Raising the achievement of mobile pupils in Lambeth schools:
good practice guidance and recommendations for schools and other agencies

Foreword

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I am pleased to introduce this research on pupil mobility in the London borough of Lambeth. Supported by the LEA, schools have worked hard to raise the achievement of pupils and address the effects of inequality and social exclusion. This research focuses on the causes and impact of pupil mobility.

Lambeth schools have diverse populations culturally, socially and linguistically. Whilst rewarding and exciting, this presents schools with daily challenges, not least of which is the high percentage of pupil mobility.

Findings from our research indicate an average mobility rate of 24% at KS2, and 21% for the GCSE cohort. These average mobility figures conceal a wide variation between schools. For example, among primary schools the mobility rate at KS2 is as high as 40% and as low as 3%. The corresponding high and low figures for secondary schools are 56% and 2% respectively. Both primary and secondary schools in Lambeth experience particularly high levels of mobility.

Pupil mobility in schools also has implications for many important policy areas such as school funding, tackling underachievement, target-setting and league tables. It is now beginning to be recognised as an important policy issue at a national level.

Until this research in Lambeth there was little research into the relationship between mobility factors and achievement in schools although evidence suggested that in Lambeth pupils who have had many terms in the same school tend to achieve better results than those who change school frequently.

Following Lambeth's success with the Raising achievement of Caribbean pupils research (2003), we recognise the need to identify the features of successful schools in raising the attainment of mobile pupils. This will increase our understanding of the way schools can enhance pupils' academic attainment at a local level.

Within this context the DfES funded Lambeth LEA to carry out research into the reasons for pupils joining and leaving schools at non-routine times and the implications for school management and raising achievement.

The research was carried out jointly by a team of university researchers, former HMIs, LEA officers and school staff. Special thanks to the Lambeth schools which took part.

In this research, the team identified reasons for mobility in the borough; relationships between educational performance and pupil achievement and successful strategies at school level and between agencies at Council level that minimise the impact of mobility on achievement. A case for further funding is put forward to meet the resource needs of schools dealing with high levels of mobility.

Guidance is also given for schools, LEAs and various agencies on working together to best provide for the needs of mobile families.

Phyllis Dunipace

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What is pupil mobility?

Mobile pupils are children who join or leave a school at a point other than at the age they would normally start or finish their education at that school, regardless of a home move.

Articles in teacher publications such as the *Times Educational Supplement* highlight growing concern over possible links between pupil mobility and attainment. Attention has focused on the adverse effect that mobile pupils may have on league tables, formula funding, school target setting, the interpretation of benchmarking data and 'value added' analyses of pupil progress.

Several recent studies have helped to raise awareness (see, Dobson and Henthorne, 1999; Dobson et al, 2000; Demie, 2002; Strand, 2002). They demonstrate that pupil mobility is a common experience in most schools and has a significant impact on school resources. They also make it clear that the causes of mobility are wide and varied. In some instances, mobility results directly from parental occupation or lifestyle (e.g. armed forces families, fairground employees, travellers). In other instances, mobility is 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.

There is also growing official recognition of the challenge that mobility poses for schools and Local Education Authorities (LEAs). For instance, 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, HCEEC, 1999.

In recognition of the challenges associated with mobility, the Office for Standards in Education (Ofsted) (1999) now collects data on the number of mobile pupils, and asks inspectors to 'consider whether high pupil mobility affects the picture of the school's performance' and 'whether pupils' education has been disrupted by frequent changes of school'.

The Lambeth study

It is within this context that the Department for Education and Science (DfES) funded Lambeth LEA to carry out research into the reasons for pupils joining and leaving schools at non-routine times and the implications for school management and raising achievement. The project consists of three complementary activities, summarised below.

Activity 1: Pupil mobility and educational achievement in Lambeth schools

This research activity looks at the relationship between pupil mobility and educational progress by analysing national test and examination data in Lambeth LEA. Several studies of English schools and LEAs appear to implicate mobility in low attainment (see, for instance, Dobson & Henthorne, 1999; Alston, 2000; Demie, 2002). However, because it occurs alongside other factors, such as disrupted family life, it is difficult to isolate the effect of pupil mobility on attainment.

The first element of the Lambeth project examined the relationship between pupil mobility and educational achievement in end of key stage tests and GCSE/GNVQ public examinations at age 16, for all pupils from Lambeth LEA schools. The average performance of mobile pupils was significantly below that of the stable pupils. At KS2, about 78 per cent of pupils who had experienced stable schooling throughout KS2 achieved level 4 or above, compared with 52 per cent of mobile pupils. A similar pattern of performance was observed for GCSE. Here too, the results confirmed that on average

about 44 per cent of stable GCSE pupils achieved 5+ A*-C compared with 22 per cent of mobile pupils.

However, this first level of analysis did not systematically evaluate the relative influence of factors such as fluency in English, free school meals and gender, stage of special educational need (SEN), ethnic group and stage of fluency in English, on pupils' educational attainment and progress. In a second level of analysis, multivariate regression techniques were used to assess the relative effects of background pupil variables. Although the negative association between pupil mobility and attainment was substantially reduced, it remained statistically significant at all key stages.

The study looked also at pupil progress over time. While there is no evidence that changing school adversely affects pupil progress during primary school, a different picture emerges for secondary schools. At KS3, mobile pupils made around 8 months less progress than their 'stable' peers and at KS4 they achieved around half a grade lower in each of their GCSE examinations, after controlling for pupil background and prior attainment. One possible explanation is that mobile secondary pupils may have more severe problems, e.g. a higher proportion may have been excluded, taken into care or be the victims of bullying. Older pupils may also have greater problems in adjusting to school routines and to curriculum and examination pathways.

It would seem then underperformance is not related to changing schools *per se* but rather to a broad range of social and cultural factors associated with mobility. However, high levels of mobility – whatever the cause – make it difficult to meet children's needs in a sustained and consistent way.

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

The LEA has previously carried out extensive analysis of 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. Activity 2 addressed this issue in two main ways. The first was through a survey of the views of Lambeth headteachers on the nature and causes of pupil mobility in Lambeth schools, and on the implications of high mobility for the target-setting process and strategies to raise achievement. The second involved an analysis of statistical and documentary information about the scale, pattern and dynamics of mobility in Lambeth, together with interviews with headteachers and staff at five high mobility schools and with local authority staff in Education, Housing and Social Services who provided further insights into different aspects of mobility.

Activity 2 demonstrated that mobility in Lambeth is far greater than in England as a whole. In the primary phase, over half of the 59 primary schools are in the top quarter of schools nationally in respect of their mobility rates. 1,340 children joined Years 2 to 6 during 2002/03, while 1,400 left before the normal leaving age. Half of the late admissions joined just 12 schools. Overall, mobility diminished in the older age groups, though individual schools experienced high levels of movement in Years 5 and 6. Some 83 per cent of children 'on the move' 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.

At the secondary phase, half of Lambeth's 10 schools are in the top quarter of schools nationally for mobility rates. 362 pupils joined Years 8 to 11 during 2002/03, while 325 left before the normal leaving age. Half of the late admissions joined just two schools. Year 9 had the most movement and Year 11 the least, but the pattern varied markedly from school to school. The two admitting the largest number of pupils were community schools, though two others in the top half of the mobility range were church schools.

