2, , page 112, gives a full breakdown of the pupil background factors separately for the stable and the mobile groups.

The unique effect of mobility on progress during KS2 (value-added model)

This model considers all the above factors, but also includes the pupil's average KS1 test score, and the composition variable of the schools' average KS1 points score, to determine the impact of mobility on progress during KS2.

A full tabulation of all the statistically significant coefficients, and their effect sizes, for each of the four KS2 outcomes is shown in Fig 19. Only statistically significant variables are shown.

Fig 18: **Effect sizes for all the variables with a statistically significant impact on KS2 APS**



To aid clarity, regression coefficients and their effect sizes are only shown where the coefficients are statistically significant ($p<.05$). Variables where there were no statistically significant coefficients have been removed from the table.

Fig 19: **Regression coefficients and effect sizes for progress from KS1 to KS2**

	regression coefficient				effect size			
variable	APS	English	maths	science	APS	English	maths	science
intercept	0.963	0.740	0.719	0.846				
KS1 points score	0.558	0.462	0.474	0.383	1.21	1.04	1.06	0.86
age in months								
sex	-0.132		-0.197	-0.164	-0.14		-0.22	-0.18
FSM	-0.234	-0.154	-0.170	-0.214	-0.25	-0.17	-0.19	-0.24
EAL – considerable support		-0.264		-0.211		-0.30		-0.24
EAL – some support			0.140				0.16	

Fig 19: **Regression coefficients and effect sizes for progress from KS1 to KS2** *continued*

	regression coefficient				effect size			
variable	APS	English	maths	science	APS	English	maths	science
EAL – fully fluent	0.135		0.205		0.15		0.23	
SEN stage 1	-0.179	-0.171	-0.136	-0.115	-0.19	-0.19	-0.15	-0.13
SEN stage 2	-0.285	-0.304	-0.215	-0.193	-0.31	-0.34	-0.24	-0.22
SEN stage 3	-0.372	-0.467	-0.308	-0.181	-0.40	-0.53	-0.35	-0.20
SEN stage 4/5	-0.474	-0.460	-0.356	-0.431	-0.51	-0.52	-0.40	-0.48
African	-0.274		-0.275		-0.30		-0.31	
Caribbean	-0.267	-0.199	-0.225	-0.153	-0.29	-0.22	-0.25	-0.17
sex*Caribbean				0.156				0.17
sex*Portuguese		-0.305				-0.34		
FSM*African	0.277	0.175	0.239	0.198	0.30	0.20	0.27	0.22
FSM*Bangladeshi			-0.596				-0.67	
FSM*Chinese	0.574				0.62			
FSM*Indian	2.256	1.550	1.887	1.740	2.45	1.75	2.11	1.95
% FSM	-0.009	-0.008	-0.005	-0.011	-0.33	-0.30	-0.20	-0.39
% SEN	-0.003	-0.003			-0.07	-0.08		
% EAL 1–3		-0.002				-0.07		
average KS1 score	-0.417	-0.274	-0.310	-0.445	-0.33	-0.22	-0.25	-0.36

The most substantial variable associated with KS2 APS is KS1 APS. Various other pupil factors have a substantial impact, including some interactions between ethnic groups and FSM. Some school composition measures, such as the percentage entitled to FSM and the average KS1 score, also have a significant impact. However, further discussion of these effects is beyond the scope of the present activity. The key point here is that mobility is not included among the factors with a significant effect on pupil progress during KS2.

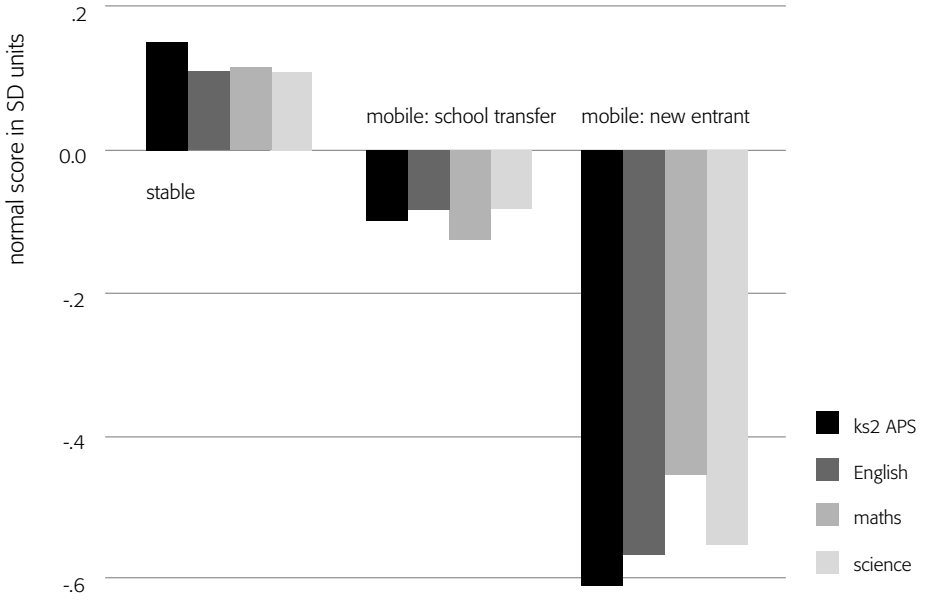
Conclusions KS2

We have seen that mobility has a statistically significant and substantial impact on attainment in national tests at the end of KS2. The effect is reduced by half (from –.42 to –.23) when we consider mobility against other pupil context factors, but is still statistically significant. However, when considering progress between KS1 and KS2, mobility does not have a statistically significant effect.

Why is the effect of mobility so much less pronounced on pupil progress than on raw attainment?

The explanation seems to lie with the causes of mobility. If we look at the effect of mobility on KS2 separately for those pupils with a prior KS1 assessment (school transfer group) and those pupils without a prior KS1 assessment (new entrants), the difference is extremely marked, Fig 18. The negative association between mobility and attainment is on average four to five times greater for the new entrants compared with the school transfer group.

Fig 20: **Association of mobility with attainment separately for those mobile pupils with and without a prior KS1 assessment**



The new entrants presumably come from schools outside England and, given the Lambeth context, in most cases, probably came from outside the UK. This interpretation is confirmed by the fact that approximately 47% of the mobile pupils without a KS1 score were at one of the three stages of learning English, compared with only 22% of those with a KS1 result and only 17% of the stable group. This finding is explored further in Discussion, page 37.

see Table A3, page 112.

Mobility at key stage 3

The KS3 dataset

Attainment data were available on 1,353 pupils from Lambeth secondary schools who completed KS3 national tests in summer 2002, together with data on their prior attainment at the end of KS2 and other pupil background data. For the purpose of investigating effects at KS3, pupils joining secondary schools in the autumn term of Year 7 were considered the stable group. Pupils joining after the autumn term of Year 7, and during Years 8 and 9 were defined as the mobile group. Fig 21 shows the mean and the SD for the points scores on each of the four outcomes assessed at the end of KS3.

Fig 21: **Minimum, maximum, mean, and SD of points scores for the four KS3 outcome measures.**

test points score	N	minimum	maximum	mean	SD
KS3 English	1325	21	51	31.7	6.73
KS3 maths	1292	15	57	32.4	7.88
KS3 science	1302	15	51	31.1	6.75
KS3 APS	1339	15	49	31.6	6.48

Extent of mobility at KS3

174 of the 1,353 pupils (12.9%) joined their schools during KS3, at some point after the autumn term of Year 7. A minority of these pupils (n=72, 5.3%) had completed KS2 assessments and joined from other English schools. However, the majority (n=102, 7.5%) did not have prior KS2 results and therefore are likely to have entered from schools outside England.

Associations between mobility and attainment at KS3 (base model)

Fig shows the simple association between mobility and KS3 attainment. Mobility has a strong and highly significant negative association with KS3 attainment. Mobile pupils have a KS3 APS –0.38 of a SD below the stable pupils. This equates to –2.5 points, or a

notional 10 TGAT months less progress than their stable peers. Looking at the separate subjects, the negative association with mobility is most pronounced for science (–0.40 of a SD) and slightly lower for English (–0.29 of a SD).

Fig 22: **Mean normal score for mobile pupils in three multivariate regression models – KS3**

	KS3 APS	KS3 English test	KS3 maths test	KS3 science test
raw: mean score for mobile pupils	-0.38	-0.29	-0.32	-0.40
context: mean score after control for all other pupil/school factors	-0.41	-0.33	-0.33	-0.45
progress: mean score after control for prior attainment plus other pupil/school factors	-0.20	-0.22	-0.12 *not significant*	-0.22

The unique effect of mobility on attainment at KS3 (context model)

This model considers the effect of mobility while simultaneously controlling for other pupil background variables such as sex, entitlement to FSM, ethnic group, SEN stage, and the stage of fluency in English, and school composition factors such as the proportion of pupils entitled to FSM and the proportion of pupils with SEN. The association of mobility with attainment is not reduced by contextual factors, in contrast with the results at other key stages. This may reflects the fact that while the mobile group are more likely to have EAL and need support in English, they are also less likely to be eligible for FSM or to have identified SEN.

Table A3, page 112, gives a full breakdown of the pupil background factors separately for the stable and the mobile groups.

The unique effect of mobility on progress during KS3 (value-added model)

This model considers all the above factors, but also includes the pupil's average KS2 points score, and the composition variable of the secondary schools' average KS2 points score, to determine the impact of mobility on progress during KS3. A full tabulation of all the statistically significant coefficients, and their effect sizes, for each of the four outcomes is shown below. Fig 24 shows the effect sizes for all the variables with a statistically significant impact on KS3 APS.

Fig 23: **Regression coefficients and effect sizes for progress from KS2 to KS3**

Regression coefficients and their effect sizes are only shown where the coefficients are statistically significant ($p<.05$). Variables where there were no statistically significant coefficients have been removed from the table

variable	regression coefficient				effect size			
	APS	*English*	*maths*	*science*	*APS*	*English*	*maths*	*science*
intercept	-0.053	-0.026	0.016	-0.217				
mobility	0.197	0.215		0.216	0.21	0.24		0.24
KS2 average points	0.625	0.420	0.625	0.580	1.35	0.95	1.40	1.30
age in months			-0.056				-0.13	
sex		0.396				0.45		
FSM	-0.163	-0.265			-0.18	-0.30		
EAL – considerable support				-0.263				-0.29
EAL – some support								
EAL – fully fluent	0.129	0.160	0.128		0.14	0.18	0.14	
SEN stage 1	-0.261	-0.387	-0.183		-0.28	-0.44	-0.20	
SEN stage 2	-0.369	-0.497	-0.260	-0.302	-0.40	-0.56	-0.29	-0.34
SEN stage 3	-0.386	-0.426	-0.350	-0.285	-0.42	-0.48	-0.39	-0.32
SEN stage 4/5	-0.470	-0.614	-0.421	-0.292	-0.51	-0.69	-0.47	-0.33
Caribbean		0.205				0.23		
Chinese	0.540		0.947		0.59		1.06	
Indian	0.408		0.545		0.44		0.61	
sex*Chinese	-0.635	-0.665			-0.69	-0.75		
sex*Indian	-0.839			-0.903	-0.91			-1.01

Fig 23: **Regression coefficients and effect sizes for progress from KS2 to KS3** *continued*

variable	regression coefficient				effect size			
	APS	*English*	*maths*	*science*	*APS*	*English*	*maths*	*science*
sex*other white	0.255				0.28			
FSM*Bangladeshi				-0.713				-0.80
FSM*Indian			-0.637				-0.71	
FSM*Pakistani		1.074				1.21		
FSM*Portuguese	0.484		0.508	0.537	0.53		0.57	0.60
% FSM			0.006	0.005			0.20	0.16
% SEN	-0.006		-0.007		-0.16		-0.19	
average KS2	0.294	0.203	0.351		0.21	0.15	0.26	

Fig 24: **Effect sizes for variables with a statistically significant impact on KS3 APS**

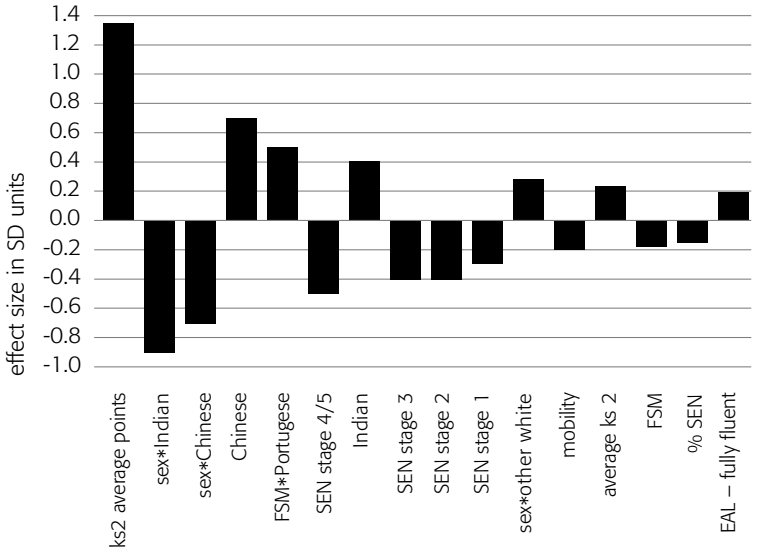


Fig 22 shows that the effect of pupil mobility is substantially reduced, from around –0.40 SD to –0.20 SD, when account is taken of prior attainment as well as pupil background. However, mobility still has a statistically significant negative impact on the average KS3 points score, with mobile pupils, on average, making roughly 1.3 points or 5 TGAT months less progress than stable pupils.

Mobility did not have a statistically significant effect on progress in mathematics, although there was a significant negative effect ($p<.05$) on progress in English and science, again approximately –0.2 SD or 5 TGAT months less progress than stable pupils.

Because of the substantial number of students without a prior KS3 score, the mobile group in this analysis consists of only 52 pupils, or 4.7% of the 1,091 pupils with complete data included in the 'progress' analysis. We therefore need to exercise some caution in the interpretation of the results.

Fig 24 allows us to compare the magnitude of the effect for mobility against the effect size for the other variables in the model. Mobility has only a modest impact relative to prior attainment, SEN and some ethnic groups. However, the effect size for FSM is of a roughly comparable size.

Conclusions KS3

We have seen that mobility has a statistically significant and substantial impact on attainment in national tests at the end of KS3. The effect is reduced when we consider progress during the key stage, but is still statistically significant. However, it is relatively small compared with other influences such as prior attainment, SEN and ethnicity.

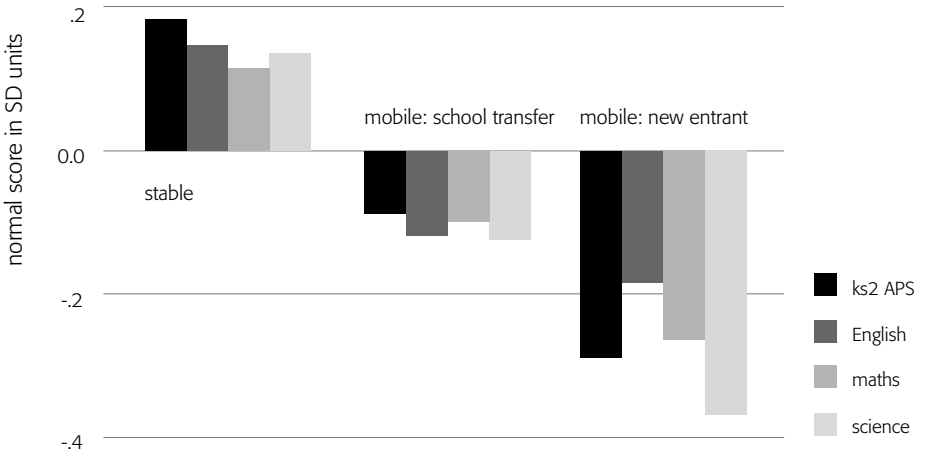
Why is the effect of mobility so much less pronounced on pupil progress than on raw attainment?

Again the issue may lie with the reasons for the mobility. Fig 25 plots the mean KS3 points score separately for the

- stable group
- mobile pupils with a prior KS2 score *mobile: school transfer*
- mobile pupils without a prior KS2 score *mobile: new entrants*.

The differentiation between the groups is extremely marked. On average, the negative association between mobility and attainment is over three times greater for the new entrants group compared with the school transfer group.

Fig 25: **Association of mobility with attainment at the end of KS3 separately for stable pupils and mobile pupils with and without a prior KS2 test result**



The new entrant group has arrived from schools outside the maintained sector in England and, given the Lambeth context, in many cases will probably have come from schools outside the UK. This is reflected by the fact that approximately 38% of the new entrants group were at one of the three stages of learning English, compared with only 10% of the school transfer and 15% of the stable group. This finding is explored further in Discussion, page 37.

See Table A3 on page 115

Mobility at key stage 4

The KS4 dataset

Data were available on 1,244 pupils from Lambeth secondary schools who completed GCSE examinations in summer 2002, including information on their prior attainment at the end of KS3 and other pupil background data. Data were available, too, on the year students joined the school. For the purpose of investigating effects at KS4, pupils joining the school in Years 10 or 11 were defined as the mobile group. Fig 26 shows the mean and the SD for the points scores on each of four GCSE outcomes.

Fig 26: **Minimum, maximum, mean, and SD for the four GCSE outcome measures**

descriptive statistics	N	minimum	maximum	mean	SD
GCSE English	1244	0	8	4.15	1.96
GCSE maths	1244	0	8	3.65	1.84
GCSE double science	1244	0	8	3.27	2.13
GCSE APS per entry	1244	0	8	3.77	1.63

Extent of mobility at KS4

133 of the 1,244 pupils (10.7%) joined their schools during KS4. A minority of these pupils (n=40, 3.2%) had completed KS3 assessment at a previous school. However, the majority (n=93, 7.5%) did not have any KS3 results and appeared to have entered from schools outside England.

Associations between mobility and attainment at GCSE (base model)

Fig 26 shows that pupil mobility has a strong and highly significant association with GCSE results. Mobile pupils have a GCSE APS per entry –0.61 SD, or roughly one full GCSE grade, lower than stable pupils. For the separate GCSE subjects, mobile pupils scored from –0.65 SD or 1.25 GCSE grades lower in English, to –0.42 SD or 0.75 of a GCSE grade lower in mathematics, than stable pupils.

Fig 27: **Mean normal score for mobile pupils in three multivariate regression models at GCSE**

	GCSE APS	GCSE English	GCSE maths	GCSE science
raw: mean score for mobile pupils	-0.61	-0.65	-0.42	-0.56
context: mean score after control for all other pupil/school factors	-0.45	-0.48	-0.26	-0.45
progress: mean score after control for prior attainment plus other pupil/school factors	-0.28	-0.21 *not significant*	-0.08 *not significant*	-0.23

The unique effect of mobility on attainment at KS4 (context model)

This model considers the effect of mobility while simultaneously controlling for other pupil background variables such as sex, entitlement to FSM, ethnic group, SEN stage and the stage of fluency in English, and school composition factors such as the proportion of pupils entitled to FSM and the proportion of pupils with SEN. The effect of mobility is reduced quite substantially, by around 25% for the GCSE APS, English and science, and by 38% for mathematics. This reflects the fact that mobility is itself statistically associated with background factors, most notably entitlement to FSM and EAL pupils' stage of fluency in English.

Table A4 on page 116, gives a full breakdown of the pupil background factors separately for the stable and the mobile groups.

The unique effect of mobility on progress during KS4 (value-added model)

This model considers all the above factors, but also includes the pupil's average KS3 points score, and the school mean KS3 points score, to determine the impact of mobility on pupil progress during KS4. Fig 28 shows that the association of mobility with GCSE attainment drops even further once we take account of the KS3 APS to look at progress over the key stage. However, the effect of mobility on the GCSE APS per entry remains statistically significant.

A full tabulation of all the statistically significant coefficients, and their effect sizes, for each of the four outcomes is included as Fig 27. Fig 25 shows the effect sizes for all the variables with a statistically significant impact on the GCSE APS per entry.

Fig 28: **Regression coefficients and effect sizes for progress from KS3 to GCSE**

variable	regression coefficient				effect size			
	APS	*English*	*maths*	*science*	*APS*	*English*	*maths*	*science*
intercept	-0.273	-0.120	-0.676	-0.273				
mobility	-0.281			-0.225	-0.28			-0.24
KS3 average points	0.722	0.654	0.737	0.679	1.46	1.38	1.54	1.46
sex	0.305	0.212			0.31	0.22		
FSM		-0.161				-0.17		
EAL – beginner			0.986				1.03	
EAL – considerable support	0.535		0.424		0.54		0.44	
EAL – some support	0.265		0.252		0.27		0.26	
EAL – fully fluent	0.187		0.238	0.193	0.19		0.25	0.21
SEN stage 1		-0.160				-0.17		
SEN stage 2	-0.328	-0.273	-0.196	-0.266	-0.33	-0.29	-0.20	-0.29
SEN stage 3	-0.375	-0.295	-0.282	-0.213	-0.38	-0.31	-0.29	-0.23
SEN stage 4/5		-0.289				-0.30		
African	0.324		0.229		0.33		0.24	
Bangladeshi				0.440				0.47

To aid clarity regression coefficients and their effect sizes are only shown where the coefficients are statistically significant ($p<.05$). Variables where there were no statistically significant coefficients have been removed from the table.

Fig 28: **Regression coefficients and effect sizes for progress from KS3 to GCSE** *continued*

variable	regression coefficient				effect size			
	APS	*English*	*maths*	*science*	*APS*	*English*	*maths*	*science*
Caribbean	0.388		0.296		0.39		0.31	
Chinese	0.680				0.69			
Indian	0.640		0.915	0.513	0.65		0.95	0.55
black – other	0.279		0.326	0.274	0.28		0.34	0.30
sex*Caribbean	-0.258				-0.26			
sex*Indian	-0.560		-0.606		-0.57		-0.63	
sex*black – other			-0.318				-0.33	
sex*white – other		0.352				0.37		
Indian*FSM		0.662				0.70		
% EAL				-0.016				-0.56
school average KS3		0.305		-0.737		0.32		-0.78
% mobile pupils	-0.024				-0.28			
% SEN				0.018				0.24

Fig 29: **Effect sizes for variables with a statistically significant impact on KS2 APS**

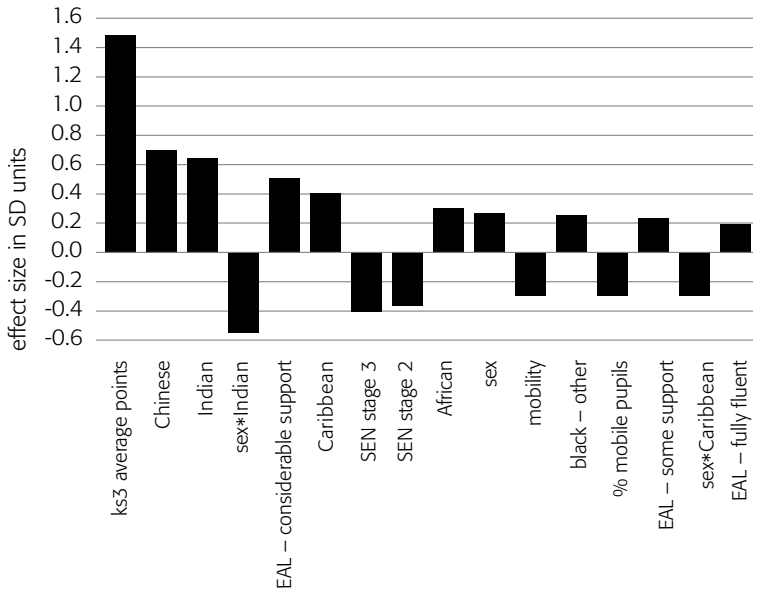


Fig 28 shows that, even after controlling for prior attainment and pupil/school context, pupil mobility is still associated with a negative effect on the GCSE APS of -0.28 SD. This equates with mobile pupils achieving roughly half a GCSE grade lower for each GCSE entry than a stable pupil.

Fig 29 compares the effect size for mobility against the effect size for the other measured variables. The largest effect sizes are for the KS3 APS, SEN, EAL-considerable support, sex and some of the ethnic groups. While not as large as some of the other effects shown, the effect is not insubstantial.

Pupil mobility did not have a statistically significant effect on progress in English or mathematics. There was a significant negative effect for science, again showing that mobile pupils tend to achieve approximately half a GCSE grade lower than stable pupils.

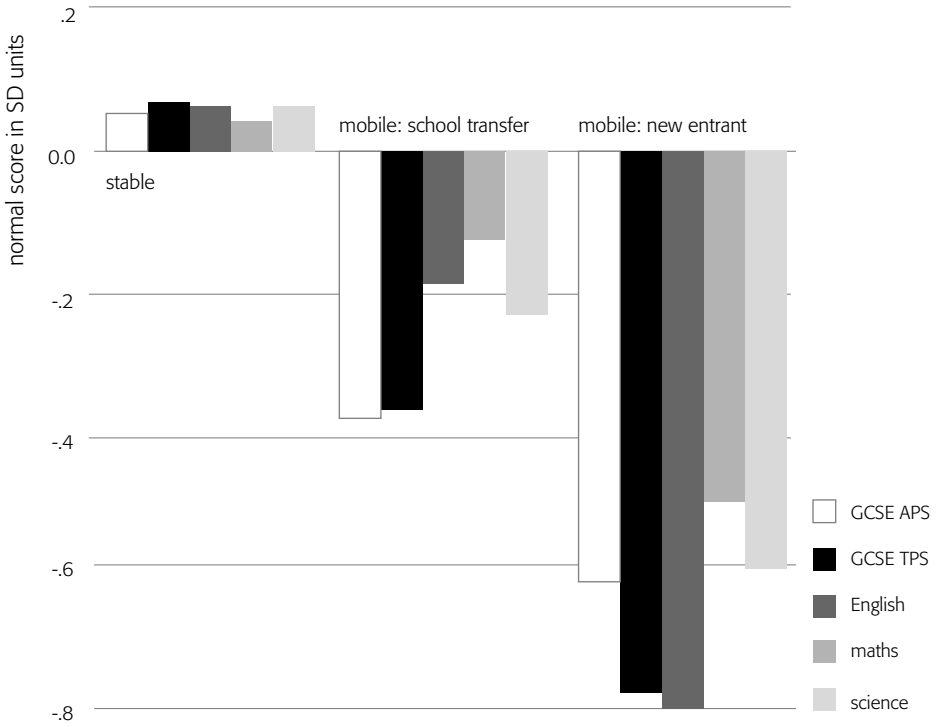
Because of the substantial number of students without a prior KS3 score, the mobile group in this analysis consists of only 35 pupils, or just over 3% of the 1,138 pupils with complete data included in the 'value-added' analysis. We therefore need to exercise some caution in the interpretation of the results.

Conclusions for KS4

We have seen that mobility has a statistically significant and substantial impact on attainment in GCSE. The effect is reduced by about half, but remains statistically significant, even in the 'value-added' model. Mobile pupils achieve around half a GCSE grade less for each GCSE entry compared with their stable peers, even after controlling for prior attainment and pupil background.

Fig 30 plots the GCSE scores separately for the stable group, the mobile pupils with a prior KS3 score (mobile – school transfer) and the mobile pupils without a KS3 score (mobile – new entrants). The differentiation between the groups is extremely marked.

Fig 30: **Association of mobility with attainment in GCSE separately for stable pupils and those mobile pupils with and without prior KS3 assessment results**



On average, the negative impact of mobility is twice as large for the group without prior KS3 results (new entrants) compared with the mobile pupils with a KS3 result (school transfer).

The new entrant group has arrived from schools outside the maintained sector in England and, given the Lambeth context, it is likely that many have also arrived from schools outside the UK. This interpretation is supported by the fact that approximately 57% of the new entrants were at one of the three stages of learning English, compared with only 19% of the school transfer and 13% of the stable group.

See Table A4 Pupil background variables by mobility status at GCSE , page 116

The data mirror those from KS2 and KS3, and suggest an important differentiation between those who may be mobile because they are recent entrants to the UK and those who may be moving schools within the UK context.

