

Acknowledgements

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Foreword by The Rt Hon Charles Clarke MP, Secretary of State for Education and Skills



This is the first time that the DfES has worked with schools to examine practical ways of addressing the issue of pupil mobility. It is a challenge to which we must rise if we are to have an impact on individual pupils, on the schools they belong to and on their future contribution to society as a whole.

As outlined in our recent Green Paper, *Every Child Matters*, our aim is to ensure that we maximise the opportunities open to every child. Educational attainment is a fundamental part of this, giving every child the key to his or her start in life. We are aiming to build an educational system in which every child has the right conditions for learning, and the support they need to achieve their full potential. The work we are doing on pupil mobility is at the forefront of this, and the wealth of experience distilled in this guidance gives you the tools to make a difference to every child who needs it.

There are many different types of mobile pupils, from refugees and asylum seekers who arrive in the country with little or no understanding of English, to children of armed forces families, children whose parents may have separated, children who have been abused and those who may have changed schools because of issues such as bullying.

All of these children have the right to a good education. However, we recognise that high levels of pupil mobility can be a major factor in the underachievement of pupils, and we set up the Pupil Mobility Project to try and counter that underachievement.

This guidance document is the culmination of that project, involving 51 schools with high levels of pupil mobility. These schools looked at the challenges associated with the issue and at the best way of tackling them. Most schools in the project also took part in the complementary induction mentor scheme. These induction mentors were employed with the remit of helping mobile pupils integrate quickly and identifying any problems or barriers to their learning. They also released teaching staff to work on other priorities. We have published separately a handbook for induction mentors.

Many of the schools in the project have developed innovative schemes to help mobile pupils and have proved that there is no reason why they should be underachievers. The best practice of these schools and relevant case studies are contained in this guidance.

All schools have some level of mobility. I therefore urge you read and act on this document in order that all our children can fully reap the benefits of their education.

A handwritten signature in blue ink, appearing to read 'Ch Clarke'. The signature is written in a cursive, slightly slanted style.

Charles Clarke

Introduction

Pupil mobility is defined in this document as “the total movement in and out of schools by pupils other than at the usual times of joining and leaving” (Ofsted 2002).

Pupil mobility is a feature of all schools but for a number the scale, either by percentage (leavers and joiners) or by total numbers, presents a significant challenge. High levels of mobility make demands on school systems, resources, staff and the stable community of pupils. Different mobile groups will place different demands on the school, but the impact is not entirely negative as new arrivals may increase the diversity of the community, enhance the commitment to learning, and possibly raise levels of achievement.

“The strengths of the mobile community are recognised and celebrated – not least their experience of life elsewhere in different environments and communities, which to our insular community represents a clear lifting of horizons and awareness of difference”. Induction Mentor

The interruption of a move for new arrivals, sometimes one of many, may well impact negatively on their academic progress and attainment. Integration into a new school, engagement with the new routines and making new friends requires confidence which many, despite their apparent bravado, may lack.

This document seeks to share approaches to managing pupil mobility within the school to enable institutions to manage the challenge well on behalf of existing pupils and staff and the new arrivals. It is important that mobility is not perceived as an insurmountable problem which can be used as an excuse for low performance and failure.

The Department for Education and Skills recognised the challenge that mobility posed for a number of low performing schools in 2001 and implemented the “On the Move” project during 2002–03 to enable 48 secondary and three primary schools to develop existing, and create new approaches to induction, to ways of accessing the curriculum and reducing the frequent gap in attainment between the mobile and stable pupil populations. Improvement of induction and developments in the other two areas were enabled by the trialling of a new role: that of an induction mentor in the 48 secondary schools.

The participating schools were located in London, metropolitan areas and coastal locations. Although most schools had a history of low performance, two schools were well above the 2006 GCSE floor target of 25% 5A*-C GCSEs. Not all participating schools experienced high levels of mobility (> 20% per annum) but total numbers meant there was a demand on resources, approaches and overall attainment. A Coventry school, for example, recorded an annual level of 8.9% in 2002-03; this,

however, represented 52 joiners and 46 leavers. An allocation of 1.5 days per pupil for induction and 0.5 days for leaving totals 99 person days, a significant resource requirement.



Schools were invited to join the programme following identification by LEAs, contact with schools and use of the Ofsted database begun in 2000. Schools carried out an audit (Appendix (i)) and developed an action plan. During the year a number were monitored by Ofsted and the Department and 18 participated in an external evaluation of the role of the induction mentor. This document draws heavily on the developments and achievements of the participating schools.

A complementary document *Managing Pupil Mobility – A Handbook for Induction Mentors* also reflects the experiences and practices of schools, especially those of the induction mentors and their line managers.

The programme has proved a catalyst for other developments. The school audits and the experiences of schools have informed debate within the DfES and in other government departments and have contributed to the formulation of new policies e.g. Aiming High and London Challenge.

1.0 Patterns of pupil mobility

Many schools experience a pattern of continuous comings and goings, a trickle effect, whilst others experience turbulence, the result of planned movements, and some experience both.

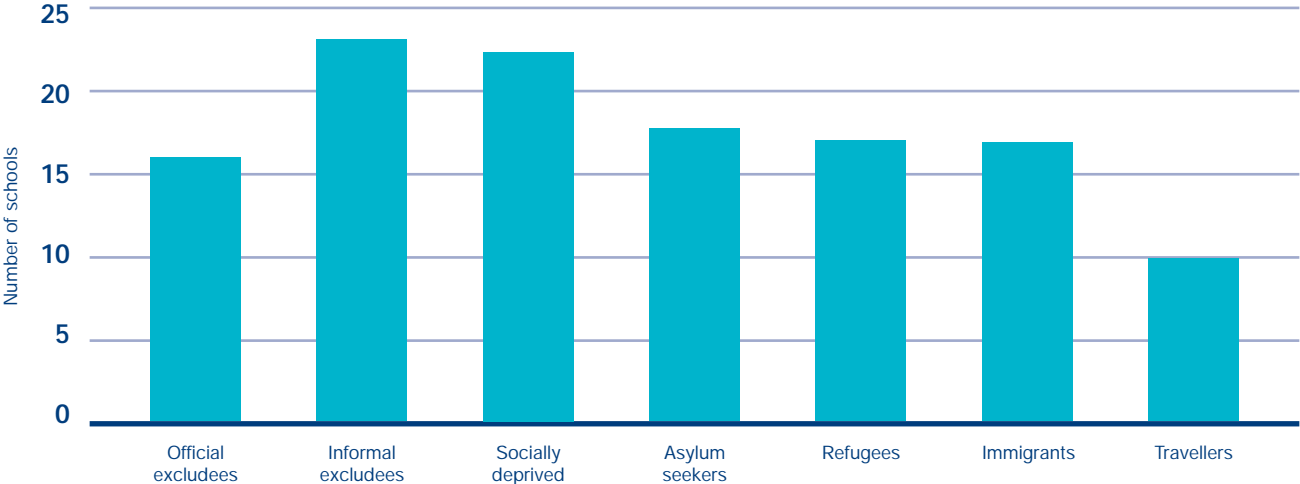
Janet Dobson in her report *Pupil Mobility in Schools, Final Report* (Dobson, Henthorne and Lynas, UCL 2000) identified four categories of mobility:

- international migration (encompassing labour/career cycles: refugees: settlement: students).
- internal migration (labour/career cycle: life cycle: housing/environment: schooling: Travellers).
- institutional movement (exclusions: voluntary transfers: private/state school: special/mainstream).
- individual movement (looked after children: fragmentation of families).

Mobility groups experienced by the schools involved in the “On the Move” programme fall into five categories:

- socially deprived – looked after children, homelessness, housing relocation, fragmentation of families, unemployment.
- excludees: official and informal - the latter term is used for those pupils who are moved by parents when their child begins to experience difficulties at school or the parent is advised that official exclusion may well be in the offing.
- refugees and asylum seekers.
- immigrants.
- Gypsies/Travellers.

Predominant mobile groups in project schools 2000-01



A range of factors cause mobility; the most significant are:

- relocation to and from social housing.
- abuse of human rights in other countries.
- wars.
- difficulties in school which lead to official or informal exclusions.
- movement of armed services personnel.

Schools may have pupils from each of the above mobile communities, but in many one group predominates. A number of coastal towns have a high percentage of looked after children and families who are considered socially deprived. The latter are very demanding because they have often experienced short stays in a number of schools, have limited basic skills, are poorly supported and do not have a history of achievement. Some city schools have a mobile population largely composed of asylum-seekers and refugees. The positive contribution to the school community by this group, despite the often high intensity and frequency of arrival, is often viewed as being considerable.

Places of origin will vary: in some LEAs most of the mobile population may be internal migrants whilst in others movements may be from a metropolitan to coastal location or from another country. The difference between the culture of the place of origin and the cultural characteristics of the new community may mean that settling down is a considerable challenge for both the pupils and their family.

A predominating group will shape the nature of provision the school needs to provide. Schools with mainly asylum seekers and refugees may prioritise greater access to learning English as an additional language whilst a school with large numbers of pupils from a socially deprived background may need to focus on developing basic skills.

In a central London school during 2002-03:

More than 50 per cent of pupils entered direct from abroad and a proportion of them were unaccompanied asylum seekers. Pupils came from a range of areas including the Middle East, South America and the Balkans. The rest were pupils from other LEA schools or elsewhere in the UK. A number re-entered having left the school. A constant flow of pupils leave during the year, particularly girls going to girls' schools that offer places to fill vacancies. Induction mentor evaluation visit report, 2003

A school in Torbay:

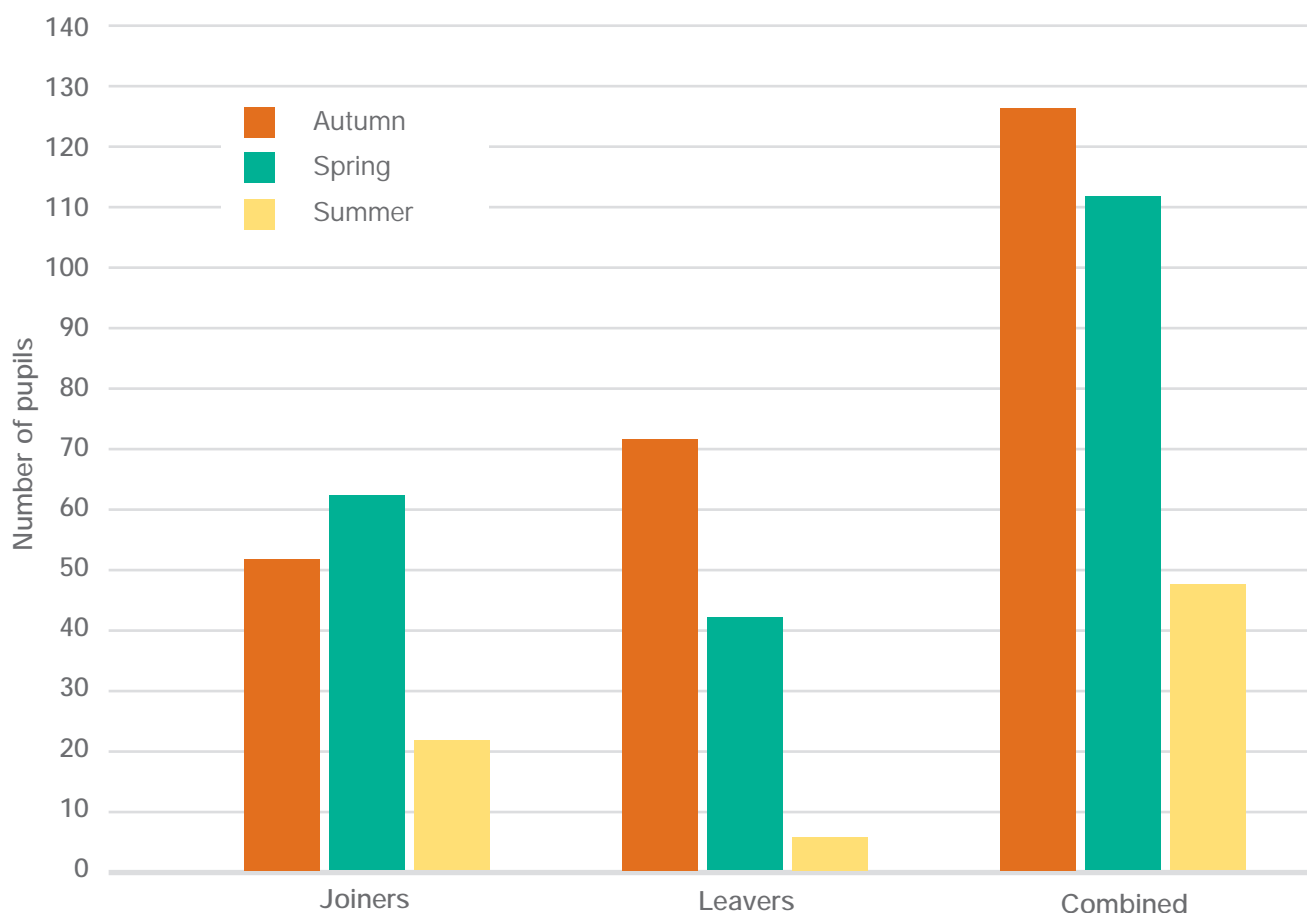
The school has a long history of transient pupils, many of whose parents uproot to this area because of extreme personal difficulties, financial and social. Some mobile pupils come to school having been in several schools previously. In the groups seen, two had been in six schools, one in seven and many have special needs in relation to their social and emotional development, and this is often compounded by weaknesses in, and anxieties about, their academic competence.

Induction mentor evaluation visit report, 2003

In the audits completed by the schools for 2001-02 there was an average rate of mobility of 21%. The range was quite wide, from 7.5% (a higher performing school partnered with a lower performing school) to 39%.

Seven schools who participated in the evaluation of the induction mentor role had more than a third of their year 11 cohort join after 1 October in Year 7 or later. Of these, four had rates of 47%, 49%, 58% and 62% respectively. The median was 32.5%. The median for pupils in Year 11 joining the schools in Year 10 in 2001-02 was 8.5%. Four schools had more than 15% of pupils in Year 11 in 2002 joining in Year 10, and two schools had 22% and 25% respectively. The median was 11.5% for pupils leaving Year 11 before the end of 2001-02 within a range of 2% to 32%. Nine schools had more than 10% of Year 11 leave before the end of the academic year 2001-02.