Ofsted (2003) identifies one type of pupil mobility with areas of new, owner-occupied housing where families move as parents change jobs. While a change of school inevitably involves upheaval, the majority of children in this situation are likely to

■ be fluent in English

■ be easily integrated into existing classes in terms of their achievement levels

■ have transferred (without a hiatus) from another school teaching the national curriculum

Details of each activity can be found in the full report, *Pupil mobility in Lambeth schools: implications for raising achievement and school management*, Lambeth Education, 2004

5

The school that accepted my daughter in Year 6 didn't have any places for my two younger children. It was very stressful having three primary age children at two different schools. It was just as hard finding a secondary place. First I couldn't find the addresses of the schools I needed. Then some of the schools put me off by saying I had to attend Open Days before I could apply. They wouldn't give details of how to make an application over the phone.
PARENT

- have the support of parents who know and have succeeded in the UK education system and
- have quiet space in the home for homework, recreation and rest.

The situation for mobile children in inner London could not be more different. The migration of families from other countries, usually as labour migrants and asylum seekers, is an important factor in non-routine admissions to Lambeth schools. Many children from this group also make return journeys overseas (temporary and permanent). Movement of homeless families into and out of temporary accommodation and ultimately into permanent homes, as well as other council allocations, transfers and assisted movement out of London, has an important impact on mobility. Domestic circumstances also play a role:

- frequent movement by mothers and children in and out of women's refuges
- outward migration of families in or into the private housing sector for diverse reasons, including concerns about secondary schooling
- arrival of unaccompanied children from overseas to live with relatives or other adults
- movement of children between parents or other adults within the UK
- exclusions
- parents transferring children to other schools
- arrival and departure of Travellers.

Many of these children are in the early stages of learning English, have experienced a disrupted education and have stressful home circumstances.

High levels of inward and outward mobility have a significant impact on school planning and organization, attendance and overall performance. Schools are tackling these issues in a number of ways, such as staff training; parental involvement; the analysis and tracking of pupil performance to inform policy; and new forms of class or pupil organization. However, the extent to which these strategies and other initiatives have successfully addressed the issues has not been systematically documented. It is clear that the LEA and schools are concerned about mobility and performance and that there is a need to develop some of these strategies and disseminate good practice to all schools.

Activity 3: Strategies schools use to minimise the effects of mobility on achievement

The aim of this research activity was to provide an even deeper understanding of what is taking place in schools with high levels of mobility by identifying strategies that minimize the effects of mobility on achievement. In studies of six primary and two secondary schools, pupils and parents as well as the senior management team, class, subject and EMA (Ethnic Minority Achievement) teachers and teaching assistants (TAs) were consulted for their views on the main challenges. As only two secondary schools were involved in this part of the research, the discussions and findings will pertain mainly to primary schools. The findings of Activity 3 can be grouped under three main headings – administration, pastoral issues, and teaching and learning issues – which will form the focus for the rest of this publication. These findings, supplemented by the insights of Activities 1 and 2, will be used to

- briefly outline the main issues for schools
- highlight examples of good practice identified in Lambeth schools, see pp.19–23.
- present some mini-case studies which illustrate good practice
- raise key issues for consideration by schools, the LEA and the DfES.

6

Administrative issues for schools

It is important not to underestimate the impact of the additional work created by mobility for all members of the school community, including 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).

The main areas of pupil mobility of concern to administrative staff are the fielding of parental enquiries, follow-up tasks and record keeping.

Dealing with enquiries

School administrators spend a great deal of time fielding enquiries from parents seeking places for their children in areas of high mobility. This requires a great deal of attention to detail by administrators working hard to meet the needs of parents who are often frustrated at the time it takes to find school places.

When parents approach the school, administrative staff fulfil a number of key functions which, in most cases, substitute for the work of the LEA admissions office. If there are no places, the school acts as a mini clearinghouse duplicating maps of nearby schools, providing lists of schools and ensuring that parents have the best information available to help them find a place. Children are placed on a waiting list and advice is given on alternative schools. In Catholic schools, members of the office staff are responsible for explaining additional entry requirements. Catholic enquirers are required to provide a priest's reference as well as the standard information; non-catholic enquirers are directed to the LEA admissions department or to other local schools.

In primary schools, places are usually allocated using distance of home from the school as the main criterion. This practice sometimes poses 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,

Ferndale School

WELCOME TO FERNDALE PRIMARY SCHOOL

Please come to fill in the Ferndale Primary School admissions on

...................................at............................

Afterwards, we will show you around the school. You can read the school Welcome book, borrow the school Welcome video and find out about school rules and procedures.

YOU NEED TO BRING
- Your child's birth certificate/passport
- Name/address/telephone number of your child's doctor
- Transfer note if transferring from another Hackney school
- Name/address/telephone number of your previous school
- Medical/dietary information
- Details of who to contact in an emergency

The telephone number of Ferndale Primary School is.................

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 family stress levels. The administrative staff thus have to deal with the frustration and distress of those families for whom they have no places, of families with

concerns about the equity of the policy on waiting lists; and of families where only some children can be accommodated.

In the absence of a centralised admissions system or procedure to check on waiting lists, it is difficult to establish how many pupils are without school 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 lack of accurate up-to-date information on waiting lists has implications for the length of time that pupils spend out of school; it also has implications for tracking procedures related to child protection issues.

Good practice ➲ p.19

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 and the passport or birth certificate of the parent; proof of address; and documents relating to immigration, such as solicitors' letters, and communications from the Home Office concerning the status of individuals as asylum seekers or refugees. Staff need, of course, to be aware of ongoing changes in the regulations affecting asylum seekers. They also establish free school meal entitlement, make arrangements for induction meetings, collect emergency contact forms, home-school agreements, and classroom codes of conduct signed by parents and pupils. In some schools, office staff check that someone is available to translate letters sent home,

with the support of the central translations service. Sometimes administrative staff take new children to their classroom to meet the teacher and new class on their first morning.

Record keeping

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, using a common transfer form (CTF), or electronic equivalent, no later than fifteen 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. Schools want to be able to record matters of particular importance for mobile pupils and therefore use their own forms, which offer a more detailed profile of the child's educational history. Many teachers are dissatisfied too with the focus of the CTF on coverage of the curriculum rather than on areas of pupil competence or weakness.

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. This is particularly important where records include examination coursework, as at KS4 for GCSE. Although not specifically a mobility issue, the move from primary to secondary poses difficulties: records are sometimes transferred to secondary schools before primary pupils have confirmation of a place or accept an offer, creating a great deal of additional work for school administrators.