Discussion

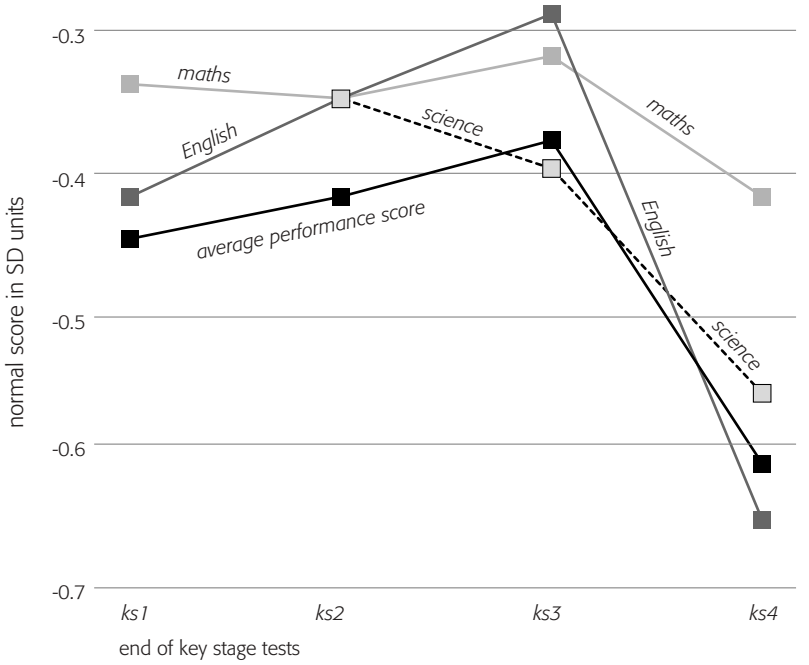
The main conclusions are:

- Pupil mobility is strongly associated with low attainment in national tests and examinations at all four key stages. It is pronounced at all key stages, but particularly at KS4.
- The negative impact is apparent both for average performance scores at each key stage and for each of the three core subjects of English, mathematics and science.
- The negative association with attainment is substantially reduced when account is taken of other pupil background factors, such as SEN, EAL pupils' stage of fluency in English, and eligibility for FSM, but remains statistically significant at all key stages.
- Pupil mobility has no association with pupil progress during KS2. After account was taken of pupil background and starting point as indicated by end of KS1 test scores, mobile and stable pupils made equivalent progress. This is consistent with previous research (Strand, 2002), indicating that change of school had no effect on progress during KS1. There is therefore no indication that changing school has a negative impact on pupil progress during primary school.
- A different picture emerges for secondary schools. Pupil mobility has a negative impact on progress during KS3 and KS4. At KS3, mobile pupils made around eight months less progress than their stable peers, and at KS4 they achieved around half a GCSE grade lower in each GCSE examination than their stable peers, after controlling for pupil background and prior attainment.
- We conclude that change of school per se is not related to low attainment. The main effect of pupil mobility is associated with pupils who arrive from schools outside England, often as refugees or asylum seekers and inter-European migrants. It would be misleading to associate the low attainment of this group with a change of school when it may more accurately be related to broader cultural and adjustment factors.

Pupil mobility and attainment in national tests and examinations

The evidence for a close association between mobility and attainment is overwhelming. Fig 31 summarises the mean performance scores at each key stage for mobile pupils, expressed in SD units. In all cases, mobile pupils achieve at least –0.30 and up to –0.60 of a SD below the mean for all pupils.

Fig 31: **Mean average performance scores for mobile pupils in end of key stage tests expressed in SD units.**



The use of SD units allows us to compare the impact of mobility at different key stages. The impact of mobility seems especially large both in the earliest and the latest years at school, i.e. KS1 and KS4. The effect is particularly marked for KS4. This replicates a previous analysis of data from London secondary schools by Kendall & Ainsworth (1996: 16) who reported that 'pupils who changed schools during KS4 attained on average, for each GCSE, a result about 1.5 grades lower than those pupils who had not changed schools'. We might hypothesise that older mobile pupils have greater problems in adjusting to the routines, rules and procedures of school life and fitting in to the schools curriculum and examination pathways. However, we first need to explore further this simple equating of pupil mobility with changing schools.

Does pupil mobility cause low attainment?

If the question is: Do mobile pupils, on average, have lower attainment than pupils who spend the whole of the key stage in the same school? then the answer is an unequivocal yes. However, if the question is: Does changing school lower attainment? then the answer must be more equivocal.

The relatively low attainment of mobile pupils was found to be strongly associated with disadvantaging background and environment factors, such as low family income, lack of fluency in the English language, a higher incidence and severity of special educational need. Pupils who joined their schools during a key stage were more at risk on all the above factors than those remaining in the same school. When the relative impact of mobility was considered alongside these variables, the difference between the stable and mobile groups reduced substantially.

The best test of the proposition that change of school per se has a role in explaining low attainment is to consider the attainment of pupils in the 'school transfer' group, who have been enrolled in English schools for the entire key stage, with pupils in the stable group. The fact that, after controls for other pupil background factors, pupils in both groups made the same amount of progress during KS2 suggests that change of school was not associated with slower progress. This finding mirrors results reported by Strand (2002) for progress during KS1 in another inner London borough.

Mobility was associated with slightly less than expected progress in KS3 and KS4. We hypothesise that older pupils have greater problems in adjusting to the routines, rules and procedures of school life, and in fitting in to the schools curriculum and examination pathways, than primary age pupils. However, the impact of mobility, relative to the other pupil factors, was still relatively small.

The largest impact of pupil mobility seems to be associated with those pupils from outside England (see Fig 18 page 28, Fig 24 page 32, and Fig 29 page 35). In inner London, migration from overseas is a significant factor. Dobson & Henthorne (1999: 59) report that 'over seven out of ten children aged between 5–15 years moving into London in the year preceding the 1991 National census had been living overseas a year before.' In Lambeth, a relatively large proportion of the mobile pupils, indeed a majority at KS3 and KS4, are refugees, asylum seekers or economic migrants entering the LEA directly from overseas. These pupils are facing substantial social and cultural adjustments; it would be misleading to interpret their performance solely in terms of changing school.

The reasons for pupil mobility

Pupil mobility is important. It is clear that, on average, mobile pupils have significantly lower attainment in national tests and examinations than their stable peers. However, pupils move school for a number of reasons, only some of which are associated with lower attainment. The current study suggests that the reason a pupil moves school, rather than the change of school itself, is probably the most important factor in relation to attainment.

As will be seen in Activity 2, refugee children who have just entered the country directly from overseas, pupils admitted following family breakdown, domestic difficulties, the imprisonment of a parent or school problems such as exclusion are more likely to experience problems. By the same token, there is little evidence to demonstrate a negative impact of mobility for children of professional and managerial workers and other high-income groups who are mobile for career reasons (Dobson & Henthorne, 1999). In the case of mobile children, parents and carers become the force for continuity. As Stratford (1993) points out, parental involvement is extremely important in protecting children from any adverse effects of mobility.

In sum, the many factors leading any individual child to change school may be more influential on the child's progress and adjustment in the new school than the specific experience of joining it.

Summary of findings

In the second part of this activity, multilevel modelling techniques were used to measure the extent to which the differences between mobile and stable pupils established in the first part of the project remained significant after controlling for the effects of factors such as fluency in English, FSM and ethnicity. The main conclusions are:

- Pupil mobility is strongly associated with low attainment in mobility, tests and examinations.
- The negative impact was apparent in average performance scores at each key stage and for English, mathematics and science.
- The negative association between pupil mobility and attainment is substantially reduced when account is taken of other pupil background factors, such as SEN, EAL pupils stage of fluency in English, and entitlement to FSM, but remains statistically significant at all key stages.
- Pupil mobility has no association with pupil progress during KS2. After account was taken of pupil background and starting point as indicated by end of KS1 test scores, mobile and stable pupils made equivalent progress. This is consistent with previous research (Strand, 2002) indicating that change of school had no effect on progress during KS1.
- A different picture emerges for secondary schools. Pupil mobility does have a negative impact on progress during KS3 and KS4. At KS3, mobile pupils made around eight months less progress than their stable peers, and at KS4 they achieved around half a GCSE grade lower in each GCSE examination they took than their stable peers, after controlling for pupil background and prior attainment.
- The level of pupil mobility is much lower in secondary schools: only just over 11% of secondary pupils were mobile, compared with around one-third of primary pupils. Those pupils who are mobile during secondary education may have more severe or acute problems, for example a higher proportion of secondary than primary schools reports mobility due to permanent exclusion, children being taken into care, and bullying (Demie, 2002). Older pupils may also have greater problems adjusting to the routines and rules of school life, and fitting in to the curriculum and examination pathways.
- We conclude that change of school per se is not related to low attainment. The main effect of pupil mobility is associated with pupils who arrive from schools outside of England, often as inter-European migrants, refugees or asylum seekers, and also migration from the Caribbean and other overseas schools to join relatives. It would be misleading to associate the low attainment of this group with change of school when it may more accurately be related to broader cultural and adjustment factors.

Policy implications

Implications for school improvements strategies

The findings of this study show that, by and large, mobile pupils are under performing compared with non-mobile pupils. The under performance of the mobile groups remains a cause for concern and obviously an issue that policymakers and schools need to address. Pupil achievement and school performance are central issues for raising standards. To fulfil this objective, schools, LEAs and Central Government have to untangle the complex web of pupil mobility and its differential effect on the performance of individual schools. We need to understand further the factors which cause mobility and the support strategies which might reduce its effects. This is an issue which is explored in depth in Activity 2, page 41.

Resource implications

The finding that changing school per se has no observable long-term effect on pupils educational attainment, at least in primary school, does not mean that pupil mobility is unimportant. Irrespective of the effect of pupil mobility on attainment, or whether the mobility occurs in primary or secondary schools, there are significant resource implications for the effective management of mobility. Substantial time has to be spent on enrolment, assessment, obtaining records, arranging SEN or language support, getting to know the parents and child, integrating the new pupil with their classmates and fostering a feeling of class identity issues which will be discussed in greater length in Activities 2 and 3. One factor that is likely to influence the educational outcomes for mobile pupils is the effectiveness of the school's policy, planning and procedures for integrating new pupils. Schools with high levels of pupil mobility need the resources to meet this challenge.

Future research

One limitation of the current study is an inability to differentiate pupils who made one move from those who may have made two or more moves during a key stage. Several studies report little difference between stable pupils and those who move school only once during junior school, but a significant decrement in the performance of those pupils who make two or more moves (Schaller, 1976; Ferri, 1976; Blane, 1985). Although the effect of mobility in these studies is non-significant once controls for other pupil background variables are included, data on the number of moves, and indeed the duration out of school during the moving process, might serve to elucidate further the relationship between mobility and attainment. Further research which looks in detail at a smaller sample of schools is clearly warranted.

In conclusion, teachers and parents need to be sensitive to the emotional and social problems that may attend changing schools, but should also be aware that these are frequently short term. We should remember, as Durkin (2000: 67) observes, that:

> *Children experience transitions as part of their school lives; they change classes and change teachers. They have frequent breaks. Teachers leave, either temporarily or permanently. New children join their class and some leave. Unknown supply teachers work with them for differing lengths of time. These changes are an accepted part of school life.*

In the primary classroom, as with much in the world of education, change is something of a constant.

Activity 2

The nature and causes of pupil mobility in Lambeth schools

Feyisa Demie
Head of Research and Statistics,
Lambeth Education

Kirstin Lewis
Teaching and Learning Consultant,
Lambeth Education

Anne Taplin
Principal Research and Statistics
Officer, Lambeth Education

Dr Janet Dobson
Senior Research Fellow,
University College London

Introduction

The research context

This part of the research project explores the nature and causes of pupil mobility and its implications for inner city schools. There was no major research in the UK on pupil mobility during the 1990s, but in recent years various studies have raised awareness of the issue. A similar range of reasons for mobility emerges from various projects. Dobson and Henthorne (1999: 77), for instance, found that 'the highest mobility rates in schools are associated with international migration, residential migration of low income families and armed forces movements'. Frequently mentioned social issues include family breakdown, voluntary transfer between schools, permanent exclusions, looked after children and other family situations (see Dobson and Henthorne, 1999: 5–60).

Data from previous research in Lambeth show similar patterns: families in temporary accommodation and social housing, new immigrants, upwardly mobile families, pupils transferring from other schools, and asylum seekers and refugees were the most frequently mentioned mobile groups (Demie, 2002). Some schools also mentioned lack of choice of good secondary schools and parents moving to be closer to better secondary schools. Others talked about children that arrive speaking and understanding no English who often move on after a year or so to be replaced by others.

There was concern that mobility statistics can be widely inaccurate within as little as a month or even a week, as places can be filled many times over during the school year. Other researchers note that in some areas, pupils are moving school without moving home due to fixed term exclusion, poor attendance, bullying or problems with behaviour (see McAndrew and Power, 2003: 26).

More recent studies have focused on the implications of high mobility on school resources and argued that the disruption caused by pupils who move places significant demand on schools, teachers and other staff. A wealth of evidence shows that high mobility causes problems with financial planning, the recruitment as well as deployment of staff and the curriculum, teaching and learning. Dobson *et al* (2000) note: 'High mobility can take up huge amounts of staff time and other resources, cause classes to be unsettled, necessitate the reorganisation of teaching groups and affect the learning of pupils'. A 2002 Ofsted inspection report confirms that pupil mobility affects the work of the school and has a significant cost implication:

> *There is a range of issues with which schools have to deal. The practical business of dealing with new intake of pupils - interviewing parents and pupils, updating records, organising induction and providing equipment and materials- is time consuming. Dealing with a trickle of newcomers from insecure and disadvantaged backgrounds is especially demanding. The school may need to take account of special educational needs for which provision is not immediately available. Some of the children arriving at the school are emotionally unsettled and need exceptional levels of support. Among other things they have been separated from friends or families. Some have little experience of schooling. (p. 6)*

In short, there is a substantial body of research evidence to show that high mobility is a major issue and has a significant impact on school resources (see Dobson *et al*, 2000; Demie, 2002; Strand, 2002; Ofsted, 2002; Mott, 2003; and DfES 2003). There is growing official recognition of the additional strains associated with mobility. The Green Paper, Building on Success (DfES 2001), considers high mobility in schools as constituting 'exceptionally challenging circumstances' and proposes extra funding for schools (see also DfES, 2003; Ofsted, 2002). It is within this context that the DfES commissioned Lambeth Education to carry out research into the reasons for pupils joining/leaving schools at non-standard times and the implications for school management and raising achievement.

Aims of the research

This study considers empirical evidence from schools in Lambeth, an inner London borough. The LEA has previously carried out extensive research on the effects of mobility on performance (see Demie, 2002) but there has been little research to improve our understanding of how and why pupils move around the education system and how this affects school provision in the authority. The current focus is therefore on the nature and causes of pupil mobility and its implications for Lambeth schools.

Although pupil mobility in schools also has implications for many important areas, such as school funding, target setting and league tables, it is only just beginning to be recognised as an important issue. Policy implications, together with strategies adopted by schools to address mobility problems, will be discussed later.

Methodological approach

Following a literature review to identify existing research findings on pupil mobility, two complementary studies were initiated in Lambeth.

- A borough-wide survey of Lambeth headteachers to obtain information and perspectives on pupil mobility in schools and on action being taken to address it.
- A study of the nature, causes and implications of mobility in Lambeth schools, drawing on statistical and documentary sources, case studies of five high mobility schools and interviews with local authority offices responsible for related service areas.

The findings of the Headteachers' Survey are reported on page 45 to page 60 with those of the second research activity, 'A study of pupil mobility in Lambeth: nature, causes and implications ' on page 61 to page 86.

1: The Headteachers' Survey

Anne Taplin
Principal Research and Statistics Officer, Lambeth Education

Feyisa Demie
Head of Research and Statistics, Lambeth Education

Kirstin Lewis
Teaching and Learning Consultant, Lambeth Education

Introduction

The views were sought of all Lambeth headteachers on the nature and causes of pupil mobility, and the implications for the target-setting process and strategies to raise achievement. Questionnaires (see Appendix B) were sent to all 80 schools and returned by four nursery schools, 43 primary schools, five secondary schools and two special schools. This represents a response rate of 66%, which is higher than would be expected of a typical postal survey. Nevertheless, it is important to remember that the results should be interpreted with caution.

The survey was divided into four:

Groups that contribute to both inward and outward mobility in schools, page 46. Reasons for pupils joining or leaving school at non-standard times. This part of the survey included details of factors contributing to pupil mobility, including housing and family situations,

Strategies to address pupil mobility in schools, page 50

Trends in mobility, page 51

Challenges for school management and raising achievement , page 52.

There was also space in each section of the survey for headteachers to add further information about specific issues that affected their school.

The causes of mobility

Overall, the findings from the analysis show that for many schools and for the LEA in general, the pupil population is in a state of perpetual flux. Evidence from this survey, and indeed from data analysed in two previous mobility surveys, shows that every year large numbers of pupils join and leave Lambeth schools at non-standard times. In many cases, this should not be surprising: well-reported political and social upheavals in Africa, Asia and Latin America inevitably lead to significant numbers of refugees/asylum seekers.

Perhaps more surprising were the large numbers of mobile pupils who originated within the European Union, in particular Portugal and Madeira; and also the large numbers of pupils moving around schools within Lambeth, whether or not this also involved a move of household. One headteacher expressed his concern about this issue in the following terms:

> *Virtually all the mobility in our school comes from other local schools. We can always fill a vacancy when a child leaves from our waiting list. However, I am very aware that in doing so we impact on other local schools.*

As always, any analysis needs to take account of the background factors that may contribute to the high levels of mobility in some schools. Previous studies in the LEA have indicated, for instance, that schools whose catchment areas coincide with the most disadvantaged parts of Lambeth have the highest levels of pupil mobility.

Fig 1: **Headteachers' views on the importance of schools to address mobility issues**

	nursery	primary	secondary	special	total	total *number*
very important	25.0%	48.8%	80.0%	0.0%	46.2%	24
fairly important	75.0%	46.5%	20.0%	0.0%	46.2%	24
not at all important	0.0%	4.7%	0.0%	100.0%	7.7%	4
total	100.0%	100.0%	100.0%	100.0%	100.0%	100
number of respondents	4	43	5	2	54	

Fig 1 demonstrates that the vast majority (92.4%) of headteachers who responded to the survey thought that it was either very or fairly important for schools to address mobility issues. 80% of headteachers in secondary schools stated that this issue was very important for their individual school. These findings support the findings of previous LEA research, which shows that pupil mobility is a major issue in Lambeth schools (see Taplin *et al*, 2002).

Groups that contribute to both inward and outward mobility in schools

Fig 2 shows headteachers' perceptions of which groups of pupils contribute to inward and outward mobility in Lambeth schools.

Fig 2: **Groups of pupils that contribute to Inward and outward mobility, autumn term 2003**
in percentages

	primary		secondary		all	
groups of pupils	*joiners*	*leavers*	*joiners*	*leavers*	*joiners*	*leavers*
children moving from closing schools	18.6	7.0	20.0	0.0	18.5	5.6
children moving to the independent sector	2.3	34.9	0.0	20.0	1.9	31.5
families moving for job reasons	30.2	55.8	50.0	60.0	31.5	53.7
families moving to secure secondary place	7.0	44.2	60.0	20.0	9.3	38.9
homeless families in temporary accommodation	53.5	46.5	80.0	40.0	59.3	51.9
overseas migrants	74.4	25.6	60.0	20.0	70.4	24.1
parents fleeing violence	41.9	32.6	60.0	20.0	44.4	35.2
parents moving in/out of the area	74.4	93.0	100.0	100.0	79.6	92.6
refugee/asylum seekers	74.4	46.5	80.0	60.0	76.0	48.1
seasonal workers	4.7	4.7	0.0	20.0	3.7	5.6
travellers	14.0	14.0	40.0	20.0	14.8	13.0
unaccompanied children joining relatives	48.8	23.3	80.0	40.0	50.0	24.1

Fig 3: **Groups of pupils that contribute to Inward and outward mobility, autumn term 2003**
in numbers

	primary		secondary		all	
groups of pupils	*joiners*	*leavers*	*joiners*	*leavers*	*joiners*	*leavers*
children moving from closing schools	8	3	1	0	10	3
children moving to the independent sector	1	15	0	1	1	17
families moving for job reasons	13	24	3	2	17	29
families moving to secure secondary place	3	19	2	1	5	21
homeless families in temporary accommodation	23	20	4	1	32	28
overseas migrants	32	11	3	1	38	13
parents fleeing violence	18	14	3	1	24	19
parents moving in/out of the area	32	40	5	5	43	50
refugee/asylum seekers	32	20	4	3	41	26
seasonal workers	2	2	0	1	2	3
travellers	6	6	2	1	8	7
unaccompanied children joining relatives	21	10	4	2	27	13
total schools	43	43	5	5	54	54

All schools – including nursery and special schools – identified parents moving in and out of the area as the most important contributory factor in both inward and outward mobility. Sometimes, of course, the same parents move numerous times. In primary

schools, refugees/asylum seekers and overseas migrants have an equally strong effect on inward mobility, while families moving for job reasons are further important contributory factors in outward mobility. In secondary schools, refugees and asylum seekers, overseas migrants, homeless families in temporary accommodation and unaccompanied children coming to join relatives were significant groups in inward mobility, and families moving for job reasons and refugees/asylum seekers played an important role in outward mobility. Seasonal workers did not appear to significantly contribute to mobility in any schools.

Headteachers were invited to comment about their own experience concerning groups of children that contributed to mobility in their schools. Primary headteachers remarked on:

- Children with SEN moving schools because parents perceive their needs are not being met at their current school.
- Parents making multiple applications to primary schools, being placed on waiting lists and then moving children as places become available in their preferred school.
- Many families leaving the area once they have acquired 'residency status' on being housed by a different LEA.
- Many parents moving their children out of London altogether, prior to the secondary transfer process.
- Children moving schools as soon as a place becomes available in a church school.

Special schools drew attention to the transfer of pupils to and from mainstream provision; a secondary school commented that 2003 had seen a particular increase in children moving into the area.

Housing situations that contribute to inward and outward mobility in schools

Fig 4: **Housing situations that contribute to pupil mobility** *in percentages*

	primary		secondary		all	
housing situation	*joiners*	*leavers*	*joiners*	*leavers*	*joiners*	*leavers*
new housing development	20.9	7.0			20.4	7.4
owner occupied housing	14.0	16.3			13.0	14.8
regeneration projects/demolition of high rise etc	9.3	7.0			9.3	7.4
movement of families around council and housing association accommodation	41.9	51.2	40.0	40.0	42.6	50.0
emergency re-housing	30.2	32.6	40.0		37.0	33.0
women's refuge	23.3	25.6	20.0		25.9	24.1
hostel for asylum seekers	25.6	20.9	20.0		31.55	24.1
other temporary accommodation, eg hostels/B&Bs	39.5	32.6	40.0		44.4	33.3

Fig 5: **Housing situations that contribute to pupil mobility** *in numbers*

housing situation	primary		secondary		all	
	joiners	*leavers*	*joiners*	*leavers*	*joiners*	*leavers*
new housing development	9	3			11	4
owner occupied housing	6	7			7	8
regeneration projects/demolition of high rise etc	4	3			5	4
movement of families around council and housing association accommodation	18	22	2	2	23	27
emergency re-housing	13	14	2		20	18
women's refuge	10	11	1		14	13
hostel for asylum seekers	11	9	1		17	13
other temporary accommodation, eg hostels/B&Bs	17	14	2		24	18
total schools	43	43	5	5	54	54

It should be noted when considering the above data that schools do not always have access to detailed information about the housing situations that affect their pupils, particularly in secondary schools. However, headteachers who were able to comment thought that, in primary schools, the housing situation that contributed most to both inward and outward pupil mobility was

- the movement of families around council and housing association accommodation,
- temporary accommodation
- emergency re-housing and
- the vicinity of a school to a women's refuge.

As one headteacher put it

> *Often they [children] have just settled in and are then re-housed out of the area. This often happens with refugees and asylum seekers.*

Another headteacher noted that the main reason for his school's mobility was

> *the poor quality and high incidence of crime associated with council housing in the area and therefore people seeking to relocate.*

Housing situations that caused pupils to move schools were less pronounced at secondary level. The movement of families around council and housing association accommodation was again cited as the most frequent cause of both inward and outward mobility. Emergency re-housing and other temporary accommodation were mentioned as reasons for pupils joining schools.

Overall, the movement of families around council and housing association accommodation was mentioned most as the housing situation most likely to cause a pupil to move school.

Few headteachers commented about specific housing situations that affected their school. The exceptions were one school whose proximity to a national training college substantially affected its pupil mobility and another school whose proximity to a hostel for asylum seekers cause dramatic roll fluctuations as pupils leave and join at short notice.

Individual/family situations related to inward and outward mobility

Fig 6: **Individual/family situations that contribute to mobility** *in percentages*

	primary		secondary		all	
individual/family situation	*joiners*	*leavers*	*joiners*	*leavers*	*joiners*	*leavers*
family breakdown/division	62.8	67.4	80.0	80.0	63.0	70.4
children taken into care	25.6	23.3	60.0	60.0	27.8	27.8
permanently excluded children	20.9	14.0	60.0	80.0	24.1	20.4
alleged bullying	34.9	16.3	80.0	40.0	37.0	16.7
home/school conflict	32.6	23.3	40.0	40.0	33.3	29.6

Fig 7: **Individual/family situations that contribute to mobility** *in numbers*

	primary		secondary		all	
individual/family situation	*joiners*	*leavers*	*joiners*	*leavers*	*joiners*	*leavers*
family breakdown/division	27	29	4	4	34	38
children taken into care	11	10	3	3	15	15
permanently excluded children	9	6	3	4	13	11
alleged bullying	15	7	4	2	20	9
home/school conflict	14	10	2	7	18	65
total schools	43	43	5	5	54	54

Family breakdown/division was the situation that contributed most to both inward and outward mobility in all schools. Alleged bullying was the next most significant factor, followed by home/school conflict. Permanently excluded children were also a significant factor for secondary school leavers.

Primary schools headteachers commenting on the individual/family situations that affected inward and outward mobility in their schools pointed to:

- the difficulties encountered as schools are merged prior to reorganisation and the anxiety this causes both parents and pupils
- arrangements made by the family for the care of children by relatives or friends when parents move abroad or are ill
- unwillingness by parents to accept that a child has special needs, resulting in home/school conflict and school move
- intervention by Social Services to unexpectedly remove a child.

In secondary schools attention was drawn to allegations of bullying by a child when requesting to move schools, often unfounded.

Strategies to address pupil mobility in schools

This part of the survey was designed to find out exactly what and how much schools already do to lessen the impact of mobility on teachers, parents and pupils. This issue is addressed in greater detail in Causes of pupil mobility, page 69 and in Activity 3.

Fig 8: **What schools already do to address mobility issues**

	primary		secondary		all	
strategies to address mobility issues	*number*	*%*	*number*	*%*	*number*	*%*
training staff on mobility issues	4	9.3	0	0.0	6	11.1
devising guidelines on mobility issues	10	23.3	1	20.0	11	20.1
analysing and tracking pupil performance	30	69.8	3	60.0	33	60.1
changing classroom organisation *i.e. setting*	9	20.9	2	40.0	12	22.2
induction programme for mobile pupils	21	48.8	2	40.0	25	46.3
language support for bilingual mobile pupils	31	72.1	4	80.0	37	68.5
using EMAG staff for induction & support	32	74.4	5	100.0	41	75.9
literacy & numeracy issues for mobile pupils	9	20.9	4	80.0	14	25.5
target setting	28	65.1	3	60.0	33	61.1
using learning mentors	21	48.8	4	80.0	26	48.1
total number of schools	43		5		54	

The 'all' category includes 6 headteachers' responses from special and nursery schools which are not recorded separately here.

Clearly, schools are already engaged in many strategies to support mobile pupils of all types. Both primary and secondary schools mentioned the direct use of EMAG staff for induction and the support of bilingual pupils. Many primary schools and half of the secondary schools that responded also undertook analysis and tracking of pupil performance. Nearly half of primary schools and a quarter of secondary schools had a formal induction programme in place for mobile pupils. In some cases, headteachers commented that teaching assistants are used for initial support. Target-setting to aid teaching and learning for mobile pupils was used by

- 65.1% of primary schools
- 60% of secondary schools and
- 61.1% of schools overall.

Many headteachers commented on strategies not mentioned in the questionnaire. Primary headteachers mentioned:

- the use of teaching assistants where appropriate
- a 'buddy' system for newly arrived pupils of all backgrounds
- frequent assessments to monitor pupils' progress
- frequent progress checks
- inviting parents into school
- targeting bilingual mobile EAL pupils and families for family learning projects
- formal 'welcome' sessions to include parents and pupils to assess prior attainment and special needs and to discuss school values and expectations
- introducing new families to parents and pupils already in school
- the flexible use of budget to employ a home/school liaison officer to work in the office and focus on families new to school
- collecting information as to why pupils are leaving the area.