Numbers of joiners and leavers in Years 7-13 by term during 2002-03 in a Birmingham school with very high mobility

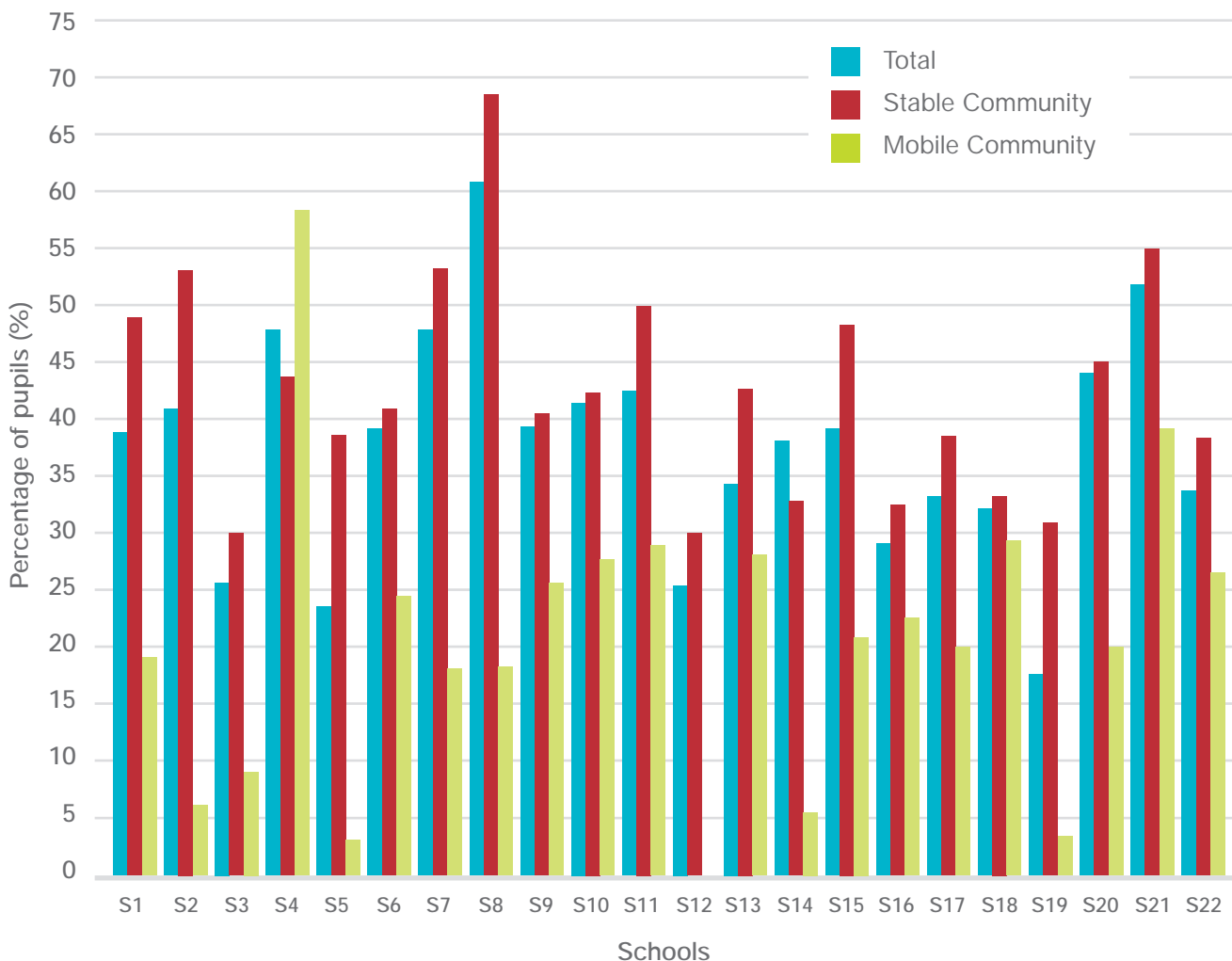


Pupils may have moved swiftly from one school to another; others, however, may have been out of school for some weeks or even months, whilst some asylum seekers and refugees may never have been able to experience school life. This could also be true for pupils from a Gypsy/Traveller background.

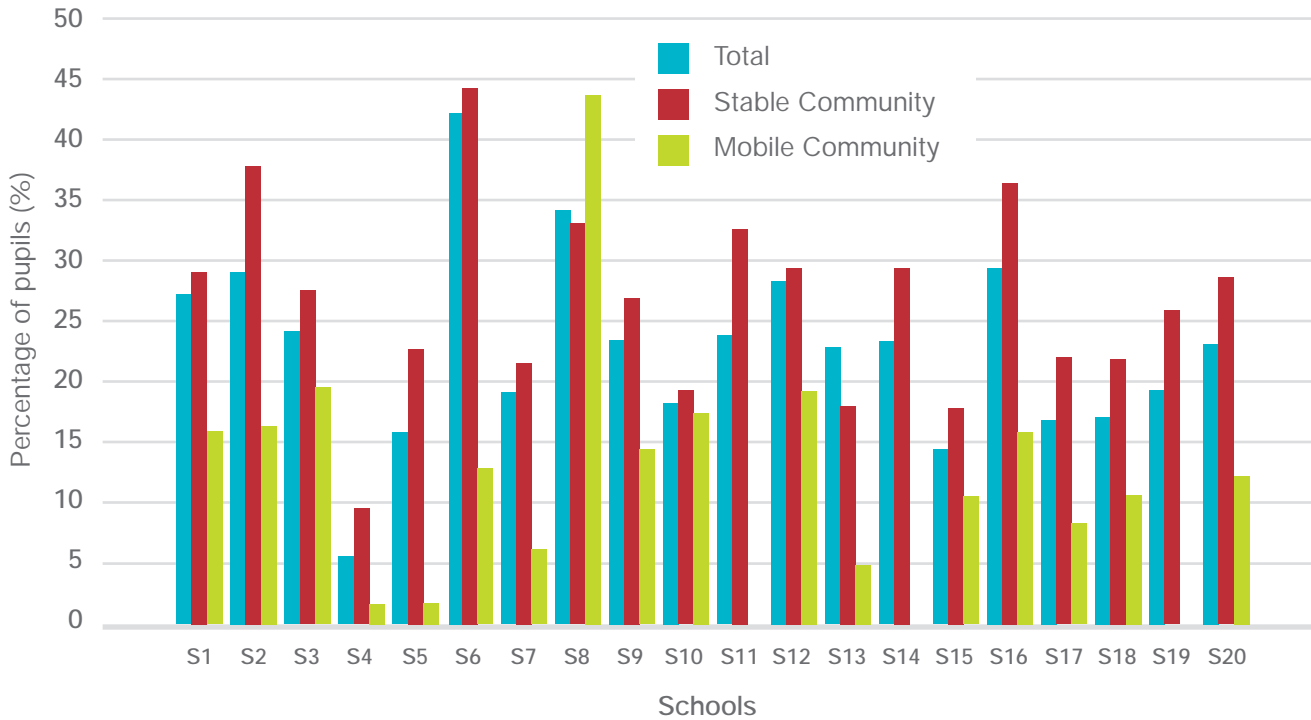
Analysis of mobility by project schools identified the following:

- in mixed schools a greater number of boys than girls joined as additional admissions.
- additional admissions were often poor attendees.
- there was a disproportionate representation of additional admissions in the group with poor attendance.
- senior managers were heavily involved in induction followed by middle managers, but adults other than teachers were rarely involved in the process.
- most schools considered 1.5 days to be the optimum time for initial induction.
- attainment was often affected negatively by high numbers of additional admissions both at Key Stage 3 and again at Key Stage 4. The average difference between the performance of the mobile population and the stable population was 4.5%; in some schools it was significantly higher.

English 2001: Percentage of Y9 above level 5

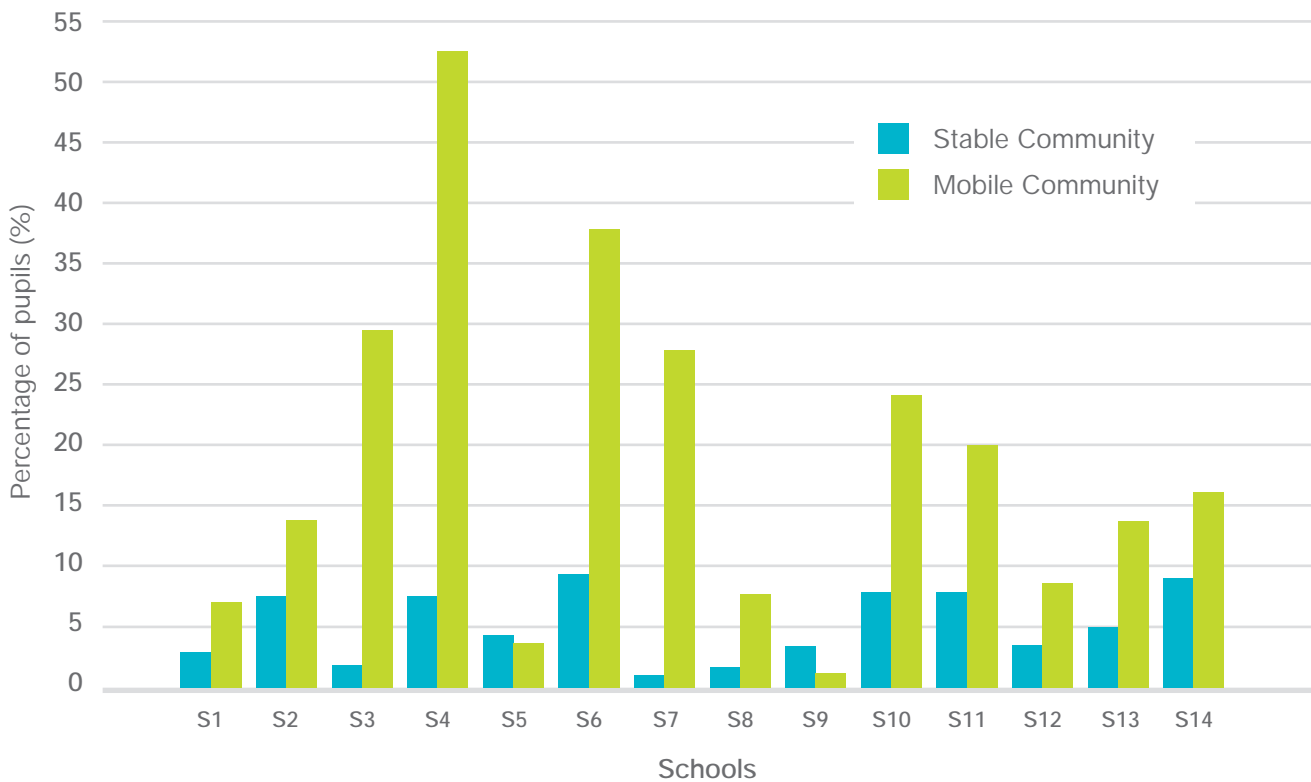


GCSE 2001: Percentage of Y11 achieving 5A*-C



- almost 39% of schools noted the largest group who obtained no passes at GCSE in 2001-02 were additional admissions.

GCSE 2001: Percentage of Y11 achieving no passes



- a few schools identified a positive impact on attainment. In these cases the mobile community was predominantly refugees and asylum seekers.
- English and science at KS3 seemed to be relatively more affected than maths.
- schools considered induction to be a strength whilst strategies to ensure access to the curriculum and to narrow the attainment gap were less well developed.
- strategies to ensure a positive goodbye - exit strategies - were poorly developed in all schools.

2.0 The challenge of pupil mobility

High percentages or large numbers of additional admissions present the new arrivals, the stable community of pupils, staff and the school organisation with significant challenges. The outcomes of the school are also likely to be affected. For some schools high mobility is a regular occurrence and strategies are in place to manage the challenge. Pupil mobility, however, is ephemeral and schools may well experience a shift to a different group with different needs, or a school with low mobility may quickly move to a high level of additional admissions.

The mobility coordinator of a high mobility (28%) school in Coventry summarises some of the challenges:

“not only the obvious challenge of assessing and placing students within groups and supporting them in their learning and examination courses (a particularly taxing challenge) but less obvious challenges like maintaining their attendance, encouraging their commitment, helping them to establish personal and social networks”

Induction mentor evaluation visit report, 2003.

2.1 New arrivals

New arrivals will bring a range of experiences, attitudes and expectations to their new school. While some will feel positive about moving schools, others will have regrets about leaving. Usually, their change of school has been accompanied by other significant life changes, such as moving house, changes in their family unit, or moving from a town or country many miles away. All new pupils will be nervous about coming to their new school, and for some, these nerves will be exacerbated by emotional difficulties associated with the circumstances that triggered their change of school. Each new pupil will have individual needs that may not be easily predicted by the information that accompanies their entry to school. A history of transience will often mean that relationships are of an ephemeral nature and thus pupils may need assistance in developing secure relationships. Long periods out of school may also mean that pupils have begun to lose contact with their peers and could have become socially isolated.

Mobile pupils are particularly worried about integrating well with the new community and will be concerned about how they will be received and whether they will have to cope with bullying or/and racial abuse because at the outset they have limited peer support. Family situations may mean that pupils cannot communicate details of their previous lives or find it difficult to do so; they may therefore choose to isolate themselves from inquisitive peers and thus attract negative attention. Some will have been out of school for more than a few days and will have missed chunks of learning and have been experiencing a very different daily routine. A pupil interviewed in Blackpool had been out of school for a year whilst moving between parents and was

trying to adapt his lifestyle from getting up in the early afternoon and going to bed in the early hours of the morning to that of the school day. He was also acutely aware of his literacy difficulties and the significant gap in learning created by his year out.

Arriving at the beginning of a year is easier than arriving during the year when you may be starting on your own and blocks of learning have already been completed. The experience for many pupils who arrive after the year has begun is like beginning a complicated novel part way through. Evidence suggests that experience of starting during a year may continue to have an impact for some time.