At the moment we have 108 temporary UPNs. A large proportion of these are for children transferring from primary school. We are spending an hour a day trying to find the original permanent UPNs for the annual pupil survey.
SECONDARY SCHOOL ADMINISTRATOR

We just don't trust the electronic transfer of records. We're not happy with the quality of the information and we're very nervous about the impact of downloaded information on existing records.
PRIMARY SCHOOL ADMINISTRATOR

It is really important to have information on family relationships so that we know who the child's legal carer is. We also need to know about children's home languages, ethnic status, and medical and dietary information.
PRIMARY SCHOOL ADMINISTRATOR

8

There are concerns, too, about outward mobility. Receiving schools are sometimes slow in requesting records for pupils who join at non-routine times and there is a lack of clarity as to how long pupils should remain on roll when no request for records has been received. This issue is of some importance, since attendance figures are affected when children remain on roll. There is also confusion about the logging of outward mobility since there is no agreed date for recording this information.

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 school will issue a new unique pupil number (UPN), since there is no way of knowing whether one has already been allocated.

Electronic records
The demands made on schools in the area of electronic record keeping 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.

Most administrators in the case study schools had good IT skills and handled routine aspects of electronic record keeping very efficiently. However, some lacked the training to undertake more advanced tasks. They may not, for instance, be able to add new fields to databases, or manipulate data to answer all their questions.

As a result, they often take what they feel to be a safer option: they collect only the data requested by the LEA and record additional information manually.

Reasons offered for this reluctance included fear that electronic transfer would overwrite informa-tion that the school might have obtained from a new entrant and dissatisfaction that the data received was not in an easily readable form. A number of administrators also raised the issue of the incompatibility of systems. Administrators at one school, for instance, pointed to the fact that PLASC uses four-letter codes and SIMS three-letter codes to record ethnicity.

Some of the problems identified by administrators are real; others can be attributed to gaps in user knowledge. Irrespective of the underlying reason, the consequences are far-reaching, both in terms of staff time and in terms of the ability to manipulate the data to best effect.

POINTS TO CONSIDER

For the LEA

Take a coordinating role in admissions. By serving as a central collection point for information, it could offer an accurate picture, which would help the Education Welfare Service to reduce the periods of time children spend out of school and identify child protection issues more rapidly.

Work closely with other local government departments – and particularly housing – which are in contact with mobile pupils and their families.

Work more closely with schools to identify the IT training needs of schools.

Help reduce the current confusion as to when to remove pupils from the school roll by circulating information on the procedures for the use of DfES database for pupils taken off roll.

For the DfES

The common transfer form (CTF) is widely perceived as an inadequate tool. Consult on the ways in which it might be modified.

Agree a date for logging outward mobility at the national level.

9

Pastoral issues for schools

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, mobility which involves changing schools without moving home (as in the case of exclusion) does not raise the same issues 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 for a smooth transition.

Three main strategies were identified as contributing to pupil welfare: induction policies, which clearly establish individual responsibilities and procedures; establishing good relationships with and between pupils and their parents; and the development of effective links with the wider community.

Induction

Many schools have given careful thought to induction and various guidelines are now available. *Managing pupil mobility* (DfES 2002), for example, is directed at induction mentors and examines issues such as understanding the needs of pupils, successful interviews, and gathering, analysing and sharing information. Induction is a process involving staff, class teachers, support staff and other pupils.

It is essential that a school is properly prepared for new arrivals. The process starts with an admissions interview and the enrolment of pupils, and continues over the next few weeks. Arrangements vary from school to school. In all cases, actual practice should be informed by a well thought out school policy such as the one developed below (see p.24).

Good practice ➲ **p.19**

The need for inclusive policies

The immediate needs of children involved in international migration are often pressing. In most cases, schools with long-standing experience of mobility have developed sound procedures for induction and initial assessment in conjunction with EMA staff.

Many of these procedures, however, could usefully be adapted for other groups of children. It is widely accepted, for instance, that schools need as much information as possible on the background of children who have arrived from other countries. Teachers also need to know about issues relating to children who change schools within the UK.

It is often difficult to elicit important information when children are moving because they have been excluded or because they were the victims of bullying at a previous school. Nonetheless, it is important to persist.

Good practice ➲ **p.21**

Establishing understanding – a case study

The headteacher of School A explains to new parents who may be holding back that 'we need to work in partnership'. She also 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 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 parent and child and stresses they should not take matters into their own hands.
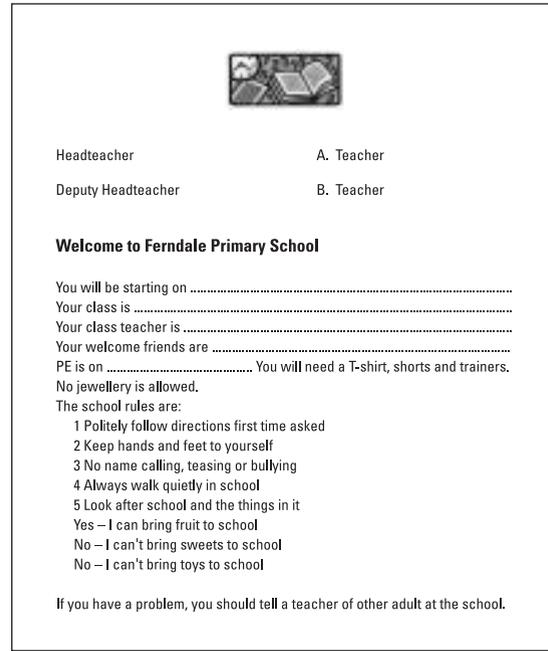
In the same school, information on families fleeing violence is given on 'a need to know' basis. Thus, while the information is not posted in the staffroom, the premises officer is told to be vigilant around the parent.

In the case of voluntary transfers, the previous school is contacted to check if the child did in fact attend and the SENCO or headteacher is consulted about any problems that the child experienced.

POINTS TO CONSIDER

For schools

Does our school have a policy on induction?
– Are timescales tight enough to ensure prompt assessment and target setting?
– Are procedures in place for what happens not only in the first weeks but throughout the first term?

Does a named member of staff have overall responsibility for induction?
– If this is the EMA co-ordinator, then who has the responsibility for other non-routine admissions?

Do our induction activities include both English speaking children and children for whom English is an additional language?

What are the advantages of admitting new pupils on the same day each week?

Does the school have an exit policy which ensures that both leavers and those who remain have the opportunity to say goodbye?

What arrangements can be made for interpreting during induction of parents and pupils?

| Headteacher | A. Teacher |
| Deputy Headteacher | B. Teacher |

Welcome to Ferndale Primary School

You will be starting on ....
Your class is ....
Your class teacher is ....
Your welcome friends are ....
PE is on .... You will need a T-shirt, shorts and trainers.
No jewellery is allowed.
The school rules are:
    1 Politely follow directions first time asked
    2 Keep hands and feet to yourself
    3 No name calling, teasing or bullying
    4 Always walk quietly in school
    5 Look after school and the things in it
    Yes – I can bring fruit to school
    No – I can't bring sweets to school
    No – I can't bring toys to school

If you have a problem, you should tell a teacher of other adult at the school.

Information booklets can provide key information for pupils. See Good practice, p.21

Establishing good relations

Parents commented consistently on the importance they attached to a warm welcome from the school and left no doubt that careful thought should be given as to how best to make children and parents feel valued members of the school community. Both children and adults have important roles to play in this process.

Relationships with other children

A vital part of feeling welcome involves making friends. Children have clear views on the importance of making friends quickly. Parents also felt strongly about this issue.