One secondary headteacher mentioned that her school made good use of teaching assistants, particularly to support Years 7 and 8. EAL and SEN co-ordinators and heads of years are also used extensively.

Trends in mobility

Headteachers were asked about how they felt that the levels of mobility in their school had changed (if at all) over the last three years.

Fig 9: **Trends in mobility**

	primary		secondary		all	
trends in mobility	*number*	*%*	*number*	*%*	*number*	*%*
similar from year to year	15	40.5	2	40.0	22	46.8
going up and down from year to year	12	32.4	2	40.0	13	27.7
increasing each year	9	24.3	1	20.0	11	23.4
decreasing each year	1	2.7	0	0.0	1	2.1
total number of schools	37		5		48	

The 'all' category includes 6 headteachers' responses from special and nursery schools which are not recorded separately here.

What is immediately apparent from Fig 9 is that very few schools reported mobility was decreasing. 24.3% of primary schools reported that mobility was increasing each year, while the remainder stated that it was either similar year on year (40.5%) or going up and down from year to year (32.4%). The majority of secondary schools felt that mobility remained similar from year to year. Overall, 46.8% of schools, including nursery and special schools, felt that mobility remained similar year on year, although as the headteachers' comments below show, that is not to say that the reasons why pupils are mobile in the first place remains constant.

Primary headteachers' comments

- The large numbers of children who are moved to a church school as soon as a place becomes available.
- The perception that the pupils they lost were usually the brighter ones and the pupils they gained were at lower levels of attainment and often with special educational needs. In one of the primary schools, '8 out of the last newly arrived 10 children have had significant enough needs for us to put them on the SEN list'.
- The influence of the secondary transfer process on the movement of pupils in Year 6.
- The tendency of pupils to move to the independent sector at the end of KS1, rather than at the end of Year 5, as in previous years.
- The profound effect of social and housing issues on a school's roll, even in popular schools.
- Parents' eagerness to move their children to what they perceived as a more 'desirable' school, often very near their original school.
- The desire of parents to move to outer London boroughs.
- The proximity of schools to local housing/refugee/asylum offices and the short-life and temporary accommodation that clusters around these offices.
- The fact that a fall in position in the league table results can cause a rise in outward pupil mobility.
- The short term impact of large families on mobility rates.

Secondary headteachers' comments

- The bigger increase of inward mobility in 2003 than in previous years.
- The fact that the LEA had made available additional accommodation for pupils without a secondary school place.

Challenges for school management and raising achievement

High mobility rates and new arrivals present school staff and the LEA with significant challenges. They have implications for management and performance and affect the school's performance and deployment of scarce resources. In order to understand the implications, schools were asked to think about how pupil mobility affected school management issues and LEA strategies to raise achievement. Four questions were asked.

Does pupil mobility affect your school's attendance figures?

The overwhelming consensus amongst headteachers who commented on why mobility affected attendance was that pupils would often disappear suddenly without notice. Education Welfare Officers often insisted on pupils being kept on roll for a number of weeks until the family had been traced to a new location. This meant that the children were kept on roll but marked absent, adversely affecting the school's attendance rate.

Fig 10: **Pupil mobility and attendance**

does mobility affect attendance?	primary		secondary		all	
	number	*%*	*number*	*%*	*number*	*%*
Yes	20	46.5	5	100.0	28	50.9
No	23	53.5	0	0.0	26	49.1
total number of schools	43		5		54	

The 'all' category includes 6 headteachers' responses from special and nursery schools which are not recorded separately here.

Separated families and families in crisis were also mentioned by five headteachers who felt that when children were moved into care or to stay with another parent, the school was not informed promptly. Obviously, separated families also caused punctuality problems if the child remained at their original school but was forced to travel greater distances from a new or temporary home address. Many mobile pupils with EAL were also kept off school to translate for other family members in official situations. Newly arrived mobile pupils, especially if they came from countries in trauma, also arrived with health problems of their own which then resulted in a lower than average attendance.

Several schools also commented that they felt that mobile pupils from families in crisis were less likely to be able to focus on ensuring that their children attended regularly. Families having problems were also more likely to keep their children off school: 'Families experiencing difficulties that eventually cause them to move, frequently have children whose attendance is poor due to disruptions at home'.

Several schools also commented that disaffected families were less likely to understand the value of school and therefore do not always ensure that their children attend regularly. Families having problems were also more likely to keep their children off school.

It was also reported that some parents give a false address in order to obtain a place at the school of their choice. If children need to travel a considerable distance to attend, their attendance is obviously adversely affected.

One secondary and one primary school described how the cost of travel affected attendance, citing 'lateness and days off due to inability to afford bus fares' and 'having to wait a long time for the authority to process applications for travel passes'.

In one school in an affluent part of the borough, the headteacher commented on how a sudden exit of pupils can impact on PLASC (Pupil Level Annual School Census): 'Ten pupils left unannounced last January as parents are reluctant to say they are leaving London until a house sale is confirmed'.

Does pupil mobility affect the school's performance in national tests?

Primary headteacher:

> *Mobile children can and do add great value to a school in many ways. Some of course come with good and very good levels of achievement. They have had positive previous educational experiences.*

However, it is apparent from Fig 11 that the vast majority of schools feel that mobility has a negative effect on school performance, although these comments are likely to reflect the short-term situation.

Fig 11: **Pupil mobility and school performance**

does mobility affect performance?	primary		secondary		all	
	number	*%*	*number*	*%*	*number*	*%*
Yes	37	86	4	75.0	41	75.5
No	6	14	1	25.0	13	24.5
total number of schools	43		5		54	

The 'all' category includes 6 headteachers' responses from special and nursery schools which are not recorded separately here.

Previous research in Lambeth and elsewhere clearly shows that the attainment of bilingual pupils who have become fluent in English is higher than that of their English-only speaking peers (Demie *et al*. 2003). The main issue in primary schools, however, was that the pupils who were joining schools were likely to have English as a second language, and therefore were not able to fully access the curriculum immediately. While newly arrived year 6 EAL pupils from overseas are exempt from inclusion in the KS2 performance tables, this is not the case with pupils taking other end of year or key stage tests and tasks.

Headteachers were also concerned about 'families moving children out of the area to increase their options for secondary schools' or 'to the private sector a year early in Year 5'. One headteacher claimed that it was always the higher achievers who left her school.

Another concern raised was that new arrivals tended to divert resources away from pupils already in the school, for example, very emotionally fragile children who are underachieving and need more time and support. Two schools stated that they had needed to move resources away from SEN pupils to support new pupils, *see Activity 3 for further discussion on this issue*. Another concern was that inconsistent patterns of education might result in underachievement and low self-esteem for some mobile children. In the case of behavioural difficulties, the achievement of the whole class can be affected.

In secondary schools, the main concern amongst headteachers was also that pupils with EAL were likely to require additional support to fully engage with the curriculum. A further potential problem was that pupils from other countries were unfamiliar with the testing process in this country which they often found daunting.

Headteachers also commented on the fact that:

- New pupils were often traumatised by their previous lives, which made settling in more problematic.
- Inwardly mobile pupils often had less educational experience than their outwardly moving peers.
- Target-setting was becoming increasingly difficult because of the instability of the KS1 and KS2 cohorts.
- Schools often feel under great pressure to help new arrivals in Years 4 and 5 achieve a level 4 at KS2, see below.

Observations from primary headteachers on the effects of mobility on performance included the following:

> *Children who join us late in year 4, 5, or 6 often come with little or no English and it is difficult to get them up to the expected level by the end of year 6. In addition, some children come from overseas with low ability and we have to try to get them to achieve a level 4. It is very difficult.*
>
> *I can understand not a lot can be done about mobility but it seems some schools – mine included – have a high mobility issue and this impacts on schools' achievement levels, whereas other schools have a more settled school community. My teaching staff not only have to manage low ability on entry but a continuous arrival of new pupils who usually need a high level of support including refugee/asylum seekers, overseas migrants coming to join relatives or work in London, homeless families placed in temporary accommodation, parents moving in/out of the area, unaccompanied children moving to join relatives/ friends. I think we manage the above very successfully but it does have a knock on effect on SATs.*

Overall, it needs to be recognised that new children take time to settle in to new environments. Although most of the schools indicated that they do an initial assessment, it takes time to fully understand the achievement of individuals, and previous school records can take several weeks to arrive. This has important implications for school performance. *This issue is discussed at greater length in Activity 3.*

In what ways might LEA services provide more effective support to the school's management of pupil mobility?

In many cases, schools were unsure about what exactly the LEA could do to support them in managing mobility. Many primary schools (20.9%) were keen for the LEA to provide more support for EAL pupils; they also drew attention to the need for the LEA to raise general awareness of issues surrounding mobility, to improve communication between council departments, i.e. education/social services/housing and to implement a co-ordinated admissions policy. Some schools felt that a centralised admissions service was needed with all applications being processed by the LEA. This would be fairer to community schools that tend to be more inclusive and admit more mobile pupils than some other types of schools.

Fig 12: **LEA support for mobility**

	primary		secondary		all	
LEA support for pupil mobility	number	%	number	%	number	%
raise awareness of issues	4	9.3	0	0.0	4	7.5
more EAL support	9	20.9	0	0.0	10	18.9
communication within council departments	4	9.3	0	0.0	4	7.5
more local secondary provision	3	7.0	0	0.0	3	5.7
additional resources	3	7.0	3	50.0	6	9.4
co-ordinated admissions policy	4	9.3	0	0.0	5	9.4
other/none	13	30.2	1	25.0	18	34.0
sharing good practice amongst schools	2	4.7	0	0.0	2	3.8
providing personal support to pupils	1	2.3	1	25.0	2	3.8
total schools	43		5		54	

The 'all' category includes 6 headteachers' responses from special and nursery schools which are not recorded separately here.

Half of secondary schools either preferred the LEA to support mobile pupils via additional resources; a quarter favoured providing personal support to pupils, e.g. mentoring.

Other comments made by headteachers stressed the importance of:

- ease of access to translation/interpreting services, which are sometimes difficult to get at present
- more LEA-based training on supporting mobile pupils, particularly target setting, sharing good practice regarding induction and tracking of pupils
- an LEA 'pupil induction' team, particularly to support children from Jamaica
- improved provision of secondary places
- giving priority to mobile pupils at LEA level for travel passes and other allowances
- more responsive service from EWS, with home visits as appropriate
- more effective support from Social Services
- support for parents e.g. counselling, parenting skills
- providing extra funding to schools to employ additional support staff/teachers to deal with new pupils, to make initial assessments and devise programmes of support
- ensuring that mobile pupils are spread more evenly between schools in the borough to level out resourcing issues
- sharing examples of good practice on minimising and managing mobility, including guidance that may be customised by schools
- better communication at the directorate level between Education, Social Services and Housing.

How would extra financial resources for mobility be used to raise achievement?

Previous research (see Strand, 2002; Demie, 2002) has shown that considerable time needs to be spent on enrolling pupils, assessing them, obtaining past records, organising special educational needs or language support, and making links between the child and other children (see also Activity 3). It has been strongly argued that additional financial resources are needed to support mobile pupils in relation to school management.

Fig 13: **How additional resources would be used to raise achievement**

how additional resources would be used?	primary		secondary		all	
	number	%	number	%	number	%
extra mentor hours	2	4.7	0	0.0	2	3.8
extra human resources	22	51.2	4	75.0	28	50.9
more EAL support	10	23.3	0	0.0	12	22.6
development of induction programme	5	11.6	0	0.0	5	9.4
none stated	4	9.3	1	25.0	7	13.2
total schools	43		5		54	

The 'all' category includes 6 headteachers' responses from special and nursery schools which are not recorded separately here.

When asked how additional financial resources would be used to support mobile pupils and to improve standards, over half primary school headteachers and three quarters of secondary school headteachers said that they would buy additional human resources. The next most frequently cited areas of spending in primary schools related to EAL support and development of induction programmes and additional learning mentor hours.

Headteachers also highlighted the following examples of how they would use additional resources:

- teaching assistants to work with EAL mobile pupils, especially teaching assistants who speak languages other than English
- staff to run whole family workshops with mobile families
- staff to work one-to-one with pupils, particularly with learning/behavioural/social issues – early intervention is vital
- additional classroom support for non-mobile pupils whilst induction is taking place.

- recruitment of language specialists to teach English
- 'catch-up' programmes for new pupils where needed
- responsibility given to a member of teaching staff for mobility
- more administrative/clerical hours to ensure all arrangements for new pupils are in place and for liaison with other council agencies
- the appointment of home–school liaison officers
- the allocation of a dedicated teacher/teaching assistant to provide more intensive support for mobile pupils.

We now know from this survey and previous research that pupil mobility has an impact on teaching and learning in schools and can result in significant additional costs to schools. Research by the Association of London Government (ALG) into the cost of pupil mobility has found that 'schools spend many extra hours providing administrative and educational support'. As indicated in Fig 14 below, the typical figure for primary is 406 hours and for secondary 729 hours.

On average, schools in London can spend an additional £9,000 each year for a primary school child and more than £13,000 extra each year for a secondary school child who changes school. These costs are additional to the basic education per pupil costs' (ALG, 2003).

Fig 14: **Estimates of additional time and expenditure associated with pupil mobility in London schools**

school	type of authority	total number of hours	estimated annual cost
primary			
A	outer London	176.2	£3,739.61
B	inner London	405.8	£8,819.06
C	inner London	217.3	£4,459.61
secondary			
D pupi1 1	inner London	631.0	£9,507.92
D pupi1 2	inner London	728.5	£13,665.46

source: ALG (2003)

75% of the survey schools do not have any additional staff or resources to work specifically on mobility that are funded by a central government grant or initiative as described below; instead they support mobile pupils by moving resources from mainstream funds. As pointed out by one of the headteachers:

> *We have to re-deploy existing staff to address mobility issues by moving resources from mainstream funding. Any additional financial resources to provide additional personnel to assess, track and support new pupils would improve their progress in the early stages and give teachers valuable backup in their effort to support mobile pupils. It will also help to provide more intensive support, more specialist classes for EAL pupils and more induction support.*

Only seven schools out of 54 who returned the survey (one nursery school, five primary schools and one secondary school) already had additional staff or other identified resources in place to support pupil mobility or groups of mobile children. Of those, three used the additional resources to buy more EMAG support; three to fund teaching or administrative assistants and one school to fund a learning mentor. The seven headteachers drew attention to the following points concerning resources for mobility:

- the benefits of having Sure Start workers attached to the school who can make home visits to assist families and pupils

- the benefits to the school of resources from the Traveller support service and refugee service
- the usefulness of funding from the Neighbourhood Renewal Fund for a part-time learning mentor and the hope that the one-year contract would be extended
- the need for flexibility concerning the use of resources so that staff could be deployed as and where necessary to meet the needs of the newly arrived pupils, particularly in the case of EAL and SEN staff
- the heavy involvement in some of the schools of learning mentors with mobile pupils.

Other more general comments offered by headteachers included the following:

- the mobility of children can be an enormous pressure on class teachers
- the amount of time spent on interviewing and inducting non-routine admissions can be very time consuming – one headteacher reported that she has a slot for non-routine admission interviews on a weekly basis
- when the pupil has EAL or SEN, the inclusion manager or EMAG and SEN teacher need to be involved in the admission process
- the fact that classroom dynamics can change with the arrival of new pupils
- the large number of languages spoken by mobile pupils makes it difficult to target specific groups
- the difficulty of setting realistic targets with such a transient population
- recognition that schools with high numbers of inwardly mobile pupils will not achieve the same levels in SATs as schools with stable pupil populations or schools with low levels of mobility.

Many headteachers mentioned the possibility of an LEA database which could monitor and track mobile pupils. The importance of agencies to be able to locate and track children was in fact a key issue reported in the recent government green paper Every Child Matters, September 2003 p.55 (discusses electronic tracking of children between agencies).

Several headteachers stated that the induction process was made easier for the pupil and the school if one named individual had the responsibility for mobile pupils. This was especially the case where the mobile pupils were English only speakers and so did not have the ongoing support of the EMAG teacher. Monitoring and tracking of pupils would also be more reliable and accurate if only one person was responsible for recording pupil information.

Finally, many headteachers commented favourably on the positive effects of newly arrived pupils on their schools. It is important to stress that many arrivals from overseas have high levels of previous achievement and supportive and happy families.

Summary and conclusions

Without question, pupil mobility is a major issue for the LEA and its schools. The vast majority of headteachers (92%) who responded to the survey thought that it was either very or fairly important for schools to address mobility issues. The data that we have examined further reveals the range of factors which cause mobility in Lambeth schools. The most significant of these contribute to both inward and outward mobility. Overall, the study confirms that high mobility in LEA schools is strongly associated with social deprivation, family break up, temporary accommodation and other rented housing occupied by low income families, refugees, asylum seekers, migration within the EC and exclusions. Mobility is an issue across London, perhaps due in part to international migration and the high concentration of refugees in the capital. However, the LEA does not seem to be affected to any great degree by the movement of groups cited in other studies, such as travellers, armed forces families or seasonal labour. Headteachers also reported that:

- The most commonly cited group contributing to both inward and outward pupil mobility were overseas migrants coming to join relatives or to work in London. This was closely followed by
  - refugees/asylum seekers
  - homeless families in temporary accommodation
  - parents fleeing violence
  - parents moving in/out of the area
  - unaccompanied children joining relatives, and
  - families moving for job reasons.
- Housing situations that contributed to pupil mobility in schools include movement of families around council and housing association accommodation (67%). Emergency re-housing and temporary accommodation also contributed to inward mobility for about half the schools that responded. Data from national surveys also suggest that temporary accommodation and social housing were the most frequent factors. Since refugees/asylum seekers are very likely to be placed in temporary accommodation, it is not surprising that both these factors are mentioned as contributing to mobility in this LEA and nationally (see Dobson and Henthorne, 1999). A number of schools in the LEA also mentioned lack of choice of good secondary schools and parents moving to be closer to better secondary schools.
- The most frequently mentioned domestic situation affecting individual/family situations was family breakdown/division, cited by three quarters of responding schools.
  - Alleged bullying
  - permanently excluded children and
  - children taken into care

  were the next most relevant individual/family factors that contributed to mobility. Other factors commented on by headteachers include
  - home/school conflict
  - unemployment of the breadwinner
  - job relocation
  - children joining families from overseas
  - children moving between schools, or
  - attending one school while being on the waiting list for another more popular school.

The findings of the Headteachers' Survey confirm that high levels of inward and outward mobility have a significant impact on school planning and organisation, attendance and overall performance. About 75% of the headteachers believe pupil mobility has a negative effect on performance.

The main issues were:

1 Pupils joining schools are likely to have English as a second language, and therefore are not able to fully access the curriculum immediately.

2 Families moving children out of the area to increase their options for secondary schools or to the private sector a year early in Year 5.

3 New arrivals tended to divert resources away from pupils already in the school, e.g. from very emotionally fragile children who are underachieving and who need more time and support.

Another issue was that inconsistent patterns of education could lead to underachievement and low self-esteem. A further concern was that pupils from other countries were unfamiliar with the testing process here and they often found it daunting.

An important aspect of this study has been to identify strategies to address mobility problems in school. The Headteachers' Survey gives a useful overview of current work in this area.

Initiatives

The main findings suggest that some schools are already using a wide range of initiatives, such as staff training on issues of

- mobility
- parental involvement
- devising guidelines on mobility issues
- statistical analysis
- tracking of pupil performance to inform policy
- new forms of class or pupil organisation, including the introduction of
  - setting
  - language support for bilingual mobile pupils, and
  - literacy and numeracy initiatives (see also Activity 3 for discussion of these issues).

However, the extent to which these strategies and other initiatives have successfully addressed the issues has not been systematically documented. What is clear is that the LEA and schools are concerned about the relationship between mobility and performance and that there is a need to develop some of these strategies and disseminate good practice to all schools.

Resource implications

There are many implications for the allocation of resources, both locally and nationally. Policymakers tend to think of schools as stable communities in which children stay, grow and learn. It is important to recognise that schools are only as stable as the communities that they serve. The findings from this research show that the effects of high pupil mobility can be wide ranging for schools and LEAs. Pupil mobility has a negative effect on

- attendance figures
- target setting
- school performance tables and
- the planning of school places

and makes unpredictable demands on specialist support services.

There is also a wealth of evidence that there is a knock-on effect on other pupils in the school because currently there is no additional funding for extra staff resources. Without additional funding to meet costs involved, staff time and resources must be diverted from teaching and learning. Schools with high levels of mobility need additional resources for

- induction and settling children
- assessment
- working with children with learning and behavioural difficulties
- children who speak little or no English
- children who have a history of poor attendance
- children who have family problems and domestic violence.

In order to raise achievement, additional teachers and support staff are needed to support the large numbers of children who needed concentrated attention. They also need more administrative support to deal with

- the arrival and departure of pupils
- record keeping and
- measurement of progress.

A primary headteacher both captures the views on pupil mobility in Lambeth schools and offers support for some of the conclusions and policy implications raised in this paper:

> *Mobility is an issue in my school and affects the school performance... We need extra financial resources to identify and appropriately target those children who need more induction and to allocate a dedicated teacher/teacher assistant to provide more intensive support.*

The compelling case for additional funding is gaining growing recognition. A recent government report on London (Prime Minister Strategy Unit, 2003) notes that 'funding does not take full account of mobility and the impact it has on school performance'. The HMI report, Improving Cities, also points to the need for targeted funding for schools with high mobility (Ofsted, London: TSO, 2000). Despite these concerns, there is no funding from the DfES to support high levels of mobility in schools and LEAs and, as a result, staff and other resources continue to be diverted from mainstream teaching and learning to deal with mobile pupils. It is, therefore, important that the DfES makes a commitment to include a mobility factor in the national funding formula to support authorities and schools that provide support for mobile pupils.

The overwhelming message from this and other research is that the introduction of a targeted grant to help support the costs arising from mobility is strongly supported by headteachers in high mobility schools and needs to be seriously considered by central government policy makers.

2: A study of pupil mobility in Lambeth: nature, causes and implications

Dr Janet Dobson
Senior Research Fellow,
University College London

Introduction

The latest edition of the handbook for inspecting secondary schools (Ofsted 2003) devotes a page and a half to 'Taking account of pupil mobility' in the section on standards achieved by pupils. It points out that pupil mobility may have very different characteristics depending on the context of the school and cites job-related movement in new owner-occupied housing, the movement of travellers and refugees, parental disagreement with schools and armed forces relocation as some possible causes. It asserts that:

> *Moving between schools can cause problems for individual pupils but it does not follow that there is a direct link between mobility and test and examination results. Schools and inspectors should therefore consider all the available evidence before drawing any conclusions about the effect of mobility on the data in the PANDA report. (p.49)*

Recognising the need to look carefully at the specific kinds of mobility in its schools, Lambeth LEA commissioned this study to explore the particular nature and causes of pupil mobility and their significance for school and pupil performance. It was carried out over a short period, mainly during February and March 2004, and its aims were to

- examine the scale and pattern of pupil mobility in Lambeth schools and place them in the wider national and London context
- identify the particular causes and characteristics of mobility in Lambeth and their implications for schools and the LEA in seeking to raise achievement.

The principal research activities were:

- analysis of statistical and documentary information from a range of sources, drawing on relevant research findings including the Headteachers' Survey, page 45.
- Interviews with four headteachers and 37 other members of staff in five Lambeth schools with high mobility rates.
- Interviews (one by phone) and meetings with 12 local authority staff in Education, Housing and Social Services, whose roles and responsibilities provided insights into different aspects of the mobility process, current responses and links to other factors.

A perspective on the issues was also obtained from the Director of Education and Chair of the Education Committee in Lambeth.

Further information on methodology can be found in Appendix B.

This is not an in-depth study but seeks to identify some of the key features of mobility and its implications. The findings are presented in three main parts:

- mobility rates and patterns
- causes of pupil mobility
- implications for strategies to raise achievement.

2.1 Mobility rates and patterns

Background

This section presents an overall picture of the scale and pattern of pupil mobility in Lambeth schools. It focuses on the different rates of movement experienced by different institutions and also on the variations between different year groups. It compares mobility rates in Lambeth with the situation nationally and in inner London.

The Lambeth statistics relate to the school year 2002–03 and derive from a survey of schools carried out by the education authority to obtain data on joiners and leavers for funding allocation purposes. Where data are collected for such a purpose, there can, for obvious reasons, be a tendency for figures to become inflated. However, comparisons with mobility levels in other LEAs and inner London as a whole do not indicate that the figures are abnormally high and information provided on our visits to the five schools was consistent with the evidence provided by the survey.

Unfortunately, there are no directly comparable figures for previous years, but there is no reason to suppose that the broad picture was very different. The research of Demie and Strand (2004) on mobility and achievement in Lambeth schools suggests a fairly consistent proportion of pupils who took KS2 and GCSE examinations between 2000 and 2003 had joined their schools part-way through the relevant key stage. However, overall mobility may be increasing: nearly three quarters of the schools who responded to The Headteachers' Survey, page 45, thought that levels of mobility were similar or were going up and down from year to year, but nine primary schools and one secondary school (nearly a quarter of respondents) said that their mobility levels over the last three years had been increasing each year. Only one school in each phase reported a steady decrease in mobility.

Comparative national and inner London figures are drawn from Ofsted data for 2002–03. Ofsted has collected information on pupil mobility from schools since January 2000 and this is the principal source at present from which a national and London-wide picture can be constructed. Reference is also made to Dobson *et al*. (1999, 2000, 2003) and Mott's (2002) survey of LEAs.

Some authorities are analysing Pupil Level Annual School Census (PLASC) data to identify changes in school populations between the annual census dates. However, these statistics do not include children who come and go again during the intervening 12-month period. For schools with a very high turnover, children in short-stay temporary accommodation are sometimes a significant component of mobility and are likely to be undercounted by PLASC analyses.

Ofsted calculates mobility rates as follows: the number of children joining a school is added to the number of children leaving at non-standard times during a school year and then expressed as a percentage of the total school roll.

Thus, a school with

- 50 non-standard joiners
- 30 non-standard leavers and
- a total roll of 800

would have a mobility rate of 10 per cent.

In Mott's (2002) survey of LEAs, 18 out of 41 reported that they used this definition. Whilst it has obvious limitations, this form of measurement has the advantage of simplicity and gives an indication of the scale of movement in a school.

The national picture

Aggregate data from Ofsted provides a valuable insight into the differences, not only between schools, but between LEAs and between phases of education. It reinforces the findings of earlier surveys (Dobson and Henthorne 1999) in demonstrating the higher pupil mobility rates in London (particularly inner London) and in the primary as compared to the secondary phase. The reasons for London's high rates are considered further below, but a key factor is the scale of international movement.