Pupils arriving in schools after the usual admission time in Year 7 have to adjust to their new school, often without the support of friends who are also making the transition from primary to secondary. Schools would do well to reflect on the formal and informal experiences of pupils who are expecting to attend the school whilst still in their primary school: what processes take place to enable pupils to make this transition?

2.2 Impact on the school as an organisation

High levels of pupil mobility with variable frequency and intensity of flow in and out of the school in any one term can make a significant impact on school planning and organisation and on overall school performance. Even low levels of pupil mobility will impact on school staff, all of whom have a responsibility to support new pupils in making a successful transition and to monitor their progress in learning and personal development.

The ethos of the school will be challenged and may be changed by new arrivals who have not been gradually inducted into the school during their final year in the primary school. Good induction will help to ensure the values of the school are quickly understood and become a code for everyday life.

Pupil mobility can make the following demands on teaching and support staff:

- administrative tasks:
 - establishing eligibility for free school meals;
 - entering pupils' details on the school's management system;
 - gathering information and coursework from previous schools, often a time-consuming task with few schools transferring information electronically using the Common Transfer Form (See *Managing mobility - Induction Mentors Handbook*)
 - accurate analysis of attendance figures;
 - admission procedures.
- making contact with a variety of agencies and other colleagues in school.

- difficulties in placing new pupils:
 - lack of adequate information;
 - complexity of curricular implications;
 - impact on current pupils.
- time needed to induct and admit pupils and parents/carers. The demands of inducting new pupils will mean that human resources may be stretched; a senior manager's time for their strategic role may be reduced and year heads may lose teaching time, thus affecting the quality of experience of the stable population.
- support for other colleagues in school.
- responding to the impact of new pupils on other members of the school community.
- support for new pupils and parents/carers.
- concern about not knowing all pupils (when school population changes regularly).
- responding to behavioural problems.
- managing volatile school budgets. Pupil mobility costs will place a demand on the school's finances and its ephemeral nature makes budgeting difficult.
- assessment of pupils' learning and personal support needs.
- provision and coordination of specialist support e.g. via SENCO.
- planning an appropriate curriculum within the constraints of the school and in relation to pupils' needs.
- justification of time spent on new arrivals, possibly at the expense of other pupils.

Raising the achievement of pupils is the priority in all schools. However, in schools with high levels of mobility, pupils leave at any time in all year groups and are not always replaced by pupils with similar competencies in levels of attainment. Schools continually have to begin afresh, with new pupils often arriving with no previous records and sometimes in the early stages of learning English. It is vastly to their credit that they are not discouraged but seek to find ways to provide the best opportunities for pupils, whatever their background and however long they are going to stay.

The link between attainment and pupil mobility is complex, because factors such as deprivation levels, special needs and English fluency play a part. Ofsted (2002) noted that there was a relationship between low performing schools and mobility levels >15% but that *"it is difficult to isolate the effect of pupil mobility on attainment because it often occurs alongside other factors"*.

However, the length and frequency of interruption to learning, the timing of entry and the challenge of integration will have an effect on progress and performance.

A west London school plotted predicted grades at the beginning of the year and at the year end. (N.B. The school exceeded its prediction for Y11 in 2003)

Year Group	5%A*- C prediction at start of year based on tests.	5%A*-C prediction at end of year adjusted to reflect joiners and leavers.
7	36.6	30.8
8	26.2	21.3
9	30.4	27.0
10	24.1	19.4
11	24.4	20.2

A school in Telford:

“Impact upon examination performance is considerable, with pupils arriving mid course, often without coursework or exercise books or leaving after a considerable investment. For students and teachers this creates strain, and for the senior management of a school in challenging circumstances, trying to meet local and national targets, when the ground keeps shifting, it can be very difficult indeed.”



When pupils leave they are not always replaced one-to-one by pupils of the same prior attainment, ethnic heritage, gender, age or social circumstances. Such changes can result in the reorganisation of teaching groups and impact across the school.

Meeting the challenges requires schools to put in place systems which are flexible and focus on maximising opportunities for each pupil. Systems have to be effective, well understood and implemented consistently to ensure the challenge can be met without increasing the fragility of the school. Policies need to be in place, and roles, responsibilities and procedures clearly understood.

Two project schools identify areas for development to enable the challenges to be met:

"It quickly became obvious that there were not set procedures for welcoming and inducting mobile pupils and much time that could be used strategically by senior managers was being used to conduct school tours. New pupils arrived at classroom doors often unannounced and with little prior planning to accommodate their academic and social needs. No formal method of giving information about new arrivals to staff existed. There were no tracking procedures in place other than those used for the static population, so it could be five or six weeks before any data became available to monitor progress. Learning support was only involved peripherally unless the mobile pupil arrived with a statement of educational needs. Although few pupils leave the school, exiting procedures were informal." A school project report, Lincolnshire

In another Lincolnshire school the following issues were identified:

- *information disseminated is inconsistent.*
- *induction process is inconsistent.*
- *exit procedure is inconsistent.*
- *mobile pupils have a higher rate of absence.*
- *mobile pupils are more likely to be involved with external agencies.*
- *mobile pupils have significantly lower literacy skills.*
- *by Key Stage 4 over 1/3 of pupils are additional to the original cohort.*
- *mobile pupils are far more likely to achieve either no grades or low grades in examinations.*

3.0 Improving the management of pupil mobility

Identifying improvements to the processes and practices already in place should be based on a thorough audit. Subsequent developments should not take place in isolation to other dimensions of the school and are likely to focus around four main aspects:

- induction which provides pupils with a good welcome and enables them to settle quickly (Section 4.0).
- enabling new arrivals to have access to the curriculum (Section 5.0).
- reducing the attainment gap between the stable and mobile communities (Section 6.0).
- exit procedures which give pupils a positive send-off (Section 8.0).

For a pupil with a history of transience, the current school may be but one contributor to a pupil's secondary education. Therefore, there will be a moral responsibility to maximise the opportunities and progress of the individual, whatever the duration of their stay, and an obligation to manage the exit process well to facilitate a successful start in the receiving school.

A whole school approach should seek to mitigate the impact of high levels of mobility on the stable pupil community.

A common terminology and a universal means of calculating data are necessary precursors to good management of mobility.

3.1 A common terminology

Terminology is used loosely in the field of pupil mobility. The term used to describe such pupils is "**additional admissions**"; however, other terms such as "casual admissions" or "mid term arrivals" are also used. In a secondary school this would include those pupils in Year 7 who joined the school in September but were not previously expected and those who left before the official leaving date in Year 11. In this document the terms "new arrivals" and "additional admissions" are used according to the context.

Transience - Some pupils will have a history of movement both in their primary and secondary schools and are often described as being transient. This term may also be used to describe the constant trickle of joiners and leavers.

Turbulence - Movement of pupils which is planned and involves a group of pupils such as service children is known as turbulence.

3.2 Measuring pupil mobility

Measuring mobility levels both by schools and LEAs varies significantly. Gordon Mott's (NFER, 2002) research identified eight different methods being used by LEAs. Once again we need to work towards a universal convention to ensure data is comparative.

The measurement used by schools involved in the project and by Ofsted is increasingly being used by both schools and LEAs and was developed by Janet Dobson (DfES 1999):

$$\text{MOBILITY} = \frac{\text{Pupils joining school} + \text{pupils leaving school} \times 100}{\text{Total school roll}}$$

Pupil mobility at school level using this measurement is the aggregate of individual pupil movements in any one year. Mott (NFER 2002) identified 47% of the 38 respondent LEAs using this measurement and a few more using variations.

Using this calculation, high mobility is considered to be more than 20% whilst very high mobility is in excess of 35%. However, as previously mentioned, the total number entering and leaving can also be significant when related to the demand on resources.

The calculation recognises leaving as having an impact on the school. If a school is going to say goodbye to the departing pupil and meet its obligations to the pupil's next school then, apart from the impact on both teachers and remaining pupils, there will be resource implications. Pupils do not and should not "just" leave.

3.3 Review of current procedures for the management of pupil mobility

Improving the management of mobility within schools will benefit from developing a baseline which analyses patterns of movement, the impact of mobility on attainment, attendance, exclusions, the strengths of current practice and areas for development. Schools participating in the "On the Move" project used the audit found in Appendix (i); this is also to be located at

<http://www.standards.dfes.gov.uk/schoolimprovement/sigoodpractice/sigppupilmob/>.

If new arrivals are to be integrated effectively both socially and academically and if they are to make good progress with their studies, then the school will need to consider:

- how well the inclusive ethos of the school:
 - encourages respect for all;
 - develops an understanding and awareness of the values of diversity;
 - develops a commitment to others;

- seeks to maximise opportunities for each individual to enable them to make good progress; and
- is supported by the school community, including parents/carers.
- how good they are at inducting pupils.
- how pupils are enabled to access the curriculum.
- how the attainment gap is being reduced.
- how well the deployment of staff facilitates good management and enables positive outcomes.

The audit should:

- be led by senior managers.
- cover both administrative and pupil support systems.
- involve both pastoral and teaching staff in examining current approaches to admission, induction and support.
- involve key support staff and relevant agencies.
- consult pupils, both mobile and stable.
- involve key governors.

Following the audit there will be a need to :

- revise policies to make explicit references to additional admissions.
- develop more effective procedures.
- clarify roles and responsibilities of staff.
- communicate up-to-date policies and procedures to governors, pupils, parents/carers, and staff including administrative staff, lunchtime supervisors and other support staff.
- provide opportunities for training.
- arrange to monitor the effectiveness of revised procedures through consultation with all concerned.

Several project schools did not find the process of auditing straightforward because data classified according to pupil mobility had not been routinely collected. Schools found it instructive to look at their patterns of mobility, particularly across year groups, and in some cases they had not realised the full extent of this movement. Some of the patterns related to KS4 revealed stark information about the extent of movement into Year 10 and its impact on class and group organisation. If, for the same schools, the statistics for those who leave in Year 11 are also considered, the scale and continuous nature of the support needs of mobile pupils are very marked indeed.

Completion of the audit by a Birmingham school identified the following action points:

- *it was essential to create an assessment and initial observation system that would enable issues to be identified and pupils to demonstrate progression during induction and immediately after.*
- *develop a two-way flow of information between those involved in induction and teaching.*
- *close monitoring of pupils to assess need and identify readiness for objective assessment. (Pupils experiencing trauma needed to be assessed at a time appropriate for them, not at the administrative convenience of the school.)*
- *review of classroom strategies in order to provide effective support for pupils.*
- *improved liaison with parents and community groups to ensure better dialogue and mutual support.*

A Blackpool school identified pupil mobility as a key area of action within its school improvement plan. Procedures they wished to develop were grouped in three categories:

Curricular

- *the efficient gathering of transition data information;*
- *support for integration;*
- *monitoring of initial and subsequent progress; and*
- *targeting curricular support.*

Liaison activities

- *daily monitoring of attendance;*
- *telephone contact with parents/carers;*
- *home visits; and*
- *recognition and rewards communicated to pupils and parents/carers.*

Mentoring/Counselling

- *providing emotional/social support;*
- *guidance re options/study/employment routes;*
- *advocacy with staff/parents.*
- *moral support; and*
- *health(physical/mental)advice.*

3.4 Whole school approaches

Schools which manage to establish good processes and practices most effectively are often those which perceive themselves as including mobile pupils in their identity. In other words, they are not schools “with the problem of mobility”, but rather a school, part of whose population is mobile. It follows for them that they should become experts in the field: knowing what is entailed and shaping their provision and deploying their resources accordingly. Such schools will tend to prioritise the progress of the individual against the performance of the institution.

The school ethos can make a big impact on new pupils and their parents/carers and will play a key part in supporting a pupil's successful transition to their new school. It is essential that the atmosphere is positive and welcoming. Resident pupils should be involved in the process of making the school a welcoming place both for visitors and for new pupils. This may be partly achieved through general wall displays as well as displays of information designed to communicate to people who are unfamiliar with the school. Photographs of school staff and pupils should be included. Displays should take account of the composition of the school and local community and of multi-lingual issues where appropriate. Responsibilities for displays can be given to different classes or tutor groups at different times in the school year.

Concern and respect for one another will be high and pupils are likely to be involved in peer mentoring. The school will live its values by the actions of members of the community.

Providing processes and practice are built on sound principles then what is important is the cumulative result of the interwoven support for all aspects of a pupil's development in school.

Aspects of school life which should be responsive to pupil mobility

Curriculum	<ul style="list-style-type: none"> ● Disseminate appropriate information to all staff. ● Clarify procedures about transfer of relevant information. ● Allocation of school/staff time to assess pupils' needs. ● Clarity of attainment levels. ● Detailed record-keeping. ● Obtaining course-work from previous school. ● Involvement of SENCO in initial assessments. ● Consideration for inclusion on gifted and talented register. ● Dialogue with pupil about learning experiences in previous school. Encouragement to bring in examples of work. ● Regular review of pupils' progress and consideration of appropriateness of curriculum. ● Dialogue with parents. ● Ensure awareness of extra-curricular opportunities. ● PSHE curriculum including schemes of work that cover managing transitions and managing change. Personal skill
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	<p>development should include : self-esteem, assertiveness, communication, confidence building, conflict management, dealing with new or unknown situations, strategies to prevent or handle bullying and harassment.</p> <ul style="list-style-type: none"> ● National curriculum subjects also offer opportunities to explore issues associated with mobility e.g. drama, moving and migration in history and geography. Literature is an excellent vehicle for raising issues of personal transition.
Pastoral Approaches	<ul style="list-style-type: none"> ● Clarification of staff roles and responsibilities. ● Raising awareness of issues amongst staff. ● Pupils' mutual support arrangements. ● Careful placement of pupils in class groups. ● Induction programme for pupils and parents. ● Monitoring progress over time. ● Tutor periods can involve resident pupils in discussing how to welcome new pupils and offering new pupils opportunities to work alongside them on collaborative tasks.
Special Needs	<ul style="list-style-type: none"> ● Review school procedures in respect of the needs of mobile pupils. ● Develop effective links with other agencies. ● Consider allocation of Educational Psychologist time. ● Allocation of SENCO time, and role re mobile pupils. ● Review records and interpretation of Code of Practice. ● Continuity from previous school's approach.
Information	<ul style="list-style-type: none"> ● Ensure maximum detail in respect of home circumstances is recorded. ● Induction booklets for parents/carers and pupils (shared personally as part of induction dialogue). ● Review information systems in and between schools – seek consistency and clarity.
Code of Conduct/ Behaviour Policy	<ul style="list-style-type: none"> ● Ensure clarity of procedures and principles. ● Clarify expectations within school and with new parents/carer and pupils. ● Make explicit any rules and their rationale. ● Clarify mutual responsibilities within procedures (school, parents/carers, pupil). ● Review school policies, particularly: <ul style="list-style-type: none"> – anti-bullying – PSHE – pupil mentoring.
Homework	<ul style="list-style-type: none"> ● Clarity of expectations. ● Consistent approach throughout the school. ● Provision of timetable. ● Partnership with parents/carers.