All schools make provision for new admissions to be introduced to other members of the class. Many also operate a formal 'buddy scheme, where newcomers are paired with a 'buddy' who, among other things, sits with them at lunch and looks after them in the playground, and helps them get used to school routines and settle into class groups. In cases where children arrive with little or no English, it can be very helpful to provide a buddy who speaks their language.

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 headteacher, class teachers, EMA staff and teaching assistants.

Bullying

The comments offered by children in the case study schools make it clear that bullying is another issue they feel strongly about. Although this issue is not confined to mobile pupils, these are, of course, a particularly vulnerable group: they are new and have not had time to establish friendships; they may also have previously been the victims – or the perpetrators – of bullying. The importance of a whole school policy on bullying cannot be overestimated. There is a need for a common emphasis among staff in questioning parents and pupils about their previous experience of school, particularly in relation to bullying. It is also important to feed back this information to all relevant members of staff and to develop procedures to ensure that matters of concern are followed up.

In many schools, class teachers use circle time to address issues such as bullying. Some schools also offer group support for vulnerable children.

Good practice ➲ **p.21**

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 Mom complained but she carried on. My Mom 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 Mom's not there. You haven't got a Mom'.
PRIMARY PUPIL

Working with John and his mother – a case study

John, a Year 6 pupil at School B, 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 worried 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 headteacher, the home–school liaison officer, the class teacher and members 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 and bullying.

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 e.g. football and attends booster classes after school.

POINTS TO CONSIDER

For the LEA

The LEA could usefully explore the possibility of collaboration with colleagues in Social Services to produce a version of the *Framework for the assessment of children in need* for use in schools.

For the school

Do members of staff have a common approach to questioning pupils and their parents about their previous experience of school?

Are mechanisms in place for drawing important matters to the attention of the relevant members of staff?

Do you have a buddy system?
– Is it a formal system or does it operate informally?
– What are the advantages of a formal system?
– How are buddies selected, e.g. do you try to find a buddy that speaks the same language as the new admission?
– Do all children have the opportunity to become a buddy?

Do you operate an adult buddy system?
– How is the adult introduced to children and parents?
– What training is the adult offered?

Do you have a whole school policy on bullying?
– How is this communicated to staff, parents and children?
– What steps do you take to monitor the effectiveness of the policy?

How do you support vulnerable pupils?
– In 'circle time'?
– Through small group work using existing staff or outside agencies?
– Using the *Framework for the assessment of children in need*?

Are you aware of the varying arrangements for care of some pupils within the family?
– Do you know which pupils are being 'privately fostered' (i.e. a child under 16 years, or 18 who has a disability, living with someone other than a parent, person with parental responsibility or a relative for more than 28 days)?
– Do you make a record of these pupils?
– Is the headteacher aware of referral procedures for these pupils?
– What are the implications for councils, schools, families and individuals of fostering of the 2004 Children Bill?

12

Relationships with parents

There is widespread consensus that good home-school communication takes time and careful thought for parents to be able to share their concerns and take an active part in their children's schooling (Edwards, 1998; Wolfendale & Bastiani 2000). The comments of parents consulted in the case study schools support this position.

Good practice ➲ **p.22**

I would really like some sort of agreed timetable for feedback on how my children are settling in. It would also be good if we had an agreed time for a review meeting, say a month after they started.
PARENT

For schools

POINTS TO CONSIDER

Is there someone for parents to contact, apart from the headteacher, when they have a problem?
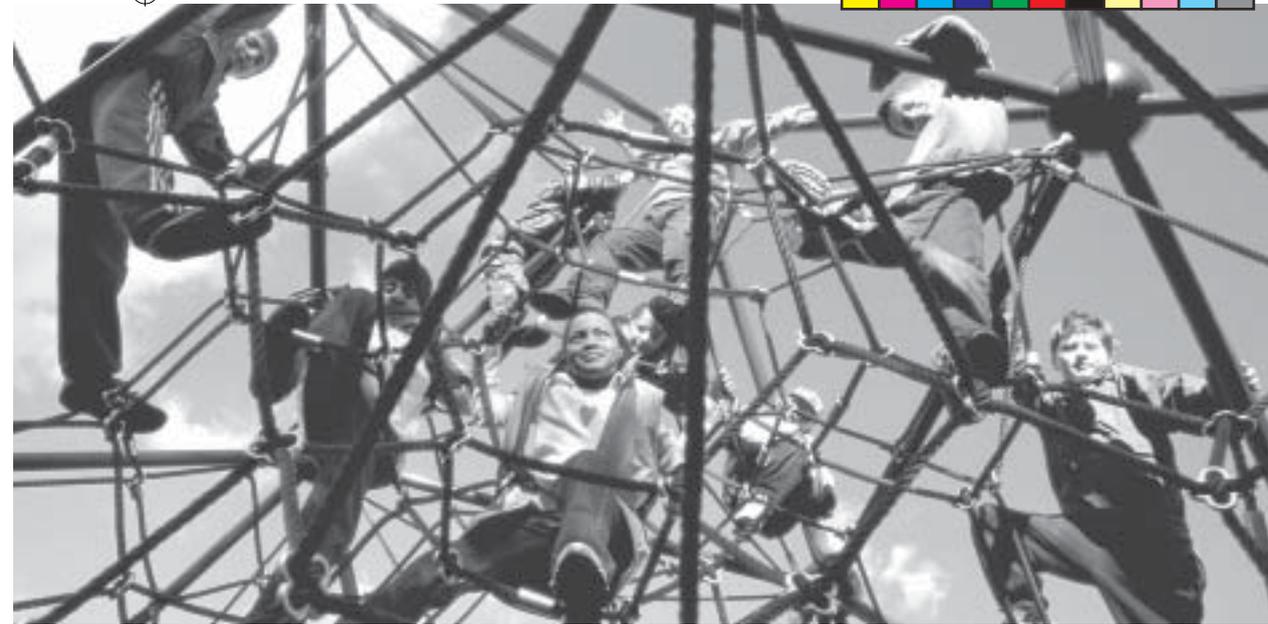
Do you have a home–school links co-ordinator?

What steps do you take to discuss with parents how their children are settling into school?

We think informal fostering arrangements need to be monitored closely. We now routinely check addresses to see if there are any patterns.
HEADTEACHER

The school in the wider community

In order to be effective, schools receiving mobile pupils need a good understanding of the communities they serve, particularly when mobility rates are high. The efforts of schools to develop links with a range of partners and colleagues reflect this.

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 the housing departments in support of families living in overcrowded conditions and to the Housing Association on behalf of post-16 students living on their own, or to National Asylum Support Service (NASS) in relation to problems experienced by children in asylum seeking families.

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 post code boundaries for Sure Start projects are not coterminous with the notional catchment area of the school. There was also evidence of considerable concern that the varying arrangements of care for children by members of the extended family or friends should be monitored in the LEA.

Good practice ➲ **p.22**

For the LEA

POINTS TO CONSIDER

It is important to appoint named individuals who will be responsible for liaison with named partners in a range of other departments and agencies, including NASS, the housing department and social services. (Government departments such as NASS, housing and social services would need to have reciprocal arrangements for a named person to take responsibility to liaise with LEAs).