Fig 4: **Primary schools – pupil mobility in England by LEA type**

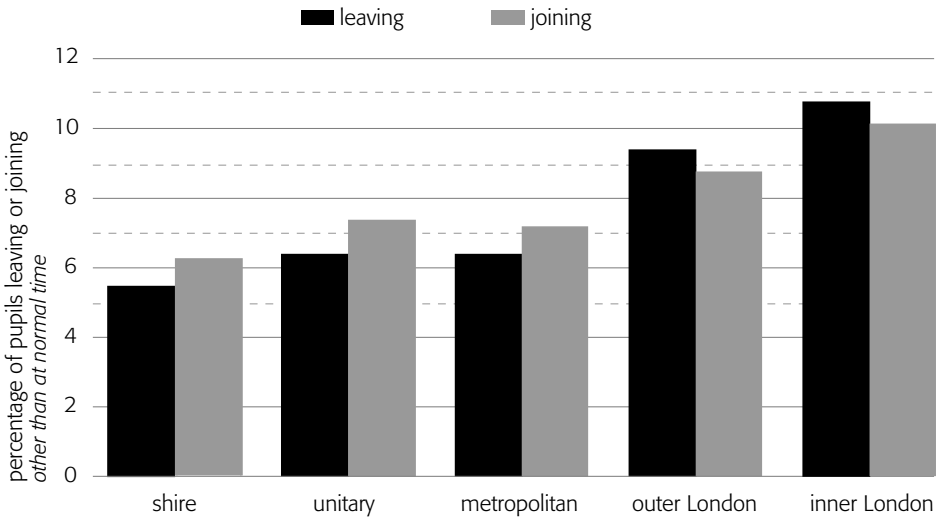
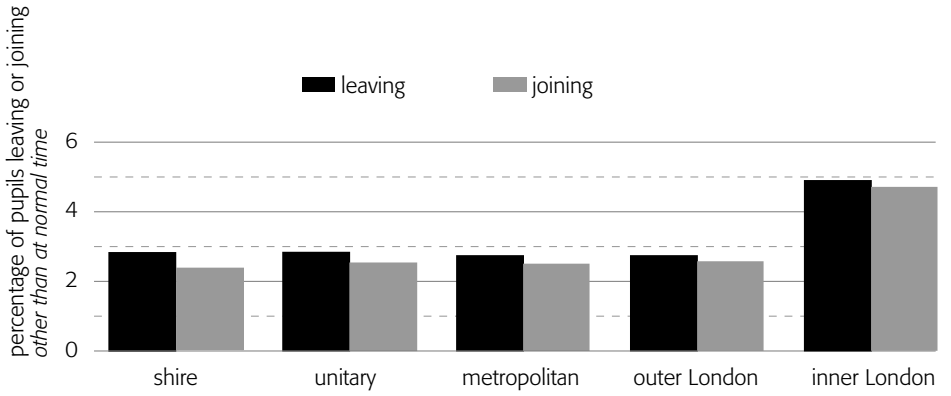


Fig 5: **Secondary schools – pupil mobility in England by LEA type**



source: Annual Report of Her Majesty's Chief Inspector of Schools 2002–3

As can be seen from Fig 4 and Fig 5, inner London has the highest mobility rates in the country, dramatically so in the secondary phase. Inner London primary schools have an average mobility rate of 21.1% (11% inward and 10.1% outward), whilst secondary schools have an average rate of 9.6% (4.9% inward and 4.7% outward).

Lambeth LEA

How do mobility rates in Lambeth compare with these figures?

The statistics collected from Lambeth primary schools relate only to Years 2–6; they do not include the reception class and Year 1. Since mobility in Lambeth schools is a little higher in the younger year groups (see below), the data may slightly understate mobility in the borough's primary schools. However, as Fig 6 shows, Lambeth's primary school mobility rate is remarkably similar to the overall inner London figure: 21.9% as compared to 21.1% for inner London, with

- 10.7% inward mobility as compared to 10.1% and
- 11.2% outward mobility compared to 11%.

It may be noted that outflow exceeds inflow in both cases.

Fig 6: **Primary schools – average mobility rates in inner London and Lambeth**

	average	inward	outward
inner London	21.1	10.1	11.0
Lambeth	21.9	10.7	11.2

Fig 7: **Secondary schools – average mobility rates in inner London and Lambeth**

	average	inward	outward
inner London	9.6	4.7	4.9
Lambeth	11.9	6.3	5.6

sources: Annual Report of HMCI 2002–03 and Lambeth Education R&S Unit Survey 2002–03

Statistics collected from Lambeth secondary schools only relate to Years 8–11 and will therefore almost certainly understate the overall mobility rate, since some Lambeth schools experience a good deal of pupil movement both into and out of Year 7 after the normal starting date. That said, Lambeth is already showing higher mobility in the secondary phase than the inner London average: 11.9% as compared with 9.6% for inner London, with

- 6.3% inward mobility compared with 4.7% and
- 5.6% outward mobility compared to 4.9%.

Lambeth, unlike inner London overall, appears to have a bigger inflow than outflow in the secondary phase, albeit the difference is small. A similar pattern has been found in two other inner London authorities (Dobson 2003).

The distribution of mobility rates

Averages conceal the range of mobility rates across the school system. The HMCI Annual Report therefore provides data on the distribution of pupil mobility across schools for England as a whole. In the most recent report (2002–03), the median, or mid-point, in the range of primary school mobility nationally is given as 11.4%, with a lower quartile of 6.9% and an upper quartile of 18.2%. Lambeth's experience of pupil mobility is very different, as Fig 8 shows.

Fig 8: **The distribution of mobility rates in Lambeth primary schools compared with England overall**

total number of primary schools	
in Lambeth	59
with mobility rates in the top quarter of schools nationally, *above 18.2% mobility*	31
with mobility rates above the national median, *11.4% mobility*	42
with mobility rates in the lowest quarter of schools nationally, *below 6.9% mobility*	6

sources: Annual Report of HMCI 2002–03 and Lambeth Education R&S Unit Survey 2002–03

One primary school recorded a mobility rate of nearly 81%, which is very high. Mobility rates above 90% can occur (see Dobson *et al*. 1999, 2000, 2003; Mott, 2002) where large numbers of pupils move at the same time (as in schools with armed forces' children), but they are exceptional. At the other extreme, a small proportion of schools nationally have no non-routine joiners or leavers in any particular school year; similarly, one Lambeth school recorded no mobility in 2002–03.

Fig 9: **Range and distribution of mobility rates in Lambeth primary schools**

mobility rates	number of primary schools
over 50%	3
41–50%	3
31–40%	5
21–30%	16
11–20%	17
10% or below	15
total	59

source: Lambeth Education R&S Unit Survey 2002–03

The overall distribution of mobility in Lambeth primary schools in 2002–03 was as shown in Fig 9.

In the case of secondary schools, the national median mobility rate is 5.2%, with the lower quartile 2.6% and the upper quartile 8.4%. Fig 10 indicates how the picture in Lambeth differs from this.

Fig 10: **Distribution of mobility rates in Lambeth secondary schools compared with England overall**

total number of secondary schools	
in Lambeth	10
with mobility rates in the top quarter of schools nationally, *above 8.4% mobility*	5
with mobility rates above the national median, *5.2% mobility*	8
with mobility rates in the lowest quarter of schools nationally, *below 2.6% mobility*	0

sources: Annual Report of HMCI 2002/3 and Lambeth Education R&S Unit Survey 2002–03

One secondary school recorded a mobility rate of 28.3%, while the lowest rate was 4.5%. This range is remarkably similar to that found recently in two other inner London authorities (Dobson 2003), where the ranges were between 27% and 4% and between 27% and 3%. The following table shows the overall distribution of mobility rates.

Fig 11: **Range and distribution of mobility rates in Lambeth secondary schools**

mobility rates	number of primary schools
over 20%	1
11–20%	4
10% or below	5
total	10

sources: Lambeth Education R&S Unit Survey 2002–03

The numbers of pupils who come and go

Mobility rates present a picture of pupil movement in relation to total school roll. Thus, a small school with a high mobility rate may have fewer pupils joining and leaving than a large school with a lower mobility rate. It is therefore necessary to look at the actual numbers of children joining and leaving schools at non-routine times to discover which schools are taking in or losing the biggest proportion of the borough's mobile pupils.

In Lambeth primary schools (Years 2–6), there were 1,340 non-routine admissions, while 1,400 left before the normal leaving age during the 2002–03 school year. Half of the joiners were admitted to just 12 schools, while 19 schools took in 10 children or fewer (none, in two cases). The highest intake was 103. The overall picture of admissions is given in Fig 12. It should be borne in mind that even ten children joining a one-form entry school in Years 2–6 mean an average of two new children joining each class and it is rare that newcomers are so evenly spread.

Fig 12: **Joiners at non-standard times, Years 2–6,**
numbers of pupils at Lambeth primary schools

joining pupils	number of schools
more than 90	2
61–90	2
41–60	4
31–40	6
21–30	10
11–20	16
10 or fewer	19
total	59

source: Lambeth Education R&S Unit Survey 2002–03

The overall pattern of leaving shown in Fig 13 is similar to the pattern in Fig 12; this is unsurprising, given that many joiners will have been moving into school places left by leavers. The highest number of leavers in any school was 115, while one school had none.

Fig 13: **Leavers at non-standard times, Years 2–6,**
numbers of pupils at Lambeth primary schools

leaving pupils	number of schools
more than 90	1
61–90	3
41–60	3
31–40	7
21–30	13
11–20	14
10 or fewer	18
total	59

source: Lambeth Education R&S Unit Survey 2002–03

At the level of the individual school, some schools had more joiners than leavers and vice versa. There is no clear pattern, though interestingly, 12 of the 19 schools with the lowest number of joiners also had a higher number of leavers – that is to say, not all places vacated by leavers appear to have been filled in these more stable primary schools.

In the case of secondary schools (Years 8 to 11 only), 362 joiners were enrolled and 325 left before the normal leaving age. Half of these joiners were admitted to just two schools, with 91 and 90 admissions respectively. At the other end of the range, four schools had ten joiners or fewer.

Numbers leaving individual schools at non-routine times ranged between 64 and 15 – a narrower range than in the case of joiners. The four schools with the lowest number of joiners all had higher numbers of leavers, echoing the experience of the primary phase. Fig 14 presents the data on joiners and leavers.

Fig 14: **Leavers and joiners at non-standard times, Years 8–11,** *numbers of pupils at Lambeth secondary schools*

school	joining pupils	leaving pupils
1	91	29
2	90	48
3	55	64
4	40	37
5	34	51
6	23	21
7	10	15
8	9	16
9	8	25
10	2	19
all	362	325

source: Lambeth Education R&S Unit Survey 2002–03

The pattern of movement in year groups

In the primary phase, the aggregate figures for joiners and leavers in Years 2 to 6 declined as children became older, as Fig 15 shows. Years 2 and 3 experienced more movement than Years 4 and 5 and there was a marked drop in mobility in Year 6. Within each year group, the total numbers moving in and out of schools were similar, though there was an overall net loss of 60 children from Years 2 and 3.

Fig 15: **Primary schools – pattern of movement at non-standard times by year group in Lambeth**

	Year 2	Year 3	Year 4	Year 5	Year 6
	number of pupils				
joining	309	301	276	265	189
leaving	343	327	284	255	191
	% of total roll				
joining	11.7	11.8	11.0	10.9	7.9
leaving	13.0	12.9	11.3	10.5	8.0

source: Lambeth Education R&S Unit Survey 2002–03

At the individual school level, there were diverse patterns of movement. One clear feature was the uneven distribution across year groups of pupils coming in. Thus, for example, one small school with only 13 non-routine admissions took six into its Year 5 class. Another small school with 27 such admissions took 10 into Year 2. Another with 26 took 13 into Years 5 and 6. A larger school took over 50 children into Years 5 and 6.

Nearly half of the 309 children who joined schools in Year 2 came into just 10 schools. The remaining half were spread widely across the other schools, only six of which had no entrants in Year 2. Only 11 schools had no entrants in Year 6.

In the secondary phase, most recorded movement was in Year 9 and the least in Year 11, as can be seen in Fig 16. As in the primary phase, the numbers of pupils joining and the numbers leaving within each year group were similar; in fact a net gain of exactly 13 pupils was found in every year group except Year 10, where there was a net loss of two.

Fig 16: **Secondary schools – pattern of movement at non-standard times by year group in Lambeth**

	Year 8	Year 9	Year 10	Year 11
	number of pupils			
joining	89	107	85	81
leaving	76	94	87	68
	% of total roll			
joining	6.0	7.4	6.0	5.7
leaving	5.2	6.5	6.1	4.8

source: Lambeth Education R&S Unit Survey 2002–03

There were marked differences in the scale and pattern of movement in different year groups across the 10 secondary schools. Different schools had their largest intakes in different years. One school took 44 newcomers into Year 9, which helps to explain the large Year 9 total. Two admitted over 20 joiners to Year 11, while two had none. Half of the schools had fewer than 10 joiners in any year.

Community, foundation and church schools

In the primary phase, the 34 community schools took in 83% of the children joining Years 2 to 6 – over 1,000 in total. The majority, though not all, of the community schools were in the upper half of the mobility range, with 21 having mobility rates above 20%. The highest was 80.9% and the lowest 6.8%.

The 15 Church of England primary schools took in 174 children; mobility rates ranged from 47.2% to 3.3%. Since nearly all of these are small schools, one form entry, the numbers joining and leaving do not have to be large to cause significant change in the constitution of particular classes or the school community as a whole.

The seven Catholic primary schools, mostly bigger than one form entry, took in 58 children and were all in the lower half of the mobility range, with mobility rates between 12.7% and 0%. The three foundation schools took in 61 pupils, most of them into one large school, and mobility rates ranged between 15.6% and 8.7%.

In the secondary phase the picture is different in certain respects. Half of the schools are church schools, two are foundation schools and the remaining three are community schools. The two schools taking the largest numbers of pupils into Years 8 to 11 were community schools. However, both a Church of England and a Catholic school were in the upper half of the mobility range and the former had the second highest mobility rate. All the schools in the lower half of the mobility range were either foundation or church schools.

The broad patterns indicated here in both primary and secondary are similar to those found in other authorities in previous research (Dobson *et al*. 1999, 2000, 2003). Rutter (2003) also refers to an analysis which indicates that refugee children are less likely to secure places in Roman Catholic and Church of England schools than in community schools.

Summary and conclusions

The above analysis of mobility rates and patterns shows the following:

- Pupil mobility in Lambeth, as in inner London generally, is far greater than in England as a whole.
- The average mobility rate in the primary phase in Lambeth is close to the inner London average, whereas in secondary it is slightly higher.
- Over half the 59 Lambeth primary schools are in the top quarter of schools nationally in respect of mobility rates (above 18.2%).
- Half of the 10 Lambeth secondary schools are in the top quarter of schools nationally in respect of mobility rates (above 8.4%).

- 1,340 children joined Years 2–6 in Lambeth primary schools during 2002–03, while 1,400 left before the normal leaving age. Half of the late admissions joined just 12 schools.
- 362 pupils joined Years 8–11 in Lambeth's secondary schools during 2002–03, while 325 left before the normal leaving age. Half of the late admissions joined just two schools.
- In primary schools overall, mobility diminished in the older age groups, though individual schools experienced high levels of movement in Years 5 and 6.
- In secondary schools, Year 9 had the most movement and Year 11 the least, but the pattern varied markedly from school to school.
- 83% of children 'on the move' in the primary phase joined community schools, some of which had very high mobility rates. Mobility rates in Church of England schools spread across the range from high to low, while Catholic schools were all in the lower half of the range.
- In the secondary phase, the two schools taking in the largest number of pupils were community schools, though two other schools in the top half of the mobility range were Church schools.

In summary, the data indicate that the number of children moving into, out of and within the school system relative to the total numbers in Lambeth schools is very high – hence the high mobility rates. The Lambeth statistics omit mobility in reception, Year 1 and Year 7. Taking these year groups into account, it seems likely that the aggregate number of non-routine admissions to Lambeth schools during 2002–03 was in the region of 2,000 children. There is an exceptional volume of movement in certain schools, both primary and secondary, but mobility has significant implications for school managers and classroom teachers in the majority of schools.

Some joiners and leavers in particular schools will have been the same children, who entered and left the school within the same school year. In other cases, children will have left one Lambeth school and joined another. In yet other cases, children will have entered Lambeth's education system from elsewhere, while some departing pupils have moved out of the borough. In the rest of the report on this activity, we seek to illuminate these issues and develop a picture of who the mobile pupils are and why they are moving.

2.2 Causes of pupil mobility

This section considers the major causes and circumstances of pupil mobility in Lambeth schools. It aims not only to establish why children and families are moving but also to clarify some of the educational needs and barriers to achievement faced by different groups.

It draws on the Lambeth Headteachers' Survey reported on page 45, information gathered through interviews at five schools and with service providers, a range of statistics and a number of secondary sources. While Activity 3, page 89, seeks the views of all stakeholders in schools with high levels of mobility, including pupils and parents, Activity 2 is concerned with the knowledge and perceptions of those involved in the management of the mobility process, in teaching mobile pupils and in supporting them in various ways. Secondary sources include a study of Portuguese pupils in Lambeth and other areas (De Abreu *et al*. 2003; De Abreu and Lambert, 2003) and reports on the circumstances of different mobile groups represented in Lambeth schools which have been the subject of national or London-based studies.

It should be noted that most types of movement identified have been characteristic of inner London for decades and seem likely to continue for decades to come, although the nature and relative significance of each may change over time. More than 10 years ago a

study of migration flows to and from London described the city as a *transit camp* 'to dramatise the very high mobility levels of the London population' (Coombes *et al*. 1992: 76).

Pupil mobility is an established feature of the inner London education system. Large-scale research by Mortimore *et al*. (1988) in London junior schools found that 23% of children in the sample left their school during the first three years of their junior education. Moreover, 45% of those who joined the schools during the same period moved on again during this three-year period.

The national origins of Lambeth's residents are extremely diverse. There is a large population of Caribbean origin and well-established Nigerian and Portuguese communities, as well as other sizeable groups from different countries and continents. Transnational social networks, which generate and facilitate child and family migration, thus extend from Lambeth to many different parts of the world.

At the same time, there is the tendency for families to move outwards from inner London to the suburbs and beyond, whether from positive choice or lack of choice – that is, inability to afford good quality housing in the inner areas. Innumerable studies have highlighted this centrifugal movement (see Salt *et al*. 1980; Dobson 1982; Coombes *et al*. 1992; Champion *et al*. 1998; Robson *et al*. 2000; Todorovic *et al*. 2000). Much outward movement occurs before children start school or even at the point where couples set up home together before having children: child migration is highest in the 0–4 age group and declines in older groups.

However, there are those who could not afford to buy a home even if they moved out. The imbalance between the volume of low-paid jobs and the volume of low-rent or affordable housing in inner London has also been much studied over the years. Pahl was pointing out in 1971 that professional and managerial workers in inner London were supported by an army of lower-paid messengers, postmen, mail-sorters, cleaners, caterers and shop assistants, while Greve *et al*. 1971, writing about homelessness in London at the same time, focused on the housing implications. They also showed that lone parent families were a significant group among the homeless. The same circumstances – and their consequences in terms of temporary housing situations, residential mobility and educational disruption – are still with us in 2004.

Types of mobility

Pupil mobility can be characterised as being of four types:

- *International migration* children joining/leaving schools as a result of families moving from/to countries overseas.
- *Internal migration* children joining/leaving schools as a result of families moving home in the UK, whether over long or short distances
- *Institutional movement* children changing schools without moving home, including exclusions and voluntary transfers
- *Individual movement* children changing schools as a result of moving alone, such as moves between separated parents or to live with foster parents.

The following analysis applies this typology to Lambeth, describing what appear to be the principal components of movement affecting schools.

International migration

International migration is often thought of as the permanent relocation of people from one country to another. In reality, a great deal of international movement is for finite periods, whether for study, work or some other purpose. Both short-term and long-term stays in the UK are relevant to pupil mobility in London schools.

Over recent decades, about a third of all migrants coming into the UK and expecting to stay for at least a year have had London as their destination; this proportion rises to forty per cent in the case of non-British citizens (Dobson *et al*. 2002). Hence, London schools are particularly affected by international migration. Two specific types of international movement are discussed further below.

International migration related to employment

This definition covers a wide range of circumstances. For example, some children come to London with parents under the auspices of an employer who has provided or assisted with finding accommodation. This includes transfers of managers and other staff by international companies and the relocation of employees by governments. Highly-skilled workers also move to take up jobs advertised overseas, for example in the NHS, or for fixed term work in academic institutions; these may bring or be joined by their families. Other labour migration involves parents coming to work in low paid service sector jobs.

We have not found evidence that international migration of managers and professionals in the circumstances described above is a significant contributor to current movement in Lambeth schools, although two schools referred in interviews to families living in flats owned by a High Commission and another to an employee of an international computer company. Our school interviews, of course, were with high mobility schools: it is possible that some joiners and leavers in lower-mobility schools may also be from these backgrounds.

Children from such families tend to be numbered among both the joiners and the leavers, since they come for limited periods – of years, rather than months – as mentioned above. Reference was made to one pupil who had come and gone, then later reappeared. International migrants from upper income families are likely to come with a good standard of education and high motivation to learn. They may or may not be fluent in English but are likely to have strong parental backing.

The great majority of parents who migrate from other countries to find employment and whose children join Lambeth schools at non-routine times appear to be doing lower-paid jobs in the service sector – cleaning, catering, hotel work, care work and taxi-driving were all mentioned in interviews. The study of the Portuguese community in Lambeth (Maria Joao *et al*. 2003) identified cleaning, catering and building work as occupations taken up by recently arrived migrants from Madeira and mainland Portugal, though longer-established residents were more likely to be self-employed and/or business owners.

Joao's study is important in the present context because Portuguese-speaking children are the second-largest linguistic minority in Lambeth schools and their numbers in schools have more than tripled since 1994 to over 1,500 (Lambeth R&S Pupil Survey 2002). Whilst some of this growth will comprise children from settled families joining reception classes, the Portuguese remain probably the major group of overseas labour migrants whose mobility currently contributes to the non-routine intake of schools.

Both our interviews and the research of others on the Portuguese community underlined the very poor living conditions of most recent migrants from abroad working in the service sector. Living in one or two rooms is the initial housing situation of some families, perhaps continuing for years rather than months. Others start off living with friends or relatives. In many cases, the father will arrive first and mother and children join later. Families may be separated for years and reunion itself may take place over an extended period, with some children joining first and others afterwards. Families move around seeking better accommodation.

Schools emphasised that residential movement to improve the family's housing situation, whether into council accommodation or into other private housing, was a principal reason for Portuguese and other children leaving schools in the north of the borough.

One person expressed the view that Stockwell was 'an area people come to first and then move on'. Thus, international migration transmutes into internal migration, within Lambeth or elsewhere.

Portuguese parents in low-paid service occupations often work very long hours and sometimes have more than one job. Many speak little English on arrival and have had limited education themselves. Children sometimes return to their country of origin for varying periods. All these factors need to be taken into account when considering strategies to help children fulfil their potential in school.

In a study of Portuguese pupils in secondary schools, Barradas (2003) focuses on the 'disappearance' of students in KS4 and the difficulties they experience both in their personal lives and in their schooling prior to dropping out. Its findings almost certainly have application to other groups as well. She highlights the considerable support that is needed for young people who join the English education system part way through and struggle both with language and learning and with a new and different home life.

One boy who joined a school in Year 8 cited the sudden, unexplained withdrawal of EAL support as the factor that made him conclude there was no point in staying at school for tests in which he could not succeed. This comment is illuminating, given the observation made in some of our interviews with teachers that EAL support is often insufficient to cover all needs and that one-to-one or small-group help sometimes had to be transferred from children who still needed it to others who had just arrived. This issue is also discussed in Activity 3, page 89.

Finally, it may be noted that many 'economic migrants' of whatever national origin are partly motivated by the desire to give their children better opportunities than they had themselves. This is a good basis on which to develop home-school co-operation in fostering achievement. Pulling against educational success, however, can be the economic imperative (as perceived by parents and/or children) for older pupils to enter the labour market as soon as possible. Both of these factors were raised in interviews.

Asylum seekers

The children of asylum-seeking families are another group contributing to pupil mobility in Lambeth schools. Some arrive in the UK without their parents; their situation is discussed in Individual movement, page 78. As in the case of labour migrants, international migration transmutes into internal migration: newly-arrived asylum-seeker families find an initial place to stay and then move (or are moved) from one location to another, with a consequent impact on continuity of schooling. Families whose request for asylum has been rejected account for some of the departures from schools.

Children may have been out of school for some time before finding a place and the active drive of Lambeth LEA to ensure that all children obtain places has directly contributed to increased intakes in some institutions. The Woodfield Centre takes in some older children initially and then seeks to place them in schools, working with school staff to help them settle in.

It is difficult to obtain hard data on the current scale of movement of asylum seekers into and between schools as distinct from the numbers who are enumerated on a particular day within schools (i.e. flows as opposed to stocks). While asylum seekers may be defined as those who have recently arrived and whose asylum application is still being considered, refugees and asylum seekers may be taken to include families who have been accepted to remain in the UK and who may have been settled in their present home for some years. Thus, data from schools on numbers of refugee and asylum seeker pupils will include children from such families who join reception classes at the normal time or move up from primary to secondary, as well as those entering at non-routine times.

The Lambeth Ethnic Minority Achievement Team (EMAT) carried out surveys of schools in 2000 and 2003 to try to ascertain numbers. Not all schools responded to the survey on either occasion and it is probable that different definitions of refugee and asylum seeker

were used by schools in compiling the figures; it may also be the case that respondents had different degrees of knowledge about pupil backgrounds. Bearing these reservations in mind, the data indicate that the total number of refugee and asylum seeker pupils in both primary and secondary phases increased over the period.

In the 2003 survey, with responses from 51 schools enumerating over 600 refugees and asylum seekers, the highest proportions in school were from Somalia (16%) and Ecuador (12%), with significant growth in numbers of the former. Lambeth LEA data on languages spoken by schoolchildren also indicate increasing numbers of Somali children. Information from EMAT on bilingual assistant support and observations by school staff suggest that current inflows are very diverse in origin, including Somalis, Spanish speakers from South America and French speakers from African countries.

The Lambeth Homelessness Review (2003: 110–112) provides a concise summary of the changes which have taken place in the housing of asylum seekers over recent years, with evident implications for pupil mobility:

> *The situation for asylum seekers depends on when they applied.*
>
> *People who applied for asylum after 5 February 1996 were housed in temporary accommodation by the housing authority under the Housing Act 1996 while they awaited a decision on their asylum claim.*
>
> *The Immigration and Asylum Act 1999 removed any remaining benefit entitlement to all asylum applicants and created the National Asylum Support Service (NASS), responsible for basic support and accommodation on the basis of a no-choice dispersal policy to destitute asylum applicants.*
>
> *People who applied before 3 April 2000 and are still waiting for a decision are provided with accommodation and cash by the Social Services Asylum Seekers Team. The number assisted in this way is expected to decline to zero in due course.*
>
> *People applying after that date receive accommodation and support from NASS. The majority of asylum seekers in early 2003 were supported in this way.*
>
> *The Nationality, Immigration and Asylum Act 2002 provides*
> - *a new network of induction centres, where asylum applicants can be assessed to confirm their eligibility to apply to NASS and*
> - *for setting up a national network of accommodation centres…*
>
> *NASS provides temporary accommodation for new asylum seekers in hotels and hostels until longer-term support is decided and they are usually placed in other areas. This is intended to last a week or two but difficulty finding accommodation can lead to delays of months. In Lambeth, there are 10 or so locations used for this, from large hotels to small and spot bookings.*
>
> *After emergency placement, it is NASS's practice to move asylum seekers to longer-term accommodation while their application is assessed, involving extensive cross-borough and cross-regional movements.*
>
> *About 50 single people and about 10 families were placed in Lambeth in the month of December 2002, with a slow decline in numbers in the preceding 24 months. Placements are in various types of hotel and hostel accommodation. Emergency and dispersal accommodation is distributed throughout the borough.*
>
> *Once a household has permission to remain in the UK, NASS and social services' accommodation ceases. Former asylum seekers account for a growing number of placements in temporary accommodation while statutory homelessness assessments are made.*

The Homelessness Review has been quoted at length because it explains the housing processes which often result in school moves by asylum-seeking families and will clearly continue to do so. This includes moves to other parts of the UK, as well as within the borough. Return to country of origin is a further reason for children leaving schools.

Since the Review was carried out, the Home Secretary announced in October 2003 that 15,000 families who sought asylum in the UK more than three years ago will be considered for permission to live and work in the UK. The significance in terms of family and pupil mobility remains to be seen.

Lambeth Housing collated statistics from several sources in January 2004 on asylum-seeker families in the borough. Data provided by NASS on families with two or more members indicated that there were nearly 300 subsistence-only families living in Lambeth at the beginning of 2004 (i.e. families who had found their own accommodation, perhaps staying with family or friends), and a further unspecified number in temporary NASS accommodation. Some but not all of these families will contain a child or children. Data provided by Lambeth Social Services showed that they were supporting a further 95 families with children in bed and breakfast or private sector accommodation and 80 in Lambeth housing stock.

The particular circumstances and educational needs of this group have received growing attention:

- DfES issued guidance on the education of asylum seeking and refugee children in 2002
- Ofsted reported on provision in 2003
- Greater London Authority published a report in March 2004.

Issues relating to such pupils were raised in our school visits and examples cited of children whose experiences in their country of origin had had long-term effects on their behaviour and well being. Even children who had not undergone or witnessed horrific events had experienced significant disruption in their lives, the severing of relationships and in some cases the death of, or separation from a parent or parents. Some had spent a period of time in another country prior to coming to the UK. Continuing uncertainty, poor living conditions, poverty and inadequate diet were described as the background to their current existence in many instances.