School Routines	<ul style="list-style-type: none"> ● Review break and lunchtime arrangements. ● Consider role of lunchtime supervisors. ● Ensure consistent approach amongst all school staff. ● Ensure clarity of procedures.
Training	<ul style="list-style-type: none"> ● Raise awareness of issues of mobility amongst all school staff. ● Consider issues/needs of mobile pupils as part of school development discussions. ● Focus on development of positive, supportive attitudes. ● Ensure new staff are made aware of school approaches.

The deployment of the human resources required to manage pupil mobility should reflect the principles established for a whole school approach and ensure that there are clear roles and responsibilities. Similarly the financial resource needs to be used in a coherent way.

Examples of whole school approaches

In a Blackpool school with traditionally high levels of mobility, a headteacher explained her strategy for the coherent allocation of different funding streams: *“A key aim was to integrate approaches wherever the money comes from and to layer in different strands to complement each other. It was obvious if we were to function coherently we needed to institute a clearing house to consider the extent and degree of pupil support needed and to act as the conduit to outside agencies. The outcomes set the priorities for the induction mentor and other support staff to work on.*

“We set this up chaired by a Deputy and assisted by an Assistant Head. We called it Profit, which stands for Pupil Reference Outreach and Focused Intervention Team. This meets every week and includes the Head of the Division of Pupil Support; the Assistant Head, a representative from learning mentors, a representative from SIPS, the SENCO and the LSU manager. The induction mentor and other staff may attend, depending on the agenda.

“We have tried to set up clear lines of responsibility and connection. The Assistant Head with an overview of admissions works on a day-to-day basis with the Induction mentor. The induction mentor in turn works closely with the team of learning mentors funded under EiC and works from that base. The administrative assistant covering non-routine admission administration works with the home/school/attendance officer and shares her base. Across the different funding regimes we have tried to make coherence in terms of complementary roles and staff locations.

“We have had to be clear about lines of communication on child protection. Any welfare issues are referred to the Assistant Head. We have set up a system of half-termly reviews for all pupils. In addition, four and eight weeks after entry, a round robin is sent out to all the pupils’ teachers by the administrative assistant. The responses are

copied to the Head of Year and Induction mentor. This information is used to review the setting of those pupils and the involvement of the induction mentor. You really have to keep your eye on the ball. Our non-routine admissions are an important sub cohort that must be regularly monitored.

“Our problem was getting parents to believe in the school and make it their first choice, and at the same time struggle with disaffected and difficult pupils who have multiple needs. Pupils who bring the greatest difficulties often come late to the school and in turn are not always committed to its ethos. It is a constant balance to do justice to all.”

McAndrew and Power, DfES, 2003

Whilst in an inner city school –

With a large proportion of asylum-seeking, refugee and immigrant families, the senior management team redesigned the overall provision for different students in order to make provision more coherent. Work on behaviour, SEN, physical disability and mobility have been integrated under the responsibility of the Head of Inclusive Education. The induction mentor is seen as a key figure both in terms of induction provision and in pastoral, academic and out-of-school support.

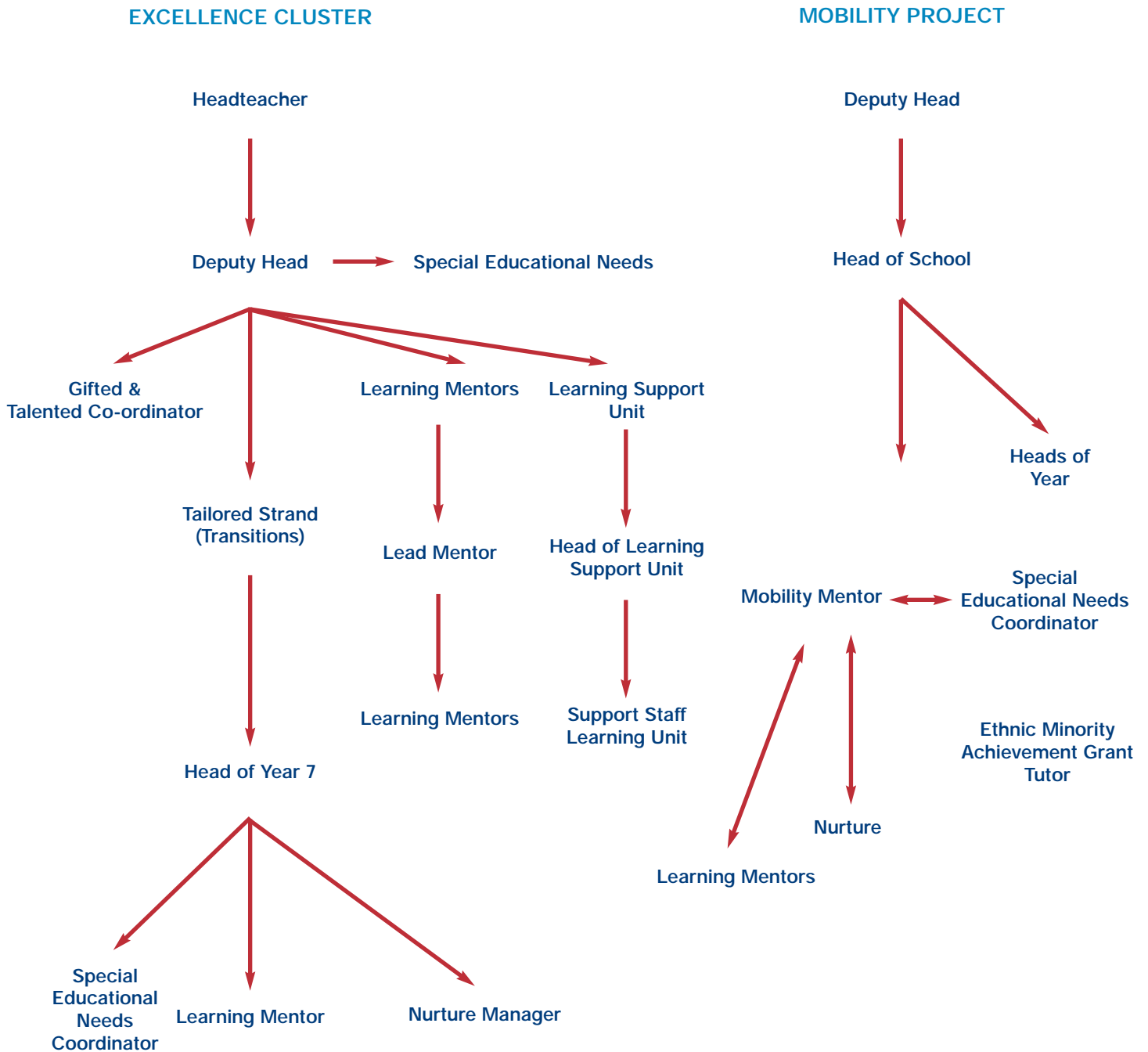
McAndrew and Power, DfES, 2003

In a school in a large town in a rural area –

The focus of their attention had moved over recent years from meeting predominantly traveller community needs to those of pupils from refugee, asylum-seeking and immigrant families. Pastoral and academic support was actively considered on attaching the induction mentor to the Mobility Unit which, with the Nurture Unit, forms part of the Student Support Centre. The induction mentor's role is to arrange initial assessment, liaising with the SENCO and Key Stage leaders. From that assessment, the Head of the appropriate stage identifies those who need learning or behaviour support. Information taken at pupil entry is transferred quickly to the school's database. The work in the unit, both in nurture and learning support, helps pupils integrate more effectively into mainstream classes; to be less demanding of teacher time and better able to follow the curriculum.

McAndrew and Power, DfES, 2003

Diagram showing how staff interact to manage pupil mobility within the context of support for vulnerable pupils. An example from a Coventry school



4.0 Providing a welcome – good induction

“Most come with basic anxieties that you can do something about - in the first few weeks these are anxieties about needing to be part of the school, needing the security of belonging” Induction Mentor

Good arrangements for induction will:

- seek to alleviate the initial anxieties of pupils and seek to provide pupils with a positive new beginning.
- ensure adequate support to overcome any remaining anxieties which might otherwise create frustration and lead to conflict and aggression.
- enable pupils to cope with distracting experiences.
- quickly establish links with parents/carers and provide them and their children with good information.
- be systematic, with easily understood procedures.
- resolve issues of immediate concern – such as medical conditions, transport, uniform, free school meals and home work.
- clearly identify those responsible for implementing procedures.
- gather and communicate information to teachers and all other members of staff who need to know e.g. learning mentors, attendance officer, school nurse, Connexions adviser.
- establish good relationships with parents/carers.

A Torbay school reflects on practice prior to improvement:

Heads of year previously carried the responsibility for induction but it was often ad hoc and fragmented, lacking any planned curricular induction. Procedures were followed in between other responsibilities rather than as an integral part of the school's provision.

And after:

Pupils with very different mobility characteristics were very positive about their induction: they feel welcome; they believe that their academic needs are met and that they are given peer support through introduction to kindred students (some of whom have become close friends). They know whom to ask for help – and gave instances of where they had sought help for such issues as bullying or extra teaching support and found it productive.

Induction Mentor evaluation visit report, 2003

4.1 A systematic process

Managing additional admission outside the usual times is a time-consuming business, Much of what was done previously in most of the schools participating in the project, although considered to be systematic and effective, was on reflection inconsistent and occasionally ad hoc.

“We were very aware that the system in place was no longer adequate to meet the needs of the various stakeholders. In order to place transient pupils quickly and efficiently in the correct settings a far more streamlined and centralised system was necessary. This would benefit most of all the pupils involved but would also allow information to be passed quickly to staff and acted upon effectively”.

A school project report, Coventry

Features of a systematic process would include:

- clearly defined roles and responsibilities of those involved in admission and induction.
- clearly defined procedures reflecting the LEA and the school admissions policies.
- a transparent process understood by staff, parents/carers and pupils.
- a process which enables additional admissions to join the school as quickly as possible to ensure that interruption to learning is minimised.
- the gathering and communication of good information about pupils’ prior attainment, previous achievements, learning needs and social and cultural backgrounds.
- strategies to enable the pupil to settle effectively e.g. buddy system, opportunities for counselling.
- a monitoring and tracking process during the first few weeks of entry.
- a dedicated member of staff to induct pupils where numbers and/or percentages are significant.
- involvement of other agencies where appropriate.
- a system sensitive to the needs of the pupil and their family.
- involvement of parents/carers.

“The system for admissions is now orderly and swift, so waiting time is kept to a minimum and effective ways of admitting and inducting pupils to school is smoothly done taking account of feedback from students and parents” .

A school project report, Torbay

A systematic process will provide an essential element of stability and constancy in what is often a frequently changing community and enable staff and the stable community of pupils to meet the challenge.

4.2 Induction mentors – a role to increase capacity and effectiveness

An induction mentor's perspective of the role:

“I love my job, which is not usually what you hear people say. I get up and look forward to going to work. The kids always manage to put a smile on my face. I find it a very fulfilling role”

And a pupil's:

“I was not used to the idea of mentors so it was new to me but it is a good idea to have someone to talk about things.” McAndrew and Power, DfES, 2003.

The role of the induction mentor grew out of evidence gathered by the DfES and Ofsted that showed that senior and middle managers were often heavily involved with induction, but were unable to provide adequate time to ensure the process was systematic and effective, because of competing priorities. Further, the strategic contribution to the raising of standards by senior managers was started by the commitment to induction, whilst other academic staff with pastoral roles were often taken out of lessons to deal with induction or settling in issues, leading to a break in the continuity of learning for the stable community.

The role is likely to include: welcoming the pupils, integrating them as quickly as possible so that they can access educational opportunities, ensuring that their relevant needs are met and that links are made with parents/carers and any agencies that may be associated with the pupil or his or her family. Another central aspect of the post is the release of teachers and senior managers to concentrate on their primary functions.

To achieve these objectives the role of the induction mentor might include taking responsibility for:

- meeting with parents/carers of mobile pupils, possibly including initial contact with the family, prior to entry.
- arranging further meetings with the family as required.
- communicating the school's ethos, values and vision (achievement, respect for others, behaviour, attendance etc).
- working with heads of year and form tutors to ensure effective integration of mobile pupils.
- liaising with heads of department and subject teachers to ensure that mobile pupils are placed in the most appropriate teaching groups, according to need.

- facilitating intervention programmes in collaboration with the Special Educational Needs Coordinator, EAL coordinators, learning mentors, learning support unit staff as appropriate.
- providing a coherent approach to inclusion within the school, through integrated working with other key staff e.g. LSU staff, learning mentors.
- liaising with the LEA over admission procedures, particularly in conjunction with mobile pupils with significant needs.
- liaising with outside agencies e.g. Social Services departments to support the mobile pupil and their family in integrating into the new environment.
- advising teachers on specific needs of new arrivals.
- establishing the need for 'catch up' programmes through liaison with all interested parties.
- initiating appropriate 'catch up' programmes, according to Key Stage, utilising the resources available within the school.
- contributing to staff in-service training.

Schools trialling the role, in many cases, used the above list as a basis for their job descriptions and added minor variations to suit their own context.