A forum on pupil mobility, drawing on key officers of the LEA and their named partner in the other departments and agencies, needs to meet on a quarterly basis for the exchange of information.

Teaching and learning issues

Mobility inevitably impacts on every aspect of school life, and not least on teaching and learning. Non-routine admissions require extra attention and create a great deal of additional work in many different ways. Teachers and support staff need to help children to establish routines; they need to assess their levels of achievement on arrival; they need to be flexible in planning, setting targets and monitoring children's various learning needs; they also have to find constructive solutions to the enormous pressures placed by new arrivals on human resources.

Establishing routines

Becoming familiar with the everyday system and routines of school takes support and time. Pupils' 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. A small number of pupils may not have been to school previously or may have been absent for long periods of time; they will, of course, feel anxious when gaps in their knowledge make it difficult for them to follow. Concern was expressed both by those moving within the UK and by those with no experience of British education, but pupils from other countries are likely to be particularly conscious of the differences between their past and present situations. Pupils who have been placed in a lower ability group on the basis of their English proficiency inevitably feel frustrated because they are covering familiar material.

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.
PUPIL

New arrivals procedure

Induction
Pre-admission/class teacher preparation
Week 1
   day of arrival
   buddy system
Weeks 2–3
   pupil/adult discussion about settling in

Assessment
Week 1
   previous school assessment data
   discussion with parent/carer and pupil
   school assessment procedures set up
   Lambeth stages of English for EAL pupils
   immediate targets set
   tracking systems set up

Support route selected

Catch-up programme
Allocated adult
Timescale
Targets set

Specific EAL support
Allocated adult
Timescale
Targets set

Bilingual support
Allocated bilingual adult
Dual language induction materials *for example Portuguese induction pack*
Timescale
Targets set

Assessment

Assessment of new arrivals needs to be done quickly to determine teaching groups and the appropriate pitch of work. To plan with any precision to meet pupils' needs, class teachers need to consider the information on their achievement at entry. Is it adequate or does it need to be reviewed?

There are important differences in the assessment of English-speaking pupils and pupils for whom English is an additional language. For pupils admitted from schools within the LEA or from other UK schools, pupils' records form the starting point, though there are sometimes delays in the transfer of files and teachers are often unhappy with the quality of information which they contain. In the case of EAL pupils, the process is more complex. Assessment of curriculum areas such as maths and science is, of course, language dependent and it is difficult to make an informed judgment of pupils' prior learning using only English. Although procedures for initial assessment vary a great deal, the class teacher plays a key role, and usually works closely with the EMA co-ordinator, the SENCO and teaching assistants.

Another problem associated with the assessment of pupils who are learning English as an additional language concerns their placement for activities where pupils are banded. Historically, language learners were often assigned to the lowest groups, irrespective of their actual ability. Some schools now place new arrivals in middle groups, mindful of the fact that, while the pace of top groups may be too demanding, it is dangerous to equate lack of fluency in English with low ability.

Good practice ⮑ **p.22**

For schools

What approaches are used to assess English-speaking non-routine admissions?
– Information from the admissions interview, *e.g. whether or not they have been in school, reports or folders from the previous schools.*
– Observation
– Standard maths assessments
– Samples of writing to assess their English.

What is the role of the SENCO co-ordinator?

How are EAL new admissions assessed?
– Using an interpreter to assess through the first language?
– Oral assessment and simple tasks?

When does the assessment take place?

Which curriculum areas are assessed?

Who is responsible for interpreting?
– A member of staff?
– A member of the LEA interpreting service?

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 knowledge about software and IT competencies are 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 EMA 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 teachers and TAs, allowing them to become more aware of the progress individuals are making and therefore more able to move

children on systematically in particular areas of learning.

Non-routine admissions have a very wide range of needs. Teachers were conscious that they needed to ensure that lessons were appropriately paced, not only to allow them to check the understanding of second language speakers, but also to accommodate the learning needs of a diverse group of children.

The challenges for differentiation are obvious but teachers do not always have the time or resources to plan appropriately. While teachers are sensitive to pupils' personal and social needs, they need to show a similar level of awareness and attention to children's academic needs.

Good practice ➲ **p.23**

POINTS TO CONSIDER

For schools

Do your planning sheets allow for differentiation with EMA and SEN pupils?

What systems are in place for class teachers to discuss planning with EMA teachers and TAs, and for reporting back to teachers on what has happened?

What procedures do you have for monitoring the progress of specific groups of children, such as EAL, and SEN?

Exploiting human resources

Schools have made a wide range of arrangements to support the learning of new admissions. Serious attempts have been made to maximise available resources, with an imaginative use of EMA staff and teaching assistants. Support staff are used widely and to good effect, increasing the opportunities for children to work in small groups led by an adult. The main area where additional members of staff are deployed is in additional literacy support. Some schools also identified speaking and listening as a priority area. These activities are not, of course, specifically targeted at mobile pupils; they are, nonetheless, examples of initiatives which benefit this group of children, in particular.

Although the case study schools are responding imaginatively to the needs of mobile pupils, the additional work created by non-routine admissions for all teaching personnel should not be underestimated. EMA 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 as does their involvement 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 hours, further eroding teaching time.

Thinking outside the box – case studies

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

Primary School A, for instance, 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 more 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 has an emphasis on learning from Arts Media and 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 headteacher described this as 'pressurising attention'.

Considerable importance is attached to offering pupils a wide range of authentic experiences, such as participation in the Meltdown Festival, and broadcasting from Southbank 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 the 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.'

It was felt that this kind of curriculum approach provides late arrivals at early stages of learning English with a better way in to curriculum and English language learning than being placed immediately into traditional GCSE subject classes.

Continuing support for EAL pupils

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. It is interesting to note that while all primary pupils will have an entitlement to learn a modern foreign language by 2010, no comparable entitlement exists for children with demonstrable English language learning needs. In the absence of specialist support, there is a danger that non-EAL specialists will be given responsibility for EAL learners; bad practice on the part of untrained colleagues may further exacerbate an already unsatisfactory situation.

Good practice ➲

I spend an enormous amount of time on induction for new admissions with little or no English. This means that other pupils, who are also in the early stages of learning English, have to go without specialist support. You're left with the vain hope that children will just 'learn by osmosis'.
EMA CO-ORDINATOR

POINTS TO CONSIDER

For schools

Which existing members of staff have the appropriate experience to
- assess new admissions
- create resources for differentiated teaching and learning to meet the diverse needs of pupils within the classroom
- support more advance learners of EAL?

What opportunities are there for creating a bank of teaching and learning resources and training for all staff when additional support is not available in the classroom?

Recommendations

The following recommendations are based on the findings of *Pupil mobility in Lambeth schools: implications for raising achievement and school management* (Lambeth Education, 2004). Because the situation in Lambeth has much in common with that in large numbers of other LEAs with high levels of pupil mobility, these recommendations for action by the DfES, and at the level of the LEA and school, are reproduced below.

