

HOW SCHOOLS ARE INTEGRATING NEW MIGRANT PUPILS AND THEIR FAMILIES

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EXECUTIVE SUMMARY

Free movement and the extension of EU membership to Eastern and Central European countries have led to a substantial increase in migration to the UK. One result is an increase in the number of pupils who are either migrants themselves or born to recent migrants. In June 2016 the UK voted to leave the EU, and it is clear that anti-immigration sentiments played a decisive role in the minds of many voters.

It is known that people who have more contact with migrants are more positive but opportunities for mixing can be limited. Yet schools offer such opportunities, for pupils and for parents. They are also places where the needs of migrants can be identified and addressed and equal participation in society can be facilitated. Integration of migrant children into schools can also benefit the wellbeing and performance of migrant pupils themselves, and to rebalance disadvantage stemming from disruption to schooling or negative life experiences before or after arrival in the UK.

Our research aimed to identify ways in which schools were actively integrating pupils with these two aims in mind: to create an inclusive environment for pupils and families and to optimise the performance of pupils who might need additional support. We aimed to identify good and promising practice towards successful integration across all areas of learning and school life, in different kinds of schools and with different pupils and local circumstances. We aimed for our research to contribute to knowledge about schools' practices and to the debate on migration and integration. This chapter summarises our approach and findings, highlighting implications for policy and practice.

Research methods

Following an exploratory stage where we interviewed experts and reviewed existing evidence, we visited 15 schools and looked at their practices in depth. They included schools with a long history of educating migrant pupils and others which had expanded their numbers considerably in recent years, as a result of free movement in the EU. We carried out a total of 52 interviews, with participants including teachers, head teachers, EAL (English as additional language) specialists, school governors, parent ambassadors and parents. We also carried out 10 focus groups and 5 one to one interviews with pupils, involving a total of 92 children and young people.

The strength of our research is in its in-depth focus on the approaches used in schools, reasons for their use and experiences of participants, including pupils themselves. Its limitations are first, that we do not know how widespread the practices are, and secondly their effectiveness. We do, however, have an indication of this from the accounts of the research participants.

Findings

Teachers and school leaders in our case study schools were very positive about the contribution that migrant pupils and their families make to the life of their schools. This includes the motivation and attitude of many migrant pupils and their families and the enrichment through exposure of pupils and staff to different languages and cultures. Our report presents many examples of ways in which non-migrant pupils benefit from being educated alongside migrants for example as buddies and ambassadors. At the same time, and particularly in the context of financial constraints, integrating migrant pupils can present challenges for schools which need to be addressed in the interests of all pupils.

Migrant pupils are a very diverse group with a wide range of needs

- Migrants in the UK are a very diverse group. Many of our schools included substantial numbers of pupils from Central and Eastern Europe, but others included non-EU migrants. Pupils in our case study schools included children from the full range of social class backgrounds and with educational needs depending on factors including age of arrival in the UK and the school, proficiency in English, reason for migrating and prior educational and life experiences. **Migrant pupils should not therefore be regarded as a single group but, as new entrants to the UK education system, they should always be individually assessed and given tailored support where needed.**
- Schools reported particular challenges where pupils have very little English but are also unfamiliar with the teaching, learning and cultural aspects of school life. This can arise where pupils have had little or disrupted schooling as a result of living in conflict zones, or because they were too young for school. **Schools need to carefully assess migrant children and young people for additional support and for special needs, but equally not treat EAL pupils as such.**
- Our case study schools often gave support beyond education to migrant families experiencing hardship, for example helping them access services such as health and welfare. **The informal role that schools play in assisting families, including migrants, should be recognised and appropriate support provided where needed, for example by local authorities.**
- One of the challenges experienced by schools with a sizeable migrant pupil intake can be churn. Reasons for this include lack of information among migrant parents on school choices. **While it may be difficult to avoid altogether, churn may be reduced by providing newly-arrived families with more information about the UK's school system.** This would also have the obvious benefit of avoiding upheaval of migrant children and young people when they move schools.

Funding constraints reduce the support that schools can give migrant pupils

- Financial constraints were reported to place limits on the support schools could give migrant pupils. They meant that schools were often not able to hire sufficient specialist EAL teachers or support staff, or to supply equipment. Some schools felt their arrangements to support migrant pupils were better in the past when EAL attracted specific funding, in particular through one to one or small group support outside the classroom. **A specific stream of funding for migrant pupils, especially for those with EAL needs, is needed to ensure that schools with high proportions of such pupils are adequately resourced. This can help ensure that migrant pupils reach their potential quickly and require less support in the longer term: all pupils benefit when their classmates can perform at their best.**

Learning English is the priority through immersion and tailored provision

- Pupils' EAL and other learning needs were identified by schools in initial meetings with pupils and parents. Schools saw these initial meetings as a chance to welcome families, to ensure they had wider information about matters such as health or welfare and to start a collaborative and constructive relationship. Our case study schools carry out a detailed assessment for each new pupil from which they create a tailored package for learning and support.

- Overall, schools found immersion in classroom life for much of the school day the best approach, enabling pupils to integrate socially and experience the full curriculum. However, pupils often require additional support and tuition. **This requires additional resources, including technology, which should be made available to schools so that migrant pupils can take part in all lessons.**
- Students who arrive in the later years of compulsory education face particular challenges acquiring English to the level necessary to pass public examinations. This has implications for their progression to post-16 academic or vocational study. **Schools should provide careers guidance at an early stage to migrant pupils, but particularly young people who arrive near to the end of compulsory schooling. Parents should also be involved so that they are able to assist in their children's transitions. There may also be a need for schools and further education providers to work together more closely to ensure that courses meet the needs of young people who are relatively new to the UK.**

Engaging parents can assist integration and improve pupil performance

- Schools have adopted a range of strategies to engage migrant parents. Some migrant parents will be unfamiliar with some aspects of the UK education system, for example expectations around attendance, homework, exams and progression. **It is therefore important that schools develop constructive partnerships with parents from an early stage. Translation and interpreting services need to be well resourced so that language is not a barrier to the school/parent partnership. If appropriately resourced, schools could play a much bigger role in improving English among migrant communities. Schools which are helping parents to learn English should be supported in delivering this service.**
- Schools involved parents in a very wide range of ways, including as parent ambassadors and through a range of activities which bring them into the school and to support their child's learning. Schools also hold social events and workshops which enable parents to mix together and learn skills and knowledge important for integration. **There appears to be no formula for success in engaging parents other than for schools to provide a warm welcome from the start and to run a regular programme of activities around all aspects of school life. These activities can benefit host communities, some of whom may have had little contact with people from other cultures, but also may experience social isolation.**

Mentoring, peer support and ambassador schemes benefit migrant and non-migrant pupils

- Schools provide additional support to migrant pupils through mentoring schemes, either involving teachers or pupils. These are aimed at improving pupils' confidence and ensuring their wellbeing, as well as to help them learn. Mentoring was sometimes offered within provision such as sports. **Schools should be aware that migrant pupils can benefit from mentoring and support in all areas of school life and that it might be delivered more naturally in extra-curricular activities.**
- All of our case study schools ran forms of peer support, including buddy schemes which are typically in the early weeks of joining the school. Some case study schools run 'young interpreter' or 'young ambassador' programmes to support new pupils with little or no English or to translate materials where they are bilingual. **These types of support are clearly beneficial**

for migrant pupils, and facilitate integration. They also equip non-migrant pupils through training and skills and are an example of the way in which a diverse intake can benefit all pupils.

- Extra-curricular activities, including arts and drama projects, are important in involving migrant pupils in the wider life of the school and forming new friendships and broader educational and social interests. **Extra-curricular activities are therefore another way in which migrant children can benefit through learning new skills and gaining confidence, and non-migrant children can become more aware of the past and current lives of their school-mates and migrants more generally.**

The need for on-going teacher training

- Research finds that teachers require a specific set of skills to support migrant pupils and that these are not necessarily easy to acquire through formal training. Often teachers were reported to have developed strategies 'on the job'. Skills may include ensuring that pupils develop good relationships with their peers. Teachers may also need to manage classes with a range of levels of English and prior attainment and to collaborate with language support staff. **There is a need for Continuing Professional Development for teachers in schools with both large and small proportions of migrant pupils to ensure they have the knowledge and skills to provide teaching and support inside and outside the classroom.**
- **It is desirable, for many reasons, for schools to have a diverse teaching and support staff, including from pupils' mother countries. This is beneficial for cultural understanding as well as for language support.** However, such a measure is not sufficient to meet pupils' needs: training and resources are essential to ensure that staff are effective.

Migrant pupils prioritise friends, kindness from teachers and keeping hold of their own language

- Many pupils described feeling nervous in the first days of school in the UK. Making friends was seen as especially important, with pupils saying it was the fastest way to feel happy and at home in school. **School initiatives should therefore focus on helping new migrant pupils to make friends quickly and to provide particular help to those who experience difficulty doing so.**
- Pupils also appreciated having a buddy to help them in the classroom and at break and lunch times. Mentoring schemes were also seen as helpful and clubs were mentioned as a way of making friends. In general, it was apparent that pupils in more diverse schools had felt settled more quickly than others, particularly where they had contact with others from their country of origin. **Schools can help pupils to settle by introducing them to others who speak their mother tongue, who can provide informal support and some familiarity in a strange new environment.**
- Pupils recognised the importance of becoming proficient in English in order to fit in and progress with learning. It was clear that many valued the support of a particular member of staff who helped with English either on a one to one or group basis. **Therefore, where possible, schools should aim to have a stable team of EAL support staff so that pupils can raise other issues relating to settling into a new school.**

- Migrant pupils placed a strong value on keeping and developing proficiency in their mother tongue. Schools support this aim since they believe that it also helps pupils to progress through English language. Where available, pupils enjoyed taking part in language clubs and valued being able to read school library books in their mother tongue. **Pupils' mother tongue language proficiency should be regarded as a skill and supported as such. As well as offering language clubs where feasible, it is important that schools have the resources to stock books at appropriate age levels for all pupils with languages in addition to English. Young people should be given the opportunity to study a GCSE in their mother tongue and schools encouraged to collaborate over provision.**

1. INTRODUCTION

1.1 Objectives

Migration is seen as presenting challenges for integration and a majority of the British public is concerned about its impacts, including on the economy, public finances and culture. Misconceptions about immigration are common with surveys and polls consistently finding the public believes the migrant population to be larger and its impact more negative than is the case (Ipsos Mori, 2014). The public also consistently expresses more concern about immigration nationally than in its local communities (Katwala et al, 2014). These views were a significant factor in the UK's vote to leave the EU in June 2016 and the period since the referendum has seen a rise in hostility towards migrants across the UK.

It is known that people who have more contact with migrants are more positive (Rolfe et al, 2018). Recent events highlight the need for more opportunities for host and migrant communities to mix in meaningful ways. However, the opportunities for migrants and non-migrants to mix are not always plentiful. Schools provide such an opportunity, for pupils themselves and for families. They are potentially natural places for integration where the needs of migrant children and families can be identified and addressed and where equal participation in society can be facilitated. As the proportion of migrants has grown in recent years, the role that schools can play in bringing about greater cohesion needs to be understood better. This is just as, if not more, important for schools with a small proportion of migrant pupils as those with larger numbers. This was the first consideration behind the research for this report.

The second main reason for needing to understand good practice better concerns the wellbeing and performance of migrant pupils themselves. Migration has a disruptive effect on families and children, resulting in loss of friendships and connections, interrupted schooling and hostility in some host communities (Sime and Fox, 2014). Integration practices may reduce these disruptive effects and enable pupils to focus on their studies and to enjoy all aspects of school life on an equal footing. Integration practices may also reduce conflict between pupils expressed, for example, in incidences of bullying.

The focus of existing research has been on ESOL as a means of supporting the integration needs of migrant pupils, or those from homes where English is a second language (Read, 2012; Arnot et al, 2014). In primary schools 21 per cent of pupils are from such homes, and almost 17 per cent in secondary schools, though many will also be fluent English speakers (DfE, 2018). Other recent research has focused on segregation between schools and pupils arising from admissions policies and parental choice (Allen et al, 2013; IPPR, 2013; Noden et al, 2013; Burgess et al, 2014; Allen and Parameshwaran, 2016; SchoolDash, 2016; The Challenge, 2017; Burgess and Platt, 2018). While we do look at language acquisition as a route to integration of migrant pupils, we take a wider look at approaches and practices adopted by schools in England.

We aimed to identify good and promising practice towards successful integration of migrant children and their families, across all areas of learning and school life. We aimed to look at approaches and practices towards the integration of migrant pupils and their families in a range of circumstances and localities of long-standing diversity or more recent diversity. Through doing so we sought to identify future steps for success in relation to integration which could be more widely implemented. We aimed for the research will inform future policy and practice, in particular on how schools can work effectively to integrate migrant pupils and to increase integration.

1.2. The research context

This report looks at good practice in integrating migrant pupils into schools, presenting findings from research with 15 primary and secondary schools across England. Our focus is on practices at school and classroom level and at work with pupils and their families. We examine practices and approaches which were seen to be effective by the schools we visited, and include the perspectives of teachers, pupils and some parents. We do not look at the wider issue of segregation between schools.

The UK has always attracted migrants and, both now and historically, they have arrived with children or settle and start families in their new country. While patterns of migration have varied, recent years have seen a sizeable increase in migration to the UK. In particular the accession to the European Union of Central and Eastern European countries, including Poland and since 2014 Bulgaria and Romania, increased net migration substantially: the foreign-born population of the UK nearly doubled from 2004 to 2017 (Rienzo, Vargas Silva, 2017). Migration from the Indian sub-continent has been steady, including for study and family unification as well as for skilled work. The UK has also attracted international students, who in certain circumstances can bring dependent children with them. Migrants have also included asylum seekers and refugees. Although small in number, they have included adults with children and also unaccompanied minors.

Only a small minority of migrants to the UK are children (aged 0-15) but this varies between country of origin. They are 11 per cent of arrivals from Central and Eastern EU countries and 5 per cent of African migrants (Rienzo, Vargas Silva, 2017). Of refugees and asylum seekers around 5 – 6,000 a year are child dependents aged under 18 and, each year since 2014 around two to three thousand unaccompanied minors have applied for asylum in the UK. Most of these (71%) are aged 16 and 17 (Refugee Council, 2018). The National Transfer Scheme relocates unaccompanied minors to locations across the UK and enables them to access the services they need, including education provision (DfE and Home Office, 2018). In 2014 the Syrian Vulnerable Persons Resettlement Scheme (VPRS) was launched. The five year scheme aimed at resettling 20,000 Syrians in the UK as well as refugees from other countries in the region. As of November 2017, 9,394 people had been resettled, half of whom were children who should have been registered in a local school within two weeks of arrival (Home Office, DCLG and DFID, 2017). Pupils from the EU have formed a growing proportion of the school population in the past decade or so. The Migration Advisory Committee (MAC) recently calculated the family composition of school-aged children in the UK, showing that in primary and secondary education just over 5 per cent of children are 'EEA born only', with a further 2 per cent 'mixed UK born and EEA-born' (Migration Advisory Committee, 2018).