The role is most effective where pupil mobility is part of a whole school approach and the induction mentor is integrated into a team which might, for example, be responsible for student services or more closely focused on vulnerable pupils. In a West Midlands school, the induction mentor works alongside the student services manager, a home school liaison officer, two education welfare officers, an attendance officer, a member of the behaviour support team and the school nurse. She also works closely with heads of year, special needs coordinator and the senior management team. In this example, the student services manager has responsibility for additional admissions and is the line manager. In other schools, a deputy head, the EAL coordinator, learning support unit manager or the special needs coordinator could also be appropriate line managers.

Induction may not fully use the mentor's time all year. If this is the case, they may also fulfil the role of a learning mentor, classroom assistant or another related role.

An exemplar person specification for an Induction Mentor

Essential knowledge, attitudes, skills and experiences

Attitudes

Commitment to:

- enabling the wellbeing of pupils, early access to the curriculum and achievement of academic progress;
- a policy of equal entitlement.

Skills

- Good interpersonal skills.
- Good listening skills.
- Good negotiation skills.
- Able to communicate effectively by speaking and writing.
- Efficient – able to keep good records and organise work schedule.
- Good IT skills – word processing,
- Internet, email, spreadsheet.
- Integrity – able to handle confidential and sensitive information.
- Ability to work as a member of a team.
- Able to deal with complex social issues.

Experience

- Working with young people, particularly those who are vulnerable.

Desirable knowledge, attitudes, skills and experiences

Knowledge and understanding

- Degree standard of education.
- Qualifications in counselling.
- Understanding of educational process.
- Understanding of pupil mobility.

Skills

- Ability to speak an additional language other than English.
- Counselling.

Experience

- Experience of working in schools.
- Experience of working alongside teachers.
- Personal experience of pupil mobility.
- Working with young people with special needs.

Induction mentors identify useful skills:

"You bring a lot of life-skills to the job; you can use your own experiences to help pupils".

"Not making pupils feel stupid; using praise even for a small thing".

"Using skills of negotiation and compromise".

"Knowing where to seek support- don't be afraid to ask- once you ask, everyone will be willing to help. At first you worry about asking but you can't be expected to know

everything. If you've got a problem, tell people, you can't solve it on your own".

"Be prepared to take criticism"!

"You will get things wrong at times. Keep going and learn from what went well as well as what didn't go so well".

"You can never plan exactly how things are going to happen".

Some of the personal skills you require to be an induction mentor:

"Be yourself! Don't try to be someone you're not- that's how staff and pupils will accept you best".

"Flexibility, patience, an ability to relate to a wide range of people, no pre-conceptions about pupils with whom you work, persistence, feeling for the pupils, consistency, empathy and understanding of children with social and emotional problems".

A case study of a school in a metropolitan LEA -

With a high number of pupils from overseas, the scope and range of the induction mentor's job is exemplary. The headteacher has a secure grasp of what he wants the induction mentor's post to achieve, has encouraged her and has given her the confidence and space to develop as best meets the needs and wants of the pupils. Direct line management by the headteacher confirms her status and underlines the importance of the job. Procedures are continually being refined in the light of experience. Her role is well integrated and complementary to other provision such as EIC, EAL and SEN. She shares good quality accommodation with the team of learning mentors, which assists liaison and sharing of information and companionability. Although only in post since November, the induction mentor has established the role as being of significance. Mentor support focuses on the personal and social introduction and settlement of pupils who are additional admissions. Evidence from pupils testifies that they receive excellent support on arrival and that, afterwards, they would regard her as an obvious person to contact for support. A very coherent time line has been established from initial interview on Mondays with the headteacher, followed by testing on Wednesday in English, mathematics, non-verbal ability and reading. The induction mentor collates the results, which are disseminated to staff in Monday of Week 2, and pupils start on the Thursday. She has developed a highly effective buddy system, which pupils assert has been a significant element in their settling well into school. Her system of tracking and record-keeping is exceptional. This is undertaken over a six-week period and involves lesson observations, meetings with the pupils, contact with tutors, teachers and other support such as learning

mentors and teaching assistants. A very flexible timetable outside the fixed activities above allows all this to be done very effectively. Such flexibility is essential because, while many pupils are settled swiftly, there are significant numbers of pupils for whom settling in is very arduous. Chief amongst them are unaccompanied minors, some of whom bring with them personal tragedy, familial loss and a sense of isolation, which the school appreciates must be sensitively considered. In common with other schools in similar situations, the staff and pupils face the stress of sudden and unannounced deportations and resettlement of pupils.

McAndrew and Power, DfES, 2003

And in an East London School:

A group of pupils, reflecting the range of mobile communities present in the school expressed their appreciation for the day-to-day contact that the induction mentor made in the first few months of their arrival at the school. She is very knowledgeable about the pupils and uses this information to ensure that appropriate personal support is available. One boy seriously bullied at another school felt that the care and attention offered by the induction mentor had been wonderful and has changed his view of schooling. Another felt that her visibility around the school was a source of strength and support.

Induction mentor evaluation report, 2003

Having an induction mentor made perceptible differences in the eighteen schools which participated in the evaluation during 2003. In the best examples, pupils' settling in was better; assessment was more efficient; disruptive behaviour from mobile pupils had decreased; and provision of appropriate pastoral care and curricular support had been speeded up. Equally importantly, taking some of the administrative tasks away from senior staff was enabling them to focus on the strategic aspects of their role. All these improvements were having a beneficial effect on teaching and learning.

The key conclusions of *Induction Mentors - an Evaluation*, McAndrew and Power, DfES, 2003:

Benefits to teachers and the organisation of the school

Mentors undertake aspects of induction previously done by teachers. They include taking on responsibility relating to some or all of the following:

- management of admission.
- contributing to introductory interviews, tours of the school and contact with parents and carers.
- preparation/review of introductory booklets and information for parents and pupils.
- settling activities and meetings with incoming pupils.
- contributing to assessment of pupils' attainment.

- organising and monitoring peer mentoring and buddy systems.
- chasing pupil records where appropriate.
- collaborating with school administration on admissions tasks; contributing to additional forms of support: SEN, EAL behaviour, counselling.
- curricular induction support; in class support for subjects; catch up classes; option support; group and individual withdrawal sessions; homework clubs and Saturday classes.
- tracking and monitoring aspects of progress by new arrivals in their first few weeks in school.
- developing better links with parents and outside support agencies where appropriate.

Beneficial impact of the induction mentor on other aspects of school provision:

A. Senior staff and school organisation

Intermittent and unpredictable disruption to the work of senior staff had significantly decreased. The induction mentor's role has resulted in their being able to return to management responsibilities while retaining their essential input to pupil induction.

B. Links with parents

Pupils believed that having an induction mentor gives parents/carers a valuable, known link to school. This is particularly relevant for those parents whose school experience or recollection may make them reluctant or apprehensive.

Schools which have high levels of mobility but no dedicated personnel may find it hard to provide coherent and consistent support.

Comments by made by pupils, staff and parents/carers of a Telford and Wrekin school, during their own internal evaluation of the role:

Pupils:

"This change has been much better than last time I changed school."

Year 9 student

"She is always happy and helped me fit in. Now I feel like I belong at X School." Year 10 Student

Staff:

"It's valuable to have knowledge of a tutee before they arrive in my group; it means I can develop a programme to help him or her settle in quickly. Then they can focus on learning." Teacher

“Effective procedures are now in place for a new arrival due to good liaison between the induction mentor and staff.” Head of Year

“Tasks I previously dealt with are now done by the induction mentor. I can devote more time to the management team”. Assistant Headteacher

“The pupil induction mentor performs an invaluable role for the school which reduces pressure on management personnel and allows them to concentrate on other priorities.” Headteacher

Parents:

“She was friendly, reassuring and gave us lots of information.”

“I was very impressed. My daughter’s transfer went very smoothly and I was kept well informed of her progress.”

And from an evaluation undertaken in Coventry:

Young people “appreciate having someone there for them who will talk through issues and barriers. They contrast their current experiences with negative experiences in other schools”.

Parents “have a point of contact who is not a teacher, whose one aim is to ensure young people settle in school”. Morgan, 2003

In a Torbay school:

“Heads of department report that they are enormously helped by now having up to date records, collated and annotated to inform decisions as to the most appropriate groups and sets. They notice and appreciate the difference having the mentor has made. Creating timetables, chasing missing records and coursework have been vexed issues, time-consuming and often frustrating. These have all improved”.

Induction mentor evaluation report, 2003

Key factors enabling good practice identified in the evaluation include:

- recruitment of empathetic, trained and experienced adults who understand the different contexts of mobile pupils’ lives.
- senior managers with the flexibility and insight to shape the school’s provision coherently to match the characteristics of the pupils.
- senior staff who trust different people to take on appropriate aspects of induction and allow them some freedom in interpreting and carrying out the work.

- clear lines of authority and responsibility attached to positions of sufficient status for the induction mentors to carry out their roles effectively.
- an ethos conducive to the inclusion of new arrivals which ensures their entitlement whatever the challenges and needs they present.
- all pupils receive the time and support they need, no matter how long they will be in the school.
- a belief that effective interventions can foster the hope, expectation and realisation of achievement for every pupil.

The role, responsibilities and tasks of the induction mentor are developed in depth in *Managing Pupil Mobility – A handbook for Induction Mentors*, DfES, 2003.

4.3 Establishing induction centres

The development of centres where pupils remain for a period following arrival is contentious, because pupils may remain separated from the mainstream school of which they quickly need to become a member. Welcome centres, however, may be useful as an initial base for the first day and subsequently as a call-in centre during the induction period. Such centres will provide a base for the induction mentor who can use it for counselling, meeting with network groups of recent arrivals to share experiences, seek solutions to issues and inform the induction process and for catch-up work with individuals.

A Blackpool school established an off-site centre with its Education Action Zone partners. The centre provides a programme for pupils who need specific support to assist integration into mainstream, but from the outset they are on the school's roll and join some mainstream sessions.

Another Blackpool school extended its school inclusion and pupil support centre to provide initial support for pupils on arrival to enable them to integrate rapidly into mainstream and to provide 'catch up' opportunities for GCSE coursework. If pupils needed to move groups because of progress or initial inappropriate placement, then this service would provide a 'catch up' facility to ensure that they were up to speed on the content and learning being experienced by the new group. Pupils spoke highly of this provision.

Some schools provided immersion language programmes but these were not at the expense of the pupil being isolated from their peers.

4.4 Buddies

The initial worry of most pupils about a new school is making friends, having a person chosen for you, who will stay with you and help you find your way around as well as

help you to meet and make other friends is very important. Being part of a peer group at an early stage is likely to reduce the possibility of bullying and racial abuse. Buddies may also help with access to the curriculum by explaining tasks and providing support in lessons.

For pupils with English as an additional language, finding that your buddy speaks your home language is an unexpected and much appreciated bonus.

“The mentor found Albanian-speaking boys to meet me and it was good to talk my language with them. They showed me round, helped me with my work and are my friends.” McAndrew and Power, DfES, 2003

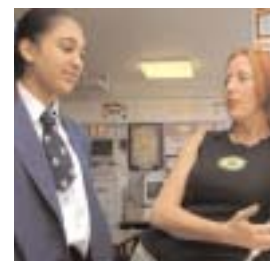
Pupils who befriend new arrivals may well be part of a larger peer mentoring scheme linked to peer advocacy and Citizenship. Initially pupils should be able to volunteer for such roles, matching needs against a range of criteria. But to enable pupils to carry out the role effectively they need to be trained in order to help ensure this key support works well. In a Coventry school, 20% of pupils in Years 7 to 9, following successful applications, participate in annual training during the summer. Befriending new arrivals is just one part of the role.

Pupils who prove to be good buddies deserve recognition and may be rewarded by certificates, ties, badges or opportunities to participate in events for their services to the community.

The development of buddy schemes is explored more thoroughly in *Managing Pupil Mobility – A handbook for Induction Mentors*, DfES, 2003.

4.5 Links with parents/carers

Most induction mentors meet the parents/carers of mobile pupils, as preparation for admission, and many pupils believe that it is helpful for their parents/carers to have one person they can contact or who will contact them. This is particularly important for parents/carers with more than one child entering the school. School staff need to display sensitivity and skill in relation to parents/carers, they need to be aware of the fragility some parents/carers feel in relation to school and authority, and even though some admissions are likely to be very temporary, pupils and parents/carers should receive the fullest support. Most induction mentors in the trial were not teachers and were found to be less threatening and more approachable. At least one school found that the induction mentor was able to encourage parents/carers to attend parents' evenings and school events in greater numbers than previously, particularly if they were attending themselves. Mindful of the anxieties of many parents/carers with less than happy recollections of their own school days, one school makes a point of phoning incoming pupils' parents/carers with some good news within the first two weeks.



The induction mentor evaluation noted:

In some schools with EAL pupils, the mentors have worked with staff to produce booklets in a variety of languages to help parents to understand the system of education and to make clear that they welcome parents as complementary educators. In records of their work, it is clear that mentors dedicate time and effort to working with parents on issues such as attendance, punctuality, behaviour and homework. One mentor works part of the time as the attendance officer; for many, the links to internal attendance systems, specialist school attendance staff, and sometimes EWOs were essential to keep vulnerable pupils in school. There is an expectation that tutors and heads of year take a lead as required, but that in building pupil and parental confidence, the mentor has a crucial and continuing role to play.

In one school, better home-school links have been well established in the relatively short time since the mentor has been in post and are seen to affect tangibly the behaviour and attitudes of relevant pupils, particularly some groups of boys. In another school, some innovative work is being planned through family literacy aimed at helping parents from very different education systems to know more about how the school operates, its expectations for pupils and what it hopes parents will do to support their children's progress. In another, work is beginning on courses for the parents themselves in literacy and ICT. This work is often slow and arduous so schools have to be prepared for sustained effort with little to show in the short term.

McAndrew and Power, DfES, 2003

5.0 Enabling pupils to access the curriculum

“It is more important to sort out their basic anxieties first to give them security and get those bits right before the academic bits”. Induction Mentor

Access to the curriculum will be better assured if:

- there is good baseline information – this will be informed by the transfer of records from the previous school, and added to by interviews with parents and pupils, with selective assessment to fill gaps or provide information where it does not already exist.
- barriers to learning are quickly identified e.g. literacy and fluency levels are insufficient to access the curriculum or/and the pupil has special needs.
- provision is quickly arranged to meet the learning needs of pupils.
- information is used by pastoral and academic staff to place pupils in appropriate groups and sets. Inappropriate placements may have serious consequences.
- information is communicated to class teachers to enable them to reflect the needs and experiences of new pupils in their lesson planning.
- pupils are enabled to settle quickly into the community of the school.