The DfES

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 achievement in schools with high levels of mobility. This funding should be targeted at the following areas:

- The additional administrative support required to deal with admissions and record-keeping.
- 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.
- The additional demands made on teaching and support staff in establishing routines, assessment, and planning, target setting and monitoring.
- Special attention should be paid to the needs of small schools. 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. Secondary 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.

17

- There is currently insufficient funding to offer ongoing support for those pupils whose English is above beginner level but who would benefit from English language support. More attention needs to be focused on the needs of this group.

- 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 and, in particular, the books retained by departing children.

- 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. Following up leavers who 'disappear' requires significant human resources.

Procedures associated with the administration of non-routine admissions need to be reviewed.

- The common transfer form (CTF) is widely perceived as an inadequate tool. Consultation should take place on ways in which it might be modified.

- A date for logging outward mobility needs to be agreed at the national level.

- Information on outward mobility should be collected routinely through pupil level annual school census (PLASC) .

- The current study did not differentiate between those pupils who made one and those who made two or more moves during a key stage. Further research which looks in detail at a smaller sample of schools might serve to elucidate the relationship between mobility and attainment.

The local authority

Schools need to be supported to ensure that they are managing mobility as well as possible, using available resources effectively.

Ways of reducing the administrative burden of schools need to be explored.

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

- By encouraging small adjustments to the admissions policies and procedures of some schools, it might be possible to significantly reduce the pressures felt by others.

- By working more closely with schools to identify the IT training needs of schools, the efficiency and effectiveness of record keeping will be improved.

- The LEA needs to collect data on outward mobility regularly.

- By circulating information on the procedures for the use of the DfES database for pupils taken off roll, the current confusion as to when to remove pupils from the school roll can be reduced.

Continuing efforts need to be made to improve the sharing of information:

- It is important to appoint named individuals to be responsible for liaison with named partners in a range of other departments and agencies, including National Asylum Support Service (NASS), housing department and social services.

- A forum on pupil mobility, drawing on key officers of the LEA and their named partner in the other departments and agencies needs to meet on a quarterly basis for the exchange of information.

Schools

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

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

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

Appropriate procedures need to be in place for monitoring the progress of specific groups of children, such as EAL and SEN.

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

Account should be taken of the time required for planning and collaboration when staffing arrangements are considered.

Steps should be taken to ensure that all new arrivals are given equal attention.

Schools should work together in sharing good practice for managing mobility and information exchange for on-going issues.

Attention should be paid to

- offering appropriate training for all staff

- adjusting teaching and learning approaches in the classroom to ensure the learning needs of new arrivals are met

- creating a bank of teaching and learning resources.

Good practice

Administrative issues for schools

Pastoral issues for schools

Dealing with enquiries

● School R employs a pupil support worker provided by a project funded under the New Deals for Communities initiative. The worker helps families complete the relevant forms and find another school place if one is not available at School R.

● Lambeth Housing and Lambeth Education are working to produce a leaflet giving the most up-to-date advice to families on who to approach for school places. Currently all housing staff involved in the placement of homeless families are referring households with children to the Education department's offices for school vacancies. In future, however, information will be distributed from all Housing department outlets.

● Some schools provide prospective families with an appointment card, translated into key languages, which outlines the information which they will need to bring with them to the admissions interview.

Induction

New arrivals: a checklist

Pre-admission and admission interview

School administrative officer/inclusion manager

● Provide prospective parent with time and date for interview – use school appointment card, translated version if appropriate. It should list what they need to bring to the interview (see p.7).

● Note first language spoken and whether an interpreter is needed (booking form attached if required).

● Fill in key details for initial interview on school form – name, address, contact number, child's name and age.

Inclusion manager/deputy headteacher

● Designate specific school day (Monday?) for meeting and interviewing parents and pupils new to the school. This enables key co-ordinators to ensure their timetable allows them to be present at interviews without disruption to class teaching.

● Ensure that interpreter has been booked if appropriate

● Ensure that admission form is completed as fully as possible.

● Ensure that parent/carer is provided with welcome booklet, pack or video (in appropriate language if available) and school prospectus. It is important to offer clear information on the school day, uniform or dress code, PE requirements, parental rights, subjects taught, meal arrangements, access to teachers, etc.

● Consider inviting another key member of staff to the initial interview such as the EMA co-ordinator, SENCO or key stage manager but don't overload the meeting.

● Parent/carer and child should be given a tour of the school. Key activities that need parent support could be explained: homework, home reading and news telling.

● Inform parents/carers of start day. This should be at

Ferndale School

WELCOME TO FERNDALE PRIMARY SCHOOL

Please come to fill in the Ferndale Primary School admissions on
_____at_____

Afterwards, we will show you around the school. You can read the school Welcome book, borrow the school Welcome video and find out about school rules and procedures.

YOU NEED TO BRING
• Your child's birth certificate/passport
• Name/address/telephone number of your child's doctor

least two to three days after the interview to give both teacher and class time to prepare – it will also give the new child a short first week in which to get used to the school.

After the interview

School administrative officer

● On the same day, following the interview, the previous school should be contacted by the school administrative officer to request transfer information. This could include DfES transfer sheets, pupil progress book or equivalent, exit form etc.
● Photocopy new arrival forms for class teacher, EMA co-ordinator, SENCO and other relevant staff (learning mentor, home–school liaison etc).
● Ensure that meal-time assistants know that a new child is starting.

Class teacher

● Read the admission form and other information – share with teaching assistants as appropriate.
● Inform class – perhaps towards the end of the school day – about the new arrival. You may wish to discuss what it is like to be new and the feelings that go with it as a circle time activity. You may also wish to discuss where the child is from – Yorkshire, Turkey, Portugal, etc – and ask children to find out about it. The class may come up with ways of helping the new arrival settle in. Be sensitive to children who have had traumatic experiences.
● You should select one or two buddies or a circle of friends for the new arrival and clearly brief them on their role.
● Ensure the child has a coat peg, named drawer, appropriate books, etc.
● If the child is likely to be an early stage EAL child, liaise with your EMA teacher. Discuss what support might be available including materials and strategies that could be helpful – support packs, computer software, dual language books and tapes.
● Consider class groupings carefully. For EAL pupils, having a speaker of the same language is very useful but shouldn't necessarily be the main criterion – a supportive group of pupils may be more helpful (some pupils can be reluctant to use their mother-tongue in school). Although tempting, it is best to allocate the EAL pupil with children of similar cognitive ability rather than group them with SEN children.

First week checklist

Class teacher

● Make a point of meeting parents/carers on first day at beginning and end of day.
● Take time to talk to new arrival. Be aware that sometimes children will defer to their teacher and not wish to make direct eye contact considering it disrespectful. Be positive and smile.
● Ensure that the child is given home learning tasks – set expectations high from the start. Ensure that parents/carers understand what the home learning tasks are.
● Check pronunciation of the child's name is correct.
● If the child is an early stage learner of English, involve them in class routines – hand out books and other duties to make them feel included.
● You may wish to assign your teaching assistant (if you have one) to monitor how the pupil is settling in.
● Ensure buddy system is working – have a weekly meeting with the circle of friends to get any feedback and sort out any difficulties. Meet regularly with the new arrival to check that everything is going well.
● Read records from previous school when they arrive.