Migrants are 14 per cent of the population but they are very unevenly distributed across the UK. Historically migrants were much more concentrated in London and the South East but, even now, the area is home to around half of the UK's foreign born population and 38 per cent of London's residents are migrants. The percentage of migrants in other regions of the UK is generally between 9 and 14 per cent, with Northern Ireland, Wales and the North East falling below at 6 or 7 per cent. While these figures are small, for some areas they represent a substantial increase since 2004. Asylum seekers who need accommodation are housed across the UK through the policy of dispersal introduced in 2000 (House of Commons, 2016). This involves voluntary agreements with around 100 local authorities outside London and the South East.

1.3. Research methods

We carried out the research in two stages: an exploratory phase involving interviews with stakeholders and a short evidence review; and a second, main, stage involving visits to schools. The research used qualitative methods through carrying out 15 case studies. We used these methods because we wanted to capture the range of approaches and activities used by schools and the contexts in which they carry out their work with migrant pupils. Our research shows that schools have many options from which to choose how to welcome and integrate migrant pupils. The methods we used have two main limitations: first that we do not know how widespread the approaches, activities and practices are; and secondly how effective they are. We have an indication of their success within the context of each case study, in the personal assessment of participants. This provides some indication of whether they could be more widely practiced but is a matter for schools to make their own judgement.

1.3.1 Scoping stage

We carried out interviews and focus groups in primary and secondary schools between June and December 2018. The research was conducted over different phases. In order to select the schools we carried out desk research and we approached seven key experts in the field of education and integration from whom we received advice and feedback. Face to face and telephone interviews with experts gave us indication on dimensions and factors affecting integration of newly arrived migrants as well as geographical areas of concentration and typologies of interventions. We approached the Regional Strategic Migration Partnerships asking for advice on schools' approaches. A detailed scoping exercise allowed us to select different schools implementing interesting activities to facilitate the process of integration of newly arrived migrants.

The second phase consisted in telephone interviews with headteachers, or deputy, of each of the schools we selected in the first phase. The aim was to better understand the schools' approach in facilitating the integration of newcomer pupils and parents. Interviewees were asked questions related to the process of admission for newcomers, practices used to facilitate integration, support available and pastoral care. Challenges faced by schools were explored and the focus was on the strategies implemented to overcome barriers to integration. These comprehensive interviews allowed us to better understand the characteristics of the school contexts as well as to evaluate the relevance for our research. The analysis of the phone interviews allowed us to suggest key participants we wanted to discuss with during our case study visits.

1.3.2 School visits

The third phase included school visits and face to face interviews with school staff and parents. Overall, the research team carried out a total of 52 semi structured interviews across the fifteen schools. Interviews were conducted with school-based EAL specialists, headteachers, school governors, parent ambassadors, teachers and parents. The interview questions with school staff related to the broader areas of knowledge and information regarding school practices to facilitate integration of newly arrived migrants. It included admission process, initial assessment, language development, educational achievement, social integration and communication between the different stakeholders as well as parental engagement, attendances, school mobility and an overview of school main challenges. Teachers and teacher assistants were also asked about resources and training available to support their day to day job with newly arrived migrants.

The parental view on integration of newly arrived migrants in school is only represented to a limited extent (7 interviews), which is mainly due to the focus of our research as well as to the difficulty in recruiting them.

The last phase involved focus groups and interviews with newly arrived migrants. Primary and secondary school students were given the opportunity to talk about their experiences as newcomers and to reflect on weaknesses and strengths of their schools in dealing with integration. We carried out a total of 10 focus groups both in primary and secondary schools and 5 one-to-one interviews with newly arrived students. We took into consideration the newcomers children's different language fluency and in the focus groups we asked pupils to design a leaflet to advise future new pupils about what to expect from their new school. We encouraged pupils to draw and provide written advice to future newcomers. The mix of the art and discussion methods allowed all children to participate in a relaxed and enjoyable way. All pupils' interviews and focus groups were recorded and transcribed. We have also included some examples of the content of their leaflets in the report's appendix 2. All interviews and focus groups were transcribed and uploaded onto the qualitative coding programme NVivo®

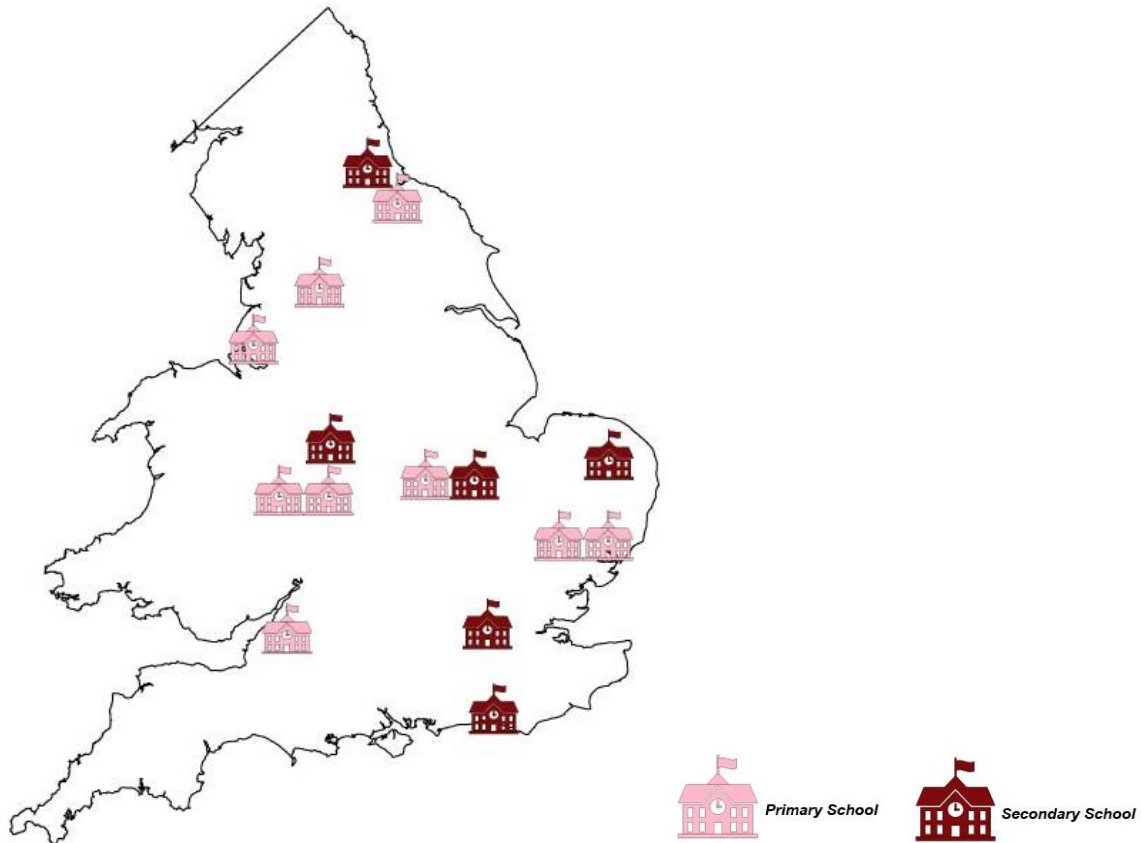
1.3.3. The research localities and schools

Our aim was to include schools in different locations of England. This was in order to include a range of contexts and migrant populations by size and characteristics. We also wanted to include schools with diverse and less diverse intakes in order to include schools who are having to address the needs of migrant pupils and their families for the first time.

To select schools we drew on information provided by a range of organisations and individuals so that the location of our sample was dependent partly on their guidance. We also aimed to include both primary and secondary schools. We were given more examples of good and interesting practice in primary schools and there are therefore more in our sample.

The case studies include primary and secondary schools located in different areas of England, one of which is in London. In some cases (Wolverhampton, Ipswich, Peterborough, Middlesbrough) we selected two schools in the same area, whereas in others we visited only one school (Liverpool, Bristol, Hove, Norwich, Bradford, Burton-on-Trent). Seven out of fifteen schools we visited were located in the East of England region, which includes counties of Bedfordshire, Cambridgeshire, Essex, Hertfordshire, Norfolk and Suffolk. This region in particular has seen an increase in the arrival of migrants from Eastern European countries seeking employment agricultural, building, and food industries (Schneider, Holman, 2011). The distribution of schools is shown in figure 1 below.

Figure 1: Map of the schools



As explained above, while in some cases we visited schools with an above than average proportion of EAL pupils, we also included few schools with percentage below average. This allowed us to analyse different practices in a variety of different school contexts. All schools in which we conducted our fieldwork were ethnically diverse and had established patterns of migration. However diversity is not static and the majority of the schools had experienced a change in pupil profile over time. This, and changes in funding support for EAL, had led to schools adjusting their process and practices in relation to migrant pupils.

The 15 schools we visited have a range of status. Some are academies and others local authority maintained. Academies include Multi-Academy chain schools and single trusts. Admission criteria varies with some schools using catchment areas, others faith criteria or a lottery system.

Table 1: Summary of schools

School	Age group	Type	Area	Number	%EAL	%FSM	OFSTED
St Helen's's Primary school	3-11	Academy – converter	Ipswich	460	63%	20%	Good
St Matthew's's CEVAP	4-11	Voluntary aided – Church of England	Ipswich	419	57%	13%	Good
Bowling Park Primary school	3-11	Community School	Bradford	700	74%	29%	Good
St Michael's on the Mount COE	4-11	Voluntary Controlled – Church of England	Bristol	170	58%	20%	Good
St Nicholas Catholic Primary school	4-11	Voluntary aided school – Roman catholic	Liverpool	190	70%	27%	Requires improvement
St Andrew's COE	3-11	Voluntary controlled – Church of England	Wolverhampton	451	80%	26%	Good
Bantock Primary school	3-11	Local authority maintained	Wolverhampton	407	70%	28%	Good
Middleton Primary school	4-11	Academy	Peterborough	342	43%	22%	Good
Abingdon Primary school	2-11	Foundation School	Middlesbrough	557	88%	44%	Good
Queen Katherine Academy	11-18	Academy	Peterborough	1186	65%	11%	New school not yet inspected
Fountains High School	11-19	Foundation special school	Burton-on-Trent	174	13%	32%	Good
Notre Dame High School	11-18	Academy – Roman catholic	Norwich	1397	22%	6%	Outstanding
Egglescliffe School	11-18	Academy - converter	Stockton-on-Tees	1510	3%	5%	Outstanding
Westminster Academy	11-18	Academy - sponsor led mainstream	London	1094	84%	60%	Outstanding
Blatchington Mill School	11-18	Community school	Brighton and Hove	1575	12%	22%	Good

1.4 Structure of the report

Following this introductory chapter, we look in Chapter 2 at the definition and characteristics of migrant pupils in the UK. The chapter describes the national context and approaches within the EU towards the integration of newly arrived migrants in schools. The chapter also looks at some of the practices described in existing research reports. Chapters 3 to 6 present the findings of our empirical research: Chapter 3 explores the different needs of newly arrived migrants and how the schools we visited anticipated and responded. Chapter 4 focuses on different practices implemented by the 15 schools both at school or classroom level. Chapter 5 focuses on migrant pupils in the classroom, how they are introduced to the school and to learning. The last chapter focuses on the experiences of pupils in their new schools. Finally, we draw some conclusions, focused particularly on how schools have developed strategies at school or classroom level to integrate migrant pupils and their parents.

2. THE CONTEXT OF INTEGRATION OF MIGRANT PUPILS IN THE UK

In this chapter we look at the definition and characteristics of migrants pupils in the UK and we explore education policies aimed at supporting migrant pupils. We consider both the national context and approaches within the EU. This chapter also looks at some findings of existing research on integration of migrant pupils.

2.1 Migrant pupils in the UK

Our research focuses on how schools meet the needs of new migrant children. Our working definition therefore covers children as those who are born outside the UK but also those born in the UK to recently arrived parents. This is because we are interested in how schools welcome and integrate migrant pupils and families who are not familiar with life in the UK and with the English education system. While narrower than other definitions, which include children who have a foreign-born parent, it is still a heterogeneous group and includes children and families from inside and outside the EU, workers, students, refugees, asylum seekers as well as unaccompanied and reunified children.

The broad definition of migrant students also reflects the characteristics of the group which is extremely diverse with a variety of educational needs and assets. Migrant students have moved to England as part of many different migration paths: some move with families, some arrive on their own, some are part of labour migrant families, while others reach England within the asylum process. Some migrant children came directly from their home country, others have lived in or passed through different countries before arriving in England. Some stay in England for a short time, others settled permanently. This diversity has implications for the reliability of any estimates about the number of migrant children and families, impacting on service provision as well as public and policy debates.

The term ‘newly arrived migrants’ is often used, especially in European policy literature yet there is no clear definition of this category. In its report on different EU approaches to integration of ‘newly arrived migrants’ the European Commission includes the children of migrants (EC 2013). In England the emphasis of policy has been on English as an Additional Language (EAL) with a distinction made in the recency of pupils’ enrolment in the education system. Therefore, it is recognised that many pupils from migrant families will be in the EAL category but bilingual pupils, while recently arrived pupils will have EAL needs (DfE, 2012; Ofsted, 2013).

Schools in England categorise students according to language needs, as ‘EAL’ rather than the migration status of their families. However, the category of EAL used by the Department for Education is a loose label referring to children whose home language is not English but who are fluent speakers of English, as well as children who have recently arrived in the UK with no or little competence in the language (Leung, 2016). Around a fifth (21.1%) of pupils in primary schools define English as their additional language. The figure is lower for pupils in secondary school (16.6%). Both percentages have increased steadily, reflecting an increase in migration to the UK (ONS, 2018). As well as helping to ensure that the learning needs of pupils are met, the categorisation also allows for an assessment of resource implications for schools. The proportion of students recorded as EAL varies across English regions with some areas recording much lower numbers than others. For example the proportion is only 6% in the South West and North East and as high as 43% in Outer London and 56% in Inner London (Strand et al. 2015).