5.1 Gathering and adding information

The gathering of information can be most frustrating for the receiving school if a pupil's previous school does not provide information within the recommended 15-day period. Some of the induction mentors in project schools resorted to visiting local schools to collect information and coursework. Such practice should not be necessary, but was appreciated by both staff and pupils. The slowness in transferring coursework or its non-appearance is most frustrating for pupils, who feel that they have not been valued by their previous school.

Some pupils will not have attended school for some time, may have been educated abroad or have never attended school. For such pupils the school will need to build up a picture of current performance and achievement using their own tests and other devices.

Well constructed interviews with parents and subsequent discussions with pupils and possibly other agencies associated with the pupil or their family will begin to develop a sound baseline.

“Due to the median numeracy test that is undertaken I’m now confident that a mid-term entry is placed in the correct set”. Head of Maths, in a Telford and Wrekin school.

Assessment of new arrivals is a developing strength in many schools. Senior managers need to be aware of the necessity to assess quickly, accurately and effectively. Most schools do a range of tests, particularly where experience has shown that pupil records may be slow to arrive or where pupils come from outside the UK system. Schools need to be sensitive to a pupil’s readiness for testing and, depending on information available from previous schools, they may need to be selective. Pupils with a history of transience may have sat the same test more than once in any school year!

In the project all the mentors were involved in some aspect of pupil assessment. In schools with high numbers of pupils with EAL needs, methods of assessment were becoming increasingly sophisticated in relation to assessing their competence in English. At the same time, some schools identified the need to develop better methods of initial assessment related to pupils’ competence, particularly in maths and science. Interestingly, when talking about their work in class, some pupils with EAL mentioned that they found maths too easy. Where possible, speakers of the pupil’s first language, sometimes the induction mentor, contributed to the process of assessment. Where mentors were teachers or learning support staff with appropriate expertise, they carried out and in some cases, marked and annotated the tests, to give tutors and subject teachers the information on which to allocate pupils to tutor groups and sets. This important aspect of their work weighed directly on teachers’ and managers’ workload and time. In addition, testing could have been done at a set time and place with a familiar person to settle the pupil.

In some schools, mentors use their SEN or teaching support experience both to administer and interpret assessment tests. Teachers regard this as a valuable extension of the role, which enables them to make decisions about set or group placement more quickly. Mentors’ knowledge of the pupil from discussions with them and their parents also allows them to contribute information about pupils’ perceptions of their own strengths and weaknesses, to discussions about other forms of support, which an individual pupil might need.

An example of good practice in an inner city school provides an illustration of well thought out assessment, with the induction mentor working closely with subject departments:

The induction mentor administers tests designed by the relevant subject departments in mathematics, science and English as well as CATS to pupils who are non-routine admissions. Tests other than in mathematics are marked by the induction mentor. The maths department prefers to mark their tests because their experience is that in their subject, additional clues about pupils’ knowledge and aptitude can be picked up from their responses and these might not be so evident to a non-specialist. The turn-around of the annotated test material is swift and enables academic staff to allocate pupils more accurately to sets. It makes a significant contribution to the effective work of departments and the academic staff and has made an impact on the quality and completion of assessment data in the school”. McAndrew and Power, DfES 2003

In Birmingham, a school reassesses a term after induction and develops bespoke programmes for those considered to be making slower progress than expected.

Induction mentors' work should add substantially to what teachers know about incoming pupils. For tutors and other pastoral staff, more effective assessment and preventative action is resulting in evidence of less disruptive behaviour and fewer demands on senior staff and tutors for disciplinary interventions. This is particularly important as a means of breaking the downward spiral of repeated poor behaviour which, for some pupils, leads towards exclusion. In addition the induction mentor's work settling pupils into school expresses to those pupils that they are welcomed and valued.

It is important that information shared with subject teachers is also shared with all other staff who will be working with the pupil.

A Milton Keynes project participant reported that during 2002-03:

- no additional admissions were identified by the senior management team as causing concern.
- no permanent excludees were recent arrivals.
- behaviour of new arrivals was significantly better and there were fewer examples of disruptive behaviour.

5.2 Responding to learning needs

A Blackpool school's assessments revealed that 36% of the 58 pupils who arrived during 2002-03 had reading ages of less than 10 years.

Information gathered from the pupil's previous school and through assessments and interviews must be used to facilitate a positive response to the learning needs of individuals.

Strategies might include:

- provision of additional literacy and reading lessons to enable pupils to reach a minimum target level of, for example, one year below chronological age.
- completion of statementing where transience has previously inhibited the process, followed by rapid arrangements to meet the identified needs including writing of Individual Education Plans.
- adding pupils to the gifted and talented register and enabling them to benefit from extension programmes as well as in-class provision.
- additional provision for pupils with English as an additional language.

- tailored integration programmes involving other agencies to try to achieve a good start.

A number of project schools focused on the development of literacy and reading. A Birmingham school achieved an average increase of 2 years 2 months, except for one pupil who made no improvement. In a Lincolnshire school the 15 pupils who met with a teaching assistant and used the school's new literacy software all made six months' or more improvement on reading and spelling ages. 14 pupils achieved eight months' improvement. 35 pupils who were not involved in the raising literacy programme made less progress.

Strategies to develop English as an additional language in project schools included:

- immersion classes of a very practical nature which focused on the language of learning and enabled pupils to understand the language of the school, instructions in textbooks and key words, techniques and ideas of each subject. Pupils also developed their IT skills, experienced three different teaching styles, developed a rapport with a small team of staff and other new arrivals. The programme lasted for four to six weeks and complemented mainstream lessons.

N.B. This programme was, however, resource demanding:

- providing additional English lessons for EAL pupils – e.g. two additional lessons in place of a second foreign language, language club during registration and homework clubs. The voluntary opportunities in the school where this happened were very well supported.
- encouraging teachers to use pictorial material to illustrate explanations, use of body language and gestures to help make the abstract concrete.
- developing a handbook and training programme for subject teachers to encourage improvements in teaching which would benefit EAL pupils.
- providing an English for speakers of other languages (ESOL) NVQ course.
- classroom instructions in dominant language of new arrivals.
- teaching science in Turkish to enable pupils to work at a level consistent with their previous learning without their emerging English being an impediment.
- translating key words for a subject to enable access to be achieved.
- using website translation sites to enable worksheets to be made accessible.

In a Birmingham school...

The EAL department had designed a programme of topics in its language induction course which introduced the basic specialist vocabulary for core and some foundation subjects. The induction mentor worked in the class and also in the homework club which operated in the library after school. Her support was focused not just on the target learning but also on talking to pupils about how they tackled the work, what equipment they would routinely need, and how to use the library resources to help them. McAndrew and Power, DfES, 2003

Interviews with pupils during the induction mentor evaluation indicate individual areas of success (McAndrew and Power, DfES 2003):

For example, impressive progress in English is made by some recently arrived pupils from overseas. A French-speaking pupil in Year 10 who has been in school for just over a year was able to discuss at a mature level the stages of his linguistic development and his current requirement for English at a more advanced level. Another student from Somalia, having spent seven years in Sweden, achieving a high level of fluency in Swedish, has attained a good level of fluency in English and has settled effectively into another education system.

A number of schools tried multi-agency strategies within school to enable pupils to make a good start following problems in their previous schools.

Case study of a pupil transferring at Key Stage 4 with a troubled history and fragmented experience

A boy with a very troubled history, statemented for specific learning difficulties, and in public care joined the school in Year 11 in mid-January 2003. He had been out of school since April 2002, when his original school suggested that "a move might be beneficial in his own interest". He is reported as having been involved in fire raising, and theft. His mother felt unable to cope so he was put into care. He had been receiving 2 hours weekly tuition for some of the time he had been out of school. The induction mentor, after a case conference and with senior management support, set up a special programme to include immediate guidance and support, and an anger management course. These were provided through a national charity specialising in support for pupils excluded from school. It was decided from the outset that this pupil's needs were so complex that the lead responsibility would be taken by a senior member of staff, the SENCO, with the induction mentor in support.

The school did not find reasons to refuse admission, even though this student's particular needs added to the already heavy call on SEN support from other admissions. His academic programme took account of gaps in his previous experience and a limited timetable was organised to include maths, English and integrated humanities. A Connexions Service personal adviser helped him to compile a record of achievement and is actively considering future FE courses. The boy commented, 'This is the first school where people seem to like me.' McAndrew and Power, DfES, 2003

Reintegration strategies were also used successfully in a Torbay school, and required the support of the LEA to enable a staged entry to enable past problems to be resolved without unnecessary conflict:

Dan, a Year 7 pupil, moved into the area in February 2003. He lives with his Mum and a younger brother close to the school.

Dan had a 'normal' school life until Year 5 when things began to go wrong. Over the next two years he was often excluded for poor behaviour, stealing, arson, bullying and abusive behaviour to staff and peers. Problems at home with the break-up of the family added to his problems. Dad took five of the six children when he left, leaving Dan behind. Later, Dan's brother returned and social services, the police and psychologists became involved with the family.

The move to Torbay had improved family life and the two boys are now much happier.

Following admission in March 2003 we decided to seek an alternative to normal entry and began with a limited timetable with a school commitment of four hours per week and home tuition for two hours per day. Whilst in school Dan joined his tutor group and spent time with the induction mentor who helped to close gaps in basic subject knowledge and eased Dan into school life and enabled integration into lessons.

After six weeks Dan requested a fuller timetable. The home tutor's time was reduced over the next three weeks and Dan's time in school increased to full time. He meets with the induction mentor at least once a week to discuss progress and help with behaviour. The latter is still challenging but there are signs of improvement.

A significant step forward was when he turned up for after-school homework club.

Had we taken a normal entry route, Dan would not be with us any more; he would not have been able to conform to school life.

The school benefited from trying this approach. We gained a likeable pupil who will go on to obtain a full education and we developed new skills and approaches. The cooperation of teaching staff was a major factor in arranging Dan's reintegration into the school routine. Without their willingness to cope with a pupil who turned up for one or two lessons a week and plan for his attendance, Dan would probably have failed. The solution also required the LEA, induction mentor and learning support staff to work closely together.

From school project report, 2003

Schools will need to be sensitive and flexible to ensure solutions that enable access to the curriculum are appropriate for individuals.

A Coventry school lists some of the specific needs it has responded to:

During 2002-2003 a number of joiners have had very specific problems which have been recognised and addressed by the school. These have included:

- *traveller pupils with a lack of formal education and extensive literacy and numeracy problems.*
- *a pupil suffering from severe health difficulties.*
- *eight pupils entering the school with little or no English and requiring extensive additional language support.*
- *a permanent excludee needing specialist provision accessed via the LEA.*
- *two pupils whose Special Needs have never been properly addressed as they have attended a number of Primary and Secondary Schools.*

5.3 Considering new arrivals in lesson planning

Providing subject teachers with information about pupils in advance of their arrival will enable some thought to be given to how they will be catered for in their first and subsequent lessons. Teachers may need to consider:

- how can they make subject content accessible and relevant?
- how can repetition of work be avoided or how can pupils' existing knowledge be used positively?
- will tasks be achievable and sufficiently stretching?
- will preferred learning style information require a different structure to the lesson and a different range of activities?
- will grouping for activities need to be reconsidered?
- can time be planned for the class teacher to work 1:1 with the new pupil?
- will a teaching assistant need to be included in the planning?
- how will pupils be informed of the learning journey the class has been on so far?

Teachers will need to know who the buddy is, and if possible they will have briefed the other pupils before the new arrival joins them.

Some project schools developed departmental policies for new arrivals, and one appointed subject staff to oversee integration and monitor progress.

Case Study

To ensure that students could quickly access the curriculum on entry to the school, and to raise their attainment, all curriculum areas' subject leaders were required to develop an induction statement as part of their Department Policy for mobile students. In addition to this, subject areas were also required to develop a means of assessing students' prior learning within two weeks of their arrival. This was achieved by early spring 2003 and is now customary practice in all areas of the curriculum. The obvious benefits of this are that students' individual needs are quickly assessed, recognised and planned for – often in advance of receiving assessment information from previous schools.

A school project report, London Borough of Camden

Curriculum induction strategies in some schools have resulted in reduced disruption to class groups and a better pace of work in lessons.

6.0 Narrowing the attainment gap

The negative attainment gap that frequently exists between additional admissions and the stable population can be narrowed providing schools:

- track and monitor pupils progress from the outset.
- motivate new arrivals to learn.
- plan opportunities to catch up on learning missed.
- enable pupils to follow courses not offered by the school.

6.1 Tracking and monitoring

Tracking and monitoring pupils' progress needs to begin as soon as pupils take up their place in school. The initial emphasis may be on social integration but will quickly need to achieve a balance between the social and academic. On completion of the induction period, the pupil will follow normal tracking and monitoring procedures, considering, however, the timing of entry. It will be important to check progress on a regular basis and provide additional support if pupils are progressing more slowly than expected. It is useful to tag mobile pupils on the data management system.

The induction mentor evaluation identified some excellent examples of tracking and monitoring of progress. Schools, as they know, must have watchful systems to make sure that pupils are settling in and that any early warning signs are identified, recorded and acted upon. In addition, in the best practice, lines of communication are sufficiently well established to ensure that any member of staff involved with a pupil is also notified swiftly. Doing the work of tracking and monitoring well requires the mentor to be assiduous in meeting pupils, checking a range of indicators, sometimes daily and then weekly, until it is agreed that the pupil no longer needs induction support. In the best examples seen, this results in schools knowing how pupils are progressing in their personal, social and academic education and how to provide support quickly when it is called for.