Because of the great variation in the personal histories of individual children and prior experience of schooling, levels of educational achievement and fluency in English differ enormously. Notwithstanding the problems they face, many are motivated to learn, have positive encouragement from home; some also have highly-educated parents. If schools are able to give the time, attention and specialist help that are needed, many asylum-seeking children will ultimately achieve well. Some excel in tests and examinations in a relatively short time when they have a strong educational background from their country of origin. However, in celebrating these successes, it is important to recognise that most of those arriving with little English and disrupted education will not achieve in the short term at the expected levels for their age group, however good their teaching and progress.

Internal migration

This means any sort of residential movement from one location to another within the UK: thus, it covers everything from

- short-distance moves within Lambeth to
- long-distance moves to or from another part of the country.

Our interviews and data provided by schools would suggest that the main part of the movement affecting Lambeth schools is either within the borough or within the Greater London area. Some components of internal migration are discussed below.

The homeless

Movement into and out of temporary accommodation by homeless families is a well-recognised cause of high pupil mobility in schools situated close by and this is the case in some Lambeth schools. The number of children accepted by the council as homeless over the last three years is shown in Fig 17. It can be seen that a majority were lone parent families, over 600 in each of the last two years. The Lambeth Homelessness Review outlines the current housing context:

- very high property prices
- limited access to affordable housing in the private rented sector and
- reduction in the council housing stock resulting from 'right to buy' sales.

Fig 17: **Number of households with children accepted as homeless by Lambeth Housing Authority 2000–2003**

household type	2000–01	2001–02	2002–03
lone parents, female	417	542	538
lone parents, male	66	75	76
couples with children and all-adult households	187	227	212
total	670	844	826

source: Lambeth Homelessness Review 2003

With over 11,000 on the housing register (waiting list) and increasing numbers presenting as homeless, those accepted and moved into temporary accommodation are likely to be in fairly extreme and urgent situations.

The single biggest cause of homelessness (52% in 2002–03) was being asked to leave by parents, relatives or friends, followed by private sector evictions (15%). Many of these households were said to be young parents with a child or children, still living at home with their own parents, where relationships have broken down.

Others are families living with other families; yet others are families living by themselves in squalid and overcrowded privately rented accommodation.

Initially, homeless families are housed in temporary accommodation pending inquiries into their needs and circumstances. The use of bed and breakfast hotels has been phased out for families with children, except in emergencies, so temporary accommodation is likely to mean a hostel or self-contained flat in a hotel annex.

After a number of months the family is moved, usually into a property leased from a private landlord. Ultimately, after a period of usually one to two years, depending on size and availability of accommodation required, there will be an offer of permanent council accommodation.

At each of these stages, the family may be located in a different part of Lambeth – most hostel accommodation is in the south of the borough – or outside it. Fig 18 shows the location of households in temporary accommodation in December 2003 by age group of children.

The difficulties of life without access to a settled home have been the subject of successive studies. Research commissioned by Shelter (Power *et al*. 1995) focused specifically on educational issues and the problems for children and schools of residential mobility, drawing attention to the poor, cramped living conditions endured by many homeless families. A Barnardo's report on homelessness in London in the same year found that, for two-thirds of families with school-age children in their survey, moving home had also meant their children moving school – with one child changing school eight times in three years.

Reference was made in our own interviews to frequent moves of home by some families prior to their being accepted as homeless by the council. However, statistics provided by one north Lambeth primary school indicated that the vast majority of those transferring from another school had only attended that school previously. Residential moves do not necessarily generate school moves if they are over short distances and children will sometimes travel back to the same school even from a considerable distance. This is more likely to be the case at secondary level.

Fig 18: **Temporary accommodation in different boroughs by age group of children in December 2003,** *number of Lambeth families*

number of Lambeth families in temporary accommodation in each borough

age of children	*Lambeth*	*Southwark*	*Croydon*	*Wandsworth*	*Merton*	*Lewisham*	*Bromley*	*Camden & Islington*	*Hackney, Haringey & Hammersmith*	*total*
0–4	344	19	71	9	2	26	5	0	1	477
5–11	61	4	13	1	2	8	3	0	1	93
11–16	42	1	12	1	3	12	2	1	1	75
more than one age group	74	7	22	5	3	8	1	1	1	122
total	521	31	118	16	10	54	11	2	4	767

source: Lambeth Housing Research and Statistics

From the point of view of raising achievement, changing school causes discontinuity of learning and disruption to relationships; children may also miss periods of schooling when moves take place. Comments during the Lambeth consultation on the Homelessness Review included the observation that:

Many children are out of school for long periods of time.

Those attending school are subject to stresses and strains during out-of-school hours. Focus groups convened by Lambeth Housing Department revealed that, while hostel life could sometimes generate mutual support, many mothers felt isolated, lonely and deeply depressed. People felt their lives were on hold while they were homeless and facing an uncertain future.

Moreover, moving to temporary accommodation in an unfamiliar area was beset with uncertainty: not knowing about the neighbourhood, local services, local schools. One parent said they had gone to a school and tried to get their child in, but without success. A housing officer stressed that the majority of families did not have multiple problems:

Housing is all that's missing in lots of circumstances.

As the statistics reveal, many of the children involved are under five years of age. The experience of homelessness as outlined above and the negative effects of cramped living conditions on early childhood development clearly do not provide a good start for children's future lives and learning. The residential movement of under-fives can also cause disruption and instability in education provision. A nursery teacher who was interviewed described in some detail the time and effort involved in admitting and settling in successive new arrivals. She observed:

It is every other week, it is disruptive to the normal routine of the nursery, something that is crucial to help three and four year olds to become settled and learners.

The council housing sector

The experience of homeless families has been dealt with at length because the frequency of movement in homeless family accommodation has a big impact on some schools. However, some allocations and transfers of families in council housing come direct from the housing register. In this case, families have more choice about location than the homeless; they may be able to stay in the same part of the borough if they wish, thereby making a change of school unnecessary. None the less, some new allocations and transfers involve children moving to a new school, and reference was made both in our interviews and in the Headteachers' Survey to families wishing to move away from estates where crime, drugs or other adverse factors were perceived to be problems.

Residential movement associated with redevelopment and rehabilitation can also result in school moves, though only a small number of schools cited this in the survey. In addition Lambeth, like other London boroughs, runs a mobility scheme where applicants in council and temporary housing can be helped to move to accommodation outside London. In 2002–03, there were 45 such moves (Lambeth Homelessness Review).

Women's refuges

Movement of families, or parts of families, because of domestic violence is another established cause of pupil turnover. Primary schools located near women's refuges often have a high rate of mobility as women and children arrive and then move on. This is the case for certain schools in Lambeth.

There is a relatively high incidence of domestic violence in Lambeth. The Homelessness Review states that:

> *'Refuge' collects data from their national helpline and consistently receives more calls from Lambeth than from any other borough in the country… Risk from a violent partner or other household member is the reason for homelessness in between six and seven per cent of statutory applications, with 132 households placed in temporary accommodation in 2001–2002. (p.67)*
>
> *Children make up over half the refuge population and share rooms with their mother and other siblings; about half are likely to be direct victims of violence themselves. (p.68)*

Movement in the private sector

It is easier to build up a picture of household movement in social housing than in (or into) owner-occupied and private-rented accommodation. It seems clear from our school interviews and from the Headteachers' Survey that mobility associated with council and NASS accommodation is the more significant part of the movement that affects schools. Nevertheless, family migration to the outer London boroughs and beyond (other than moves under council or NASS auspices) represents one component of pupil loss, although little movement of children into Lambeth from other parts of the UK is reported. This is the pattern that would be expected from migration data generally.

It is difficult to establish the scale of movement outward or between Lambeth and other inner London boroughs in/into private housing resulting in a change of school. A national analysis of PLASC data and census data would shed some light on this, although the cross-border movement of children to attend schools would not be reflected in the census, housing tenure would not be shown in PLASC, and the frequency of some residential movement would not be reflected in either.

Headteachers and teachers claim that some of their higher achievers disappear through the outward migration of more affluent and aspirational families to 'better' environments. While schools are understandably prone to remember the loss of their star pupils, there is no reason to doubt that this is the case, given that the migrants must have both the motivation and the means to move away. Concern about future options for secondary schooling emerged from the Headteachers' Survey and the interviews as one of the factors driving outward movement.

Travellers

Travellers also contribute to mobility in some Lambeth schools. Six primary schools and two secondaries identified them in the Headteachers' Survey as being among the children joining at non-routine times. Data collated by EMAT indicate that there were 149 school-aged Gypsy Travellers in Lambeth during the school year 2001–02 and 158 during the school year 2002–03. About two-thirds were Roma children; much smaller numbers were English Gypsies or Travellers of Irish heritage. High levels of movement were recorded in the EMAT statistics and significant numbers were not in school.

Lambeth has a Traveller Education Service which supports Traveller pupils and parents with admissions, enrolment, attendance and access to learning. It liaises with similar services in other boroughs and nationally to try to ensure continuity of education when children move. The particular circumstances and educational needs of this diverse group have been subject to a number of studies (Ofsted 2003) and it is evident that this kind of focused action is necessary to support school attendance and enable children to derive full benefit from the education system.

Employment, education and training

Employment is a factor that generates residential mobility both into and out of London, though many parents with young children who move to take up jobs in inner London as they progress up the career ladder will not be looking for housing in the inner boroughs.

Families who occupy accommodation associated with their employment – caretakers, publicans, hotel managers and others – will, however, be numbered among Lambeth parents and there is likely to be a degree of movement among this group.

In the Headteachers' Survey, nearly a third of schools cited 'families moving for job reasons' as contributing to inward mobility joining the school, and over half mentioned this group in relation to outward mobility. It may be speculated that most of the in-coming families referred to in the survey were labour migrants from overseas; our interviews would tend to confirm this. Although there is a lack of clarity regarding outward migration for job reasons, parents in professional occupations were said to be part of the outflow. 'Setting up an Indian restaurant in Bradford' was one specific example given in an interview.

Universities and other institutions providing education and training for adults for finite periods sometimes have family accommodation attached. One example was of this was cited in the Headteachers' Survey.

Institutional movement

As stated earlier, institutional movement refers to transfers between schools without a move of home. This can occur in a wide variety of circumstances, for example where

- there is a disagreement between home and school
- a parent is unhappy with their child's progress
- a school is unhappy with a child's behaviour and 'encourages' them to leave
- a child is permanently excluded
- another school is perceived by parents to be better
- a child moves between child-minders.

Movement also occurs between special and mainstream schools and between private and state schools.

References were made to situations such as these in our school interviews and also in the Headteachers' Survey, which identified 'children moving from closing schools' as a further component of movement in some schools. Numbers of permanent exclusions are small relative to other categories of movement, Fig 19. However, integrating and supporting excluded pupils in a new school can be extremely demanding of time and effort and this role seems to be mainly fulfilled by a limited number of institutions coping with many other pressures. Some excluded pupils are reintegrated from off-site units rather than direct from their previous school.

Fig 19: **Permanent exclusions from Lambeth primary and secondary schools**

type of school	1999–2000	2000–01	2001–02	2002–03
primary	11	11	9	9
secondary	16	24	29	22
total	27	35	38	31

source: Lambeth Education Research and Statistics

The vast majority of school moves in Lambeth, as in other LEAs, is clearly associated with residential moves, international or internal, but the Headteachers' Survey also indicates that most vacancies in some schools are filled by transfers from other schools. The maintenance of waiting lists is central to this process.

Individual movement

The movement of children between parents, relatives and other adults, both internationally and within the UK, has emerged as a significant aspect of pupil mobility in Lambeth schools. In the Headteachers' Survey, family breakdown/division was identified by six out of 10 schools as a contributory factor to children joining schools at non-routine

times, and by seven out of 10 as a contributory factor in leaving. This kind of picture has been found in research in other authorities but the international dimension in Lambeth seems more pronounced.

Reference has been made above to young asylum seekers who arrive without their parents and who are in many cases 'looked after' by the local authority. Other examples of children coming to Lambeth from abroad to live with relatives and friends, or being left with them when parents return overseas, were mentioned in our interviews and in the Headteachers' Survey; Jamaica and West Africa were most often cited as areas of origin.

A recent study of separated children coming to Western Europe (Ayotte, 2000) has suggested that, although this phenomenon is not new, its incidence appears to have risen during the last decade. Ayotte's definition of separated children is as follows:

> *Children under 18 years of age who are outside their country of origin and separated from both parents or their legal/customary primary caregiver. Some children are totally alone while others may be living with extended family members… Separated children may be seeking asylum because of fear of persecution or the lack of protection due to human rights violations or due to armed conflict or disturbances in their own country. They may be victims of trafficking for sexual or other exploitation or they may have travelled to or across Europe to escape conditions of serious deprivation. (p.9)*

It was not within the capacity of this project to explore the reasons for such movement to Lambeth but most of the children involved appeared to come from countries where there was civil war or political and social instability and limited educational opportunities. Schools had needed to take action in certain instances where it was found that children were maltreated, though it was not suggested that this was the norm.

Some children, both from overseas and UK-born, are subject to informal family arrangements (the latter often living with grand-parents); others are in the care of Lambeth Social Services. In February 2004, there were 112 looked-after children aged 5–16 living in-borough and 273 living outside the borough. The total number of looked-after children of all ages was 627, of whom 83 were asylum seekers.

Some looked-after children leave schools at non-routine times when they are initially placed with foster carers or in residential accommodation, particularly if placements are outside Lambeth. It was stated that efforts are made to maintain stability of school attendance but it is not always possible to find carers in school catchment areas. Some of the schools visited said that looked-after children were among their mobile pupils but their numbers were very small.

The generally poor levels of achievement of looked-after children have become a national issue. Many have had damaging experiences before being taken into care; they are therefore another mobile group requiring particular understanding and support if they are to succeed educationally.

Another type of pupil mobility involves movement from and to the same school – perhaps within a period of months – rather than between schools. Long overseas visits were mentioned in our interviews, as were pregnant schoolgirls. Young offenders may also fall into this category.

The composite picture

It is impossible to be precise about the volume of pupil mobility attributable to each category of movement: international, internal, institutional and individual. However, it is certain that residential movement, whether international or internal, with or without parents, is the dominant cause overall. Transfers between schools without moving home are also a component of pupil mobility but not the principal one.

The scale of movement affecting some schools is unsurprising, given the number of families in short-term accommodation – though short-term can sometimes mean years rather than months. Data assembled by Lambeth Housing suggest that over 900 families with children of school age or under may be living in some kind of impermanent housing, having either been accepted as homeless by Lambeth Council or in the process of seeking asylum and supported by NASS or social services within the borough. In addition, new arrivals from overseas and many types of residential movement are not associated with the above circumstances.

The high mobility schools we have visited were able to relate their experience of the types of mobility already outlined. One primary school in the south of the borough with exceptionally high mobility took in children not only from homeless and asylum-seeking families temporarily housed in the vicinity but also from two women's refuges.

Families moved on frequently and were replaced. One Year 2 teacher interviewed in March had received nine new children since September, of whom six remained; two others had also left. A nursery teacher said that 12 children had left the nursery since January, while 17 had arrived. One of the problems was the sudden and unannounced departure of families – 15 children had left since September with destination unknown.

One of the secondary schools drew partly on the same catchment area and the same temporary accommodation. However, it recruited from a wider area and reasons for mobility seemed more diffuse, covering many of the types identified earlier. It took in asylum seekers from the Woodfield Centre and also children arriving directly from different parts of the world, including Nigeria and other parts of West Africa, Jamaica, South America and Portugal/Madeira. Moves between different family members were part of the pattern. Other movement included inter-school transfers and residential moves out of London.

Another secondary school described similar flows but emphasised its intake from Portugal/ Madeira (mainly the latter) – reflecting its location in the north of the borough – and from Ecuador. There were about 15 Roma in the school but they were not a major component of movement. Those leaving the school were a diverse group, including families leaving London and others transferring within the council sector to estates regarded as offering a better environment.

A primary school that we visited, situated in the same part of Lambeth, also had a significant inflow from Portugal/Madeira; children sometimes returned there for visits of varying duration. A great deal of family movement was said to be associated with housing circumstances, as described earlier. Other reasons for mobility were diverse and those on the move included asylum seekers, children moving between relatives and children transferring to church schools.

The third primary school in our study also took in some children direct from Portugal/ Madeira and other countries, the majority perceived as labour migrants or families reuniting. Progression from poor initial housing to better accommodation was seen as the process underlying much of the residential movement, often to places outside inner London. Some families returned to country of origin. School transfers without moves of home were a minor part of the movement and some outward migration was associated with secondary transfer concerns.

Some low mobility schools fill most vacancies through transfers from other schools rather than taking in children new to their area. However, in schools with higher levels of mobility, the principal reason for children both joining and leaving schools is a move of home.

Summary and conclusions

The overall picture assembled above includes the following main features:

- The migration of families from other countries, mostly as labour migrants and asylum seekers, is a principal reason for children joining Lambeth schools at non-routine times. Initial arrival, subsequent housing moves and return overseas (temporarily or permanently) all contribute to pupil mobility.
- Movement of homeless families into and out of temporary accommodation and ultimately into permanent homes also generates a great deal of mobility in schools, together with other council allocations, transfers and assisted movement out of London. There is some overlap between this category of movement and preceding one.
- Women's refuges are a locus of frequent movement by mothers and children, affecting nearby schools.
- The outward migration of families in or into the private housing sector accounts for some school departures, and is associated with various factors, including employment and concerns about secondary schooling.
- Unaccompanied children coming from overseas to live with relatives or other adults and children moving between parents or other adults within the UK are a significant element in pupil mobility.
- Numerous other causes and circumstances contribute to movement in the Lambeth school system, including
  - exclusions
  - parents transferring children to preferred institutions and
  - the arrival and departure of Travellers.
- Lack of fluency in English, disrupted education and/or limited prior education are the experience of many of the children identified, as are stressful home circumstances.

Pupil mobility is often expressed as 'moving between schools' and thought of as a straightforward transfer between School A and School B, preceded by and followed by continuity of education. Some mobility in Lambeth is like that. Much of it clearly is not.

2.3 Implications for strategies to raise achievement

This final section considers the implications of the particular mobility characteristics of Lambeth for strategies to raise achievement. To some extent, it echoes the conclusions of the Headteachers' Survey, page 57. However, it attempts not to duplicate the observations in that report but to supplement them on the basis of data gathered during school visits and the overview gained from analysing the scale and patterns of movement.

It suggests a number of components for an appropriate strategy, some of which are already being implemented or explored by schools and the LEA, and supported by national policies.

Components of a strategy

Ensure that all schools are managing mobility as well as possible and using available resources effectively

As noted earlier, over half the primary schools and half the secondary schools in Lambeth are in the top quarter of schools nationally in respect of mobility rates. It is therefore essential that the borough's schools manage the processes of admission, induction, assessment and integration effectively in order that newcomers can settle in as quickly as possible and begin to work at the appropriate level and with any necessary support.

In addition to drawing on the good practice that already exists in Lambeth and the central support that the authority provides, schools can look to other sources: the management of mobility has been the subject of both an Ofsted report and two recent reports from the DfES (Ofsted 2002; DfES 2003a, 2003b), the latter co-written by school and LEA staff directly involved with the task. DfES, 2003b, discusses the potential role of an induction

mentor in carrying out and co-ordinating the range of activities necessary when each new child arrives – an idea that could be adopted or adapted. For example, when asked how she would use extra funding for mobility, one headteacher responded that she would like to put in place a more rigorous and structured induction process and a longer period following up.

Establish ways of sharing the admission of mobile pupils more equally between schools

The volume and frequency of pupil movement in some Lambeth schools affects the whole nature of the school community and the work of all staff within it. During 2002–03, two primary schools and two secondary schools took in over 90 pupils at non-standard times; a further six primary schools and two secondary schools took in between 40 and 80. Given that some year groups were not included in the statistics, these figures understate the true picture.

A school with low or average mobility can focus most of its energies on settling in children at the normal entry time, getting to know them and their parents and then promoting their learning and development in a planned and sustained way throughout the ensuing years. A high mobility school must not only do this but also welcome and settle in dozens of additional children as others leave, year on year. It must constantly review, revise, replan and reorganise to try to match staffing and other resources to children's learning needs. It is very much harder to assure the educational progress and success of every child in the latter situation.

It is not surprising that recent research on educational leadership in London found that mobility of pupils was one of the dominant concerns of school leaders (Riley *et al*. 2004). However, mobility is not, per se, a bad thing. In every area of adult life – the workplace, the neighbourhood, the voluntary association – people come and go. Children in school can learn valuable social skills and empathy through welcoming and looking after newcomers. The latter, in their turn, can bring new perspectives and experience to the classroom, especially when they come from overseas. Mobility only becomes difficult to manage where numbers are large in absolute terms or relative to the size of the school.

Strategies to promote pupil achievement require action to relieve the pressures on schools coping with the highest levels of movement. Sharing the admission of mobile pupils more equitably is a subject which schools in some authorities are now discussing with their LEAs. It is often said that the concentration of movement in certain schools is inevitable because these are the schools with unfilled places at normal entry time. To some extent, this is true. However it is also true, in Lambeth as elsewhere, that some schools at normal entry time recruit largely from the settled parts of communities while others take in both established local residents and children in short-term housing: thus high mobility is built into certain schools and little mobility into others.

The geographical distribution of temporary housing, hostels and refuges is clearly a factor in explaining why some schools have very high mobility levels. However, the high mobility school is often not the only school in the vicinity.

Whatever their initial intake, almost all schools have some vacancies in the course of the year because children – however few – leave. In some cases, not all vacancies appear to be filled even when children are seeking places. In others, they are filled via waiting lists of children already attending other schools, rather than by newcomers to the area who may have particular language or learning needs. Small adjustments to the admissions policies and procedures of some schools might cause a significant reduction in the pressures felt by others and benefit some of the most needy children in the borough.

An active co-ordinating role by the LEA and the close co-operation of all schools are necessary if an up-to-date picture of vacancies is to be maintained and new arrivals enabled to find places quickly without missing long periods of education. Lambeth's initiative to locate and place children 'out of school' and its provision of other help to parents seeking places are part of such an approach.

Determine whether mobility itself can be reduced through liaison and collaboration

Liaison with housing providers has been one part of Lambeth's research project, with the active participation of Lambeth Housing Department and the sharing of statistics by NASS. A mechanism for liaison between Education and Social Services on the issue of 'looked-after' children is also in place.

Following focus group discussions of problems faced by homeless families moved into temporary housing in unfamiliar localities, Lambeth housing officers are planning to produce local information packs in collaboration with education and others, including guidance on obtaining school places. The possibilities for reducing mobility, however, are less clear, given the dynamics of the housing system, the shortage of affordable housing relative to demand and the necessity for councils to use accommodation where and when it is available. However, further joint examination of the issues would be worthwhile. The same is true in the case of NASS, with whom more effective liaison appears to be needed. The transmission of information to schools about impending movements of families into and out of short-term housing has been requested by headteachers.

There have been concerted efforts by schools in discussion with some LEAs to reduce inter-school transfers where these arise from a disagreement between home and school and do not appear likely to benefit the child. Some action already taking place on this issue was mentioned in our Lambeth interviews.

Compare and share strategies employed by small schools to support mobile pupils and consider the particular circumstances of small schools with regard to funding

Relatively small numbers of children arriving at non-routine times can be difficult to support in a one form entry primary school if they speak little English and/or have had limited prior education. This is particularly true in schools which already have many pupils needing additional language and learning support: existing school resources, however well managed, may not provide the level of help required by children in each class. Secondary schools and large primary schools have more scope than small primary schools to develop flexible responses, including the grouping of pupils and the matching of learning support to assessed needs.

Focus more attention on the needs of EAL learners at KS3 and 4 and ways of meeting them

Although statistics quoted earlier suggest that over half the mobile children taking tests at KS2 and nearly half taking GCSE examinations had English as their first language, the principal difficulties identified in school visits related to language and to the prior educational experience of children originally educated overseas. Many of these children were said to be attending their first school in the UK, while others had already attended (an)other school(s) in Lambeth or elsewhere.

It was widely felt that progress and achievement would be enhanced if it were possible to provide more individual help to new admissions and children already in school who were beyond the early stages of English language learning but did not yet have complete mastery of the language. As exemplified in one interview, the specific aspects of language and learning that a Chinese child at KS3 needs to develop may be very different from those of a Spanish child at the same stage of English fluency but from a different linguistic and cultural background.

The fact that EAL support tends to be focused mainly on pupils in the early stages of English acquisition has been widely noted. Her Majesty's Chief Inspector of Schools (2003) commented in respect of primary schools generally that access to support staff working alongside the class teacher was often only available to help pupils in the early stages of learning English. In the secondary phase, schools that catered well for beginners in English did not always provide adequate continuing help for more advanced bilingual learners.

Ofsted (2003) subsequently reported specifically on the issue of meeting the language needs of more advanced learners of English as an additional language in secondary schools and colleges. A GLA publication on refugee children in London (GLA 2004: 45) observed that there are:

> *insufficient funds to meet the needs of pupils whose English is above beginners level but who need English language support.*

Some of the highest performers in the schools visited were children who had learned English as an additional language. Further EAL support to others might make a significant difference to outcomes, as in the case of the Portuguese boy mentioned earlier who became discouraged and dropped out. It is desirable to build up as clear a picture as possible of the scale and nature of EAL needs at each stage and their resource implications, as a basis for future representations on national funding.

Take account of the time required for planning and staff collaboration necessitated by pupil mobility when staffing arrangements are considered.

The huge variation in individual skills, knowledge and English language fluency of mobile pupils mean that several new children joining a class may each require very different kinds and levels of support. One primary teacher coping with several late entrants commented:

> *It's like imposing a second layer of differentiation on top of what you planned at the start of the school year.*

In some cases, incoming children have had no prior education, particularly younger children where the school starting age in country of origin is later than in the UK. Others, including those transferring from other schools, have special educational needs.

One of the things that became plain in our interviews was the amount of time required for teachers to liaise with teaching assistants and other support staff in order to plan the provision necessary for mobile pupils and to monitor progress. One primary teacher described what was involved in devising a programme for a group of new arrivals in her class. When asked how this work had been fitted into the school day, she explained that she had met with the teaching assistant for three hours one Friday evening to draw up the initial plan and they subsequently discussed progress every week on Fridays after school. Another teacher came in early every morning and spent an hour planning and writing instructions for the teaching assistant. (Long-term plans have to modified regularly in light of pupil movement). Other teachers spoke of liaison during break times and lunch hours.

Pupils joining schools after the start of Year 10 and trying to catch up on what they've missed of GCSE courses place a particularly heavy demand on staff time, often involving liaison between teachers and support staff. A head of science described in an interview what was involved in arranging for late entrants to do science modules they had missed. This included arranging laboratory-based coursework practicals, with staff time allocated to setting up, supervising and marking.

Disseminate information on the backgrounds of different groups joining schools from overseas and on successful home-school initiatives

Making and maintaining links with parents can be difficult and also time-consuming when there is a high level of pupil movement. In Lambeth schools, meetings with parents who cannot speak English well are facilitated by interpreters, bilingual school staff and sometimes pupils. Communication can be problematic, not only at the admission stage, but at subsequent meetings to discuss the child's work and to explain issues as diverse as secondary transfer and the visit of the school dentist.

Schools also provide the families of mobile pupils with advice, information and help on a variety of matters Whilst positive in terms of building home-school relations and beneficial to the child, this is again a demand on the school's resources.

A further complication in home-school relations is the diversity of cultural backgrounds of newcomers – a complication that many schools welcome and enjoy but which requires a breadth of knowledge if appropriate responses are to be made in particular circumstances. One of the conclusions of Riley *et al*. 2004, in a study of leadership in London was that there needed to be easily accessible advice on responding to cultural and ethnic issues. Knowledge about family backgrounds is obviously important in relating to pupils themselves and fostering their achievement. Lambeth Education has already implemented some initiatives focusing on particular groups, such as the Portuguese.

Find ways of providing extra support and encouragement for some children and specialist help for those who need it

It is clear that there are significant numbers of pupils in Lambeth schools who have moved to live with adults other than their parents. There are many others who have had to cope with disruptive and disturbing experiences, whether through civil war, domestic violence or some other circumstance. This does not mean that they are all miserable at home or doomed to have difficulties at school; indeed, we were given examples during our school visits of remarkable resilience and achievement by individual pupils. However, where children lack interested adults in their home lives or have parents distracted by their own problems and long hours of work, encouragement and help at school may be crucial to educational success. A minority of children were said by schools to display serious emotional and behavioural difficulties as a result of what they had been or were still going through. The needs of children for extra support are ones which many schools are already trying to address, involving various sources of funding, in-school mentors, external agencies, volunteers and older pupils.