School secretary

● Pass on records from previous school when they arrive to class teacher and inclusion manager/deputy head.
● Ensure that all documentation needed for pupil is in place – documentation signed, etc.

Inclusion manager/EMA co-ordinator/SENCO

● Liaise with class teacher to ensure pupil is settling into class – socially and academically.
● Arrange for assessment to be carried out as appropriate.

First six weeks checklist (end of term)

● It is good practice to hold a review meeting about the progress a newly arrived pupil has made within the first few weeks. Pupils are still 'new' of course although for their peers, the 'newness' may have rubbed off and this can affect relationships and other social interactions. It would also be very useful to have a similar meeting to talk with the parents/carers.
● Some pupils take time to settle; issues may also arise that were not apparent to start with. Talking to the parents is important as it reassures them, shares information and show the openness of the school to communication. Parents may have insights to add regarding their perceptions about how their child is settling in.

Bullying and racial harassment

● It is very important that all staff are alert to the possibility of bullying and racial harassment. Pupils who have little or no English can be vulnerable because they don't have "language" to defend themselves. Pupils with regional accents can be mocked and made fun of.
● Refugees and asylum seekers can be vulnerable because of the negative media focus on this group; Travellers may experience similar difficulties. Black pupils may also experience name-calling because of their skin tone from white or black pupils. Playground supervisors and meal-time assistants need to be particularly alert.
● The journey to and from school if unsupervised can be difficult for some pupils too – innovative ideas like the 'walking bus' are a type of preventative action.

Other classroom issues

- Classroom routines that are consistent and explicit are very helpful so that newly arrived pupils will understand quite quickly the way the class works. Pupils with little English can pick up on 'signpost' language, identifying parts of lessons that can help their learning of English. It is helpful to be consistent with language used.
- Clearly labelled trays with either visual representation of content or actual artefact.
- It can be very beneficial to exploit children's ability to read and write in their first language. For example, books in a child's first language could be read during quiet reading time: some work (or homework) could be written in the first language as could some oral activities in first language pairs or groups.
- For early stage learners of English, it is very helpful to ensure access to the curriculum by using a wide range of visual aids: artefacts, video, audiotape, grids, diagrams, maps, photographs, posters, word banks, illustrations, etc.
- Provision of photocopiable resources which support independent learning.
- Provide a graphical timetable
- You may wish to use PHSE time to focus on feelings that people have when they move and the reasons why people move. This can be a start to dealing with issues faced by refugees and other groups.
- You will need to monitor the buddy system up until this point unless you decide it should finish earlier.
- Some schools provide pupils with a booklet setting out information such as the names of their class, teacher, headteacher and buddy, plus the school rules, after their admissions interview.

PAGE 10

Headteacher   A. Teacher

Deputy Headteacher   B. Teacher

Welcome to Ferndale Primary School

You will be starting on ....
Your class is ....
Your class teacher is ....
Your welcome friends are ....
PE is on .... You will need a T-shirt, shorts and trainers.
No jewellery is allowed.
The school rules are:
   1 Politely follow directions first time asked
   2 Keep hands and feet to yourself
   3 No name calling, teasing or bullying
   4 Always walk quietly in school
   5 Look after school and the things in it
   Yes – I can bring fruit to school
   No – I can't bring sweets to school
   No – I can't bring sweets to school

The need for inclusive policies

Exit procedures for pupils who are leaving are an important issue to schools with high levels of mobility. 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. Members of staff responsible for induction could also cover the exit process.

PAGE 12

Bullying

- School P 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. The same school also offers withdrawal sessions for new arrivals from the Caribbean to share their experiences of settling into a new school and a new county.
- In School B the Afro-Caribbean Peer Mediation Service provides valuable pastoral support, again using strategies such as circle times.
- Some schools have found the *Framework for the assessment of children in need* in common use in Social Services departments, extremely helpful in considering the pastoral needs of children in schools. The framework presents three inter-related domains – children's developmental needs, parenting capacity and family and environmental factors – each of which has various critical dimensions. An understanding of the interaction of these domains will help ensure the best outcomes for the child.
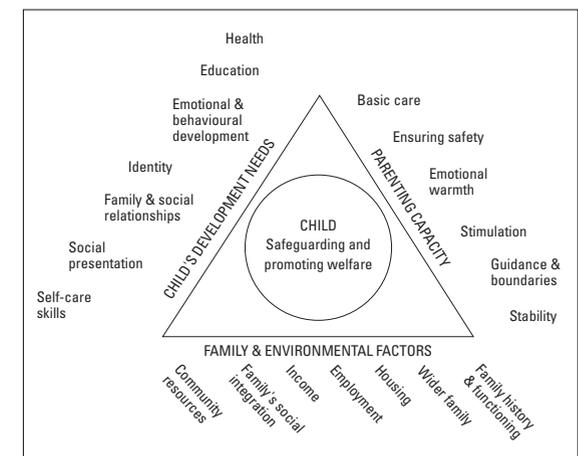
Department of Health assessment framework

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Relationships with parents

- 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.
- School A uses the resources of a project funded under the New Deals for Communities initiative to enhance its work with parents. The project works with the school to draw parents into activities, and ensures that every parent has access to relevant information and a network of people who can provide translation services.
- At School B, the headteacher makes a point of personally phoning the parents of new admissions to discuss how they are settling. If there are any difficulties, the head refers the matter to the home–school liaison officer.
- Also at School B, the headteacher decided to make the home–school links co-ordinator a full-time position. She had appointed a teaching assistant to the post so she could call on them to be available to parents at any time. This person is now the first port of call for worried parents. Appropriate concerns are then communicated by the headteacher to staff via the 'day sheet', at 8.45am in the staff room.

The school in the wider community

The central Ethnic Minority Achievement (EMA) team, looked after children's education service (LACES), the Social Inclusion Unit and social services meet on a monthly basis in order to clarify the support required to meet the specific needs of students on the European refugee funded induction programme. This is a programme for secondary pupils who have not yet found school places.

The Lambeth Housing Department provide the Education Department with quarterly reports on the demands being made on schools by various different client groups, alerting them to changing patterns of need.

Teaching and learning issues

Assessment

The assessment guidelines outlined below, based on good practice in Lambeth primary schools, can serve as a useful starting point for schools to consider their own procedures.

Guidelines for assessing non-routine admissions
Week 1
An informal assessment of basic literacy and numeracy skills should usually be done in the first week although for some pupils who have clearly not settled, you may wish to delay it to the second week.

Within the first six weeks, a formal assessment using the school's own procedures in literacy and numeracy skills needs to take place. Optional national curriculum tests and previous year's SATs papers can be used to give pupils a level (or point within a level) in reading, writing and maths. This should be done by the class teacher, supported by a teaching assistant or interpreter if the pupil has little or no English. Visuals used in the assessment should be relevant to the child's cultural background. The EMA teacher may also support this process particularly for EAL pupils.

- The school EMA teacher should assess EAL pupils at the very latest by the end of the second week (unless they are in the nursery/reception when up to 6 weeks

22

is recommended). This information needs to be fed back to the class teachers so that it can be used with other information for target setting.