2.2 Education policies supporting migrant pupils

A range of policies and interventions have been put in place in recent years which have effectively supported migrant children and their families, either intentionally or because they address disadvantage. In this chapter we look at a range of these, from high level policy to specific initiatives.

2.2.1 Cohesion and integration policies

Duties on schools are not new: while concerns about integration have become more prominent in recent years, schools have had a duty to promote community cohesion since 2006 and, more recently to promote British values within spiritual, moral, social and cultural (SMSC) development (DfE 2014). But the extent to which schools are meeting these duties and, more importantly, succeeding in closer integration of pupils with diverse ethnic backgrounds and religions, is not known. The emphasis of recent policy concern has been on segregation between schools.

The Government has commissioned a series of enquiries into cohesion and integration. In relation to the role of the school system, its stated aim is:

‘To make sure all children and young people are prepared for life in modern Britain and have the opportunity for meaningful social mixing with those from different backgrounds’
(Integrated Communities Strategy Green Paper, 2018).

The most recent Green Paper on integration and the earlier review by Dame Louise Casey have highlighted the place of schools in promoting integration: the Casey Review highlighted the extent of segregation between schools. It cites the figure that in 2013 half of all ethnic minority students were in schools where ethnic minorities were the majority and makes particular reference to the degree of segregation of pupils of Pakistani and Bangladeshi heritage. It also considers evidence of segregation in faith-based free schools.

The Green Paper proposes that expectations on integration for new free schools should be strengthened. It also proposes that the Government should work with local admission authorities in the integration areas¹, promoting ‘meaningful social mixing’ and forging links between schools in areas of high segregation. Proposals in relation to social mixing were also made by the Casey Review and by Matthew Taylor’s 2015 Social Integration Commission report.

Integration of migrant pupils within, rather than between, schools has been given relatively little attention. Britain had never had an integration policy or targeted policy approaches to reach people with an immigrant background (Collett and Petrovic, 2014). However, a number of different education policies have been implemented aiming at reduce the disadvantage between children from different socio-economic backgrounds, including migrant children, increasing their success and supporting their integration. The Swann Report, Education for All (1985), published as a result of a government inquiry into the education of children of African-Caribbean heritage, stressed the role of schools in understanding and facilitating multiculturalism. Unlike assimilation policies, multiculturalism has been considered a valid strategy to enhance the contribution made by different cultural traditions. However, multicultural policies have been criticized for producing segregation and dissent (Philipps, 2005) and for reinforcing separate identities rather than connecting divided communities.

¹ The 5 integration areas are Blackburn with Darwen, Bradford, Peterborough, Walsall and Waltham Forest.

2.2.2 National interventions and funding which support migrant pupils

A range of interventions have provided support to migrant children and their families, very largely indirectly. In 1998 the Sure Start Local Programmes were implemented, aimed at providing services for children under five years old and their parents. This policy was a community based intervention focused on the most deprived areas and on disadvantaged children, suggesting that early and systemic intervention could prevent poor school outcomes. The philosophy behind this holistic intervention was that academic success depends not only on high-quality education (Essomba, 2014). It is likely to have benefited migrant children and families who are disproportionately in lower income groups and more disadvantaged areas of the country.

From 1999 the government introduced the Ethnic Minorities Achievement Grant (EMAG) aimed at tackling the underachievement of learners from ethnic minorities. EMAG provided funding based on the number of children from underachieving ethnic minority groups and that of pupils with English as an additional language (EAL). This ring-fenced grant was distributed to local authorities responsible for the employment of teachers to support these groups of pupils. In 2006 the Government introduced the New Arrivals Excellence Programme (NAEP) aimed at providing guidance advice and training to schools on how to successfully include national and international new arrivals to their schools (DfES, 2007).

In recent years the Government has introduced substantial changes to EAL funding. From 2011, support for new arrivals and ethnic minorities has been drastically reduced. In particular the EMAG grant was subsumed into a more general school funding allocation, the Direct Schools Grant (DSG). This change modified EAL support services so that they are no longer delivered free of charge by local authorities. While schools are now given decision-making power on how to use the grant, EAL students no longer have specific, earmarked funds. This high degree of autonomy on spending decisions has a potential negative impact on EAL achievement. It is seen as more likely to affect schools that are already short of funding and who have the most economically and socially disadvantaged intakes (see Evans et al., 2016). Other sources of funding are the MHCLG Controlling Migration Fund (CFM) available for local authorities to apply in partnership with schools or directed by central Government in relation to key priorities. There are also EU funding sources and local programmes, for example the London Schools Excellence Fund. However, the move from EMAG to the DSG effectively shifts support away from new arrivals and ethnic minorities. It has also reduced access to professional qualifications, staff development and specialist roles for teachers and other school staff working with this specific group of learners (Hutchinson, 2018).

Other policies which are likely to have a greater impact on migrant children are free school meals and the Pupil Premium, introduced by the Coalition Government in 2011 to provide schools with funding to support pupils who were registered as eligible for free school meals², or who had been looked after for 6 months or longer (DfE, 2015). Primary and secondary schools were allocated additional funding for every child who is eligible for free school meals (FSM). According to ONS data in January 2018 almost 14% of pupils were eligible for claiming free school meals in primary schools and 13% in secondary schools. This represents a fall from previous years resulting from benefit cuts as part of the Government's welfare reform programme.

Schools are 'free to spend the Pupil Premium as they see fit' (Ofsted, 2012) and Ofsted inspections report

² In England children in state-funded schools are entitled to receive free school meals if a parent or carer receives any of the following benefits: Income Support, Income-based Jobseekers Allowance, Income-related Employment and Support Allowance, Support under Part VI of the Immigration and Asylum Act 1999, the guaranteed element of State Pension Credit, Child Tax Credit.

on how schools' use of the funding affects the attainment of their disadvantaged pupils. As mentioned, there is no financial support provided to schools for EAL pupils unless children also come from low income families who are claiming the appropriate benefits. Evidence shows that there are cases of families entitled to receive benefits but who do not make claims due to lack of familiarity with the system and language barriers (Ainscow et al 2016). The stigma attached to claiming benefits is also likely to be a factor (Baumberg et al., 2012). Often the free school meals (FSM) eligibility measure does not cover all children living in deprived households (Ilie et al., 2017) and particularly is not as effective at identifying pupils in 'working poor' households as identifying those living in out-of-work households (Hobbs and Vignoles, 2010). FSM eligibility is linked to parental employment which varies as parents move in and out of work. Also not all families of children who are entitled to FSM apply for it for dietary, cultural or other reasons (Iniesta-Martinez & Evans, 2012; Lord et al., 2013).

2.3 EU approaches

Although education is a matter for member states, there is an on-going debate at European level on how school education policies may support countries that experience similar challenges. The latest data from the OECD's Programme for international Student Assessment³ highlighted that socioeconomic background and migrant and language background continue to be crucial factors in determining students' success in education (European Commission 2016). Authors suggest that educational challenges experienced by disadvantaged and migrant students are an obstacle to social mobility (Crul et al., 2017).

At European level there is a body of research which investigates key policies and measures promoted by education authorities to integrate migrant students (European Commission, 2019). This includes a focus on how to improve support for teachers working with new arrivals (McHuge, Surgeman 2015), policy and practice responses to the needs of young refugee children (Koehler, 2017; Park et al, 2017), the role of EU cities in supporting the education of new arrivals (Salant, Benton 2017) and school responses to non-host country-speaking parents and children (Koehler et al. 2018).

Equality and inclusion in education is regarded as a top priority for Europe (European Commission, 2017) and it has supported the development of integration programmes for newly arrived migrants. Among other policy documents and initiatives promoted at EU level, in April 2017 the European Commission published a Communication on the protection of children in migration⁴ aiming at straightening the collaboration between those working on asylum and migration and those on child protection. Children in migration are all children who migrate from their country of origin to and within the EU in search of survival, security, improved standards of living, education, economic opportunities, protection from exploitation and abuse, family reunification or a combination of these factors. The document highlights actions to reinforce the protection of migrant children, from an early assessment of the needs of each child to the importance of accessing education without delay. An online database with good practice on the protection of children in migration is accessible and monitored by the Commission.

³ The Programme for International Student Assessment (PISA) is a study carried out by the OECD in member and non-member nations among school pupils. The aim is to evaluate educational systems, measuring pupils' performance on mathematics, science, and reading.

⁴https://ec.europa.eu/home-affairs/sites/homeaffairs/files/what-we-do/policies/european-agenda-migration/proposal-implementation-package/docs/20160607/communication_action_plan_integration_third-country_nationals_en.pdf

The Strategic Framework for European Cooperation in education and training 2020 (ET 2020) has been established to support exchanges and to provide advice on education and training. In 2011 the European Commission launched the SIRIUS Network, a platform for collaboration among policy makers, researchers and practitioners to facilitate the exchange of information and knowledge, and the sharing of good practice. The Network supports the debate of policy priorities for migrant education and inclusion within Member States, suggesting a learner-centred approach in all stages of education and an inclusive education systems combined with targeted policies. The Network also encourages the representation of people with a migrant background in the education workforce.

In a report on educational support for newly arrived migrant children, the European Commission identifies four areas of support that facilitate newly arrived migrant students' integration and attainment (European Commission, 2013):

- quality of linguistic support;
- admission systems and school segregation;
- ability tracking which allocates a disproportionately high share of newly arrived migrants students in lower-ability streams;
- lack of advice and guidance on choices and pathways to higher levels of vocational or general education;
- expectations of parents and teacher and role models.

The authors of the European Commission report (ibid.) identify five types of educational support models operating within European member states:

- The comprehensive support model (Denmark and Sweden) which provides a well-developed system that facilitates all four areas of support policies mentioned above;
- The non-systematic support model (Italy, Cyprus and Greece) which is characterised by randomness in the support provided;
- The compensatory support model (Belgium and Austria) seems to focus on the aim of correcting 'differences' between immigrant and native students, rather than tackling any initial disadvantage;
- The integration model (Ireland) which focuses more on social integration than language.
- The centralised entry support model (France and Luxembourg) which focus is the centralised reception of migrant children and the provision of academic support

While the authors do not include England in their model, the policy adopted has have often been associated with the 'integration model' found in Ireland (Arnold et al, 2014).

2.4 School and classroom level interventions

A body of research refers to a range of practices that schools can take to promote integration of migrant students, including new arrivals. Some of this research has been international in nature and has noted that schools have some autonomy to design their curricula, integrating cultural, ethnic and faith diversity and to allow different dress codes and celebrate faith holidays. Schools can promote a welcoming environment, providing a safe and supportive environment and positive school climate. Academic and linguistic supports to EAL pupils are practices effectively used by schools to facilitate integration of migrant pupils (OECD, 2015). Practices are found to vary across Europe. Therefore, in the Czech Republic, Latvia, Slovakia, Scotland and Montenegro newly arrived migrant students are placed in mainstream classes for all lessons, while in other countries migrants are placed in preparatory classes (European Commission, 2019). Preparatory classes are seen to have the advantage of providing more dedicated time for learning the language (Koehler, 2017). However, this strategy may impact on pupils' ability to integrate with other pupils as well as reduce

time spent in other areas of learning (Nilsson, Bunar, 2016).

Projects that facilitate the mixing of pupils, mentoring programmes or strategies to engage with parents are also described by several authors as crucial for the integration of newly arrived migrants (European Commission/EACEA/Eurydice, 2019). We describe some of these approaches in the following chapter.

2.4.1 Peer education and mentoring programmes

Peer education and mentoring programmes are widely used in UK (Houlston et al. 2009). Peer support can take the form of befriending, mentoring or mediation approaches. One example of the peer mentoring approach is a pedagogical technique based on 'cooperative learning' which has been implemented in multicultural environment as a tool to support migrant integration at school (Filippini et al 2015). The European project Intercultural mentoring tools to support integration at school – INTO (2013-2015) tested the educational model in UK, Spain, Cyprus, Poland and Italy. The pilot was undertaken in 14 schools, involving 68 mentors and 76 mentees. The programme trained young people aged 13-19 with a migrant background as mentors to support younger migrant students experiencing difficulties in their work or social lives. Mentors provided support both inside and outside the classroom. The project developed three instruments: guidelines to implement the mentoring model, a toolkit to run the training for the teachers and a toolkit for mentors. An evaluation of the pilot in English secondary schools found a number of positive impacts, such as making new friends, getting support from mentors and increasing confidence (Messiou, Azaola 2018).

The Buddy scheme is a practice used by schools to welcome new arrivals. It is a one-to-one, peer, intervention in which a buddy gives time to support and engage with a mentee. The aim is to help new children become familiar with the school, helping with day to day problems and passing knowledge about school. Buddies are volunteers and are trained to look after newly arrived pupils, including migrants. The Mentoring and Befriending Foundation⁵ is among the agencies who deliver training in buddying.

The circle of friends approach⁶ is another method used in schools, first developed by Forest (et al 1993) in North America. The approach is designed to create a support network around individuals in the school community who are experiencing difficulties. The 'circle of friends' process is based on peer mobilisation of a group of volunteers with the aim of building a relationship that enables them to address problems faced by an individual pupil. Once a pupil has been identified as in need of support, a specified teacher or facilitator arranges an induction session with the group of volunteers. The group completes a 'Relationship Circles Activity' focusing on the targeted child and a selected small group of volunteers is chosen to deliver the intervention. The next step is to communicate the targeted child the group will support him/her for the following 6-8 weeks. While a specific child is the target, the process is considered a rich learning experience for all members of the circle. While the impact of the programme does not appear to have been established through a full evaluation, a rigorous review of the approach concluded that it is an important tool for enhancing social cohesion of pupils in schools (Newton, Wilson, 2003).

The peer mediation or support approach uses children's skills and expertise to support a pupil at a challenging time. Its relevance to migrant pupils is in addressing hostile or unfriendly behaviour towards a child joining a new school. It establishes a specific area of the school, such as a bench, a private room or even a wall where children can go when in need of support. Trained children are responsible for peer

⁵http://www.mandbf.org/wp-content/uploads/2014/07/West-Sussex-Peer-Support-programme_Annual-Report-2013-14.pdf

⁶ <https://inclusive-solutions.com/circles/circle-of-friends/circle-of-friends-article/>

mentoring, listening and counselling. Evaluations of peer support schemes highlight the importance of active commitment of staff and clarity of rules and objectives.

The Support Group method, also called the 'No Blame approach' is described by Robinson and Mains (1997). The approach follows seven steps:

- the facilitator approaches the victim;
- the facilitator sets up a meeting of 6-8 pupils without the presence of the victim;
- the facilitator discusses with the group the problem of the victim without discussing the incident;
- the facilitator explains that no punishment will be given as long as the group works on making the victim feel happy and safe;
- the group members discuss strategies to make the victim happier and safer;
- the facilitators make the group members feel responsible for the wellbeing of the victim;
- the facilitator sets up a follow up meeting to discuss with group member how the intervention is going.