Ensure that all new arrivals are given equal attention and try to plan any reallocation of learning support in ways which do not undermine the progress and achievement of children already in school.

Many children who enter Lambeth schools at non-routine times are fluent in English and do not have obvious learning difficulties. It is essential, however, that equal attention should be given to the assessment of their needs and abilities as part of a raising achievement strategy.

A different issue is the importance of retaining the focus on children already in school as others arrive. A view expressed in our interviews and raised in previous research was that the children most likely to miss out as a result of mobility were not the 'high fliers', who were able, well-motivated and independent learners, but those lower on the achievement ladder. Reallocation of support to new arrivals with language or learning difficulties was most likely to disbenefit this group. It is, of course, easy to say that this outcome should be avoided but it can be difficult to do.

Provide the funding necessary to meet the costs of mobility

Funding is clearly a matter for central government as much as for the local authority. There is an obligation on schools and LEAs to use the available resources in the most efficient and effective way and all the proposals outlined above could be implemented to some extent without additional money. Nevertheless, it is questionable whether existing levels of school funding can adequately meet the range and volume of needs that have been identified and enable achievement to be raised as much and as fast as would be desirable.

The above proposals are not exhaustive. For example, training all classroom teachers in the teaching of bilingual learners would undoubtedly contribute to a raising achievement strategy, allowing more effective help to be given to newcomers. It would, however, be a large and on-going cost, given the fact that there is also teacher mobility. The whole matter of attracting and retaining teachers could reasonably be discussed in relation to the specific demands of the kinds of mobility described, but has not been considered in this report.

High rates of mobility, particularly of the kind found in Lambeth, have cost implications for the education authority itself. Schools with high mobility are more likely than those with low mobility to get into difficulties and require additional advisory support. Strategies to spread non-routine admissions more equitably across schools and ensure that every child finds a school place demand a pro-active admissions team with sufficient staff to liaise regularly with schools and support parents. Following up on leavers who 'disappear' requires significant human resources in a borough like Lambeth. The central EMAT also has a range of roles in supporting schools and pupils on mobility, which has implications for resourcing. Even the job of the Research and Statistics Unit is much more complicated and time-consuming than it would be in a different area with less complex pupil movement.

Whatever the method of calculating the costs of mobility, it is essential to recognise that they are not just limited to the initial functions surrounding admissions, which might minimally be calculated as the salary of an induction mentor/co-ordinator. The effects

of high levels of mobility are felt across the school and the LEA, demanding a range of continuing activities from staff at all levels. The specific nature and causes of mobility in Lambeth make it particularly demanding on schools.

There are also the non-human costs of mobility, such as workbooks, pencils and folders for each new child and the printed information for prospective parents and pupils, in translation where necessary. There are also unreturned items when families leave, often at short notice: in particular, the books retained by departing children, who in some cases would not otherwise possess any.

There is currently a great deal of emphasis by education ministers on 'personalised learning' (see, for example, Miliband, 2004). It is an approach singularly well-matched to the circumstances of Lambeth schools. Most schools have the task of identifying and meeting very diverse educational needs and pupil mobility adds further complexity. The staff we interviewed in schools were striving hard to plan and provide education which took account of the diversity in their classrooms, including the needs of recent arrivals. However, the amount of individual and small group attention that was felt to be required by some children was simply not possible.

2.4 Conclusion

Reference was made at the start of this report to Ofsted inspection guidance. This research vindicates the assertion in the guidance that careful attention should be given to the characteristics of pupil mobility before considering its possible effects. The overall circumstances of child and family mobility in Lambeth schools could not be more different from those where 'areas of new, owner-occupied housing have high levels of steady movement as parents change jobs.' (Ofsted 2003: 49). In the latter case, the vast majority of mobile children is likely to be fluent in English, to be easily integrated into existing classes in terms of their achievement levels, to have transferred (without a hiatus) from another school teaching the national curriculum, to have the support of parents who know and have succeeded in the UK education system and to have quiet space in the home for homework, recreation and rest.

Joining a new school can be hard for a child in the most auspicious circumstances. However, some children plainly have more barriers to overcome than others if they are to settle in and succeed. Lambeth schools have to respond to an exceptionally wide range of needs among their mobile pupils in order to help all to achieve.

A note on methodology

The school interviews

Five schools were visited in the course of the research, three primary and two secondary. The primary schools included

- one in the south of the borough with the highest mobility rate in Lambeth in 2002/03
- two in the north which also had high mobility rates.

The secondary schools were at different ends of the borough too and were in the top half of the mobility range.

A decision was made at the outset to select some schools which were known to have relatively high numbers of international migrants who were not asylum seekers among their mobile pupils. Given the volume of information already available about the educational needs and circumstances of asylum-seeking children in London, it was thought that a focus on other groups would extend existing knowledge.

The LEA was instrumental in setting up the school visits. Their purpose was to obtain a better understanding of the

- nature and causes of high levels of pupil mobility in schools
- learning needs of the children and
- ways in which the schools responded to them.

A range of discussion guides was prepared, designed to elicit perspectives on mobility and its implications from different staff members fulfilling different roles: for example, the headteacher, head of department, year head, class teacher, newly qualified teacher, teaching assistant, SEN co-ordinator, EAL co-ordinator and school secretary/ administrator. A list of suggested postholders to be interviewed was sent to the schools but it was left to the discretion of the head to include those staff who were particularly involved with mobile pupils or who had particular insights to offer.

Schools arranged intensive, well-organised programmes for our visits and we were able to talk to the headteachers and a total of 35 staff in four of the schools. The majority of interviews were on a one-to-one basis or involved two people together. In the case of one secondary school, the initial programme had to be cancelled because of the illness of the interviewer but it was possible to visit on a subsequent occasion and have fairly lengthy and useful discussions with two senior members of staff.

An information sheet setting out the topics in which we were interested and the questions we were seeking to answer was sent in advance to the headteachers. The information had clearly been transmitted to participant staff, most of whom had given thought to the issues prior to the interview. In some cases staff brought written notes of their observations. Schools also provided some statistical data on their mobility.

Local authority interviews

Interviews (one by phone) and meetings took place with 12 local authority staff, nine in Education, two in Housing and one in Social Services. The purpose was to seek information and insights into pupil mobility from staff whose roles and responsibilities provided them with direct knowledge about particular mobile groups – for example,

- refugees and asylum seekers
- other new arrivals entering schools with EAL
- Travellers
- looked-after children
- excluded pupils and
- the homeless.

It also looked at the processes associated with mobility, for example,

- school admissions
- school transfers

- follow-up on leavers with destination unknown and
- placement of families in temporary accommodation.

An information sheet was provided in advance outlining the purpose and focus of the research. Discussion guides were again used, covering topics relevant to the responsibilities of those interviewed. Five interviews were on a one-to-one basis and two were small group discussions. Some of those interviewed provided statistical data.

Meetings were also held with the director of Education and the chair of the Education committee to seek their views on mobility and related issues.

Activity 3

Strategies schools use to minimise the effects of mobility on achievement

Viv Edwards
Professor of Education,
University of Reading

Kirstin Lewis
Teaching and Learning Consultant,
Lambeth Education

Eileen McAndrew
Education Consultant

Chris Power
Education Consultant

Amy Thompson
Head of Ethnic Minority Achievement
Team, Lambeth Education

Introduction

The aim of this part of the research project is to provide an even deeper understanding of what is taking place in schools with high levels of mobility by identifying strategies that minimise the effects of mobility on achievement.

The LEA places each school into one of four family groups based on

- free school meals (FSM)
- English fluency and
- mobility rates.

This classification allows schools to compare their performace at KS1 and KS2 with similar pupil characteristics.

Using a case study approach, six Lambeth primary schools with high levels of mobility were selected with the following profile:

- Members of all four family groups were included.
- Because it was important to identify examples of good practice, schools where mobile pupils were performing well needed to be targeted. Mobile pupils in the case study schools had shown improved performance or good performance at KS2 SATs over the two previous years; in addition, the schools had received good Ofsted reports in the areas of inclusion, EAL and induction.
- The case study schools as a whole covered between them a range of ethnic groups and eligibility for FSM.
- A church school was included in order to explore whether voluntary-aided schools would raise different issues.

Fig 1: **Characteristics of the case study schools**

		mobility KS2 cohort		% mobile pupils gaining level 4+ at KS2			
school	family group	*family group average*	*% school*	*2001*	*2002*	main ethnic groups	% FSM
A	1	25	22	50	59	a range	51
B	1	25	28	39	63	African, Caribbean	46
C	2	19	33	43	78	African	47
D	3	18	25	100	95	English/Scottish/ Welsh	38
E *Roman Catholic*	4	19	16	83	63	African, English/ Scottish/Welsh	15
F	2	19	15	67	70	a range	27

The main focus for this activity was the primary phase, partly because of the high concentration of mobile pupils at this level, and partly to complement Activity 2, page 41, which undertook case studies in secondary schools. Two further secondary schools, with high levels of mobility, however, were also included in the present activity, but the issues which emerged covered a broader range than was the case for the primary schools. A much longer period of fieldwork and a larger number of secondary schools would thus have been required to achieve the same depth of coverage as for the primary schools. That said, where issues raised by primary and secondary schools coincided, the comments and observations of those consulted in the secondary schools have been included in the more general discussion.

Each of the case study schools received a preliminary visit to collect background documentary evidence (e.g. numbers of mobile pupils, Ofsted, Section 10 report, school profile and prospectus) and to make arrangements for the interviews. The main method of data collection was open-ended semi-structured interviews (Appendix B, page 122) with senior management, teachers, administrators and support staff as well as parents

and pupils in the case study schools. The aim, then, was to triangulate the voices of the various stakeholders in the education of mobile pupils. On some occasions, each group provided further support for the observations of others; on other occasions, the different voices underlined the complexity of the situation.

Fig 2: **Breakdown of interviews conducted in case study schools**

	number of people interviewed					
school	senior management team	class teachers	support staff	administrators	parents	children
A	2	2	1	1	3	3
B	3	2	3	1		12
C	2	2	2	2	2	4
D	2	2	1	3	1	1
E	3	2	2	1	2	5
F	3	2	2	2	5	5
G	1					
H	3	5	4	2		8

The interviews were conducted by four researchers

- Kirstin Lewis, *Teaching and Learning Consultant, Lambeth Education*
- Eileen McAndrew, *Education Consultant, HMI retired*
- Chris Power, *Education Consultant, HMI retired*
- Amy Thompson, *Head of Ethnic Minority Achievement Team, Lambeth Education*.

Fieldwork visits for each school lasted two days. Reports on the fieldwork were sent to the schools for purposes of respondent validation, and the data was duly amended to take account of any inaccuracies or omissions. Reports on fieldwork visits to the schools were analysed by Viv Edwards, Professor of Education at the University of Reading, using HyperResearch, a software package for the analysis of qualitative data. As is normally the case in qualitative, grounded research, issues were allowed to emerge from, rather than being imposed upon, the data.

The findings which emerged from this part of the project can be grouped under three main headings:

- administrative issues
- pastoral issues
- teaching and learning issues.

Administrative issues

It is important not to underestimate the impact of the additional administrative burden on the experience of all members of the school community – teachers, children and parents, as well as office staff. The time consuming nature of the enrolment of new pupils has received comment at both national level (Ofsted 2002) and also, more locally, in Lambeth (Demie 2002; Strand 2002). According to the Association of London Government (ALG, 2003), the typical London primary school spends up to an additional 406 hours providing administrative and educational support for mobile pupils. The corresponding figure for secondary schools is 729 hours. Interviews with a wide range of people in the case study schools, however, made it possible to construct a very detailed picture of what precisely is involved in this process.

Administrative staff demonstrated a sound understanding of the complex issues surrounding mobility and a high level of commitment to supporting both teaching colleagues and families. The discussion that follows considers the various steps in admitting pupils to the school:

- the fielding of parental enquiries
- follow-up tasks and
- record keeping.

Fielding enquiries

Lambeth LEA operates the One Stop Shop which, among other functions, offers parents information on the availability of places in schools. In reality, however, most parents make approaches directly to schools. As a result, members of the administrative staff spend a great deal of time fielding enquiries, even when no places are available. This involves an unacceptable duplication of effort in schools where human and other resources are already overstretched; it also causes frustration on the part of families.

The first challenge for parents is locating a school with places for their children. Parents and children interviewed in the case study schools painted a depressing picture of the difficulties they had experienced. A secondary pupil who had transferred from a northern LEA, for instance, reported that his family had approached the Lambeth admissions office and four different schools by letter, using the Yellow Pages for information. The family of another pupil had visited the LEA admissions office, and a number of schools in Lambeth, as well as an adjoining LEA, before finding a place. Waiting times had ranged from one to five months. Some parents reported that schools did not respond to telephone enquiries.

The current admissions policy not only causes frustration for parents and pupils; it also creates additional work for school administrators. The case study schools deal with requests for places on a regular basis, acting as a mini-clearing house. When no places are available, children are placed on a waiting list and advice is given on alternative schools both within Lambeth and across the boundary. Maps and directions to other schools are often provided by individual schools out of their own resources.

At School A, a pupil support worker provided by the Clapham Park Project (part of the 'New Deals for Communities' initiative) helps families complete relevant forms and find another school place if one is not available. School A was, however, the only case study school in receipt of outside funding for this function. Parents find it challenging to understand the different admissions procedures of foundation, voluntary-aided and community schools. In Catholic schools, the task is even more onerous because members of the office staff are responsible for explaining the additional entry requirements. Catholic enquirers are required to provide a priest's reference in addition to the standard information. Non-catholic enquirers are directed to the Lambeth LEA admissions department or to other local schools.

Although most of the case study schools were oversubscribed at the time of fieldwork, outward mobility ensures that places become available on a regular basis. These places are allocated wherever possible using distance as the criterion, a practice which sometimes creates problems for families who have been on the waiting list for longer but who live further from the school than more recent applicants. Places are not, of course, evenly distributed across the age range. As a result, it may not be possible to accept all the children from a family and it is not unusual for siblings to attend different schools, adding greatly to stress levels within the family. Administrative staff thus have to deal with

- the frustration and distress of those families for whom they have no places
- families with concerns about the equity of the policy on waiting lists and
- families where only some children can be accommodated.

The experience of administrators, parents and children in the case studies schools adds weight to the recommendation of Activity 2, page 41, that the LEA undertake a co-ordinating role in admissions. At the moment it is difficult to establish how many pupils are without schools places, how long they have waited and, in cases where parents have neglected to remove their names from waiting lists, where they have found places. By serving as a central collection point for information, the LEA would be able to offer an accurate picture of the current situation, which would be of direct interest to the Education Welfare Service (EWS), concerned to reduce the periods of time which children spend out of school. At present the Housing Department is referring households asking about school places to the Education One Stop Shop and not to individual schools. Potentially, Housing serves as an outlet for any admissions information that Education would want passed on to their 'customers'. Both initiatives – centralised record keeping and the production of information packs – would reduce the current duplication of effort on the part of schools and improve the quality of service to parents and children. A centralised admissions system would also have the advantage of distributing the additional workload associated with mobility more evenly across schools.

Follow-up tasks

When pupils are offered places, members of the administrative staff are involved in a wide range of follow-up tasks. They collect supporting information, including

- the pupil's birth certificate
- the passport or birth certificate of the parent
- proof of address
- documents relating to immigration, such as solicitors' letters, communications from the Home Office concerning status of individuals as asylum seekers or refugees.

They also

- establish FSM entitlement
- make arrangements for induction meetings
- collect
  - emergency contact forms
  - home-school agreements and
  - classroom codes of conduct signed by parents and pupils.

Additional tasks mentioned in some of the case study schools include

- checking that someone is available to translate letters sent home, and
- taking new children to their classroom to meet the teacher and new class on their first morning.

The number of people involved in administrative aspects of admission varies, as do individual responsibilities. At School F, for instance, one member of the administrative team deals with admissions and leavers, while another deals with issues related to FSM and school uniform. At School D, three members of staff are involved in pupil mobility. Two clerical officers process applications and make contact with the child's previous school, speaking to the head teacher or special educational needs co-ordinator (SENCO), as appropriate, to gather further information on the circumstances surrounding the move. A senior administrative officer oversees all the tasks carried out in the office. At School A, the ethnic minority achievement grant (EMAG) co-ordinator is also involved in handling the administrative arrangements.

Record keeping

Common transfer form

A large proportion of pupils arriving from abroad bring no records of their previous educational experiences. When pupils move within the UK, however, the Education (Pupil Information) (England) Regulations 2000 require school records to be transferred when a pupil changes school, using a common transfer form (CTF), or electronic equivalent, no later than 15 school days after the day on which the pupil ceases to be registered at the old school. The transfer process gives rise to problems on a regular basis, adding to the workload of schools affected by high levels of mobility.

The first problem concerns the nature of the information recorded on the CTF. Many schools are dissatisfied with the focus of the CTF on coverage of the curriculum rather than on areas of pupil competence or weakness. Many of the case study schools had developed their own forms, which offer a more detailed profile of the child's educational history. School A, for instance, produces an admissions booklet, the information from which the EMAG co-ordinator filters through to the class teacher. School D uses its new pupil form to disseminate information to class teachers, the SENCO and EMAG co-ordinator.

Schools also collect a range of other information, which reflects concerns about matters of particular importance for mobile pupils. School C, for instance, records the identity of the child's legal carer as part of their concern for child protection issues. School D asks for information on any problems which arose at the previous school and whether the head teacher knows the family is moving. School B is considering amending its form to include details of the child's last address, so that it can monitor 'institutional mobility', where children change schools without moving home. The CTF, then, is widely perceived as an inadequate tool.

Transferring records

The variable speed of the transfer of records is another problem. In many cases, records are sent and received within the required time scale; in some cases, however, there are unacceptable delays. Although not specifically a mobility issue, the move from primary to secondary poses particular difficulties: records are sometimes transferred to secondary schools before primary pupils have confirmation of a place or accept an offer. If they do not ultimately go to this school, a great deal of additional work is created for school administrators.

There is also concern about the failure of some receiving schools to request records for pupils who leave at non-routine times. The office staff in case study schools clearly attached considerable importance to the transfer of files, in some cases driving the records over to the new school. On some occasions, however, they have no information on where the pupil has transferred and have to hold the files until requested to forward them by the receiving school. There was also evidence of some confusion about the logging of outward mobility since there is no agreed date for recording this information. Some schools were unclear as to how long pupils should remain on roll when no request for records had been received. This issue is of some importance, since attendance figures are adversely affected when children remain on roll (see also Activity 2, Causes of pupil mobility, page 69).

The failure to transfer records has various unfortunate consequences. The receiving school may need to undertake its own assessments. There are implications for child protection. There is also a real danger that the new school will issue a new unique pupil number (UPN), since there is no way of knowing whether one has already been allocated.

Electronic records

Few topics exercised administrative staff more than electronic record keeping, an issue which has bearing for both admissions data and for assessment. The demands made on schools in this area are increasing. For instance, in addition to the growing expectations that pupil records should be transferred electronically, it is now a statutory requirement to provide data from the pupil level annual school census (PLASC) in electronic form.

Administrators in the case study schools had good IT skills and handled routine aspects of electronic record keeping very efficiently. To take just one example, several administrators were concerned to record information on family arrangements for the care of children when they move to stay with a relative, or with a friend of the family.

In spite of evident frustration, schools appreciated the need to move towards electronic records. In School C, for instance, attendance and absence are recorded manually but there were plans to record this information electronically in the future. Interest was also expressed in adding fields for UPN, date of entry and year group allocated, so that the progress of specific groups, such as mobile pupils, could be easily tracked. Other suggestions included the introduction of a field for date of leaving, which would make it possible to chart changes to the cohort over time.

This data would help the school to recognise the likely pattern of future needs, information essential for planning and target setting. One school had also identified an efficient means of making data collection and interrogation more coherent and unified by recording the data in Excel for importing into SIMS.

It is beyond the scope of this report to make determinations as to whether the limitations identified by administrators are real or whether they can be attributed to gaps in user knowledge. However, the consequences are far-reaching in terms of both staff time and ability to manipulate the data to best effect. The question remains as to who is responsible for IT training? It is unrealistic to suppose that schools can address this issue in isolation. The LEA clearly needs to take the lead in collating information about the needs identified by schools and in using this information as the basis for providing appropriate training.

Pastoral issues

Different mobile groups raise different issues. The needs of children changing schools as a result of migration between countries are clearly different from those engaged in internal migration within the UK. Similarly, institutional movement which involves changing schools without moving home (as in the case of exclusion) does not offer the same challenges as the movement of children on their own, for instance, between separated parents or to live with foster parents. Irrespective of the reason for a child's move to a new school, the early days are likely to be very stressful and the school's responsibility is to provide the necessary pastoral support to ensure a smooth transition.

Three main areas were identified as contributing to pupil welfare:

- clearly articulated induction policies, which set out individual responsibilities and procedures
- strategies for establishing good relationships with and between pupils and with their parents, and
- the development of effective links with the wider community.

Induction

The importance of induction policies for mobile pupils is now widely recognised at the national level (see, for instance, DfES, 2003b; 2003c). Induction is also an important issue for many Lambeth schools, nearly half the primary schools and a quarter of the secondary schools reported in the The Headteachers' Survey, page 45, that they were operating a formal induction programme. One of the criteria for the selection of the case study schools in this activity was that they had received a favourable Ofsted report in relation to their handling of induction.

Induction is not, of course, an event but a process involving senior management, class teachers, support staff and other pupils. In most cases, it starts with an admissions interview and the enrolment of pupils and continues over the next few weeks. If an applicant lives within an appropriate distance from the school and there is a vacancy in the appropriate year group, an interview is offered. The head teacher or deputy head generally carry out admissions interviews though, in cases where parents have limited English, class teachers or EMAG staff with knowledge of the language in question are also sometimes involved. Some schools make use of the interpreting service, where appropriate, offered by Lambeth Education.

Planning for the induction of pupils who arrive as non-routine admissions is a complex process and precise arrangements vary a great deal. In School E, for instance, responsibility is shared between the deputy head and EMAG staff, depending on whether the child in question speaks English as an additional language. At School F, EAL teachers, class teachers and support staff work closely to ensure that the needs of new entrants are quickly identified. At School D, members of the office staff also play a part. One of the administrators explained how she takes the child to the classroom on the first day and makes a point of telling them that if they have a problem they can go and see her. New admissions are taken to the classroom and introduced to the other children, when parents are completing the form. The class is reminded about how they felt when they first started and the new child is then introduced to their 'buddy' who, among other things, will play with them in the playground and sit with them at dinner.

In School C, EAL pupils and their parents are invited into school to meet the head and EMAG teacher on Wednesdays for reception and induction. This includes explanations of the school day and its routines and information for parents about resources and ways they might help their child. These pupils are formally admitted to the school on the following day (Thursday) so they start with a short two-day week. English-speaking pupils are admitted without this introduction. There is a case, however, for the school to consider following this procedure for all non-routine pupils admitted at non-routine times. There

are other advantages, too, of arranging admissions on a set day. In cases where the parents have limited English, interpreter time needs to be booked in advance. Class teachers are also better able to prepare for new admissions and organise their teaching accordingly.

The need for inclusive policies

The immediate needs of children involved in international migration are often so pressing that they absorb a considerable amount of time and resources. In most cases, schools with long-standing experience of mobility have developed sound procedures for induction, assessment and monitoring in conjunction with EMAG staff and, often with bilingual support. There is a growing realisation, however, that many of these processes could usefully be adapted for other groups of children.

Addressing the needs of all mobile pupils

It is widely accepted that schools need as much information as possible on the background of children who have arrived from other countries. However, teachers also need to be informed about issues relating to children who change schools within the UK. The head teacher of one of the case study schools talked at length about the need to respond sensitively to the different needs of children in this group. She also drew attention to the difficulties in eliciting important information from parents and children and of the need for the school to persist. She explains to new parents who might be a little reluctant to share all relevant information that 'we need to work in partnership'.

Excluded pupils and their families need to be treated with particular sensitivity. When a child has been excluded from another school, the head teacher takes time to listen carefully to the parent and the child using the prompt: 'Tell me what it was like in your other school.' After establishing the child's perceptions of how things were dealt with in the other school, she carefully explains the expectations and procedures at the new school. She talks through the behaviour policy and home-school agreement with both parent and the child and alerts the parent to the dangers of taking matters into their own hands.

The needs of other groups of children changing schools in the UK are often very different. Information on families fleeing from violence, for instance, is given on 'a need to know' basis. Thus, while the information is not posted in the staffroom, the school keeper is told to be vigilant around the parent. In the case of voluntary transfers, the previous school is contacted to check if the child did in fact attend and the SENCO or head teacher is consulted about any problems that the child experienced.

Another issue of central importance for schools with high levels of mobility concerns arrangements for pupils who are leaving the school. Exit procedures are important: both leavers and those who remain need the opportunity to say goodbye. There is a case for informing parents and carers of leaving procedures at the outset, e.g. in the school prospectus. The role of the member of staff responsible for induction might also be extended to cover the exit process.

Establishing good relations

Careful thought needs to be given to how best to make children and parents feel valued members of the school community. Both children and adults have important roles to play.

Relationships with other children

A vital part of feeling welcome involves making friends. Sometimes friendships have already been established on arrival. As one child explained:

> *I came from Jamaica but I didn't feel too worried about coming to the school because I had friends who came to the school who lived in my block of flats.*

Another commented:

> *I was shown round the school and joined my class. I went to the after school club and met my friend from the flats. It was a really nice surprise.*

Children have strong views on the importance of making friends quickly. A Somali child who had been in England for a year described his experience in the following terms:

> *The most important thing when you arrive in class is for the teacher to be kind and to give you some friends… The rest of the children helped me and played with me.*

Some children were also clear about the kind of support they expected. At School F, one of the children explained:

> *They should arrange good friends, make introductions to the class good and be sure you are not roughed up… In case you fall out with a friend, they should make sure you have been told who to go to sort it out.*

There was no shortage of evidence that the case study schools were providing a supportive environment for new arrivals. The following comments were typical:

> *On my first day Mum and Dad came to the class door and the class teacher met me. She had arranged a space for me at a particular table and asked a group of boys to look after me. The whole class welcomed me to School F and the boys showed me around and helped me to get to know the place. They became my new friends. They were nice.*

> *Coming to this school was wonderful. The teacher introduced me to the class in a nice way. She asked for volunteers to look after me and three quarters of the class put their hands up. She chose two girls and I went to sit at their table. If no one had put their hand up I would have been terrified. As it was, I felt wonderful.*

All schools make provision for new admissions to be introduced to other members of the class. Many also operate a formal scheme, where newcomers are paired with a 'buddy'. Children spoke approvingly of the support they had received from buddies and were able to cite examples of how they had helped them get used to school routines and settle into class groups.

Children who arrived with little or no English were very clear about the value of having a buddy who spoke their language. A girl from South America explained:

> *I went to four schools before I came here. I felt terrible at first when I came here because I didn't know anyone and I didn't speak the language. I joined a whole class and was a bit tearful but a girl in another class who could speak Spanish came and calmed me down. She helped introduce me to other children. The teacher asked one boy to help and, although he didn't speak Spanish, in time I was able to learn what to do. I think the most important thing a school can do is to try to speak to the child in their language and make them feel welcome.*

The children left no doubt that making friends swiftly is central to feeling secure, welcome and able to make progress. Parents also felt strongly about this issue. For instance, one mother at School C talked about her family's very unsettled past. They had moved from war-torn Sierra Leone some time ago; more recently, she had left her husband, taking her son and a new baby. Her son, a very shy child, had also moved within Lambeth. Predictably, she expressed concern that he should settle and feel secure as soon as possible. She reported that the transition had been sensitively handled when he moved to his present school, and that he was coping much better in class. Another mother spoke in warm terms of the welcome that her son received when he had returned to his old school after being moved to temporary accommodation in other parts of London.

Relationships with adults

Establishing friendships with other children is clearly a priority. But adults also play a crucial role in helping new admissions to feel welcome. Among the adults singled out by children as having helped them settle in were the head teacher, class teachers, EMAG staff and teaching assistants. Typical comments included:

> *The new teacher was very helpful and, when I didn't know what to do, she came and sat by me and helped me.*
>
> *You can go to the head teacher, a teacher or a helper. They will listen. I needed help in PE. I didn't know what to do so I asked a helper. She said: 'Don't worry, just listen'. This made me feel happy. I knew what to do, so I listened.*
>
> *It is helpful to have an adult you know go into classes and be seen talking to you with a positive and smiley face and asking you to have a chat.*

An initiative at School D, whereby new admissions were allocated to an adult as well as a child buddy seems to be particularly effective.