"Everyone knows what my role is with 'new kids'. Sometimes teachers say: 'I'm having trouble with one of yours!'- and then they're really helpful about working with me to help that pupil. We agree about which of us is going to do what next". Induction Mentor

Case Study

The system of tracking and record keeping established by the induction mentor at one school is exceptional. It is undertaken over a six-week period, and involves lesson observations, regular meetings with the pupils, contact with tutors, teachers, and other

support staff such as learning mentors and teaching assistants. The mentor works very closely with the link admission tutors, who also support induction in each year group, some of whose tracking of pupils is also very close. The high quality of the reports from the induction mentor enables the planning of academic induction support to be more precisely planned, and other forms of additional support to be more accurately targeted. For the first six weeks after admission, the mentor records meetings with the pupil, classroom observations, the pupil's percentage attendance, incidents and uniform alongside notes under the relevant heading. Pupils carry "Passports to Success" for two weeks with the periods for each day where teachers comment on the three targets set for the week.

Week one:

Equipment/uniform
Talking to someone on your table
Asking for help when needed.

Week two:

Punctuality
Understanding/completing homework
Participating in lessons.

Not only does this record from the outset how pupils are settling but it also ensures that all teachers' attention is drawn to observing and recording incoming pupils progress in settling into the school.

The following comments taken from the mentors' tracking records indicate the scope and quality of the work.

"..... made friends quickly- always says hello- comes to LSU at breaks, says he's not having any problems so far".

positive feedback from music teacher.. ".....she's never done music before, really enjoys it. Will be having violin lessons".

"did get a bit lost but found class, is in beginners' class for EAL, teacher thinks he is a fast learner, making friends quickly, settling in fast."

"..... states she's OK but doesn't smile much though no apparent problems so far. Will have another chat with her next week."

".....met her at break, on her own, said her friends went to get food, she wasn't hungry. Took her in so she wasn't on her own. Refer to tutor."

".....due to getting into trouble this week received a letter home. Mum came in, discussed with form tutor, can be disruptive at times, gets on with classwork eventually."

".....met, very little English, says no problems but I'm concerned about making friends. Check next week."

".....met and good chat about school and home, last week's incident is resolved (refer to incidents file) has a support teacher who is with her in maths lessons."

The mentor also records significant incidents. She records contact with parents; incidents such as bullying and the action taken; as well as any contact with outside agencies such as NASS.

"... Says he got into a fight today - not really his fault. Need to find out more about this. Other times he says he's fine. Was upset due to problems at home. Mother lives in South Africa, he is here with his father he hasn't seen for three years, so finding it hard to adjust. Father told Mum he needs a letter from her confirming that the brothers live with him now, or they'll be thrown out of school. I assured him I would have told him if that was true and not to worry and that I would tell his Head of Year. If he needs time out, he will come to the centre." McAndrew and Power, DfES 2003.

Keeping detailed records takes time and effort but means that schools are in a good position to support the pupil and to help parents to get into contact with services both statutory and voluntary.

Case Study

One of the most promising developments is the 'behaviour monitoring questionnaire', which effectively tracks mobile pupils' classroom behaviours from their timetables by subject. The data is collected from questionnaires completed every six weeks by all teachers who teach the relevant pupils. Pupils also fill in questionnaires, and if the two sets of responses are not always congruent, this prompts investigation. These data feed into a purpose-designed computer programme, which signals levels of risk when tracking individual progress. The data highlight pupil successes and areas of difficulty, and the senior management can also compare departmental strengths and weaknesses in relation to pupil management. On the school's administration computer there is a programme for monitoring academic progress, which correlates directly to the behaviour monitoring programme. McAndrew and Power, DfES 2003.

Schools need to give pupils opportunities to contribute at an appropriate level to the evaluation of their progress and achievement. Action planning meetings where staff discussions with parents and pupils look at past progress and outline future directions, offer a productive way forward. This process may take place at the end of the formal induction period (six weeks).

A Birmingham school's analysis of progress a term after entry showed that 91.5% of pupils had made the expected progress.

6.2 Curriculum provision to meet the needs of pupils

Additional admissions will benefit from the provision of range of curriculum pathways at Key Stage 4. Schools that have already developed vocational routes and work-related programmes will be in a good position to respond. There may also be a need to provide opportunities to continue courses not provided by the school but already being followed by the pupil. Tailoring the curriculum may also be necessary, so that incoming pupils concentrate on areas of strength. This appears to help keep some more vulnerable pupils in education.

Case Study

A girl in Year 11 who had been to two previous secondary schools had been out of school for eight months, having been bullied. The induction mentor had worked hard to get as much of her coursework as possible from her previous school, but it had been very difficult. Initially, the girl and her mother discussed what subjects would be possible. However, there were difficulties: the pupil had studied German but the receiving school did French. It was agreed the pupil would take German at evening classes. Art, humanities and music, which the pupil also wanted to do, could not be picked up because the pupil has missed 8 months of school so could not make up the gaps. The parent and pupil agreed to the more limited curriculum but were very disappointed at not being able to pursue art and music. McAndrew and Power, DfES, 2003

Case Study from a school in Torbay

Stevie moved to the area from the USA in March 2003. The family moved from Devon to the USA five years ago.

Stevie and her Mum were keen for her to join her chronological age group (Year 11) and saw her future at the school's sixth form college with her peers.

The induction mentor spent a considerable time seeking out the views of heads of department to assess the possibilities of Stevie obtaining a good GCSE outcome for all of her subjects; the sixth form entry requirement was five A-C GCSEs.*

Within a week, the induction mentor was able to agree a curriculum offer to achieve her goal. The plan was a heavily reduced timetable; Stevie would concentrate her efforts on English, maths, science and business studies. She would attend the normal timetabled lessons for her year group and would be supported for the rest of her timetable by the induction mentor. The additional session would also include preparation for subsequent class lessons to give her access.

The provision worked well, but Stevie was not happy with either maths or English lessons and was withdrawn to work with the induction mentor and given time to work at home. This approach reduced Stevie's stress and enabled her to work better.

By the time the examinations arrived, Stevie was confident that she could make the grade. The school were so impressed with her commitment that an unconditional sixth form place was offered after completion of the exams. As a result of all her hard work, Stevie obtained one B grade and four C grades at GCSE. As the workload took its toll, business studies was dropped to concentrate on the core subjects.

Stevie has moved on from the college and is now attending a local college which provides the choice of vocational course unavailable previously.

Other strategies which might be considered to expand provision are:

- IT packages to enable pupils to continue studying courses not offered or video-conferencing facilities to enable links with expertise in other schools and colleges.
- accrediting mother tongue languages by offering courses within and after school. Expertise may be available within the parent community or in other educational establishments.
- providing EAL pupils with the opportunity to follow an ESOL course at NVO level.
- accrediting work-related learning with Employers Graduate Award.

6.3 Filling the gaps in learning

A survey of 60 joiners in a Blackpool school identified 38% who considered they needed catch up in at least one subject, whilst 35% of parents thought their child needed this opportunity.

School project report, 2003

Pupils who have a history of interrupted learning, whose experience duplicates current topics being studied and thus leaves gaps, who have studied in another country or who have been following different syllabuses will benefit from the opportunity to patch in the missing learning.

Identifying gaps in learning can be undertaken by the induction mentor, the pupil and subject staff. Departmental representatives may take responsibility for this work; the induction mentor, however, might coordinate the programme and support the pupil in using study packs. Schools could develop packages which could be made available through the intranet or a CD ROM. One project school in a coastal location has begun to establish self-study packages of 2-3 weeks' duration for those pupils who take authorised breaks during Key Stage 4.

Catch-up work may be a part of tailor-made timetables but might also be provided during lunchtimes and after school or during holidays. Refugees and asylum seekers value the extended day opportunities, as they have access to an appropriate work environment and realise the value of talking through learning with peers and adults. A coastal school has funded transport to enable mobile pupils to stay longer at school for additional teaching and to enable them to participate in other curricular activities. It has also decided to move its Easter revision school for GCSE to February as some new arrivals could not attend as they had taken part-time jobs in the leisure industry.

The induction mentors can play a key role in curricular induction, helping pupils to cope with the demands of the curriculum. Mentors who have been working in the school previously may already have well-established links with some subject

departments. The task of planning the programme of work is clearly the responsibility of the departments, but many mentors will be able to use their knowledge and experience to produce additional resources under the guidance of line managers or teachers for use in individual or group sessions.

The Induction mentor evaluation noted that:

"In the best work, strong and supportive line management encouraged mentors and teachers to explore and develop new ways of meeting the diverse needs of mobile pupils through, for example, catch-up sessions, coursework support; homework clubs, and behaviour support courses. In some cases this has given staff the confidence to develop aspects of their work beyond the traditional boundaries of pastoral and academic provision. However, curricular induction remains an area for development in both assessment and provision. For example for students with EAL, recognising learning difficulty as distinct from language needs. In the wider context, having identified gaps in learning, all subject departments need to consider how best to reshape and improve provision".

McAndrew and Power, DfES, 2003

A Blackpool school adopted modular science and maths courses at Key Stage 4 because they provided flexibility and enabled pupils to fill gaps more easily. For those pupils who arrived very late and for whom catching up on a module test was impossible, the opportunity to take an end-of-course examination was retained.

All subject departments need to consider their schemes of work and how they meet the specific needs of mobile pupils. This is particularly important with regard to filling identified gaps in subject coverage and individual pupils' competencies. Literacy, numeracy and basic skills are essential elements, but all subjects need to review their provision if these pupils are to receive their legal entitlement and their future choices are to be kept open.

6.4 Early successes in narrowing the attainment gap - 2002-03

The time span and focus on particular year groups in some schools limited discernible impact and it is difficult to isolate the effect of one intervention.

A Coventry school identified an increasing number of new arrivals showing added value during the year. The school also considered two disapplications at Key Stage 3 to be a positive example of the success of a more systematic and accurate approach to needs identification.

In Leeds, a school recorded value-added improvements in English and maths in Year 9, where a significant proportion of additional admissions improved by one level or more. In science the majority showed no gain. A Coventry school was pleased to record that 78% of pupils achieved or exceeded their CATs target.

In a Blackpool school, the mobile population at KS3 is a significant proportion of the community at 25.8%. The mobile population narrowed the gap to a 3.5% difference gaining level five or more, but the gap was greater for boys than girls. The continued difference, though reducing, sets an agenda for future work: *“As a school we need to be aware of their relative underperformance and ensure that our teaching, schemes of work and classroom organisation take this into account”*. A neighbouring school achieved an 11.3% average improvement across the three core subjects.

The difference between the stable and mobile population achieving 5A*-C at GCSE in a Blackpool school in 2003 widened because the stable population improved its performance by 7.9%; the mobile population, however, did improve performance on previous years: the increase was 1.2% more 5A*-C than the previous year. A Coventry school was delighted to achieve its MIDYIS predictions, with only three mobile pupils failing to gain qualifications.

Another Blackpool school with a cohort less than 100, made an overall 3% improvement. Almost a third of the pupils achieving 5A*-C were additional admissions. Apart from one pupil who left home and the area, all pupils with a history of transience achieved a qualification, many of them against considerable odds: coursework had to be completely rewritten because there was a mismatch with syllabus requirements, pupil supported to undertake this task; pupil left home but managed to continue studies; family relocation within town, moved home with mother because of domestic violence. A Milton Keynes pupil, formerly a permanent excludee, achieved nine 5A*-C GCSEs in his new school.

6.5 Improving attendance

High levels of attendance are an important precondition for securing progress in learning and realising academic potential. Schools with high levels of mobility may find that new arrivals are disproportionately represented in those who have a poor rate of attendance. Following analysis, a focus of attention, if appropriate, on the mobile community or a subset of the mobile community may well enable the school to improve its overall attendance figures significantly.

A range of approaches are likely to be used including:

- first day calls by the induction mentor and/or attendance officer.
- early home visits by induction mentor and/or attendance officer.
- pupil and parent interviews with induction mentor or/and senior staff. May be formal attendance panel meetings chaired by a senior member of staff to ensure attendance issue is linked to pupils' aspirations and academic progress.
- daily monitoring from point of admission by induction mentor.

- counselling by induction mentor.
- understanding and resolving problems creating barriers to attendance – caring for a sibling, adults in the household following a different routine, interrupted education and different routine.
- involving community representatives to emphasise the importance of attending school – this worked well with the parents of boys in one cultural group.
- engaging other agencies involved with the pupil/family.
- developing curriculum pathways which include well-taught vocational opportunities and work-related programmes.

A common element of all strategies with new arrivals was early action, particularly if a pupil brought a history of poor attendance. Involvement of the induction mentor can release other staff involved in attendance to give greater attention to members of the stable population with poor records. In one school the rigorous strategy used by the admissions officer and induction mentor had a positive impact on the stable population and the school moved to within two per cent of the national benchmark, its highest ever performance.

A Birmingham school achieved 91.5% for 2002-03 with a very high level of mobility, and its analysis showed that the mobile population had exceeded the attendance level of the stable population.

Other schools analysed attendance in the new school against previous performance and most showed a significant improvement. A Telford school showed an average improvement of 11.5% on previous attendance levels, whilst pupils who used the



drop-in, participated in circle time, ASDAN and anti-bullying sessions in a Birmingham school increased attendance by 7%. A Leeds schools recorded a 27% improvement of additional admissions against attendance levels in their previous school and 52% exceeded the national benchmark.

Case Study: A Year 9 girl who had already lived in four properties across the town and been to four schools.

Her family life presented a serious degree of personal challenge. She was on the child protection register. The school were told by the housing department that this was the family's 'last chance' in social housing because of repeated damage, vandalism and disruption with neighbours. In addition, the family had defaulted on rent and had been evicted and put in the cheapest housing available. The induction mentor liaised closely with social services. She and the Education Welfare Officer made a joint home visit prior to entry. The induction mentor set up an individual induction, which involved a lot of discussion working on 'basic social skills'. The aim was to ensure that the girl had confidence in settling in school and had someone she trusted to go to. Her attendance record was very poor but the combined work of the EWO, social worker and induction mentor were resulting in much better attendance. The help of the girl was latterly being enlisted to encourage her younger brother to attend more regularly. The girl said: "It is different here. People take me for who I am and try and help me. I like it here. I hope I can stay."

McAndrew and Power, DfES, 2003

7.0 Enabling the stable pupil community to cope with mobility

The stable pupil community will be affected by both joiners and leavers. New arrivals to the school may:

- change the social dynamics of tutor and subject groups.
- require some pupils to befriend new arrivals at the request of staff.
- experience interrupted teaching by staff leaving lessons to meet new pupils and their parents/carers or to resolve issues experienced by colleagues with new arrivals.
- experience a change to the learning ethos of the classroom.
- require pupils to adopt an inclusive approach.
- consider their progress to be slowed down.