An evaluation of the approach in 59 schools across England, Smith and colleagues (2007) found that 21 out of 40 rated the effectiveness of the method as very satisfactory.

Some of the strategies designed to facilitate a welcoming school environment and more generally a positive school climate, overlap with anti-bullying focused interventions aiming at prevent or respond to incidents. School-based anti-bullying interventions can be targeted at individuals, class or even school level. Some interventions target those bullying, while others target victims or the whole school population. The Anti Bullying Alliance⁷ offers advices and support to schools, young people and parents.

2.4.2 Language development

Literature on new arrivals in the UK has focused on the challenges faced by the new learning environment and by new linguistic and curricular practices (Chen, 2009; Ryan, 2010; Grieve, Haining, 2011; Wallace, 2011; Evans et al. 2016; Evans and Liu 2018). It is generally agreed that EAL pupils have a particular set of needs that schools need to address appropriately (Reynolds, 2008; McCarthy, 2003; Grant and Wong, 2003).

Much evidence has explored how pupils learn a second language at school. The majority of EAL pupils with no English experience what Krashen (1982) defined a 'silent period' which is described as common stage in the process of learning English. Although during this time it might appear that the child is just passively sitting in the classroom, is absorbing the structures and vocabulary of the English language. The length of the silent period varies depending on the child's personality, ability and the support provided by teachers (Hall 2001).

A number of studies confirm the strong relationship between stage of proficiency in English and educational attainment. English language learners at an early stage of proficiency perform at a low level, with their performance increasing alongside proficiency in English (Von Ahn et al. 2011; Demie 2016, 2017). UK-based studies on educational attainment among 5-16 years old found that second generation migrants with EAL

⁷<https://www.anti-bullyingalliance.org.uk/>

are initially disadvantaged but that their attainment gap is gradually reduced over their school career (De Paola and Brunello 2016).

Due to the heterogeneity of the EAL group, collecting data accurately is crucial and for this reason in 2016 the DfE has introduced a new two-year trial teacher-assessed measure of English proficiency for EAL pupils for the School Census data collection. The new system moved from the binary identification of whether a language other than English is spoken at home or not, towards a five-point scale of language level classification: New to English, Early Acquisition, Developing competence, Competent, or Fluent (DfE 2018). The Proficiency English Scale is a screening tool that requires school to develop an approach to assess all EAL learners at reading, writing and speaking and listening. EAL pupils are assessed in different ways and while some schools use Hilary Hester stage descriptors, others use 'The Northern Association of Support Services for Equality and Achievement EAL Assessment System descriptor' (NASSEA 2001) and The Bell Foundation (2017) descriptors and these inconsistencies could produce different data (Demie, 2018).

A recent study by the University of Oxford, based on the data-sets of six local authorities underlines the importance of collecting statistical data on EAL proficiency. It demonstrates that proficiency in English is central to understanding achievement and levels of need among EAL learners. Authors show that proficiency in English can explain 22 per cent of the variation in EAL pupils' achievement compared to the typical 3-4 per cent that can be statistically explained using gender, free school meal status and ethnicity (Strand, Hessel, 2018). The research also found that the attainment of pupils who are new to English or pupils at the Early acquisition stage is below the national average. Pupils assessed as 'developing competence' attain very close to the national average while those graded as 'competent or fluent' attain significantly above the national average. Research findings confirm English Proficiency is a valuable predictor of attainment. The report's authors recommend that the Proficiency in English Scale should be retained in the School Census, and not removed as proposed by the Department for Education.

2.5 Teachers

Teachers play a crucial role in creating conditions for successful integration of newly arrived migrants in schools. Research suggests that teachers require a specific set of skills to support diverse learners that are not easily acquired through formal training (OECD, 2015). These skills include helping pupils to develop good relationships with their peers as well as maintaining positive attitudes towards values of their families, manage complex classroom conditions, ensuring collaboration between language teachers and classroom teachers. The report's authors suggest that a large proportion of teachers across countries feel unprepared and in need of more professional support to teach in diverse and multilingual settings. Another recent study highlights how Europe's education system can boost migrant inclusion through equipping teachers with skills required to meet what are seen as the challenges of diversity (Ahad, Benton, 2018). The authors' recommendations include visual aids and games as strategies to vary the proportion of speech, promoting student interaction and productive language use.

Some researchers have suggested that increasing the proportion of teachers from diverse ethnic or migrant backgrounds could assist integration through increasing pupils learning experiences and sense of belonging (Katsarova, 2016). In England and Wales the Teacher and Training Agency (TTA) introduced measures to make the teaching profession more accessible, attracting more ethnic minorities to the profession. However, the OECD report (2015) suggests that hiring teachers with an migrant background should not be the only strategy to ensure effective teaching for migrant children, stressing the importance of training and monitoring of all teachers.

The Schools White Paper (DFE 2011, online) addressed some concerns about attainment of EAL pupils and proposed to reform initial teaching training to ‘focus on core teaching skills’ including meeting the needs of pupils who have EAL in order for the quality of teaching and learning to continually improve for all. The National Association for Language Development in the Curriculum (NALDIC) on their audit on EAL training and professional development (2014) found that EAL training ‘remains patchy’ and training are not yet consistently accessible nationally (European Commission, 2019).

2.6 Parental’ involvement in education

There is a general consensus among researchers that strong relationship between schools and parents benefits both parties (Hornby 2000, 2011; Wilder 2014) Evidence suggests that parents’ involvement in school education of their children facilitates their educational success (Desforges, Abouchaar, 2003; Harris, Chrispeels 2006) and well-being (OECD, 2018). A body of research investigates school strategies to engage with EAL parents. The definition of ‘parental involvement’ varies (Carreón et al., 2005) but a common distinction is between home-based and school-based involvement. Particular areas of parental involvement include: support parents give to children at home, intellectual stimulation, parent-child discussion, parental participation in school activities, involving families as volunteers, contact with schools to share information and involvement in school governance.

Research highlights the importance of communication between the home and the school in supporting children’s education. Studies have particularly emphasised the need for more sensitive communication in integration of pupils and their parents (Schneider, Arnot 2018). In their analysis (Hornby, Blackwell 2011, 2018) discuss four types of barriers typically experienced by parents engaging with schools: individual parent and family barriers such as parents’ beliefs and expectations about their involvement; child factors such as age and any learning difficulties; parent–teacher factors such as attitudes and language used; and societal factors such as political and economic issues that could act as barriers (Hornby, Lafaele 2011). In respect of EAL parents, research also identifies particular challenges and barriers such as language and cultural differences, lack of familiarity with the education system of the host country as well as changing family structures and community cohesion. These factors are all seen as important for shaping home–school connections (Hamilton 2013). A small scale and exploratory study on the relationship between schools and parents who have recently migrated to the UK from Eastern European countries found that parents’ expectations of their children’s schooling appear to clash with those of the UK school system (Christie, Szorenyi 2015). The study identified particular barriers arising from difficulties in communication and in understanding the British education system which left parents feeling disempowered.

At a policy level the 1997 White Paper, ‘Excellence in Schools’ set out the strategy for securing parental involvement. It included providing parents with information, giving parents a voice and encouraging parental partnerships with schools. Koehler and colleagues (2018) recently produced a toolkit of good practices to engage migrant parents in education. The toolkit covers seven types of issues related to engagement including having a welcoming culture and strong communication strategy, overcoming language barriers, and having a community-building function within the school, For each issue the report provides practical recommendations such as: distributing parent folders during the first meeting; organising parents meetings and setting up a parents’ room where parents are welcomed and offered courses; providing knowledge about support of local agencies; and strengthening collaboration between schools and migrant networks, social services and nongovernmental organisations.

Key Points

- There is no shared understanding of the term ‘migrant pupil’ and it is often used to refer to children whose parents migrated to the UK some years ago. Our research is focused on how schools are meeting the needs of pupils who are newly arrived, but also to young children born in the UK to newly arrived parents. This is because we are interested in how schools welcome and integrate pupils and families who are not familiar with the UK and its education system. This is still a heterogeneous group, as our case study schools show.
- Much recent research has focused on segregation between schools, fuelled by the Government’s concern about segregated communities. In contrast, integration of pupils from different ethnic backgrounds, including migrants, has been given very little attention.
- Schools have had a duty to promote community cohesion since 2006 and, more recently, to promote British values within spiritual, moral, social and cultural development which is an aspect of integration. However, the extent to which schools are meeting these duties and succeeding in integrating pupils from different backgrounds and cultures, is not known.
- A range of education policies have been targeted at addressing disadvantage, and some of these will have, in practice, supported migrant pupils. In particular, the Ethnic Minorities Achievement Grant (EMAG) which provided schools with additional funding to support particular groups, and the New Arrivals Excellence Programme (NAEP) which provided advice and training to schools for new pupils.
- In recent years, earmarked funding which supported the needs of new migrant pupils in relation to language, has been cut back. While there are other sources of funding, including the Government’s ‘Controlling Migration Fund’, accessed by local authorities, the additional costs of settling migrant pupils are drawn from schools’ budgets.
- The Pupil Premium provides additional funding to schools to support pupils who are eligible for Free School Meals (FSM). This can be a source of funding for EAL support and other interventions with migrant pupils. However, many migrant families will not be in receipt of benefits which entitle them to FSM, either because they are ineligible or do not wish to claim. It is therefore no substitute for specific funding to support migrant pupils’ needs.
- Existing research identifies a range of approaches, initiatives and practices are being used to support the integration and achievement of migrant pupils. They include buddy schemes and mentoring as well as support for EAL migrant pupils.
- Research finds that teachers require a specific set of skills to support migrant pupils and that these are not necessarily easy to acquire through formal training. EAL training and experience is not sufficient and skills may include ensuring that pupils develop good relationships with their peers. Some research has suggested that increasing the proportion of teachers from diverse ethnic or migrant backgrounds could assist integration through enriching pupils’ learning experiences and sense of belonging. However, it is agreed that such a measure, while desirable, is not sufficient.
- The engagement of parents is considered crucial to the successful integration and achievement of migrant pupils. Research points to a range of challenges to this aim, which can include language and lack of familiarity with the country’s education system and expectations about parental involvement.

3. NEW RESEARCH FINDINGS: IDENTIFYING THE NEEDS OF MIGRANT PUPILS AND THEIR FAMILIES

In this and the following chapters we present the findings of our empirical research. In this chapter we explore the different needs of newly arrived migrants and how the schools we visited anticipated these. In particular we look at community, school, and classrooms level challenges of our case study schools.

All schools included in our research are different and deal with different challenges. The table below lists some of these challenges.

Table 2: Summary of challenges at school and classroom level

Community Level	
	Social isolation
	High level of deprivation in the local area
	Level of racism and intolerance outside school
	Barriers to accessing healthcare
	Barriers to accessing welfare benefits
School Level	
	High mobility
	Parental engagement
	Parental trust
	Attendance
	Knowledge and aspirations
	Financial constraints
Classroom Level	
	Language barriers
	School readiness

Before looking at the challenges experienced by schools in integrating migrant pupils and meeting their needs, it is important to say that teachers and senior leaders were very positive about the contribution that migrant pupils and their families make to the life of their schools. This includes the motivation and attitude of many migrant pupils and their families and enrichment through exposure of pupils and staff to different languages and cultures. While some case study schools had been diverse for some time, others had not, and all welcomed this particular contribution of migrant pupils. Schools also reported strong performance among many migrant pupils, which had in some cases improved its academic results.

It is also important to say that migrants to the UK are a very diverse group, and this is reflected in the needs of migrant children. Respondents in all schools commented on this diversity and spoke about the particular needs of their own migrant pupils. Their needs were seen to be based on different factors such as socioeconomic background, age of joining the school, age at which they arrived and enrolled in the UK school system, country of origin and their first language, level of proficiency in English, level of language proficiency in their mother tongue, length of stay in the UK, reason for migration and prior educational and life experiences.

While migrant children may be enrolled in school at various points following arrival in the UK, schools are often the first port of call for migrant families. We found varying degrees of experience between our case

study schools: those who are used to receiving migrant children have gained in-depth understanding on how to support them while for others the experience is more recent and they are learning what works best. However experienced a school may be in addressing the needs of migrant pupils, specific challenges were reported to arise where pupils have very little English but are also unfamiliar with the teaching, learning and cultural aspects of school life in the UK. Schools identified particular issues of adaptation in the case of pupils who have little, disrupted or no schooling in their country. This was sometimes because they came from conflict zones and in other cases because of a later starting age for school in many countries outside the UK. As a respondent in a primary school in the Midlands explained:

‘In lots of Eastern European countries children don’t start school until seven, so we have lots of children start up to nursery one to reception that haven’t been to school ever. So it’s the routines and the language’.

Children were also reported to miss out on education where they migrated during the school year and experienced in delay in settling and accessing a school place. In all these cases the level of preparedness for school could present a challenge for schools, with pupils unused to routines and with gaps in knowledge and language.

3.1. Learning English

Schools reported that migrant pupils’ ability to learn and progress in their studies is often delayed until gain at least some proficiency in English. They reported that this is particularly true for pupils from disadvantaged backgrounds who are less accustomed to the study necessary both to gain English language skills and to participate in other lessons. This has been found in existing research (European Commission, 2017). Some respondents also stated that, while newly arrived migrant pupils may pick up English quickly, their progress in other lessons may be slow because, at least at first, they tend to internally translate and therefore work in two different languages. This has also been found in existing research (Ryan et al, 2010). Schools also identified English language as important for forming friendships, which are key to integration. Schools also noted English fluency is not only a challenge for newly arrived migrants, but may also be an issue for British-born children. As a respondent in a primary school in the Midlands explained:

‘There isn’t a big gulf because actually the language acquisition of a lot of our White British children, is probably worse, because what we found is that if a child is proficient in one language, actually they pick English up very quickly, whereas the children who haven’t got much language at all, which are some of our very poor White British, who come in with speech and language problems are the kind of ones that it’s really difficult to move.’

Even when pupils are fluent in English, they may have difficulties in understanding science work or technical subject, as reported by a student from a secondary school in the North of England: ‘Biology is very hard for me. It’s very difficult for me because there’s lots of hard words.’