Adult buddies

A teaching assistant (TA) and midday meal supervisor in School D serves as the named 'adult buddy' for newly arrived pupils. She is officially introduced to new pupils and their parents or carers and, at the moment, is responsible for seven pupils. Pupils can call on her in the playground or seek her out during lesson time if they have any anxieties. They tell the class teacher when they need to see her, this works like a password. In the playground, she is able to encourage new pupils to integrate. She pre-empts any incidents or deals with them they arise. She feels that she is able to laugh and joke with these children and to build a real rapport. However, they know not to cross the line.

Her intervention has been particularly effective with one child who had felt the need to take matters into his own hands in his last school because of his frustration that no-one was listening. The TA makes a point of not only speaking to the other child or children when a problem arises, but also of reporting back to him what she said. As a result, he feels that his concerns are being taken seriously. In the playground in the early days, he was very much a loner. The TA encouraged him to join in both in the playground and in after school clubs, all of which has nurtured his self-esteem. This has also made it possible to develop a relationship with his mother when she picks him up from the after school activities.

The adult buddy has also helped him with coping strategies. This approach seems to be working well: 'Yesterday he said he was having problems with another child but he managed to deal with them without retaliating physically'. The child clearly feels safe and is showing signs of being more settled in the classroom. Recently, he had been less reliant on her support.

Bullying

Bullying, another issue on which pupils had strong feelings, was raised spontaneously in various conversations with researchers. A pupil at School B, for instance, told how he had been worried about being jostled when he came and stressed the importance of checking on how well pupils felt they were settling. The children themselves identified the use of buddies and other welcoming strategies as important in averting bullying.

> *In my old school they didn't do introductions when you started. I was the only Black child in the class and they called me names. I had no friends and was bullied by a particular girl. She was told to stop after my Mum complained but she carried on. My Mum was working on the day you had injections and so couldn't come. I was teased by other girls who said 'Hah hah! See your Mum's not there. You haven't got a Mum'.*

Of course, welcoming strategies are not enough in themselves to prevent bullying. Again, pupil comments were extremely perceptive. One boy pointed out:

In my other school I was used to having fun made of me because of my freckles. When the head teacher told them off they just did it outside the school instead. You really hope you are coming into a place where the school rules mean that they try to change people's attitudes and the class teacher emphasises positive things and talks to everybody about people getting on with each other. It helps if you can talk privately to someone and have the chance to do that.

In some schools, circle time is used to address a wide range of issues, including bullying. One example concerned a girl with no toes. Before she started at the school the class teacher had used circle time to explain how this would effect her walking.

The importance of a whole school policy on bullying cannot, of course, be overestimated. Staff interviewed at School F stressed the need for a common emphasis in questioning parents and pupils about their previous experience of school, particularly in relation to any bullying. They also emphasised the need for feedback of this information to all relevant members of staff and for procedures to ensure that matters of concern are followed up.

Some schools offer group support for vulnerable children. School D, for instance, runs weekly social skills sessions over the period of a term for groups of six children. A circle-time approach is used to talk about friendship, bullying and anger management. School D also offered withdrawal sessions for new arrivals from the Caribbean to share their experiences of settling into a new school and a new country. The Afro-Caribbean peer mediation service provides valuable pastoral support in School A, again using strategies such as circle times.

Working with John and his mother

John, a Year 6 pupil at School D, had previously been to three other schools and had been bullied in each. He had been out of school for a year and was very withdrawn. His mother, who had also been bullied as a child, was understandably concerned that John would be bullied again in the new school.

The early days were difficult for all concerned. John reported the slightest incident to his mother, who responded angrily. Various members of staff, including the head teacher, the home- school liaison officer, the class teacher and member of the office staff, also spent time reassuring both John and his mother. The response was very positive. John's mother felt that she was being taken seriously: 'The home-school liaison officer will drop everything and talk to me'. John also expressed appreciation that problems were dealt with straight away, 'not like in my other school'.

The school used various specific support strategies. John was assigned to both a child buddy and adult buddy, who worked with him mostly in the playground. He was particularly happy with his 'adult buddy': 'Whenever I had a problem she would help me with it'. When other children started to show signs of bullying, time was spent in circle time on acceptance.

These strategies clearly worked. John's mother felt that she was being treated very differently than in the previous school. John now reports matters that are bothering him directly to the class teacher rather than involving his mother. He is also able to empathize with others and stands up for anyone he feels is being picked on. John's mother is happy because her son is eager to get to school. He has also joined some of the after-school clubs and attends booster classes.

Relationships with parents

There was complete agreement amongst all parties on the importance of good home–school communication. It does, however, take time and careful thought to ensure that parents are able to share their concerns and take an active part in their children's schooling. School A, for instance, was able to use the resources of the Clapham Park Project to enhance its work with parents. School D, too, had developed a range of

strategies for working with parents. The head teacher makes a point of personally phoning the parents of new admissions to discuss how they are settling. If there are any difficulties, she refers the matter to the home–school links co-ordinator who liaises with the family.

At School D, the head teacher decided to make the home–school links co-ordinator a full-time position. She had appointed a TA to the post because she wanted to be able to call upon a member of staff who could be available to parents at any time. This person is now the first port of call for worried parents. Appropriate concerns are then communicated to the rest of the staff via the 'day sheet', which the head teacher runs through with colleagues at 8.45am in the staff room.

Secondary School G has set up a focus group in an attempt to open a dialogue with parents and to ensure that they have a voice in all school activities. Parental and community involvement is welcomed in developing a relevant curriculum with which the students can engage, as well as monitoring the hidden curriculum in school.

Parents, of course, need to be involved in identifying and solving problems. They also need to be fully informed of their children's progress. Those consulted in the case study schools were generally satisfied with arrangements for reporting; some, however, suggested that an agreed timetable for feedback on how children had settled would be useful.

The school in the wider community

Schools receiving significant numbers of mobile pupils need a good understanding of the communities they serve and to develop links with a wide range of partners and colleagues.

Schools have extensive contact with Social Services departments, health professionals and a range of organizations that offer support to families with young children. Sometimes this contact takes the form of attendance at case conferences and meetings; on other occasions schools are involved in writing letters to

- housing departments in support of families living in overcrowded conditions
- housing associations on behalf of over 16 students living on their own, or
- NASS (National Asylum Support Service) about problems experienced by children in asylum seeking families.

Similarly at School H, the overall range of support for pupils is extensive and innovative. The pastoral system is very effective. The deputy head is responsible for inclusion and chairs the support co-ordination group which reviews any pupils whose welfare or progress has been identified as causing concern every two weeks. The group includes the assistant head (teaching and learning), SENCO and EAL subject leader who is an AST. They invite other staff as appropriate. They co-ordinate pupils' access to provisions which include:

- a full time social worker funded partly by Kids Company
- a range of therapists funded externally
- counsellors
- the Home and Away link
- access to mental health support (child and adolescent team) for students made homeless through war or civil conflict.

Kids Company is a charity commited to improving the lives of socially excluded young people.

Home and Away is a project which works with families aiming to keep young people at home or supports them in transition to alternative accommodation.

Because schools have links with a wide range of agencies and organizations, they are often well-placed to identify weaknesses in the system. Problems such as the lack of continuity created by the high turnover of staff in the Social Services departments or the anomalies created by the fact that the postcode boundaries for Sure Start services are not coterminous with the notional catchment area of the school. There was also evidence of considerable concern that arrangements for the care of children within the family – with relatives or friends – should be tackled as a multi-agency issue.

Not all outside contacts, of course, relate to pressing matters of social concern. Schools are also anxious to make use of their links with the wider community to offer children opportunities arising from co-operation with the private sector and with cultural bodies. School C, for instance, works with the South Bank Employers' Group, which is funding provision for an IT suite, library, small teaching room and refurbishment of the playground. It has also been taking part in the Animating Literacy Project with its Arts partner, the Young Vic. Teachers are also committed to broadening children's horizons by inviting outside speakers into the school and by arranging for pupil visits.

Teaching and learning issues

Mobility inevitably impacts on every aspect of school life, and not least on teaching and learning. Non-routine admissions create a great deal of additional work in many different ways. Teachers and support staff need to

- help children to establish routines
- assess levels of achievement on arrival
- be flexible in planning, setting targets and monitoring children's various learning needs
- maximise resources
- be prepared to adapt the curriculum.

Establishing routines

Children's comments left no doubt as to the importance of teachers taking time to establish what they had done in their last school and of explaining in clear terms what was now required. This concern was expressed both by those moving within the UK and by those with no experience of British education. As one girl commented:

> *The school needs to see how you have done things in the old school so you are not mixed up. They should explain what is happening each day clearly.*

Maths was identified as an area of particular concern. A girl from Jamaica who had already been to three other schools made the following observation:

> *The difficulty in changing schools is the different approaches schools have in teaching maths. Teachers teach adding up and taking away in different ways. It is helpful here because the teachers take time with you to explain things. I think every time you change schools you should be able to tell the new teacher how you did your maths before.*

Pupils from other countries are likely to be even more conscious of the differences between their past and present situations. A small number may not have been to school previously or have long gaps since last being in school. Becoming familiar with the everyday routines of school takes support and time. Establishing children's needs was seen as a priority in School D, where one teacher explained her own approach in the following terms:

> *Talk to child, spend individual time with the child. Ask: 'What did you do in your country? This is how we do it here. Watch the people on your table and you can do the same as them'.*

Assessment

If pupils' access to the curriculum is to be ensured, accurate assessment is a priority, particularly where mobility is high. To plan with any precision to meet children's needs, class teachers have to look carefully at information on achievement available at entry. Is it adequate or does it need to be reviewed?

There are important differences in the assessment of English-speaking children and pupils for whom English is an additional language. For children admitted from other Lambeth schools or schools within the UK, pupils' records form the starting point, though, as already mentioned, there are sometimes delays in the transfer of files and teachers are often unhappy with the quality of information which they contain.

Although procedures for initial assessment vary a great deal, the class teacher plays a key role, and usually works closely with the EMAG co-ordinator, SENCO and TAs. At School A, for instance, class teachers establish baseline assessments with the help of the EMAG co-ordinator, where appropriate. They use school assessment procedures, e.g. optional SATs tests for the previous year with some children, although teacher assessment is considered more appropriate for others. This school was very conscious of the tendency to

place new admissions in lower ability groups on the basis of poor levels of achievement on arrival. However, regular assessment is used to monitor progress, and groupings are changed as a result.

At School D, English-speaking pupils are placed in groups initially on the basis of information from the admissions interview, e.g. whether or not they have been in school, reports or folders from the previous schools. The TA observes if they are coping in their groups in the first few weeks and also observes them in whole class learning sessions. Criteria for observation might include how well children are focusing, and whether they are contributing to the session. The class teacher uses her own assessment for maths and samples of their writing to assess their English.

Children who speak English as an additional language provide further challenges, particularly in the early stages of learning. Assessment of curriculum areas such as maths and science is, of course, language dependent and it is very difficult to make an informed judgment of children's prior learning using only English. In School C, the EMAG teacher establishes a baseline through oral assessment and simple tasks. An assessment is agreed in consultation with the class teacher, who then takes over. In School B, assessment of EAL pupils is usually undertaken by members of the inclusion team after a settling in period of two weeks. In School B, a writing task is administered and the pupil asked to read a book, with the option of also assessing letter knowledge and high frequency words.

In addition to free interpreting and translation services, up to 15 hours of bilingual support for assessment is available from the LEA, for any languages represented in its pool. School C explained how an interpreter had been used
to help the EMAG teacher do a thorough assessment of the needs of a Bengali pupil, establishing vital information about

- his family
- previous schooling
- literacy level in home language
- early impressions of settling in
- skills in reading, oracy and counting
- basic knowledge of colour and shape.

In addition they were able to teach the pupil a basic survival vocabulary in English and to pair him with another Bengali boy to act as a buddy. In School B, interpreters are used in assessments conducted by the SENCO of any children not progressing at the expected rate, in order to determine whether they have special educational needs or whether this is a language issue.

Planning, target setting and monitoring

Ensuring a coherent, interlocking system of support – both academic and personal – for pupils who often have multiple needs is far from easy. In schools with high mobility, the composition of the cohort for whom targets are set at the beginning of the year may be very different at the end of the year, making a complex task even more challenging. One obvious consequence is the need to adapt existing record keeping systems to monitor the impact of mobility on the attainment profile of cohorts as they move through the school. Although there was awareness of the desirability of tracking pupil performance, limitations in existing software and IT competencies were obstacles to implementing a system of this kind.

In these circumstances, there is an urgent need to ensure that staff time is planned in such a way as to ensure maximum impact on pupils' learning. For example, in EMAG work, the intended learning needs to be specifically planned for the target pupils so that teachers and TAs can support effectively. Careful planning also contributes to the professional development of the teachers and TAs who become more aware of the progress

individuals are making and therefore more able to move them on systematically in particular areas of learning. Interviews with teachers, see Activity 2, page 41, also highlighted the importance of taking into account the time required for planning and collaboration in work with mobile pupils.

Almost two thirds of Lambeth schools responding to the Headteachers' Survey reported that they used target setting to aid the teaching and learning of mobile pupils. The case study schools included in this part of the project also recognised the need for careful planning, target setting and monitoring of progress.

At School D, teachers' planning sheets have a section that allows for differentiation between EMAG and SEN pupils. At School C, planning sheets are used as a framework to help teachers refine and identify specific competencies for individuals and groups. The sheets include boxes for learning targets and for the resources which will be needed by children. Whenever possible, this information is made available to support staff the day before. At the end of the learning session, support staff give feedback so the teacher can plan the next session.

In School C, target grids use summer level attainments to set predictions for each term in reading, writing and maths; any areas of concern are flagged and appropriate action considered. For non-routine admissions, targets for the first half term tend to be related to settling in, getting on with others, learning routines and filling any gaps in areas already covered by the rest of the class. The target grids are used alongside 'progress over time' sheets, which record progress against the strands for literacy and numeracy. These sheets are regarded as planning tools to try to ensure that all essential knowledge and skills are planned for. This is especially important in a single form entry school where there is no parallel class teacher who can discuss expectations, appropriate planning and teaching and learning strategies. End of year assessments are checked against teacher predictions and used as a basis for discussion with individual teachers. Any discrepancies identified, including issues such as weak teaching, are discussed with the head teacher.

Specific groups are sometime singled out for special attention. In School B, the deputy head monitors pupils receiving EMAG support on a weekly or fortnightly basis. Similarly, at School D, the deputy head teacher has responsibility for monitoring EAL and Caribbean pupils who are not making the expected progress, using termly teacher assessments and end-of-year QCA tests. At Schools B and F, regular inclusion review meetings are used specifically to monitor the progress of pupils entering as non-routine admissions.

Differentiation

There was a high level of awareness of the very wide range of needs of non-routine admissions. Teachers were conscious that they needed to slow the pace of lessons not only to check the understanding of second language speakers, but also to accommodate the learning needs of a very diverse group of children. Teachers at School D, for instance, described two good examples of the challenges facing them. The first concerned a boy in Year 6 who had missed a whole year's schooling. He was described on arrival as bright, attentive and eager to learn. He is now catching up but the teacher recalled how, initially at least, she had needed to 'gear down'. She had often found herself apologising to him when she realised her questions were a challenge for him as he had missed so much school. She had responded by preparing background sheets to help him catch up and ensuring that any extra adults in the classroom spend some time with him. The second example concerned a girl arriving in Year 5 with a very poor concentration span. The only realistic response was to reduce the amount of time she spent in whole class learning sessions from 30 minutes to 10, and to provide her with individual activities during the remaining time.

The challenges for differentiation are obvious and teachers did not always have the time or resources to plan appropriately. The headteacher of School C concluded on the basis of classroom observation that this is an area that requires more attention. While teachers are sensitive to pupils' personal and social needs, similar awareness and attention needs to be given to children's academic needs.

Maximising resources

The demands on staff time and resources in schools with high levels of mobility frequently demand the ability 'to think outside the box'. Serious attempts have been to maximise available resources, with an imaginative use of EMAG staff and TAs. Support staff are used widely and to good effect, increasing the opportunities for children to work in small groups led by an adult. School C, for example, has a part-time EMAG teacher, a part-time reading recovery teacher and five TAs who provide learning support for groups and individual pupils throughout the school (although three of these have other duties and one supports a statemented pupil).

The Headteachers' Survey indicated that 75 per cent of schools have no additional staff or resources for work related to pupil mobility provided by a central government grant or by a specific project. In a small number of cases, however, extra funding allows schools to focus attention on mobile pupils, often to considerable effect.

The Travellers' Education Service provides literacy and numeracy support for two pupils from Romania at School A. This school was also able to use funds from the Clapham Park Project to employ two raising achievement teachers for Years 1 and 5 and receives some pastoral support from the Afro-Caribbean peer mediation service. School F has withdrawn from entitlement to receive one day a month ESW support for attendance issues. Instead it has in place a system overseen by the deputy head to assign learning mentors to families where the school has concerns about lateness and attendance. The head teacher, deputy and maths co-ordinator at School C are taking part in an Intensive Support Programme as part of the Primary Leadership Programme which, among other things, provides support in the form of a specialist to work alongside class teachers for two days per half-term. At School C, an educational psychologist helps with assessment and work on behaviour (the latter funded under the Behaviour Improvement Programme).

The main area where additional members of staff are deployed is in additional literacy support. School D, for example, has identified Caribbean boys as an underachieving group and offers extra reading groups in Years 1 and 2. Additional support is also offered to those on the borderline of 2c, and in the form of a booster programme for Year 6. Some schools also identified speaking and listening as a priority area. At School A, a TA had been assigned to groups of EAL pupils to support discussion around classroom activities. These actions are not, of course, specifically targeted at mobile pupils; they are, nonetheless, examples of initiatives that benefit this group of children.

Although the case-study schools were responding imaginatively to the needs of mobile pupils, the additional work created by non-routine admissions for all teaching personnel should not be underestimated. It is no accident that as many as half of the primary schools and three quarters of the secondary schools responding to the Headteachers' Survey reported that they would use any additional funding that might become available on human resources.

EMAG staff are faced with a particularly heavy burden. The fact that they are responsible for the assessment of new EAL pupils creates enormous pressure on the available teaching time. So, too, does the fact that they are also often involved in admissions interviews. At School C, for instance, interviews are conducted wherever possible before or after school. As already noted, these interviews are extremely time consuming, particularly when they

involve the enrolment of a family group at the same time. There are inevitably occasions, however, when admissions interviews have to be scheduled during school time, further eroding teaching time.

The EMAG co-ordinator at School C explained how she focuses her support on intensive induction for new admissions entering with little or no English. In consequence, other pupils, who are also at the early stages of learning English, have to go without specialist support. Given limited resources, staff are left with the vain hope that children will 'learn by osmosis' when specialist support ceases.

The issues raised in Activity 2 concerning the lack of support for pupils in the later stages of learning English clearly applied to the case study schools. In spite of the consensus that children can take between five and seven years to acquire the same levels of proficiency in academic English as their native-speaker peers (Cummins, 2001; Collier & Thomas, 2003), provision is inevitably concentrated in the early stages in schools where resources are already overstretched.

Adapting the curriculum

Schools often show great ingenuity not only in maximising human resources, but in adapting the curriculum. Two examples – one primary, the other secondary – illustrate this point.

Primary School A questioned the usefulness of some aspects of recent educational reforms for schools with high mobility. Staff are currently considering a move to a more flexible curriculum. Although teachers would still work to the literacy and numeracy strategies, a flexible approach would be used for QCA foundation subjects, providing more opportunity for speaking and listening, collaborative group work and, in the case of EAL pupils, practising the new language they are acquiring.

Secondary School G became a media arts college in 1999 and since that time has been moving away from the 'instrumented curriculum', the idea that one size fits all. It allows opportunities for specialisation at aged 14, making the most of abilities and aspirations. The emphasis is on inclusion and individual achievement. The deputy head teacher described this as, 'pressurising attention'.

At School G, considerable importance is attached to offering pupils a wide range of authentic experiences, such as participation in the Meltdown Festival, and broadcasting from South Bank and community radio. The impact on learning has been clear to see. The deputy head referred, for instance, to one student with a very difficult history of schooling who was motivated to stay in education by her love of media work, enabling her to 'swallow all the other stuff'! Students have the opportunity to introduce a media element into all their curriculum subjects, e.g. using film in PE/drama/PSHE/English. Many describe themselves as kinesthetic learners, so find this approach to the curriculum very satisfying.

There are also links with the National Film Theatre through the Year 10 Ciniclub. As the deputy head explained:

> *Some of the girls live for the Ciniclub; it has played a major role in socialising students into school. It affects everything.*

The same has been said about music technology:

> *Girls enjoy mixing decks.*

Summary and conclusions

The findings of this research activity support the evidence from the other parts of the project concerning administrative, pastoral and teaching and learning issues. In some instances, attention is drawn to rather different concerns, such as the very real problems encountered by schools in relation to

- electronic record keeping, and
- pupil and parent perspectives on bullying.

In other instances, the evidence provided by staff, children and parents provides further confirmation for the findings of the other activities. In particular, the overall picture emerging from this activity adds weight to the conclusion that there is a compelling case for additional targeted funding which takes account of mobility and its impact on school performance.

Administrative issues

There is a strong case for the LEA to undertake a co-ordinating role in admissions:

- tracking how many pupils are without schools places
- how long they have waited and,
- in cases where parents have neglected to remove their names from waiting lists, where they have found places.

The centralisation of admissions would have a number of advantages. It would

- simplify the task of finding places for parents and children
- reduce the burden on individual schools, which are currently acting as mini-clearing houses
- provide reliable information which would help the EWS to reduce the periods of time which children spend out of school and
- monitor the welfare of children, such as unaccompanied minors, on waiting lists.

There is a strong case for closer co-operation with other local government departments. Housing, for instance, is currently involved, with input from Education, in producing local information packs, which could be distributed by the LEA admissions office and individual schools as well as by the Housing Department. Initiatives of this kind will reduce duplication of effort on the part of schools and improve the quality of service to parents and children. The fact that schools are in regular contact – direct or indirect – with outside agencies on matters which affect children also underlines the importance of ensuring more formal liaison between Education and other local government departments and organizations.

The IT training needs of school administrators need close attention. Existing software applications are not being used to best effect. The LEA clearly needs to take the initiative in identifying the needs of schools and in supplying appropriate training.

Issues concerning outward mobility also require careful attention. The transfer of records is often a lengthy process; delays may mask important child protection issues and may also result in children being allocated more than one UPN. There is currently some variation in procedures adopted by schools when children have left but no request for records has been received. The LEA can help reduce the current confusion by circulating information on the procedures for the use of the DfES database for pupils taken off roll. There is also a need at the national level for agreement on the date for logging outward mobility.

Pastoral issues

The case study schools attached considerable importance to the induction process. The comments of the parents and children interviewed as part of the study, however, leave no doubt that many of the schools they had previously attended had not achieved the same

high standards of care. Interviews with members of staff also highlighted areas where further improvement could be made. For instance,

- Does every new arrival have an entitlement to support, if necessary?
- Do the rigorous induction arrangements that are in place for new arrivals with EAL extend to non-EAL arrivals?
- What arrangements exist for pupils who are leaving the school?

Schools also need to look closely at the support structures offered to children. All of the case study schools operated buddy schemes, although these schemes varied in formality. In one case, children had access not only to a child buddy but also to an adult buddy. Both children and their parents were enthusiastic about these initiatives which they felt had contributed significantly to the settling in process.

Children also drew attention to the importance of feeling safe and were able to articulate what teachers needed to do to ensure that they were not the victims of bullying. There was a high level of awareness at senior management level of the need for a common approach to questioning pupils and their parents about their previous experience of school, and ensuring that mechanisms were in place for drawing important matters to the attention of the relevant members of staff. Vulnerable pupils were supported in a number of ways, using 'circle time' approaches as part of small group work and drawing on both existing staff and outside agencies.

Communication with parents was a high priority for the case study schools. There was a general consensus that parents should be involved in identifying and solving problems and that they should also be fully informed of their children's progress. The main conduit for this communication differed from one school to the next, and included a home–school links co-ordinator, administrative staff and a head teacher who made a point of contacting the parents of new admissions personally to ensure that they were settling.

Schools are well placed to monitor informally the activities of a wide range of agencies with whom mobile families have contact. They were able to highlight, for instance, problems of continuity in social services departments and anomalies in the services offered by Sure Start from one area to another. They also work effectively with a range of outside organizations to ensure that children benefit from any opportunities for learning in the wider community.

Teaching and learning issues

Teachers have to make important adjustments for mobile pupils, taking time to establish what they have done in previous schools and explaining the expectations of the new school. If access to the curriculum is to be ensured, accurate initial assessment is a high priority; the situation of EAL pupils is particularly challenging, given the extent to which assessment is language dependent.

Planning, target setting and monitoring are also highly complex issues in schools with high mobility. The population for whom targets are set at the beginning of the year, and which forms the basis for the next assessments, will have undergone important changes by the end of the year. Schools understand the need to track the performance of individuals and groups of pupils over time.

Differentiation becomes an even more crucial issue under these circumstances. Yet teachers do not always have the time or resources to plan appropriately. While teachers in the case study schools were very sensitive to the social needs of their pupils, they did not always show a similar level of awareness of their academic needs.

Members of staff were deployed in the case study schools in such a way as to maximise the available resources, with imaginative use of EMAG staff, TAs and external help. The main curriculum focus for additional support is literacy, with some schools also prioritising

speaking and listening. However, it is important not to underestimate either the extra work created by non-routine admissions or the knock-on effects of using finite human resources for a range of additional functions.

Issues raised included

- the erosion of teaching time
- the effect on 'established pupils' of new admissions
- the inability to give the one-on-one attention, which many children need, or
- the provision of ongoing focused support for children in the later stages of learning English.

Finally, schools need to be prepared to think outside the box in attempts to match the curriculum to student needs. Examples of such thinking included a debate in a primary school about moving to a topic-based curriculum; and the efforts of a specialist secondary college to motivate students by providing opportunities to use media technology in many aspects of their learning.

Bilingual support

Bilingual support is provided by the LEA for mid-term arrivals to help with induction. The LEA also provides an interpreting and translation service to support schools with home–school liaison and parental involvement. For schools already under pressure, the availability of someone who speaks the home language of the new admission not only makes it possible to be more confident of the quality of information recorded but also greatly reduces the amount of time required to collect it. Bilingual support is essential in the initial assessment of children's prior learning. Children, too, consistently identify the help of someone who speaks their language – adult or child – as critical in the settling in process.

Sometimes bilingual support is provided by the LEA. On other occasions, a member of staff acts as an interpreter; time spent in this way, of course, reduces teaching time. On still other occasions, friends of the family or children act as informal interpreters, raising in the process a range of ethical issues. Whatever the arrangement, bilingual support is essential in minimising the additional work created by mobile pupils.

English as an additional language

It is also important to remember that the needs of children who speak English as an additional language are ongoing and that it can take up to seven years for children to achieve the same levels of proficiency in academic English as their native speaker peers. In schools with high levels of mobility where resources are stretched to the limit, the needs of stage 1 and stage 2 learners will inevitably be prioritised over those of stage 3 and stage 4 learners. The failure to address this issue, however, is likely to remain a significant factor in the ongoing under performance of many EAL children.