- Information gathered from the initial meeting with the parents/carers should also be used to support the assessment process, as should information from the previous school if available. It is advantageous to have an interpreter at the initial interview so the parent can answer any queries and the teacher can have some indication of the educational level of the pupil.

- For early stage EAL pupils, it is recommended that an assessment is carried out in the pupil's first language. This could include assessing a piece of writing in the first language, a numeracy test and a discussion about the type of work the pupil had covered at their previous school. This information should be assessed against national curriculum scales as far as possible. The EMA team is able to offer advice and guidance on first language assessment.

- The pupil's own view of their learning and their own view of their strengths and areas for improvement should also be included in the assessment.

Additional provision

Not all new arrivals will need additional provision but a number will. The school will need to decide what is appropriate. This could include:

- Catch up programme from NNS and/or NLS (e.g. Springboard, Early Literacy Support). Children could join existing programmes

- Reading Recovery type programme

- EAL induction classes: support from EMA teacher, bilingual classroom assistant or teaching assistant

- Support provision from learning mentor

- Support programme from LSA or special needs teacher.

Pupils should start the programme from week 2 onwards or as early as possible.

Planning, target setting and monitoring

Target setting is important for all pupils, including those with little or no English. Not all targets, of course, will be appropriate for all children and some arrivals may be ready to access the curriculum and meet national curriculum targets. In many cases, however, initial targets will probably be social and related to the settling in process. Examples include the positioning of a pupil on the carpet (at the front where they can see the teacher's body language clearly), and working in a variety of groupings. Targets at this level may be completed very quickly e.g. 'express needs with a gesture'. The inclusion manger must review progress at this stage every two weeks, feeding information back to the class teacher to inform planning. As far as is possible, children should know their targets so they can work towards achieving them.

Exploiting human resources

Continuing support for EAL pupils
Schools are able to supplement their own resources by drawing on external agencies. In Lambeth, these include the Travellers' Education Service, the Clapham Park Project and the Afro-Caribbean Peer Mediation Service, and the Behaviour Improvement Programme and the Interpreting and Translation Service.

A suggested welcome and induction policy

Policy overview

- Statement of intent
- Aims
- Implementation of the policy
- Procedure for admission
- Start day
- Interview
- After interview
- Assessment of new pupil
- Monitoring and review

Statement of intent

All pupils newly arriving at XXX Primary School will be made to feel welcome and they and their parents/carers will be given the information and support they need to become fully integrated into the school. At the same time, it is essential that the school obtains full and accurate information about the new arrival in a sensitive and efficient manner.

Children who enter the school in Nursery or at the beginning of Reception will be admitted as outlined in the school's Foundation Policy. Children who enter the school mid-term and/or later in their school career also need to be made to feel welcome and supported. This policy applies specifically to them.

Aims

To outline a procedure whereby new arrivals are welcomed into the school.

In the case of pupils with English as an additional language (EAL), particularly those who may be refugees/asylum seekers, to provide translation services and other support as may be necessary.

To give class teachers and other members of staff prior knowledge of the new arrival so that they may plan.

To ensure that the school's admissions booklet requests the relevant information.

To develop links with parents/carers so that they feel able to approach the school on matters of concern.

To outline a system for obtaining the necessary background information about the new pupil.

Implementation of the policy

Procedure for Admission

Parent/carer first contact the school requesting a place and complete an 'Application for Primary School' form.

If a place is available the parent/carer is sent a written offer of a place with start date.

EMA co-ordinator arranges for an interpreter if necessary (3 working days required).

School administration officer (SAO) informs class teacher that a new child is due to start. If the pupil has EAL the EMA co-ordinator is also notified. A copy of the pupil's application form is put in the teacher's pigeon-hole at least 3 days before the start date.

Start day

Teaching staff are informed of new pupil at the morning meeting (by EMA co-ordinator).

The EMA co-ordinator keeps updated a list in the staff room giving details of new pupils plus any relevant information (dietary restrictions, allergies, languages spoken etc). This keeps lunchtime and other non-teaching staff informed.

In the Office and First Aid room there are lists of languages spoken by pupils who also speak English. This way a non-English speaker can get help.

Start day – interview

The new pupil and parents/carer are asked to arrive at 10.15am to allow sufficient time to complete the initial interview without causing too much disruption to teaching timetables.

The parent/carer completes the admissions booklet with the help of the SAO, EMA staff and interpreters. Evidence of the pupil's date of birth is photocopied and filed with the admissions booklet. Acceptable evidence of date of birth are birth certificate, passport or Home Office documentation. A pupil is not admitted unless one of these documents is produced.

At the interview stage the family is given: school brochure, school information sheet (Somali, Portuguese, Spanish, French and Bengali), term and holiday dates, home–school agreement (also in above main languages), medical questionnaire (this is passed on to school nurse and also gives her permission to test pupil's sight and hearing), parental consent form (for school outings).

Other issues discussed include: school hours, uniform and uniform shop, PE and swimming times and kit, ESOL classes, after-school activities, extra music lessons, homework, local doctors and dentists.

School dinner options and methods of payment are discussed with the relevant member of staff and the necessary arrangements are made

If the new pupil is in Year 6 the family is given advice and information about secondary transfer.

The new pupil and family are introduced to the headteacher at the interview. They also meet the class teacher and see their child's classroom. The class teacher discusses classroom routine and answers any questions the family might have. The family meets the office staff so they will know who to contact with queries about dinners and other issues.

Start day – after interview

The class teacher organizes a 'buddy system' so the new pupil is well supported. They are shown around the school and in particular will know where the toilets are, the school office, dinner hall, the way to and from the playground, the stairs their class uses, etc.

Assessment of new pupil

The SAO requests pupil's records from previous school. These are then passed on to the class teacher.

The EMA co-ordinator passes details of new pupil to the school nurse who arranges dates for hearing and eye tests.

If a new pupil arrives during the half term when school assessments take place, that pupil takes the same tests as the rest of the class except in certain specific circumstances (see below).

If a new pupil arrives at other times, they are assessed using the previous term's assessment tests. For example, if a new pupil arrives in Year 4 in October, they are given the final assessment tests for Year 3.

The results of these assessments are recorded on the school's database system.

If the pupil is a beginner in English the school can apply to Lambeth EMA team for a bilingual assistant to work with that child for a total of 15 hours maximum. (This is very much dependent on EMA funding and the availability of assistants.) The bilingual assistant will carry out a mother tongue assessment and levels of literacy and numeracy can be ascertained.

The EMA co-ordinator will allocate a stage of English for EAL pupils.

Where a pupil's attainment is significantly below the National Curriculum levels for their year group, they are assessed by the SENCO, or, if a beginner in English, by the EMA co-ordinator. The results of these assessments are passed to the class teacher.

Assessments of new pupils will be carried out within 2–3 weeks of their starting at the school.

Monitoring and review

This policy will be monitored by the EMA co-ordinator. All casual entrants or, if more than 10, a random sample: will be chosen and followed up by the class teacher, SAO, midday meals supervisor and any other staff involved to ascertain whether the recommended procedure has been followed.

The policy will be reviewed annually in July.

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