Children have different levels of literacy (in any language) and the degree of variation was reported to sometimes present a challenge for teachers, requiring EAL teaching and learning to be very closely tailored to each pupils’ needs. Research shows there are different language learning strategies in use across the country and across Europe (Sales et al, 2008; Ryan et al, 2010;). Our case study schools used a range of different practices for the teaching and learning of English. These included separate language tuition classes delivered by specialist teachers for newly arrived children and classroom ‘immersion’ backed up with additional one to one help from an EAL teacher or teaching assistant. These different approaches were seen

to have their own advantages and disadvantages which we discuss in more detail later.

A particular challenge was identified by some secondary schools when pupils arrive into upper year groups and have little time to acquire a level of English proficiency required to pass examinations. Depending on their time of arrival, pupils may need quite intensive help with language which some schools might not be able to provide (Hutchinson, 2018). Whether or not sufficient language support is available, students arriving at this stage may lack English proficiency necessary to proceed with academic study. Respondents reported that alternative post-16 provision in colleges often does not offer migrant pupils with the mix of courses that they want. A respondent also reported that parents and pupils were often more interested in academic than vocational courses and that it was here that weak English language skills presented the strongest barriers.

Language differences can also present a challenge to the engagement of parents in schools and in their children's learning. As we discuss later, our case study schools all wanted to engage parents in aspects of school life and learning. This included attending assemblies and events, parents' evenings and meetings with teachers, trips and celebrations. The importance of English language skills for parents is evident from existing research. It finds that language barriers affect migrant parents' ability to engage with the wider school life through being involved in parents' committee and, contributing to school activities (Dumčius et al., 2013). Some degree of English language is necessary for parents to support their child's practical learning (Crul, Schneider 2009). Unfamiliarity with education system associated with language barriers can prevent parents to access information relevant for their children (Hornby, Blackwell 2018).

3.2 Special Needs, mental health difficulty and trauma

Migrant children may have special needs which can be difficult to identify when pupils have limited English language. Close monitoring and assessment of newly arrived children's performance and progress helps schools to identify those in need of extra support, including where they have special needs. At the same time, schools see a danger in making an assumption that pupils without strong English language skills have special educational needs.

Schools also reported that the parents of children assessed as having special needs in their country of origin are not always willing to share this information with the school through fear of exclusion. Issues relating to English language and special needs are more pronounced at secondary school level, especially where learning difficulties have not been identified by a previous school and pupils have not been included in appropriate interventions. As a respondent in two secondary schools stated:

'When they come in, they can't speak English, or very little English, but then they also have a learning difficulty, so the two together is quite challenging.' (Secondary school in the North East of England)

'Immediately, they're going to be at a disadvantage because they are grappling with the fact that people are speaking to them in a language that's not familiar to them. And they're having their own language difficulties, anyway. Secondly, they've got the issue that people won't have recognised immediately. So they won't have had intervention from as early an age as someone who isn't EAL. So there are two disadvantages.' (Secondary school in London)

Newly arrived students are vulnerable as they may have to cope and adapt to a new environment and they may have experienced hostility either before or after arriving in the UK. Those from a refugee background may even have suffered the loss of family members. Traumatic stress, anxiety and depression impacts upon pupils' ability to adapt and learn in school (Iversen et al 2012). Mental ill health among refugee and asylum-

seeking children (including unaccompanied minors) is a multi-faceted phenomenon and school-based mental health interventions for refugee are of significant value (Fazel and Betancourt 2017). Case study schools were also aware that trauma can manifest itself in different ways and teachers have to be prepared to respond accordingly. One teacher explained how traumatic experiences affected one migrant pupil's ability to speak:

'We had a refugee from Afghanistan start three weeks ago, and wouldn't speak. So we presumed very low level of English. And then, it was just when she was in a quiet time with another pupil that she started to talk. (...) And actually, she was a very good English speaker, she knew an awful lot. But she said that when she was in Afghanistan she wasn't allowed to leave the house, and her tutor was very violent. If she got something wrong, he would hit her. So she was very scared and reluctant to speak. (Primary school, East of England)

3.3. Adapting to a new health and education system

It was common for respondents in our case study schools to reflect on the different experiences and expectations of migrant parents of services including health and education. There were a number of features of the UK school system which were experienced as different and not always well understood by parents. For example, education in England is compulsory for all children aged between 4 and 16 years, which is earlier than elsewhere in Europe where many pupils in the case study schools originated. The school year is different and there are different rules on attendance and absence. Migrant parents are also not always aware that children move up the school together and are rarely held back or moved beyond their year group. Parents who do not understand this can believe that their child is progressing well when they are simply moving up a year with the rest of their class.

The school curriculum in England has a number of features which are unfamiliar to parents and children from outside the UK, including learning through creativity or working in groups. As explained by a teacher of a secondary school in the North East of England:

'Not all children will come from backgrounds where they're expected to be part of a group and do a lot of group work. They'll be expected to sit and be quiet and put their hand up and only talk when they're spoken to, but here it's a lot of interaction in the classroom, getting into that group in that corner'.

Similarly the extent of collaboration expected between the home and the school is not always expected by migrant parents. In particular, some parents are also not familiar with expectations in relation to homework, including practice with reading. A parent ambassador of a primary school in the Midlands explained:

'Some of the parents... believe, you know, my son is at school from 9 o'clock to 3.30, that's enough, you sort my child out, and he can relax and I struggle to explain that that's not where education ends'

Families were also seen to lack facilities at home to help their child's learning. As the same respondent quoted above explained:

'Most of them they don't have a desk or anything where they can do homework. I've seen families where the child is doing the homework on the floor'

Lack of familiarity and understanding of the school system was reported to be particularly evident among Eastern European pupils or refugees in need of special education, many of whom were reported to have

been excluded from education in their country of origin. This point was made by the headteacher of a special school:

‘Some of the students, from Latvia and Romanian and even Syria haven’t been to school because of their special needs. They were put out to work if you like, or did something different, or didn’t go to school because they hadn’t met the grades’.

Parents of children with special needs were both surprised and pleased at the provision offered. The same respondent quoted above explained how, on being shown around the school, a parent said ‘I never believed my son could go to a school like this’.

Schools also found that migrant families have difficulty accessing services, including medical and dental care, with rates of registration for services reported to be low in some cases. Lack of written and spoken English was identified as a specific barrier for some parents. This sometimes meant that, even when appointments were made, they were not kept. Discrimination was also seen to prevent access to services. One school reported that a local dentist had said ‘I’m sorry, we don’t accept Roma because they won’t attend the appointments’. In another case a GP was reported to have refused to register a Roma child because the family could not provide evidence of vaccination history.

3.4 High levels of disadvantage

We have noted that the migrant children and their families in our case study schools were diverse group. They included professional families and international students but also many who were in low paid jobs or unemployed. Such families clearly presented a much bigger challenge for schools because of the barriers which poverty places on learning and progression. Schools were aware that the parents of some migrant pupils worked long hours, lived in crowded accommodation and had inadequate health care. Some respondents also reported that parents were often not aware of benefits for which they were eligible and were aware of families who were surviving on no income at all.

Existing research finds that migrant parents often feel isolated and some school respondents commented on the lack of social contact and integration of some migrant families. The problem of isolation was noted by our respondents particularly in relation to Roma mothers because of lower levels of employment and limited social contact beyond their existing networks. Low levels of spoken English among this group were also seen as restricting their engagement with schools. Some schools had made particular efforts to engage Roma families, as we describe later.

Related to social isolation, some schools reported low aspirations for children among some migrant communities, particularly those who have experienced discrimination and exclusion, for example Roma. At the same time, schools also commented that many migrant parents have high aspirations for their children. In either case, schools recognised that migrant parents can lack information about academic and vocational routes.

Particularly in relation to education, evidence suggests that newly arrived parents struggle to access information on the schooling systems and often rely on their community network (Ryan et al. 2010). Respondents in a few schools reported found that some parents have limited understanding about educational qualifications in the UK because they had little experience of education in their home country.

3.5 Attendance and churn

Schools are concerned that migrant pupils, as with others, achieve a high attendance record for a number of reasons. These include the benefit of a continuous education with minimal breaks, and the school's record and Ofsted inspection. Schools reported a number of issues around attendance which affected migrants and their families more so than others. These include lack of familiarity with the education system and the practice of taking breaks during the school term.

Lack of familiarity with the UK health and school system often affects pupils' attendance. In several of the case study schools respondents reported that migrant parents tend to keep their children at home when others would send them to school. This was seen by some respondents as over-protection. It was also seen to result from the view that education does not really start until a child is older, as in some migrants' countries of origin. Therefore one primary school reported that attendance was particularly poor in nursery. Schools also identified different practices in relation to sickness. A respondent in a primary school in the Midlands reported:

'In Romania if you are sick you can go to the doctor and they will give you a notice. For a week, or maybe three days, two weeks. Here it is not like that, you book an appointment at the GP you will have one day, and all the kids they are missing three or four days something like that.'

Schools also identified an issue of trust, with some migrant parents anxious about their child's welfare at school.

A further issue affecting attendance was reported to come from the practice of taking breaks during the school term. This might be to attend events such as weddings or funerals in the family's country of origin, for as long as three or four weeks holiday to visit family members or to attend weddings or funerals.

Attendance was also sometimes affected by pupils' immigration status, for example where parents are students who need to leave the UK to renew their study visa. This was seen as particularly difficult for schools to address as reported by a primary school teacher in the North West of England:

'If they've got to go away and renew visas there's nothing we can do about it because they've got to do that and some of our parents have to do it every six months because of their government and to make sure they can study so we have to carry that'.

One school had explained to Ofsted that poor attendance for visa reasons was an issue beyond its control, since fining parents was unhelpful in such cases.

Churn refers to the extent to which students come and go over the course of the school year. Case study schools identified this was a challenge associated with migrant pupils. They identified a number of causes of high mobility and churn, including admissions criteria, housing instability, academic, personal and family issues. The extent of the challenge varied between schools, with those which were oversubscribed less likely to experience churn and others experiencing new arrivals on a weekly basis. It was apparent that some schools admitted more migrant pupils because they were less popular and had places. These tended to have a wide catchment area. Therefore, in some cases, parents moved pupils once they gained permanent accommodation and had selected a school which was nearer to their home or which they preferred.

Teachers felt that high rates of pupil mobility and churn impacted on pupils as well as staff by creating a transient environment and limiting longer term relationships between pupils and teachers and between pupils themselves. It was also reported to increase the resources needed to assess incoming pupils. Some schools also experienced churn through pupils leaving and returning to the school some years later, having experienced a break in education. This meant that such pupils were considerably behind their classmates. Some respondents also reported that parents sometimes move pupils without informing the school.

3.6 School choices and transitions

The school system in the UK is complicated. Schools have a range of funding arrangements and governance structures and operate different selection criteria. Enrolling pupils in primary schools (4-11) and secondary school (11-16) can present a challenge for families who are not familiar with the school system. Research suggests (Ryan et al., 2010) that newly arrived migrants tend to rely on information provided by their own network. But schools also report that migrant families often make contact with the local authority in their area which will allocate a place. This sometimes means that parents subsequently find another school in their area would meet their needs better. This applied particularly to faith schools for which some migrant groups would have priority access on religious grounds. As a teacher at one faith school explained:

‘We’ve had some applications recently from parents who’ve been allocated a school, their child’s gone to that school and six months down the line they’re being told, oh, actually there’s a Catholic school just down the road, why didn’t you apply for that? They didn’t realise that we’re a Catholic.... I think they would have been offered a place had they applied at the time, but they didn’t’. (Secondary School, East of England)

Some schools were also aware that migrant parents may not be aware of the right to appeal when a school place is refused. Schools also reported that migrant families can also be less aware than others of the process of choosing a secondary school. An interviewee of a primary school in Ipswich described how she became aware that Roma families are not always aware that they do not necessarily have to apply only to their closest school:

‘I never thought about it until yesterday when I spoke to this parent, they didn’t realise that there is a choice of high school. They thought that because it’s the nearest they had to go there. So they just had no idea, they didn’t know that they could change school, they didn’t know that they could have looked at other schools, they thought that was their only option’. (Primary School, East of England)

Some respondents in secondary schools also talked about the difficulties faced by newly arrived students in transitioning from secondary school to further and higher education. This difficulty was faced largely by students who arrive in year ten or eleven without English fluency and who have under-achieved academically. Equally, it was reported that parents and students themselves, value academic routes rather than vocational options and EAL college options are seen as low status. A teacher of a secondary school reported that:

‘I’ve had conversations recently with the colleges running these ESOL programmes that were really struggling to get families and children engaged with them. They’re seen as being quite low status and they’re seen as being not proper and not necessarily the route to success and that’s, we’re really struggling with that battle’.

Schools were therefore aware that options for older migrant pupils could therefore be restricted by their language level and that there is a need for greater flexibility both in the school and further education system to cater for able pupils who need to improve their language skills to progress academically. Equally, a need was identified for post-16 courses with a mix of EAL and technical education.

Key Points

- Teachers and school leaders in our case study schools were very positive about the contribution that migrant pupils and their families make to the life of their schools. This includes the motivation and attitude of many migrant pupils and their families and the enrichment through exposure of pupils and staff to different languages and cultures. Our case study schools had varying degrees of experience in meeting the needs of migrant pupils: some had long attracted migrant pupils while others had done so more recently.
- Migrants in the UK are a very diverse group. Migrant pupils in our case study schools included children of embassy staff, doctors and other professionals as well as those in lower skilled work, in the UK as refugees or asylum seekers and with very limited financial means. This wide diversity is reflected in the needs of migrant children. They were reported to depend on factors including socio-economic background, age of arrival in the UK and joining the school, proficiency in English, reason for migrating and prior educational and life experiences.
- Whatever their level of experience in meeting the needs of migrant pupils, schools reported specific challenges where pupils have very little English but are also unfamiliar with the teaching, learning and cultural aspects of school life. This can arise where pupils have had little, disrupted or no schooling as a result of living in conflict zones, or because they were too young for school. Waiting for a school place can also affect pupil preparedness, as can arrival part way through the school year. Schools were also aware that migrant pupils may have suffered trauma and loss, that this might become apparent in different ways, and that teachers need to respond appropriately.
- Migrant parents are likely to be unfamiliar with some aspects of the UK education system, for example expectations around homework and parental engagement. Developing constructive partnerships with parents was therefore seen as important from an early stage.
- Learning English has to be the priority for migrant pupils in order to progress in other subjects. This is not unique to EAL pupils since schools report that some British children have limitations in their English which affect progression. Students who arrive in the later years of compulsory education face particular challenges acquiring English to the level necessary to pass public examinations. This has implications for their progression to post-16 academic or vocational study. Students and parents were also seen as more in need than others of information about education and career pathways.
- Schools report difficulties in identifying special educational needs among children with EAL and practiced close monitoring and assessment in order to do so. At the same time, schools were aware of the danger of assuming that EAL migrant pupils have special educational needs and consequently having lower expectations.
- Migrant families in some schools were reported to experience high levels of deprivation and, sometimes, social isolation. A number of our case study schools offered support beyond education to such families, for example helping them access services such as health and welfare. For reasons of deprivation and cultural issues, attendance can be lower among some migrant groups. Turnover was also sometimes higher among more mobile migrant groups impacting on resources as well as school

cohesion. Some of this turnover arises from migrant families taking places in schools where they can, and then moving children to preferred schools.