Appendices

Appendix A

Pupil mobility and educational achievement in Lambeth schools

Table A1: **Pupil background variables by mobility status at KS1**

		stable (non-mobile)		mobile	
		N	%	*N*	%
Sex	0 boy	992	48.5	206	51.0
	1 girl	1052	51.5	198	49.0
Free school meals	missing	2	0.1	42	10.4
	0 not entitled	1227	60.0	199	49.3
	1 entitled	815	39.9	163	40.3
English fluency	0 mono-lingual English	1233	60.3	205	56.6
	1 beginner	59	2.9	34	9.4
	2 considerable support	323	15.8	56	15.5
	3 some support	251	12.3	34	9.4
	4 fully fluent	178	8.7	33	9.1
Ethnic group	0 English/Scottish/Welsh	480	23.5	55	13.6
	1 African	476	23.3	78	19.3
	2 Bangladeshi	44	2.2	8	2.0
	3 Caribbean	437	21.4	103	25.5
	4 Chinese	11	0.5	4	1.0
	5 Indian	37	1.8	7	1.7
	6 Pakistani	25	1.2	7	1.7
	7 Vietnamese	14	0.7	3	0.7
	8 other black	242	11.8	42	10.4
	9 unclassified			42	10.4
	13 other white/Greek/Irish/Turkish	187	9.1	36	8.9
	14 Portuguese	91	4.5	19	4.7
SEN stage	.00 no SEN	1400	68.5	317	78.5
	1.00 stage 1	175	8.6	20	5.0
	2.00 stage 2	234	11.4	44	10.9
	3.00 stage 3	204	10.0	18	4.5
	4.00 full assessment/ statemented	31	1.5	5	1.2

Table A2: **Pupil background variables by mobility status at KS2**

		stable (non-mobile)		mobile – school transfer		mobile – new entrant	
		N	*%*	*N*	*%*	*N*	*%*
Sex	0 boy	789	52.6	271	52.1	140	54.1
	1 girl	711	47.4	249	47.9	119	45.9
Free school meals	0 not entitled	923	61.5	254	48.8	176	68.0
	1 entitled	577	38.5	266	51.2	83	32.0
English fluency	0 mono-lingual English	991	66.1	334	64.2	117	45.2
	1 beginner	8	0.5	4	0.8	21	8.1
	2 considerable support	50	3.3	24	4.6	56	21.6
	3 some support	199	13.3	84	16.2	44	17.0
	4 fully fluent	252	16.8	74	14.2	21	8.1
Ethnic group	1 African	290	19.3	112	21.5	67	25.9
	2 Bangladeshi	23	1.5	10	1.9	1	0.4
	3 Caribbean	388	25.9	166	31.9	82	31.7
	4 Chinese	16	1.1	5	1.0		
	5 Indian	29	1.9	4	0.8	2	0.8
	6 Pakistani	23	1.5	8	1.5	9	3.5
	7 Vietnamese	5	0.3	6	1.2	1	0.4
	8 other black	149	9.9	58	11.2	29	11.2
	9 English/Scottish/Welsh	417	27.8	91	17.5	9	3.5
	10 Greek	5	0.3				
	11 Irish	12	0.8	3	0.6	2	0.8
	12 Turkish	7	0.5	8	1.5	4	1.5
	13 other white	87	5.8	23	4.4	38	14.7
	14 Portuguese	49	3.3	26	5.0	15	5.8
SEN stage	.00 no SEN	1017	67.8	319	61.3	185	71.4
	1.00 stage 1	98	6.5	43	8.3	16	6.2
	2.00 stage 2	185	12.3	73	14.0	30	11.6
	3.00 stage 3	157	10.5	66	12.7	22	8.5
	4.00 full assessment/ statemented	43	2.9	19	3.7	6	2.3

Table A3: **Pupil background variables by mobility status at KS3**

		stable (non-mobile)		mobile – school transfer		mobile – new entrant	
		N	*%*	*N*	*%*	*N*	*%*
Sex	0 boy	515	44	27	38	39	38
	1 girl	664	56	45	63	63	62
Free school meals	0 not entitled	722	61	35	59	65	71
	1 entitled	457	39	24	41	27	29
English fluency	0 mono-lingual English	783	66	45	76	40	44
	1 beginner	6	1			2	2
	2 considerable support	39	3	2	3	17	19
	3 some support	134	11	4	7	16	17
	4 fully fluent	217	18	8	14	17	19
Ethnic group				13	18	10	10
	1 African	247	21	9	13	37	36
	2 Bangladeshi	26	2	2	3		
	3 Caribbean	279	24	21	29	19	19
	4 Chinese	20	2				
	5 Indian	16	1	2	3	3	3
	6 Pakistani	11	1	2	3		
	7 Vietnamese	9	1				
	8 other black	121	10	3	4	3	3
	9 English/Scottish/Welsh	297	25	13	18	1	1
	10 Greek	4	0			1	1
	11 Irish	18	2	1	1	3	3
	12 Turkish	4	0			1	1
	13 other white	80	7	2	3	20	20
	14 Portuguese	47	4	4	6	4	4
SEN stage	.00 no SEN	862	73	59	82	88	86
	1.00 stage 1	69	6	3	4	3	3
	2.00 stage 2	126	11	6	8	6	6
	3.00 stage 3	86	7	4	6	5	5
	4.00 full assessment/ statemented	36	3				

Table A4: **Pupil background variables by mobility status at GCSE**

		stable (non-mobile)		mobile: with KS3		mobile: no KS3	
		N	*%*	*N*	*%*	*N*	*%*
Sex	0 boy	433	39	16	40	32	34
	1 girl	678	61	24	60	61	66
Free school meals	0 not entitled	689	62	25	66	52	69
	1 entitled	422	38	13	34	23	31
English fluency	0 mono-lingual English	700	63	23	61	19	25
	1 beginner	4	0			4	5
	2 considerable support	21	2	1	3	15	20
	3 some support	123	11	6	16	24	32
	4 fully fluent	263	24	8	21	13	17
Ethnic group	0 unclassified			3	8	18	19
	1 African	251	23	7	18	41	44
	2 Bangladeshi	28	3			1	1
	3 Caribbean	264	24	10	25	9	10
	4 Chinese	15	1				
	5 Indian	25	2	2	5	3	3
	6 Pakistani	10	1				
	7 Vietnamese	16	1				
	8 other black	97	9	4	10	3	3
	9 English/Scottish/Welsh	252	23	5	13	3	3
	10 Greek	4	0	1	3		
	11 Irish	29	3	3	8		
	12 Turkish	6	1			1	1
	13 other white	62	6	4	10	6	7
	14 Portuguese	52	5	1	3	8	9
SEN stage	.0 no SEN	865	78	34	85	83	89
	1.00 stage 1	64	6	2	5	3	3
	2.00 stage 2	103	9	2	5	4	4
	3.00 stage 3	45	4	1	3	3	3
	4.00 full assessment/ statemented	34	3	1	3		

Table A5: **Range and variation of pupil mobility rates in primary schools, 1998–2003**

school *coded*	Year on year KS2 mobility rate *in percentages*						Rolling average *in percentages*				6-year average
	1998	*1999*	*2000*	*2001*	*2002*	*2003*	*1998–2000*	*1999–2001*	*2000–2002*	*2001–2003*	
2	8	16	9	19	21	18	11	15	16	19	15
3	33	16	20	24	24	18	23	20	22	22	23
4	10	26	21	21	13	4	19	23	19	13	16
5	36	20	39	30	28	n/a	32	30	33	29	31
6	5	5	23	19	11	15	11	16	18	15	13
7	19	17	26	16	3	7	21	20	15	9	15
8	22	17	21	11	15	14	20	16	16	13	17
9	25	33	25	31	24	37	28	30	27	31	29
10	26	13	31	29	20	21	23	24	26	23	23
13	21	7	4	14	21	8	11	8	13	14	12
14	15	11	32	28	4	4	19	24	21	12	15
15	11	43	39	25	37	33	31	36	34	32	31
20	24	10	0	8	0	24	11	6	3	11	11
23	23	15	6	15	33	34	15	12	18	27	21
26	12	6	5	6	5	3	8	6	5	5	6
27	11	19	32	32	17	29	21	28	27	26	23
28	8	7	11	0	7	10	9	6	6	6	7
29	10	24	13	17	33	10	16	18	21	20	18
30	13	17	13	26	31	42	15	19	23	33	24
31	13	16	5	7	9	6	11	9	7	7	9
32	10	13	10	7	5	9	11	10	7	7	9
34	27	29	27	28	28	27	28	28	27	27	27
35	35	35	17	27	22	25	29	26	22	25	27
36	20	14	24	7	12	21	19	15	14	13	16
37	12	25	n/a	30	22	15	18	27	26	22	21
38	20	31	25	31	16	38	25	29	24	29	27
39	32	19	19	24	25	40	23	21	23	30	26
40	n/a	n/a	15	21	23	21	15	18	20	22	20
41	16	16	21	3	19	4	18	13	14	9	13
42	13	10	23	10	10	13	16	14	15	11	13
44	24	19	18	18	22	14	20	18	19	18	19
45	21	20	30	11	14	4	24	20	18	10	17
46	30	27	13	20	16	19	24	20	16	18	21
47	7	17	21	13	7	3	15	17	14	8	12
51	n/a	7	6	12	5	2	6	8	8	7	7
52	n/a	n/a	n/a	29	25	27	n/a	29	27	27	27
53	36	25	25	38	33	35	29	29	32	36	32
54	24	19	10	7	10	10	18	12	9	9	13
55	n/a	23	35	27	n/a	21	29	28	31	24	26
57	30	23	26	15	19	29	26	21	20	21	23

school coded	Year on year KS2 mobility rate *in percentages* 1998	1999	2000	2001	2002	2003	Rolling average *in percentages* 1998–2000	1999–2001	2000–2002	2001–2003	6-year average
58	4	17	13	29	7	7	11	20	16	14	13
59	22	17	36	20	30	19	25	24	28	23	24
62	30	15	30	22	15	28	25	22	22	22	23
63	22	11	17	8	16	4	17	12	14	9	13
66	22	27	12	28	29	8	21	22	23	21	21
69	35	29	39	25	34	37	34	31	33	32	33
70	16	11	10	7	3	14	12	10	7	8	10
72	19	13	17	19	28	14	16	16	21	20	18
73	15	20	3	14	9	23	13	12	9	15	14
74	26	31	16	36	21	13	24	28	24	23	24
75	48	26	28	25	46	28	34	26	33	33	34
76	n/a	19	24	7	11	3	21	17	14	7	13
77	14	7	17	11	10	13	13	12	13	12	12
78	28	4	17	2	15	17	16	7	11	11	14
85	28	13	22	32	31	24	21	22	28	29	25
88	33	19	n/a	n/a	18	27	26	19	18	22	24
90	32	20	20	n/a	n/a	n/a	24	20	20	n/a	24
Lambeth	23	21	23	24	23	24	22	23	23	24	23

Table A6: **Range and variation of pupil mobility rates in secondary schools, 2000–2003**

school coded	Year on year mobility rate *in percentages* 2000	2001	2002	2003	Two-year average *in percentages* 2000–2001	2001–2002	2002–2003	3-year average
1	16	16	17	11	16	17	14	15
2	28	29	28	19	28	28	24	26
3	23	22	27	17	22	24	22	22
4	11	4	13	12	8	9	13	10
5	22	13	15	13	17	14	14	16
6	53	46	56	33	50	51	45	47
7	2	0	3	1	1	1	2	2
8	31	27	24	34	29	25	29	29
9	14	9	13	10	12	11	11	11
10	36	26	25	31	31	25	28	29
LEA	24	23	22	19	23	22	21	22

Table A7: **GCSE Performance of mobile and non-mobile pupils by schools: 2000–2003 trends – *percentages gaining 5+ A*-C***

	2000			2001			2002			2003		
school *coded*	*mobile*	*non-mobile*	*mobility rate*	*mobile*	*non-mobile*	*mobility rate*	*mobile*	*non-mobile*	*mobility rate*	*mobile*	*non-mobile*	*mobility rate*
1	8	23	16	29	35	16	62	52	17	22	45	11
2	23	46	28	26	39	29	20	31	28	24	44	19
3	19	28	23	34	42	22	36	36	27	17	30	17
4	37	40	11	43	42	4	33	57	13	38	54	12
5	35	56	22	47	54	13	30	65	15	35	74	13
6	9	21	53	10	19	46	3	7	56	19	11	33
7	0	42	2	n/a	45	0	0	48	3	0	51	1
8	13	18	31	15	20	27	33	33	24	18	31	34
9	25	43	14	20	58	9	79	54	13	58	58	10
10	4	15	36	26	27	26	18	24	25	18	38	31
LEA	16	35	24	19	38	23	25	42	22	22	44	19

Table A8: **KS2 Performance of mobile and non-mobile pupils by schools, 1998–2003**
– percentages at Level 4+

school coded	1998			1999			2000			2001			2002			2003		
	mobile	*non-mobile*	*mobility rate*	*mobile*	*non-mobile*	*mobility rate*	*mobile*	*non-mobile*	*mobility rate*	*mobile*	*non-mobile*	*mobility rate*	*mobile*	*non-mobile*	*mobility rate*	*mobile*	*non-mobile*	*mobility rate*
2	67	64	8	67	92	16	83	84	9	54	86	19	78	82	21	80	84	18
3	57	75	33	49	75	16	63	71	20	70	85	24	71	76	24	75	78	18
4	67	83	10	19	55	26	61	79	21	80	77	21	67	78	13	100	89	4
5	56	65	36	76	70	20	50	80	39	38	57	30	17	44	28	n/a	n/a	n/a
6	33	60	5	83	81	5	77	81	23	63	88	19	73	85	11	100	95	15
7	58	79	19	80	82	17	73	90	26	70	90	16	100	86	3	17	80	7
8	54	63	22	56	59	17	57	74	21	58	69	11	93	82	15	80	86	14
9	38	57	25	33	47	33	37	57	25	67	47	31	47	72	24	35	78	37
10	50	61	26	56	55	13	83	85	31	75	60	29	60	55	20	37	65	21
13	72	78	21	n/a	94	7	100	97	4	92	90	14	87	96	21	100	96	8
14	67	39	15	0	83	11	44	68	32	63	73	28	100	72	4	100	72	4
15	50	82	11	13	31	43	52	60	39	17	61	25	62	83	37	50	75	33
20	57	62	24	89	71	10	n/a	80	0	67	82	8	n/a	83	0	22	89	24
23	71	64	23	25	67	15	33	68	6	50	76	15	12	51	33	40	61	34
26	80	73	12	83	83	6	100	89	5	83	87	6	100	95	5	100	89	3
27	0	21	11	53	44	19	67	72	32	85	91	32	73	88	17	57	73	29
28	100	89	8	n/a	88	7	100	90	11	n/a	92	0	89	92	7	100	90	10
29	67	50	10	67	85	24	75	85	13	93	88	17	90	92	33	67	91	10
30	0	29	13	33	58	17	33	53	13	38	67	26	63	77	31	40	62	42
31	93	55	13	94	71	16	50	73	5	67	67	7	47	69	9	67	82	6
32	17	71	10	78	86	13	92	98	10	89	90	7	33	86	5	75	84	9
34	14	27	27	29	43	29	33	63	27	39	52	28	63	63	28	47	70	27
35	27	44	35	52	75	35	53	78	17	50	77	27	59	67	22	42	76	25
36	6	81	20	83	83	14	86	76	24	n/a	73	7	33	80	12	78	89	21
37	100	77	12	72	78	25	n/a	n/a	n/a	75	91	30	78	90	22	92	90	15
38	28	41	20	67	65	31	64	78	25	58	82	31	59	74	16	35	74	38
39	37	28	32	40	67	19	73	77	19	n/a	89	24	95	95	25	87	91	40
40	n/a	n/a	n/a	n/a	n/a	n/a	83	78	15	78	71	21	62	87	23	40	56	21
41	40	63	16	67	71	16	63	71	21	33	83	3	87	61	19	100	79	4
42	75	92	13	n/a	79	10	67	75	23	n/a	99	10	100	95	10	83	95	13
44	39	55	24	50	52	19	30	53	18	30	55	18	53	77	22	48	60	14
45	61	58	21	56	56	20	93	79	30	67	77	11	42	85	14	100	86	4
46	56	59	30	72	90	27	100	74	13	44	54	20	58	75	16	80	56	19
47	33	77	7	53	81	17	50	65	21	92	87	13	0	67	7	0	88	3
51	n/a	n/a	n/a	89	96	7	100	95	6	93	95	12	100	94	5	100	95	2
52	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	25	59	29	43	64	25	40	59	27

school coded	1998			1999			2000			2001			2002			2003		
	mobile	*non-mobile*	*mobility rate*	*mobile*	*non-mobile*	*mobility rate*	*mobile*	*non-mobile*	*mobility rate*	*mobile*	*non-mobile*	*mobility rate*	*mobile*	*non-mobile*	*mobility rate*	*mobile*	*non-mobile*	*mobility rate*
53	21	67	36	56	63	25	44	80	25	43	73	38	78	63	33	38	69	35
54	60	85	24	73	71	19	100	94	10	n/a	89	7	100	88	10	100	91	10
55	n/a	n/a	n/a	33	68	23	79	84	35	90	93	27	n/a	n/a	n/a	83	96	21
57	0	54	30	46	59	23	48	65	26	50	79	15	89	76	19	69	90	29
58	33	68	4	80	72	17	58	73	13	71	65	29	0	94	7	50	81	7
59	47	50	22	30	47	17	57	72	36	45	64	20	46	58	30	36	55	19
62	24	48	30	52	56	15	30	63	30	41	66	22	43	74	15	50	66	28
63	61	81	22	78	90	11	90	92	17	83	88	8	63	84	16	50	92	4
66	58	72	22	64	79	27	76	83	12	85	95	28	88	83	29	95	83	8
69	11	41	35	33	50	29	21	27	39	44	63	25	27	46	34	37	61	37
70	87	64	16	44	78	11	44	63	10	83	97	7	100	92	3	100	88	14
72	40	41	19	n/a	86	13	87	82	17	n/a	88	19	75	78	28	100	89	14
73	50	71	15	48	51	20	100	63	3	60	87	14	100	82	9	19	61	23
74	42	75	26	57	60	31	75	84	16	60	85	36	83	89	21	50	91	13
75	35	69	48	42	73	26	29	68	28	61	79	25	37	53	46	24	59	28
76	n/a	n/a	n/a	80	73	19	90	77	24	83	88	7	100	93	11	67	88	3
77	50	68	14	78	71	7	88	89	17	87	74	11	100	85	10	47	78	13
78	38	74	28	n/a	82	4	83	78	17	67	79	2	70	87	15	47	77	17
85	36	55	28	30	47	13	7	54	22	31	63	32	29	32	31	42	67	24
88	40	51	33	48	62	19	n/a	n/a	n/a	n/a	n/a	n/a	46	86	18	56	86	27
90	37	51	32	45	69	20	23	53	20	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Lambeth	46	60	23	50	69	21	57	74	23	59	77	24	58	75	23	52	78	24

Table A9: **Performance of mobile and non-mobile pupils at KS1, KS2, KSs3 and GCSE**

key stages	subject	1999			2000			2001			2002			2003		
		mobile	*non-mobile*	*difference*	*mobile*	*non-mobile*	*difference*	*mobile*	*non-mobile*	*difference*	*mobile*	*non-mobile*	*difference*	*mobile*	*non-mobile*	*difference*
KS2 Level 4+	English	47	66	19	54	72	18	51	73	22	53	71	18	51	77	16
	maths	49	66	17	52	69	17	54	70	16	54	70	16	48	72	14
	science	54	74	20	66	82	16	71	87	16	68	84	16	59	86	27
	average	50	69	19	58	74	16	59	77	18	58	75	17	52	78	16
KS3 Level 5+	English	25	53	28	30	58	28	23	54	31	37	59	22	31	60	29
	maths	26	47	21	28	48	20	18	49	31	35	57	21	35	62	27
	science	18	42	24	22	43	21	18	48	30	31	57	26	29	58	29
	average	23	47	24	27	50	23	20	51	31	34	58	23	31	60	29
GCSE	5+A*-C	19	37	18	16	35	19	21	37	16	25	42	17	21	44	22
	5+A*-G	82	93	11	65	89	24	62	87	25	69	89	20	68	90	22

Appendix B

The nature and causes of mobility –Lambeth/DfES pupil mobility survey 2003

A questionnaire for headteachers in Lambeth schools

The main aim of this survey is to investigate the nature and causes of pupil mobility in Lambeth schools and the implications of high mobility for the target setting process and school strategies to raise achievement.

Pupil mobility is defined as 'a child joining or leaving a school at a point other than the normal age at which children start or finish their education at that school'.

Part 1: reasons for pupils joining/leaving your school at non-standard times

In this section we are asking about how you think mobility affects your school.

1 Do you consider it important for your school to address mobility issues?

☐ Very important ☐ Fairly important ☐ Not at all important

2 Do any of the following groups contribute to both inward and outward pupil mobility in your school?
Please tick as many as are relevant to your school

	joiners	leavers
refugee/asylum seekers	☐	☐
overseas migrants coming to join relatives or to work in London	☐	☐
high income families moving children to independent sector	☐	☐
homeless families placed in temporary accommodation	☐	☐
parents fleeing violence	☐	☐
seasonal workers	☐	☐
parents moving in/out of the area	☐	☐
unaccompanied children moving to join relatives/friends	☐	☐
families moving for job reasons	☐	☐
families moving to secure secondary school of their choice	☐	☐
Travellers	☐	☐
children moving from schools that are closing	☐	☐
other *please specify*		

3 Have any of the following housing situations contributed to inward and outward pupil mobility in your school?
Please tick as many as are relevant to your school

	joiners	leavers
new housing development	☐	☐
owner occupied housing	☐	☐
regeneration projects/demolition of high-rise flats	☐	☐
movement of families around council and housing association accommodation	☐	☐
emergency re-housing by council or housing association	☐	☐
women's refuge	☐	☐
hostel for asylum seekers	☐	☐
other temporary accommodation (e.g. hostels and B&Bs)	☐	☐
other *please specify*		

4 Are any of the following individual/family situations related to both inward and outward mobility in your school?
Please tick as many as are relevant to your school

	joiners	leavers
family breakdown/division	☐	☐
children taken into care	☐	☐
children who have been permanently excluded	☐	☐
alleged bullying	☐	☐
home/school conflict	☐	☐
other *please specify*		

Part 2: strategies to address pupil mobility in schools

5 What have you done so far to address mobility issues in your school?
Please tick as many as are relevant to your school

training staff on issues of mobility	☐
devising guidelines on mobility issues	☐
statistically analysing and tracking pupil performance to inform policy	☐
new forms of classroom organisation including setting	☐
induction programme to support mobile pupils	☐
language support for bilingual mobile pupils	☐
using EMAG staff for induction and support	☐
literacy and numeracy initiatives focusing on mobile pupils	☐
target setting	☐
using learning mentors	☐
other *please specify*	

Part 3: trends in mobility

6 Has the level of pupil mobility in your school over the last 3 years been:

	Yes	No
similar from year to year	☐	☐
going up and down from year to year	☐	☐
increasing each year	☐	☐
decreasing each year	☐	☐
any further information about trends in mobility in your school can be written here:		

7 What would you say are the main reasons for the level of pupil mobility (high, medium or low) in your school?

Part 3: implications of pupil mobility for school management and strategies to raise achievement

8 Does pupil mobility affect your school's attendance figures?

☐ Yes, how?

☐ No

9 Does pupil mobility affect the school's performance in national curriculum tests?

☐ Yes, how?

☐ No

10 In what ways might the LEA and its services provide more effective support to the school's management of pupil mobility?

11 How would you use extra financial resources to raise achievement in your school in the context of pupil mobility?

12 Do you have additional staff or other resources to deal with pupil mobility or groups of mobile children?

☐ **Yes,** please detail additional
- staff
- financial resources

☐ No

13 Space for additional information

Name of headteacher

School

Appendix C

Interview questions/aide memoire: successful strategies to minimise the effects of mobility on achievement

Mobile pupils – who are they?

Questions for administrative staff, class and subject teachers, senior management team and co-ordinators (EMAG/SEN etc), and teaching assistants

- What does the term 'mobile' pupils or 'mobility' mean to you?
- What kinds of 'mobile' pupils is the school receiving?
- What are the patterns?
- What numbers of the different kinds is the school receiving?
- What are the issues associated with mobility that you feel have an impact on pupils' progress and achievement, both from the point of 'mobile' and 'non-mobile' pupils?

School systems in relation to pupil assessment and tracking, dissemination of admissions information to relevant teachers etc.

- Do you keep statistical data on mobile pupils? If so, can you show examples – what kind, and in what format?
- What software do you find helpful?
- What difficulties do you find in data-handling?
- What do you do with the statistical information? What is the outcome? What does it tell you?
- How helpful is the statistical data on mobility?
- What kind of impact do the various issues associated with 'mobility' have?
- Are there any differences in terms of impact and the type of mobility issues on the work of the school?
- Is there any relationship between types of impact and types of 'mobility'?
- What strategies do you feel work for addressing those issues?
- How do you know whether the strategies are effective or not?
- Who manages the different phases of mobility, for example the introductory phase administrative procedures, record collection, free school and transport?
- What information do you receive on incoming pupils/mid-term admissions, externally and internally?
- What systems are in place for managing 'mobility', for example,
  - ☐ admissions procedures
  - ☐ assessment
  - ☐ tracking
  - ☐ pastoral
  - ☐ information from other schools/agencies
  - ☐ exchange of information within the school
  - ☐ exchange of data on exit?
- Can you provide examples of good dissemination formats?

Pastoral care

- Who oversees admissions of 'mobile' pupils?
- How is contact established with parents/carers?
- What information is given at the initial contact with parents?
- What links are established with the LEA?
- What contact do you have with other educational services in relation to mobile pupils entering and leaving the school?
- What contact does the school have with other agencies/organisations?
- How well informed are you about where they live and why they might have moved?
- What arrangements do you have for inducting mobile pupils?
- What contact do you have with other educational services in relation to mobile pupils entering and leaving the school?
- What reasons related to housing impact on mobility, for example

- racial harassment
- rent arrears, etc?

- What challenges/barriers do these present to the school?
- What is your involvement with social services in relation to mobile pupils who have foster placements, are unaccompanied minors, or have child protection issues?
- How easy is it for the school to access social services?

Access to learning

Questions for class and subject teachers, senior management team and co-ordinators (EMAG/SEN etc), and teaching assistants

- How do you establish baseline and target-setting?
  - What issues confront you?
  - How do you update that?
- What's the relationship of mobility to school targets and LEA targets?
- How do you identify the gaps in pupils' basic skills?
  - What do you do to assess the present level of competence of the pupil?
- What information is available for you to make a judgement?
- When you identify the gaps, what do you do?
- If pupils haven't studied the curricular area/subject before, what do you do about that?
- How confident are you about doing that?
- What impact doe the patterns of mobility have on grouping and setting?
- Who makes the decision about what groups they are put in?
- Who monitors exam entries and decide the tiers for mobile pupils? What are the constraints?
- What kind of support is provided to the pupils to accelerate access to the curriculum?
- Is there an induction process or an induction programme? What do they involve?
- Do these involve a learning mentor or a key worker or a buddy? What do they do to provide support?
- Is support available from a bilingual assistant or monolingual teaching assistant or specialist support teacher?
  - Is this support in the form of withdrawal or in-class support?
  - What are the qualifications of the additional support staff, e.g. EAL/SEN training?
- What is the frequency of support during the week?
- What is the duration of these various forms of support?
- How long is support allocated for, for example two weeks, half a term, a term...?
- Do you provide additional curriculum support materials in your lessons for pupils in need of such support?
- Or are additional curriculum materials provided for you? What are the constraints?
- Do you systematically plan for inclusion in your lesson planning that takes account of pupils with different needs in the same group?
- Are TAs involved in lesson planning?
- What further support would you like to see from
  - the LEA
  - other agencies
  - central government?
- Are there any other points for discussion which you wish to draw our attention to?

Parents and carers

- What issues has your child had to overcome and cope with in moving schools?
- How has the school helped?

- What particular thing worries your child most about moving school?
  - What do think has been most helpful to them on moving school?
- If you felt you needed advice about and support for your child would you contact the school?
  - If not, why would you not contact the school?
- How much information does the school give you about:
  - how well your children are doing in school?
  - how she/he compares with others in her/his class?
  - who you need to go to if you wanted any other information?
- Are there any other support groups that the school has put you in touch with?
- What issues have been most difficult to sort out in moving school e.g. uniform, transport, places?

Pupils

- When did you first come to the school?
- How many schools have you been in?
  - Can you remember the name/s of the school/s?)
- What do you like about this school?
- What are you good at doing at school?
  - How do you know?
  - Who else knows you are good at this?
  - How have you got good at this?
  - What has helped?
- What things do not always go so well for you in school?
  - What things do you find hard?
  - What sort of things would help you with this?
- What barriers (to learning, to interactions, to self help) do you face?
  - What do you think your needs are?
  - Does anything make learning difficult for you?
- Do you find it easy to talk to
  - the adults in school?
  - the other children?
- Do you have everything you need to get on with your learning?
  - What else would help you?
- What help has the school given you in settling into the school or with other issues such as learning, attendance, personal support?
- When do you need help?
  - playtime?
  - lunchtime?
  - lessons?
- What do you need help with?
  - Who helps?
  - What sort of things help you?
- Have all these needs been met?
- Do you feel you need any more help?
  - What with?
  - Who would give you this help?
- Do you know how long you will stay at this school?

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