Pupils who leave may create a period of grieving following the loss of a friend; some schools report an unwillingness to establish new friendships when it is realised that there may not be a real return on the investment of time and energy.

The impact on the stable community can be reduced by recognising the issue and dealing with it overtly. Strategies might include:

- ensuring an ethos which encourages and promotes diversity and respect for all.
- appointment of a dedicated member of staff to manage induction so that teaching staff are less likely to be involved in the process and pupils settle more quickly.
- training of buddies.
- robust policies and strategies to deal with bullying and racism (refugees and asylum seekers unfortunately experience racist bullying in some schools and feel this is ignored by teachers - Save the Children, 2003)
- incorporating relevant topics in PSHE and Citizenship programmes.

8.0 Moving on – exit procedures

This procedure is the least well developed. Even when the school knows pupils are leaving, it is not clear what procedures are in place to gather and pass on essential information to the next school. This is not to minimise the difficulties that sometimes exist when pupils leave suddenly or without notice. It is often a frustrating business establishing where pupils have gone. Ways of planning methodically for pupils to leave the school at short notice have to be developed.

Saying goodbye and proper leave-taking matter to leavers and those that remain, as does the swift transfer of valuable information about aspects of their progress to the next school.

To improve practice schools need to:

- inform parents/carers at the outset of leaving procedures e.g. through the school prospectus.
- develop good intelligence systems to reduce the number of 'surprise' exits.
- develop dialogues with external agencies involved with the pupil and their family, particularly those who might precipitate moves.
- develop a procedure which everybody understands.
- extend the role of the member of staff responsible for induction to include the exit process e.g. induction mentor.

This aspect of mobility is explored more thoroughly in *Managing Mobility – The Induction Mentors Handbook* DfES, 2003.

9.0 Involving external agencies

A multi-agency approach is often essential to enable the challenges individual pupils face in their social or academic lives to be resolved, but the extent and quality of links with outside agencies varies in different localities. Schools are increasingly aware of the need to work with other providers and support agencies.

Schools need external agencies to work on their behalf both to reduce pupil mobility and to make the challenge more manageable.

Local Education Authorities may gather information from previous schools prior to admission and thus save the receiving school a time-consuming task. They can encourage Admissions Forums to develop protocols for managing additional admissions and can make sure schools are aware of the services available to enable pupils to reintegrate and support pupils with particular needs. Coventry LEA has sought to work with schools and parents/carers to reduce the number of informal exclusions and unnecessary parent-precipitated moves, by contacting parents/carers and advising them of the implication to their child's education. Increasingly, LEAs are improving their databases to include mobility and some use this information to provide additional funding on a formula basis. Schools often find that pupils are the responsibility of agencies in other authorities. In such situations education authorities can be instrumental in facilitating cross-border working. LEAs might also engage on behalf of schools with employers who are significant mobility generators to modify timing and ending of contracts with employees to tie in with school terms and key educational events.

Social services, housing and health can offer support to schools and can engage in fruitful dialogues to ensure moves are minimised in favour of a pupil's education and any unavoidable moves are discussed with the school and take place at appropriate times e.g. end of term, after Key Stage or other public examinations. The performance of looked after children is generally lower than their peers. Placing agencies, such as social services, could be encouraged to consider how moves may exacerbate this gap. For schools with pupils from asylum-seeking families, liaison with the National Asylum Support Service (NASS) needs to ensure similar outcomes. LEAs have a brokerage role to play here in making links on behalf of their schools and developing protocols.

Schools participating in the project achieved positive links with a number of agencies to the benefit of their new arrivals:

"There are some things you can't do but what I find satisfying is that 'tho' I can't do it myself I can point them in the right direction or make contacts for them. You need to get help from anywhere you can".

Induction mentor

Example: *“C came here from Uganda leaving her parents and five sisters behind her. She has moved around a lot and recently had a bad car accident so that she is now dependent on using a wheelchair. I have liaised with just about everybody to support her - Social Services, solicitors, her GP, the hospital, the LEA, plus loads of staff within the school.”*

Induction mentor

Solutions for some pupils will require a multi-agency approach involving both internal and external expertise:

“A number of joiners have very extensive behaviour difficulties, which have been addressed through specialist programmes. This has included support from:

- *Learning Support Unit*
- *Special Needs Department*
- *Connexions*
- *Educational Psychologist*
- *Youth Offenders Support/Programmes*
- *Further education and local employers”* .

A school project report, Coventry

Schools may also find that voluntary agencies can be usefully involved to support pupils and their parents/carers. A group of Southwark schools worked with the Young Refugees Project to set up parents/carers meetings. The speed of response by a voluntary agency may, however, be limited by capacity and their involvement may need to be planned in advance.

Appendices

Appendix (i) Pupil mobility audit

A. GENERAL INFORMATION ABOUT MOBILITY

1.	Who is responsible for additional admissions? <i>(Tick one box)</i>	Senior manager	Middle manager	Learning support assistant	Other
2.	How long does it take to induct a new pupil? <i>(Tick one box)</i>	Up to _ day ?	_ to 1 day	More than one day	
3.	Mobile groups – our pupils are mainly: <i>(Tick those which apply)</i>	Official excludees	Unofficial excludees	Socially deprived	Asylum seekers
		Refugees	Immigrants	Travellers	

B. OVERALL PATTERN OF PUPIL MOBILITY

1

1.	Total joining school during 20xx – July 20xx (calculate from September 1 st 20xx for Yr 7)	
2.	Total leaving school during 20xx – July 20xx (calculate from September 1 st 20xx for Yr 7)	
3.	% Mobility September 1 year 7 – July 20xx Total joiners + leavers _____ = Total roll	%

2.

Gender balance	% Boys	% Girls
Joiners:		
Leavers:		

3. What is the pattern of pupil mobility across year groups? (based on figures calculated from September 1 in year of entry of cohort e.g Yr 9 (01/02) calculate from September 1st 1998)

	Y7	Y8	Y9	Y10	Y11	Y12	Y13/14
Additional admissions							
Total Roll							

4.	What percentage of Year 11 did not start until September 1 or later in Year 7?	
5.	What percentage of Year 11 in 20xx/20xx started during Year 10?	
6.	What percentage of pupils left Year 11 before the end of 20xx/20xx?	
7.	What is the average duration of stay?	Less than one term
		One term or more

THREE CONCLUSIONS:

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-
-

C. ATTAINMENT OF THE MOBILE AND STABLE POPULATIONS

		English	Maths	Science
1.	Percentage of Year 9 pupils achieving level 5 or above in Key Stage 3 assessments			
2.	Percentage of stable population (started school before September 1 in Year 7) in Year 9 achieving Level 5 or above in Key Stage 3 assessments.			
3.	Percentage of mobile population (arrival after September 1 in Year 7) in Year 9 achieving Level 5 or above in Key Stage 3 assessments.			

		Overall	Stable	Mobile
4.	Percentage of Year 11 pupils gaining 5 A*-C grades at GCSE in 20xx			
5.	Percentage of Year 11 population gaining no passes at GCSE			

THREE CONCLUSIONS:

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-
-

D. BEHAVIOUR AND ATTENDANCE

		Overall	Stable	Mobile
1.	Authorised absence in year ending 20xx.			
2.	Unauthorised absence in year ending 20xx.			
3.	Number of permanent exclusions in year ending 20xx.			
4.	Number of fixed term exclusions in year ending 20xx.			

THREE CONCLUSIONS:

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-

E. INDUCTION

		Any time	Weekly	Half-termly	Termly
1.	Entry points for additional admissions				
			Well developed	Needs to be more consistent	Needs to be developed
2.	Responsibility for new arrivals is clearly defined and understood.				
3.	School has a strategy for induction and raising attainment of mobile population.				
4.	Information about pupils' previous attainment, strengths and weaknesses and specific needs is gathered quickly.				
5.	Information about new arrivals is communicated to all staff.				
6.	A range of strategies including a buddy system ensures pupils are quickly integrated into the school community.				
7.	Free school meals, transport, provision of uniform and other practical support are provided quickly.				

THREE POINTS FOR ACTION:

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F ACCESSING THE CURRICULUM

<i>(Tick one box)</i>		Well developed	Needs to be more consistent	Needs to be developed
1.	Pupils are placed in appropriate groups and classes.			
2.	Pupils whose SEN statementing procedure needs to be completed are assessed quickly so that their needs are addressed.			
3.	Strong links are developed with parents, carers and other agencies.			
4.	Teachers ensure new admissions are well supported by their peers.			
5.	Teachers enable pupils to become familiar with subjects they are to follow.			
6.	Teachers ensure that integration of additional admissions does not reduce the progress of others.			
7.	Pupils' English language skills are developed to ensure they can access the curriculum.			

THREE POINTS FOR ACTION:

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-
-

G ACCELERATING ATTAINMENT

		Well developed	Needs to be more consistent	Needs to be developed
<i>(Tick one box)</i>				
1.	Teachers' lesson planning addresses the needs of additional admissions.			
2.	Short-term targets, accompanying rewards and tracking are used to monitor and demonstrate progress.			
3.	Support staff participate in lesson planning.			
4.	Additional admissions are given opportunity to develop their first language.			
5.	The curriculum and resources reflect the background of pupils.			
6.	Duplication of previous work is avoided.			
7.	The school extends the school day and week to enable supported self-study.			

THREE POINTS FOR ACTION:

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H EXIT STRATEGY

(Tick one box)

		Well developed	Needs to be more consistent	Needs to be developed
1.	Enquiry process to ensure move is necessary.			
2.	Pupils and parents participate in an exit interview.			
3.	Coursework, details of programmes of study and attainment data are quickly collated and sent to receiving school.			
4.	Pupils and parents are provided with an exit report.			
5.	Agencies working with pupils and their families are informed of transfers.			

THREE POINTS FOR ACTION:

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Appendix (ii) Definitions and explanations of acronyms

Additional admissions – Pupils who are admitted other than at the usual times of joining. Such pupils are some times described as “casual admissions” or “mid term arrivals”.

Asylum seekers – People who flee their own country and seek refugee status by making an application for asylum with the UK government.

BEST – Behaviour and Education Support Teams

Casual admissions – This term has commonly been used to describe pupils who are admitted other than at usual times; however, the term does not encourage a purposeful approach to the new arrival. Ofsted is now using the term “additional admissions”, which term has been used throughout this document.

Connexions Adviser – The Connexions service is being developed across England, and advisers work with pupils aged 13+ to ensure they make the best use of their educational opportunities, avoid drifting into crime and are aspirational for their future working life.

CTF – Common Transfer Form, this is a format for transferring information electronically between schools.

EMAG – Ethnic Minority Achievement Grant. Local education authorities can retain 15% of the grant for a central service often referred to as the Ethnic Minority Achievement Support Service (EMASS). Titles vary from one LEA to another.

Mid term arrivals – See additional admissions.

NASS – National Asylum Support Service.

PLASC - Pupil Level Annual School Census. From 2002, individual pupil data has been collected by the DfES from schools in January each year and entered on to a database. Each pupil has a unique number, so their movement from one school to another can be tracked on an annual basis.

Pupil Mobility - Movement of pupils in and out of schools at non-standard times of entry.

UPN – Unique Pupil Number – every pupil is allocated one.

SERF – Special Education Resource Facility.

Refugee – Meets definition under the 1951 UN Convention Relating to the Status of Refugees. Established that individual's fear of persecution is legitimate. Status includes indefinite leave to remain in the UK.

TES – Traveller Education Service. Funding is available to all LEAs, through the Vulnerable Children Grant to support the education of Gypsy/Traveller children. Services provide practical advice, guidance and support to help schools liaise with Gypsy/Traveller families and help settle children into school. They may also provide access to excellent resources which value the child’s culture.

Transient – Pupil who has experienced two or more schools in any one key stage.

Turbulence – regular and sometimes planned mid-year changes to a school’s population.

YOT – Youth Offending Team.

Appendix (iii) “On the Move” Project Participating Schools

Abbey Wood School, Greenwich
 Addington High School, Croydon
 Ashburton Community School, Croydon
 Aylwin Girls’ School, Southwark
 Babington Community Technology College, Leicester
 Barr’s Hill School and Community College, Coventry
 Battersea Technology College, Wandsworth
 Beacon Hill High School, Blackpool
 Coleridge Community College, Cambridgeshire
 Earlham School, Norfolk
 Ernesford Grange School and Community College, Coventry
 Four Dwellings High School, Birmingham
 Frankley Community High School, Birmingham
 Geoffrey Chaucer Technology College, Southwark
 George Dixon Secondary School and Sixth Form Centre, Birmingham
 Grange Primary School, Southwark
 Greig City Academy, Haringey
 Haling Manor High School, Croydon
 Haverstock School, Camden
 Hounslow Manor School, Hounslow
 Ingoldmells Primary School, Lincolnshire
 Intake High School, Leeds
 Kings Heath Boys’ School, Birmingham
 Lea Valley High School, Enfield
 Leon School and Sports College, Milton Keynes
 Lillian Baylis School, Lambeth
 Madeley Court School, Telford and Wrekin
 Malory School, Lewisham
 Paignton Community College, Torbay
 Sir Frank Markham Community School, Milton Keynes
 Snowsfields Primary School, Southwark
 South Camden Community School, Camden
 St Augustine’s Church of England Secondary School, Westminster
 St George’s High School, Blackpool

St Joseph's Academy, Lewisham
St Paul's Way Community School, Tower Hamlets
The Barstable School, Essex
The Earl of Scarborough High School, Lincolnshire
The McEntee School, Waltham Forest
The Park High School, Norfolk
The Peele School, Lincolnshire
The Ramsgate School, Kent
The Selhurst High School for Boys, Croydon
The Tennyson High School, Lincolnshire
Torquay Community College, Torbay
Warwick School for Boys, Waltham Forest
Waverley School, Southwark
White Hart Lane Secondary School, Haringey
Whitley Abbey Community School, Coventry
Willesden High School (now Capital City Academy), Brent
Woodway Park School and Community College, Coventry

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