4. NEW RESEARCH FINDINGS: SCHOOLS' INTEGRATION APPROACHES AND PRACTICES

In this chapter we look at different good practices implemented by the 15 schools we visited. Practices included strategies to engage migrant parents and training for teachers working with migrant pupils. Our case study schools had developed different strategies to welcome and integrate migrant pupils both at school and classroom level. Their practices also covered parental engagement and integration. A summary of good practices implemented by the schools we visited is presented in Table 3.

Table 3: Summary of practice at school and classroom level

School Level	
	Language Ambassadors
	Buddy Schemes
	Young interpreter programmes
	English language classes for parents
	Coffee mornings and creative workshops for parents
	'Chatter groups' for parents
	Dedicated evenings for newly arrived parents
	EAL parent ambassadors
	Sports mentoring
	Family support workers
	Learning support dogs
	Translation of school communications and reports
	Multicultural events and workshops
	Breakfast clubs
	Tailored Continuing Professional Development e.g. on Roma culture
	Afterschool clubs
	School/class/family social events
	School of Sanctuary
Classroom Level	
	Accelerated Curriculum for EAL
	Bilingual Teaching Assistants
	Provision for pupils who are new to English
	Use of Makaton for pupils with little or no English
	Technological support e.g. talking pens and software to support EAL learning
	One to one tuition
	Visual aids and displays in classrooms in multiple languages

4.1 The importance of data

All schools agreed that an accurate picture of the school population is important in understanding pupils' needs and how they can be met through tailored strategies. Precise information on students' background characteristics as well as recognition of initial knowledge was seen as necessary to ensure that pupils are given appropriate support. It was also seen as important for effective monitoring of progress. Schools find that some parents are reluctant to record their ethnicity, particularly Roma parents, and they often opt for the 'other white' option. Families' reluctance often stems from fear of discrimination, based on experiences in their country of origin. Yet recording pupils as Roma was seen as important for schools since this group of migrants is most likely to have education gaps and therefore under-achieve.

In order to collect accurate data on pupils and their needs, some schools have worked with parents to encourage them to indicate their ethnicity. One primary school involved two Roma parent ambassadors to assist them in this process. One school had relabelled the category as 'Roma' since some parents felt the term 'gypsy' was stigmatising. However, for parents, the wider issue with recording ethnicity and nationality was one of trust.

Some children with English as an additional language do not appear as such on school records. One secondary school in the North East sent out a letter to all parents encouraging parents to register their pupils as EAL with the school so that they could be included in activities to support pupils and families. This resulted in more than 80 additional pupils being recorded as EAL, allowing the school to consider specific interventions.

Schools were also aware that the parents of some pupils who would be eligible for Free School Meals, and for which the school would receive the Pupil Premium, had not done so. A few schools helped to raise awareness of benefit entitlement among migrant parents and one primary school assisted parents in making benefit claims. This required building a strong relationship of trust.

Often schools reported that the data they collect do not reflect and match with their actual school population and in some cases similar school data masks challenges they may face. In some cases data inaccuracy is due to parents' reluctance either to register their pupils as EAL or to declare their ethnicity or economic status. For those EAL pupils that do appear in school data, the five point scale of EAL language level classification introduced by the DfE in 2016 is a tool that helps monitoring pupils' progress and ultimately the effectiveness of the school's strategy. This has to be calibrated against the starting point of EAL pupils, as reported by a respondent of a primary school in North West of England:

'When I'm looking at general EAL, so we can say to them [teachers] well in that class you're going into you've got quite a few children who hardly speak English at all. In a sense you won't be expecting the same level of progress or attainment as another school where they've got the majority of children that are been with us all the way through'.

The same respondent stressed that a clear picture of school population reflected on school data is important as allow interpretation of the context and to target EAL interventions.

'It's really difficult we should be looking at progress not attainment because the nature of our children is that you have children coming in where they don't speak English. You've got those challenges that they will, so say they're coming in Year 2 or Year 3, they're not going to make the same level of progress as a child who has been right from Nursery, who is a natural English speaker'.

4.2 Engaging migrant parents in schools

All of our case study schools stressed the importance of parental involvement in facilitating the integration of migrant pupils. Common challenges identified by schools related to language and cultural differences as well as knowledge and understanding of the UK educational system. Schools adopted a range of different strategies to involve parents in education of their children.

4.2.1. Staff skills and diversity

A diverse teaching and support staff can provide an important resource for schools in dealing with language and cultural issues which may arise with migrant pupils and families. In many of our case study schools Teachers or Teaching Assistants from migrant backgrounds were involved in improving communication with migrant parents. This included translating letters and interpreting families' needs and requests. Staff with first hand knowledge of cultures and languages effectively acted as a bridge between the school and parents, and were a source of information and advice for other teachers. This was particularly valuable in the case of cultures about which little is known or which are often understood, for example Roma. Some of our case study schools reported that the recruitment of Romani speaking teaching assistants was effective in facilitating communication and improving home-school relations.

As a teaching assistant working with Roma pupils in a primary school in the East of England explained:

'Parents say 'I'm not going to parents evening because I won't understand anything that the teacher is saying to me'. So, in here this school we saw a really huge difference because the parents were coming in and the teacher was telling them about their children a lot of good stuff that they didn't know about them and they were so proud, and they were smiling'.

This practice also helped to improve trust which can be an obstacle to parental engagement. The same respondent quoted above described how support of this kind made their school more attractive to migrant families, in particular from the Roma community:

'The other parents of the children that are not here they ask me if I can offer them a place here because I'm here for their children because they kind of trust me that they'd be more safe...I think I am helping the community as well with my job here'.

Schools also believed that having members of staff who are migrants also provides children with role models and can strengthen self-esteem and aspirations among migrant pupils. A Roma teaching assistant, the same quoted above, described how he tries to influence Roma pupils in his school:

'I've told them you've got to be different, you've got to carry on going to school because most of them they're leaving school really early. I give myself as an example, I've said to them look because I've stayed on at school I'm working as a teaching assistant, I'm a working professional, I'm not working manually in the factories because I've stayed in school So if you stay in school you can have a great future, you can have a job that can help you to get a lot of money to help your family' (Primary school, East England).

This cultural understanding of this particular member of staff was particularly valuable in identifying needs of a particular group of migrant pupils, Roma, and how they might be addressed through support and confidence raising.

Across schools we found multilingual staff were encouraging pupils to use their native language to speak, write and read. This was for a number of reasons which included retaining their language skills, to keep connected to their culture but also to benefit the schools. At one large secondary school multilingual staff are encouraged to speak different languages with pupils, often on an informal basis, for example at break times or when meeting in corridors. Schools felt that non-migrant students and British pupils also benefit through being exposed to different languages which they might not otherwise hear first-hand.

Our case study secondary schools also encourage pupils to take public examinations in their native tongue. This was seen as benefiting migrant pupils in improving their written and spoken language skills as well as boosting their GCSE or IB scores. As a headteacher of a secondary school in the North East explained in relation to a pupil from Iran who was struggling with GCSEs because of weak written English skills:

‘He’s going to sit Farsi GCSE which sounds like a bit like a loophole, so that’ll give him obviously a qualification quite easily, because when you’re looking for university applications you obviously need as many as you can get and good grades’

Schools also offered pupils in such circumstances the opportunity to take English as an Additional Language at GCSE if they were considered unlikely to pass standard English language and literature GCSEs. For schools with high proportion of EAL pupils this is a regular practice and relatively easy to organise. However for pupils with lower levels of English, sitting an exam even in their mother tongue could be a challenge without the support of a teacher who can speak the language. The headteacher of a secondary school in the North East explained how they addressed the problem of not having a Farsi teacher:

‘This is a problem that I mentioned to the local authority, that we should really have a catalogue of who offers other subjects. I rang the exam board last week and they said a member of his family can do it, as long as they’re very closely monitored when the speaking test is administered. As long as there is somebody to monitor that, they can do that. So his sister’s going to do it.’

Schools and local authorities might therefore collaborate to assist pupils to gain qualifications in their mother tongue.

4.2.2 Parent Ambassadors

Parent ambassadors were used by some of our case study schools, particularly to improve engagement with Roma families. A Primary school in the Midlands with a high number of Roma from the Czech Republic, Slovakia and Romania employed two Roma parent ambassadors to improve engagement of the Roma community. Because of linguistic differences between Roma countries of origin, the school employed two ambassadors, from Romania and the Czech Republic. The two parent ambassadors work closely and effectively together, explaining the school’s expectations and increasing parents’ knowledge and understanding of the UK school system as well as supporting pupils in class where they are identified as in need of help. One of the Roma parent ambassadors explained:

‘With the Roma parents, because I’m Roma I’ve got a very good relationship with them but maybe if I wouldn’t be Roma I wouldn’t be able to be so direct and straight to the point and tell them this is how things are, this is how it works and this is how it works for everyone. For example the attendance...the Roma parents are more defensive.’

Other case study schools talked of the important role played by parent ambassadors. One primary school in the Midlands had trained three parent ambassadors to engage with the various communities represented within the school, including the Slovakian Roma community, who it has found difficult to engage.

One way of addressing parents' language barriers was to have parent ambassadors who were able to both communicate parents' needs to schools and give information from schools to parents. One such ambassador at a primary school in the Midlands explained how difficult it can be for parents to navigate a different education system and the value of support from other parents from a similar background:

'This is a big challenge because in Romania our educational system is quite different to this system. We need to tell them to explain them how this is working here.'

Migrant parents can often be hard to engage in school governance yet it is important that their experiences and perspectives are included. A number of schools talked about the importance of engaging migrant parents and at one primary school, in the Midlands, the Roma community is also represented on the governing body. This was considered an important achievement given that Roma have been found to be a hard to reach group.

Several schools also mentioned the value in having a direct contact person for enquiries. One primary school in Ipswich recruited a family support worker to engage with families and to deal with issues not directly connected with education but related to the needs of new migrants. The headteacher explained:

'School seems to be the first port of call for them. It's difficult to find other services or to signpost parents to other services, they seem to come to school for everything. So whether they're having trouble with finding rent, they're going to be evicted, they have other concerns, they come to school first and we've actually employed a family support worker, so we're using our budget to buy in things like early intervention support so that we can work with families.'

4.2.3. Multilingual school material and interpreters

To facilitate communication with parents with limited English, all our case study schools translate their informative material in different languages. Some schools provided bilingual welcome packs in all languages spoken by new arrivals. Providing translations of key documents is seen to help parents to be more informed about the school. Schools reported that this improves self-esteem among parents by allowing them to explain and discuss school issues with their children.

Schools also hire the services of translators. Interpreters were seen as particularly useful for translating letters and written communications as well as in face to face meetings. Parent ambassadors sometimes carried out this role. For example a primary school in the Midlands appoints pupils ambassadors who are asked to interpret and to translate materials such as questionnaires for parents. Schools also said they sometimes ask pupils to translate for parents, although this practice was not seen as ideal since schools were not always certain that pupils conveyed all messages accurately.

Our case study schools used translators and interpreters for a range of purposes. Two secondary schools hired the services of interpreters for parent evenings and other meetings with parents. A primary school used in-house interpreters from their staff to gain information from parents on pupils' background and preferences which they shared with teaching staff. When they do not have an in house interpreter for a particular language group, they use a phone-based interpretation and document translation service. The

headteacher of a primary school in the East of England explained the value of having a Roma Teaching Assistant to translate and interpret for parents from that particular community:

‘He’s like a key figure [Romanian Roma TA], we got him two years ago and that was when the Romanians were just coming in, so he helped me do all the translations with the families because they come in and they don’t know a word of English. So, we had to go through and see every parent and get all the information about them, religion things like diet, allergies, medical history so that took a long time because in that particular one year there were thirty children. All that information needs to be processed and passed onto the class teacher: he loves computers, she hates swimming she’s going to be terrified she’s never been swimming before or whatever you find out. So, it’s a long time just gaining the background information. (...) We couldn’t have done it without our own translator, but we do have Language Line where you can telephone and get any language, common languages immediately.’ (Primary School, East of England)

While the school aims to translate all material in different languages, the strategy adopted to engage with Roma parents is through direct spoken communication through teachers and meetings, rather than relying on its written communication, such as newsletters.

‘Marius [the TA] has done all that brochures which is ideal for the Romanian parents but it’s pointless giving them, he used to spend afternoons rewriting letters for teachers to give to the Roma children. And if the Roma parents don’t speak Romanian, can’t read Romanian there is no point giving a letter. So, I’ve said no, instead he either phones them or we do what we did this morning, we had so many of them turn up this morning, we had six dads, six dads.’ (Primary School, East of England)

Among other strategies, a school in the East of England has developed an interactive website with a verbal translator.

Some respondents also talked of the importance of adapting their style of communication to particular groups in order to build rapport and engagement. A respondent from a primary school in the East of England explained:

‘I will deal with each of my different groups in a completely different way, my Roma parents I see them I’m like hey [shouting] how you doing and it’s lots of hand signals..., My Bengali parents the mums are often very subdued and it’s the dads that’ll make the decision, so I’ll speak to the mums because I will always include them but then I’ll follow up with an email that dad can read. So, they can follow and understand exactly where I’m coming from because the dads like the formality’.

Other respondents made similar points about adapting their style of communication according to the characteristics of particular groups of migrant parents, while being careful not to make assumptions about how their needs differ to those of non-migrant parents.

4.2.4. Involving parents in learning and school life

All of our case study schools aimed to increase the involvement of parents, including migrants and did so through a wide range of activities. Some schools reported that this had been a difficult process which involved relationship building. English language skills were seen as a factor discouraging migrant parents to engage. Some schools therefore saw it as important that not all activities should require parents to speak English, but where they could just watch. This included, for example attending assemblies or school shows. A respondent in a primary school explained:

'First of all we tried things like coming to watch their own children. So if their children received an award or performing in assembly we made sure the children told their parents they must come and see and then when the parents come and realise that it's safe to come into school, they don't have to do anything, they don't have to speak, they can just watch and enjoy.'

This success of this strategy had led to higher attendance at parents evenings and information sessions. The school also set up weekly welcome sessions 'stay and play' and 'bring your parent to school' sessions. The aim of these sessions was to increase parental engagement and understanding of the UK education system. They include sitting in on a lesson in English, Maths or staying for play time with their children.

As we have described earlier, schools saw the priority as teaching migrant children English. They also considered themselves to play an important role in helping supporting migrant children and their families to settle into the local community and to living and working in the UK. Some schools organise language classes for parents to help in this process. Another main purpose of providing language classes is to enable parents to support their child's learning and to engage with the school. In comparison, translation and interpreting services only partly achieve these objectives. Schools offered language classes tailored to deliver information on specific topics of interest to migrant parents. For example, a primary school in the Midlands held sessions for mothers to raise awareness of cervical and breast screening and for fathers on testicular cancer screening. These sessions had a further objective of improving pupil attendance, informing parents and gaining their trust. The headteacher explained:

'It's the whole like knowing that there's one service and how to register at a GP, because a lot haven't registered. We explain how to call in school if they're sick and looking at different medicines as well. So we have like different Calpol and things and getting them to understand how to take the dosage, because obviously that's really tricky so yeah, a few weeks on that.'

Another Primary school, in the midlands runs similar health education sessions to convey information about NHS resources and school's policies and practices, for example on absence. While the courses are open to all, the school targets specific groups who are considered in particular need of being better informed about provision in the UK. Schools also found that migrant families have difficulty accessing health services. For example, when a school in the East of England became aware that families did not access dental care and were not registered with GPs, it engaged directly with local dentists to help register pupils and their families. Schools also encouraged parents to get children's eyes tested. Information sessions were also held with parents to familiarise them with the UK education system. Therefore, a secondary school in London holds tailored meetings for parents who are not familiar with the UK school system to explain how students are assessed, the criteria used to measure performance and the school's expectations. Similarly a secondary school in the south of England organises workshops for parents of pupils in Year 11 on the UK education system. These sessions cover transitions from compulsory education, including college provision locally and the application process. To cater for parents without English language skills, the school runs workshops in 4 languages: Arabic, Hungarian, Bengali and Mandarin. Other languages are included where a need is identified.

It was common for schools to open their doors to involve parents in learning activities. These sometimes involved collaboration with local voluntary organisations with an interest in integration and reducing social isolation of migrant communities. A primary school in the Midlands set up a 'chatter group' where parents are invited to the school for coffee. A similar initiative was set up by primary school in the East of England to engage Roma parents as group which can be hard to reach. These and other case study schools reported that regular social events and classes for parents can help to create and strengthen local support networks for parents. Schools also opened their doors to community organisations for activities including

celebrations or Saturday Schools. This strategy was seen as helping to bring communities and the school closer together. One respondent remarked that it helps parents to 'see the school from a different perspective'. To tackle low attendance among some groups, some schools impressed on parents the importance of attending school every day. A primary school in the North of England created a series of related strategies to increase pupil attendance. As explained by a teacher:

'We've had to do lots of initiatives, and we have to give prizes out to make them come to school. We have attendance money that we give out, we have an attendance table, every Friday. The class that got a hundred per cent they get twenty pounds of school money, and we have first, second, third, and then we have any class that gets over our target of ninety six point five. And each term we do a raffle of who's had a hundred per cent attendance and you can get raffle tickets and you can pull prizes out, and we do things like board games. We do family vouchers, to go to Bowling, as a family, as a reward, because we're very conscious that it's family that need to get you here. We've given bikes away, we've given scooters away, we've given tablets away, we've given Play Stations away, we have to commit money to it, so the children buy into the fact that I could be part of that reward.'

Gaining families and pupils' trust through adopting an encouraging, rather than punitive approach was found to be successful in improving attendance.

4.2.5 Specific projects involving parents

Activity aimed at integrating migrant pupils included projects with the active involvement of parents. A primary school in the South West has been delivering a drama and music initiative for EAL pupils called 'The Magic Shoes' and 'The Magic Hat, 'a new project with similar objectives. The project involves pupils rehearsing and performing a musical theatre production on the theme of overcoming challenges. Sessions are held over a ten week period after school (see Chapter 5).

Parents are invited to attend and to assist with making props and costumes. These sessions give parents the opportunity to engage with other adults as well as become more involved in school life. Parents interviewed said they valued the opportunity to meet with other parents and create new friendships. They also felt their children had benefited from the experience, including through increased confidence. One parent explained:

'The invitation was for all parents and I know how hard it is to put up a play and organise everything because I have done something like that in Brazil already. I like to work with costumes scenarios and back stage... It was also an opportunity to try to speak more English with all the people and learn some new words like 'foam'. It was one of the materials that we used. So I came and also my kids like it a lot.'

Teachers recognized that homework could often be challenging for migrant pupils where they are not able to provide support. Some schools focused on establishing and maintaining a supportive home learning environment, teaching parents how to read books to their children and showing them how identify and celebrate where they are making progress. One primary school in the North West of England invites parents to morning reading sessions where teachers provide guided support on how to help, support and encourage children's reading at home. As a respondent from the school explained:

'[it was] just so parents could see how I teach children how to read but I make it explicit that they can do it in any language they speak at home' (Primary School, North West of England).

The sessions included specific activities for which teaching staff provided explanatory leaflets which parents could take home.

Two primary schools, located in the Midlands and the North respectively organise visits to the local area to familiarise families with transport and amenities, including libraries and shops. Schools also organise international days or evenings. A primary school in the East of England organised events where parents are invited to talk about their home country, food or faith. A secondary school in London organises annual international evenings where pupils and parents bring traditional dishes to share. Other activities were organised by schools with the purpose of engaging parents while giving them practical information or to encourage their learning. These include craft and cookery sessions where pupils work with parents. These activities, in a similar way to the language courses described above, also provide an occasion for parents to socialise with others who speak their home language. The Headteacher of a primary school in the Midlands explained that these activities work particularly well with parents who are hard-to-reach, boosting their language skills and impacting on pupils' progress:

'...we realised that our Slovak families were ones that were very difficult to engage, so we did some Creative Workshops and got them in one afternoon a week to work with their children, and we started off with three or four and then we literally had a room full by the end of it, because once they came in and said "Do you know what it's okay", they brought everybody else in and that was really good' (Primary School, Midlands).

The sessions had initially included an interpreter but this was found to reduce communication between the parents and children. The sessions developed from creative workshops to include a wider range of activities, including Maths, Phonics and reading. As the headteacher of the school explained how the reading workshops had achieved an impact on pupils' learning as well as parental engagement:

'When they come to a Workshop they get to take the book home and a pack of activities that they can go away and do with their children at home as well, and that's really had an impact on some of the children's learning and the engagement of the parents, wanting to know what the children are doing more, rather than them just going into school, shutting the door and that being it really.'

4.3 Teachers' competences and strategies

Schools spoke of the importance of training, mentoring and additional preparation for teachers working with children from migrant communities and particularly new migrants. Often teachers were reported to have developed strategies 'on the job' rather than through training courses. Some respondents talked about the need to draw on a wide range of resources to assist the learning of migrant children. This included use of images to support text.

Schools organise their own Continuing Professional Development (CPD) for teachers, but can also belong to a network of schools in the same area which pools resources and allows teachers to share practice from which they learn and gain new insight. One primary school in the East of England for example delivers its own CPD on migrant pupils which is closely tailored to the specific needs of its intake and teachers. This training included the issue of high pupil mobility (churn) as well as the specific needs of its migrant pupils. Another primary school, in the Midlands developed CPD training on the needs of Roma pupils and their families, having realized the school was receiving a new intake of pupils with which they had little experience.

A secondary school in the South East organises annual training for teachers on how to support EAL pupils. These are, supplemented with one-to-one sessions to support teachers to find resources to use with migrant pupils in their lessons. The school also organises a 'Student Market Place' to enable teachers to plan provision according to pupils' specific needs. The process involves a focus on each pupil and a comparison of strategies and available resources. This approach has been put in place for SEN pupils as well as for EAL and pupils who are new to English, since it has been found that their needs can overlap.

4.4 Funding

Providing support for migrant pupils can involve schools in additional costs and expenditure. Budget constraints were reported as impacting on extent and scope of work which schools could do to help the integration of migrant pupils. Most of our case study schools highlighted the need for more resources, this included for specific activities, for example, teacher training on EAL and to recruit more TAs from migrant or ethnic minority backgrounds. Some schools employ teachers or TAs with expertise in EAL, however others do not. Some schools said they had done so in the past but no longer had the funding to do so. Consequently, staff were delivering EAL teaching without training or expertise. Schools had also been able to provide additional tuition to EAL pupils but could no longer offer this because of funding cuts.

A number of schools described the impact of cuts in EAL support funding. A primary school in the North of England had to restructure its specialist provision which was originally structured over three phases to two.

At a secondary school for children with special needs, the headteacher spoke about how lack of funding for EAL is the school's main challenge in being able to support new arrivals.

'At the moment, the main challenges are, very much to do with funding and finances. For example, one of our Romanian pupils, spoke no English when he came. So we then have to have interpreters and that has to be paid for but there's no money to pay for it, so we end up doing ESOL classes ourselves. But it's all done in house, rather than it being a full package, which will be funded. It's a shame sometimes' (Secondary School, North of England).

A number of respondents talked of what they would do with additional funding for migrant pupils, and this frequently involved better resourced EAL. For example, a secondary school in London believed that two or three additional EAL teachers would provide better support to newly arrived children through initial induction and subsequent one-to-one support.

The respondent of a secondary school in the East of England said that, if it were to receive the equivalent of the Pupil Premium for EAL children, it would be able to afford to train staff to teach EAL and to provide small group teaching to supplement classroom learning.

Besides human resources, some schools would like more technology to assist EAL pupils in class; For example, a secondary school in the South of England found it useful for pupils to access devices to translate during lessons. It would like to be able to provide chrome books rather than asking pupils to use their mobile phones, as currently.

In some cases schools reported that their funding levels would be higher if parents claimed benefits for which they are entitled, thereby releasing Pupil Premium funding. Schools identified a range of reasons behind the reluctance of some migrant families to register for benefits. While in some cases newly arrived migrants lack the necessary information or do not comply with some criteria (e.g. length of stay in the country, bank account) in other cases it is believed to arise from the stigma around claiming welfare

support. The headteacher of one secondary school in the East of England believed that poorer migrant parents did not want the school to know they have a low income:

'I think some people assume we're a posh school and therefore for some of the poorer families here they might still feel a level of perhaps embarrassment thinking well if I apply for pupil premium people will get to know that and of course they don't but I think there are some barriers like that that exist' (Secondary school, East of England).

It was also thought that some migrants fear the consequences of making a mistake by claiming benefits to which they are not entitled.

Key points

- Schools record information about their migrant, and non-migrant pupils, including ethnicity and whether they are EAL. They find this useful for their own purposes, but experience reluctance among some parents to record ethnicity. This applies particularly to groups which frequently experience discrimination, for example Roma. Some case study schools worked closely with parents to encourage them to provide such information, explaining its importance in identifying support needs.
- Schools are able to claim Pupil Premium for pupils eligible for free school meals, and who are in receipt of various benefits. This is a valuable source of funding which schools can use to support migrant pupils EAL needs. However, migrant families have been found to be less likely to be eligible, because they do not claim or are in work. Some schools therefore encourage eligible parents to claim so that the school can access Pupil Premium.
- Schools have adopted a range of strategies to engage migrant parents. Some schools have parent ambassadors to improve communication between the school and particular communities. It is usual for schools to use translators and interpreters to facilitate communication. Many have Teaching Assistants or other support staff who can translate and interpret as well as acting as resource for cultural information and understanding. Having teachers and support staff who can speak pupils' mother tongue was also found to help pupils to retain use of their language outside the home, including through taking GCSE in their mother tongue.
- Schools aimed to help migrant parents engage with their children's learning and progression in a number of ways, including through workshops on helping with reading. Activities to engage parents included encouraging attendance at assemblies and other events, 'stay and play' sessions and sitting in on lessons. Some schools offered language classes tailored to deliver information, for example on health screening or on school policy, for example on attendance. Schools also held sessions on the UK school system and post 16 options in a range of languages.
- Schools also held coffee mornings and social events, such as international evenings. A number of schools held creative workshops for parents and pupils for activities such as cookery or crafts, with the aim of engaging parents in school life through mixing with other migrant parents. Schools also opened their doors to community organisations for activities such as celebrations or Saturday schools, which had the effect of bringing schools and local communities together.
- Schools spoke of the importance of training, mentoring and additional preparation for teachers working with migrant pupils. Often teachers were reported to have developed strategies 'on the job' rather than through training courses. However, schools organised whole school training on teaching and learning of migrant pupils.

- Financial constraints were reported to place limits on the support schools could give migrant pupils. This included being able to hire specialist EAL teachers or support staff. Besides needing more staffing resources, schools also identified a need for equipment such as chrome books for pupils to use in lessons.

5 NEW RESEARCH FINDINGS: WELCOMING AND SETTLING MIGRANT PUPILS

In this chapter we focus on the strategies used by school to welcome and settle migrant pupils within the school. We examine the strategies used to overcome language barriers in the classroom context, looking at examples of the use of classroom immersion approaches and the use of more tailored provision. We also look at extra curricula initiatives and projects which schools are using to support integration goals. This includes specific projects delivered by case study schools.

5.1. Processes for welcoming and settling new migrant pupils

The process of settling new pupils involves different phases: an introduction to the school and its expectations, tour of the school, introduction to key people including teachers, Teaching Assistants (TA), pupils, buddies and mentors and assessment of pupils' existing level of education and their support needs.

Schools consider it important to know about the educational background and home circumstances of migrant pupils. This is particularly the case for secondary school pupils when there are often decisions to be made about allocation to classes, subjects and sets. Schools therefore collect formal and informal information which they use to facilitate the process of settling pupils and to monitor progress. Much of this information is collected in an initial face to face meeting between parents and the head teacher, along with support staff such as an EAL coordinator. Meetings are attended by bilingual teachers or translators when parents do not speak. At these sessions parents are given information about all aspects of the school. They are also given written content to take home to explain aspects such as uniform, school start and finish times, lunch arrangements and other essential information. Schools also sometimes involved parents from the same background to meet new arrivals, and found this was welcomed by parents who found it reassuring, as a representative of a school in the East of England explained:

'Our Bengali parents walk through and they can talk to them in their own language, it's a lot less scary process putting your child in the school than it would normally be.'

Our case study schools took these initial meetings with parents seriously, seeing them as an opportunity to convey the inclusive ethos of their school and to build positive relationships. Some schools receive new pupils on a weekly basis and frequently organise meetings for newly arrived families in groups. Other schools are less used to new arrivals and carry out these meetings on a one to one basis. In both cases meetings represent an opportunity to inform parents about the school, the school system and expectations and to ask relevant information to understand prospective pupils' needs. This could include information about the family's migratory history and cultural background. Collective or one to one meetings allow schools to identify particular needs of pupils and families. Schools also saw them as an opportunity to provide families with information and advice on matters such as access to health or welfare services, and sometimes to signpost to organisations which support migrants and refugees. Parents are asked information that allows the school to better understand the pupil background. Some of our case study schools created quite detailed portraits of new pupils, which include their family background, interests and favourite foods. These profiles provide guidance to teachers on how to help pupils settle into school life and into lessons. This is used especially in the early days and weeks at school when some pupils may have insufficient English to take part in lessons and require considerable support from class teachers and others. Case study schools saw showing an interest in a pupil's background and home language as a good strategy for making migrants feel valued and to settle into their new environment. A teacher at a secondary school in the East of England explained:

'I sent out to all the teachers some basic Arabic I just found, it was a really simple. I sent it out to the teachers and I just said if you wanted to try and learn basic phrases just to welcome the new student that'd be really nice. So actually quite a few people took it on (...) I just said you know, it doesn't matter even if you pronounce it horribly just making that effort because if you can imagine this student's coming to us with no English it's going to be terrifying and I know it was really appreciated'.

Schools also tried to ensure that the diversity of cultures was reflected in displays, equipment, toys (including dolls) and books. Case study schools talked of how they had tried to ensure that areas of the school such as dress up corners appealed to migrant pupils and that libraries stocked books in their mother tongue. One school explained how:

'We have in each class a 'This Is Us' with photographs of where they've all come from and a little sentence in their own language'.

This acknowledgement of diverse backgrounds and languages spoken by migrant pupils was also seen to benefit non-migrant pupils. A secondary school in London, for example, explained how they use Year 11 spoken language assessment as an opportunity for pupils to talk about their background, encouraging confidence among migrant pupils and understanding and empathy among their classmates.

'We had one boy this year who is from Eritrea and he came as an unaccompanied minor and his class were really encouraging him to tell his story and once they heard, once the group heard him give his speech they gave him a standing ovation'

Schools report that newly arrived migrant pupils require time to adapt to the new school environment and to adjust to different routines and approaches to study. This is particularly the case for pupils who have not previously been to school but also applies to those who come from countries where school life is very different. Schools adopt different strategies to facilitate this transition, which can be a difficult process for some pupils. Some schools operate a phased introduction in which pupils attend school part-time, to a full timetable in four to six weeks. This is considered to be most necessary in the case of pupils who have never been to school before arriving in the UK and was reported to be most commonly found among Eastern European pupils, refugees or children with special needs, many of whom were reported to have been excluded from education in their country of origin. Such pupils were seen to require a particularly gradual introduction to school life. As the headteacher of a special needs school explained:

'If they've not been to school before, even if they have, we would start with what we call a transition timetable. So they might come for an hour in the mornings, with a one to one TA, and then we will build it up over the time. So we'll do mornings, then go over a lunchtime, then we'll see how they cope with that, because if they've not been to school before, they're not used to the boundaries, the rules and so on. And then, so we build them up over time'. (Secondary School, North of England)

Language acquisition is seen by schools as playing an important role in the process of adjustment to school life. This was said to be particularly evident in the case of pupils who have spent a number of years in schools in different countries and who have struggled to learn in languages which are not their mother tongue. The experience of mobility may also have affected progress in their own language. A respondent in a Midlands primary school explained in relation to some Roma pupils:

'I have lots of kids they are born in Italy, they study in Spain and they came here at nine years old or something like that so they really struggle to talk, even in Romani, they have lots of problems with Romanian kids to talk with them, because they don't know how to talk in Romanian very

well’.

The case study schools all carried out a detailed assessment process for each new pupil. This includes English language and maths. They then created a tailored package for learning and support. A primary school in the East of England, for example, has developed an induction policy for EAL pupils which enables teachers to put in place an individual learning programme. The induction includes a rapid assessment of language and maths and they repeat it after 6-8 weeks to see progress and evaluate additional needs. Awareness of language vs other learning needs, combined with assessment over a period of time, enables teachers to distinguish between English language development needs and any needs for special educational support. This can be a long and slow process, as a respondent in the school quoted above explained:

‘Unless it’s explicit and it’s a physical concern, there could be a year before we even say that child might be SEND, because you have to give them the opportunity to settle in, you have to give them the opportunity to start learning English and then see if their rate of progress and their learning is similar to their peers. There’s a benchmark, they might learn slowly but they might still be learning.’

Equally, schools were aware of the dangers of under-estimating the intelligence of migrant pupils who have English language needs and that ability needs to be assessed with reference to pupils’ mother tongue:

‘What we find is some of our Polish, Czech families that come in, and some of our Indian families that come in, they are bright children, because they have the understanding in their own language: just because they don’t know English, doesn’t mean to say they’re not academically bright. So we’re very aware of that as well’.

All of our case study schools stressed the importance for EAL pupils to use and keep learning their home language. This was for a range of reasons which included the greater ease at which learning difficulties might be identified. Even so, some schools reported that it is often difficult to identify special needs in newly arrived children yet earlier diagnosis allowed for timely and tailored interventions.

5.2. Allocation of pupils to year groups

As we have explained earlier, schools reported that pupils arrive with varying levels of English but also more widely in levels of education. Younger migrants were sometimes found not to be used to the classroom environment because of different practices in their countries of origin or gaps in their schooling. To address the challenge posed by the different school readiness of newly arrived pupils, schools adopted different strategies. The usual practice is to allocate new arrivals to their chronological age year group. However, we found some secondary schools placed children outside of their age group where, as a result of an assessment, their attainment level was different to that which the UK education system expects for their age. This always involved a pupil being placed in the year group below their age, rather than above. It is not a decision which is taken lightly since teachers are aware of the potential social disadvantages for children, as well as potential negative impact on their progression. However, where used it was aimed at ensuring that a pupil is able to progress, while feeling socially and emotionally comfortable. A member of the staff responsible for admissions of a secondary school in the East of England explained the reasons for placing a refugee child from Guinea-Bissau in year 7 rather than with pupils of his own age in year 9:

‘We’ve kept him down to improve his life chances because he was a child who came with virtually no English and to suddenly put them into year nine is, it’s not going to work, you’re setting them up to fail and that really isn’t fair. So we do, well we do make adjustments for that.’

This practice was also used where pupils were not seen as ready to sit GCSEs. As a secondary school in the North East explained, in relation to a refugee pupil from Iran:

‘He was really Year 11 age, that would have meant he’d have to do his GCSEs in one year. That would be difficult enough for an English speaker, never mind somebody who has had all that trauma and then come to the UK, so we put him back in year 10.’

This practice might be considered controversial, since it might be expected that schools should aim to put support in place to ensure that migrant pupils can catch up. The practice may also impact negatively on migrant pupils’ ability to mix socially with their classmates and make friends, which is crucial to their wellbeing and integration. For these reasons, schools did not make such decisions lightly but where they felt it was in the pupil’s best interest. While we do not know whether the practice is effective in supporting migrant pupils, some support for the practice was voiced by pupils from two different secondary schools referred to above:

‘I am meant to be in year nine, but just because of my English they put me back a year. I think that’s a really good one. Like if I’m year nine now, next year I’m going to have to be doing GCSE. It’s really tough, you know what I mean, like because I don’t know enough English. So it is going to be quite tough for me. But they put me back a year, so it’s kind of helped a little bit, so I’ve got two years to learn English, and then I go to do GCSE. That’s a big help’.

‘This was a good decision because my English wasn’t very good so I improved my English last year and in this year I’m trying to improve my English again and I improved more and learn this subject more than last year.’

It may therefore be that pupils benefit from being allocated to a lower year group where they would otherwise fail to achieve their potential.

5.3. Immersion Strategy vs Separate or Accelerated Curriculum

As we noted in Chapter 4, our case study schools used a range of different practices for the teaching and learning of English. These included separate language tuition classes delivered by specialist teachers for newly arrived children and classroom ‘immersion’ backed up with additional one to one help from an EAL teacher or teaching assistant. These different approaches were seen to have their own advantages and disadvantages in relation to learning English but they also have important implications for integration which are not necessarily clear-cut. Total immersion in the classroom can assist integration with other pupils through day to day contact; while separate teaching can help migrant pupils to acquire language skills more quickly and therefore gain the confidence to mix socially and to participate in lessons and other activity.

Schools’ practices were found to depend on a number of factors. These include the availability of resources to support pupils, the level of English of migrant pupils and experience of schooling, the number of pupils and their proportion in the school or year group. Practices also varied between primary school and secondary school: at primary level it is more feasible to move pupils in and out of the classroom and therefore vary the approach; while at secondary school, withdrawal from classes has implications for the extent to which pupils can make progress in specific subjects. English language proficiency is clearly more important in some subject than others.

As a result of these factors, in some of the case study schools, separate English language tuition is considered the best approach for migrant pupils to learn English and therefore progress in other subjects, while other schools adopted an approach of ‘immersing’ migrant children directly into mainstream

classroom provision. Many schools adopted an approach somewhere in-between, with pupils taken out for help with English but taking part in most lessons. It is important to note that schools' practices were not determined simply by what they believed worked best for pupils, but by budget constraints. Therefore a number of respondents said they felt their current arrangements were not ideal, that they were better in the past when EAL attracted specific funding, and that they generally felt that EAL pupils need more one to one support in and outside the classroom.

5.3.1 Separate provision

Some case study schools put in place separate provision for migrant pupils, either in groups or through one to one tuition. One primary school in the North of England, with 75% of EAL pupils delivered a separate 'New to English' provision since 2012. The provision is designed for pupils from year 2 and is organised in three phases, and classrooms, depending on pupils' needs. New arrivals are first tested for English, generally with the help of a translator, and assigned accordingly to a new arrivals class. The first phase is for children who are 'brand new to English' and includes teaching and learning of basic skills for developing early speaking, reading and writing. Phase 2 further supports pupils in learning more complex grammar structures. Phase 3 is the last phase before children move to into mainstream lessons. Pupils stay in the separate provision during the morning. During the afternoon pupils join their year groups learning with the other children with teachers providing appropriate differentiation.

The length of time pupils spend in this separate provision varies according to progress they make. Lessons include a strong element of learning through guided play. The programme has been found to enable children to make rapid progress so that they can gain more benefit from mainstream teaching than might otherwise have been possible.

Another primary school, in the North East, has created a hub for newly migrants where an EAL teacher and two Teaching Assistants deliver a play-based curriculum during the morning. Pupils attend mainstream classes in the afternoon. The emphasis of the work of the EAL hub is on developing language through play, and in particular developing deeper understanding through extending vocabulary. The school has found play based learning to be particularly effective in vocabulary development. The decision to introduce this tailored provision was made three years ago through realisation that there can be a disconnection between migrant pupils' apparent proficiency and in-depth understanding, which can impede their progress. A representative of the school explained that:

'What we found is because of a large number of EAL we can teach children to speak English very, very quickly and we can teach them to read, but they were barking at print really and we needed to dig deeper into the vocab... It wasn't just learning the phonics because there's too many gaps and by the time the children get to year six yes they might be able to speak English and read very basic, but there's far too many gaps'.

A similar strategy of removing migrant pupils for separate provision for part of the day was adopted by a secondary school in the East of England. The school had found its original, immersion, approach was not as effective as they would like. It therefore developed an accelerated curriculum for new migrant pupils and for others with lower levels of English language or literacy. Provision consists of six small classes where pupils learn for half of their time, joining the mainstream classroom for Art, Design Technology, Performing Arts, P.E., Maths and Science. English support is delivered by qualified ESOL teachers. A senior leader of the school reported that new migrants with low level of English were the focus of the intervention, rather than those with a degree of proficiency who can cope with immersion.

The school has found pupils respond well to the provision, with improved levels of engagement and behaviour in lessons, as well as faster progress in English. The accelerated curriculum has been found by the school to help meet the social and emotional needs of newly arrived migrants. A representative of the school explained:

‘We want to cater not just for the academic needs of newly arrived migrants or students with lower levels of English, but we also want to provide for those social and emotional needs, and part of that is to do with integration and feeling. We’re doing quite a lot of investigation with students on how their sense of belonging changes over time. What we’re trying to do is make them feel that they belong, because we want to help them to feel more at home again I guess.’

One reason why separate provision was sometimes seen as useful by schools was high mobility of pupils during the school year. This was found to be a challenge for classroom teachers as well as for pupils with disrupted schooling. A senior leader of a secondary school in the East of England explained:

‘Our teachers are constantly having a new group in front of them and if we look at some of our Accelerated groups, the group has nearly completely changed, during the year, because of that constant stream of arrivals. Having the Accelerated Curriculum helps us to deal with that.’

Separate provision can be a way of bringing pupils more quickly up to the level at which they can benefit from mainstream teaching. In the case of a primary school in the North of England the high proportion of new arrivals with little schooling was one of the main reasons for separate provision:

‘It’s because of the amount of numbers and new arrivals we were getting and most of ours were coming from Slovak or Czech and coming from a Roma background, so they had no schooling previously.’

The provision allows schools to deliver a tailored curriculum for new arrivals to meet their wider needs to develop understanding of the school and wider community. A teacher at a primary school in the North of England talked about this benefit of separate provision:

‘For us it’s not just to get them up to age related as quickly as possible, it’s about they can feel that this is their society, this is their country. We did a topic this year which was really good. All about belonging to Bradford, and it was really, really effective on the children, so next year we’re putting Bradford into all our topics, and we’re making it a big thing, that this is your city and what you can get out of it. So we’re trying to get them to see that Bradford has a lot to offer them, and reasons to stay here.’

Some schools opted for a flexible approach, depending on the needs of newly arrived students. Therefore, they might choose immersion for some pupils and separate provision for others. One primary school had decided to offer separate provision for some Roma children who it was felt did not have sufficient spoken and written English to take part in mainstream lessons. While it would seem to be poor practice to separate out any group of children according to ethnicity, especially Roma who experienced high levels of discrimination, the approach was seen as justified by the need to ensure that their needs are met. The school had found that Roma pupils did not mix with non-Roma pupils at break times, indicating that the practice had not assisted their integration.

5.3.2 Immersion and mixed approaches

Overall, schools do not consider separate provision to be ideal, since they believe it hinders the integration of migrant pupils with others and can restrict their learning to language-based tuition. For these reasons,

where separate provision was used, it was usually for a short period. It was also often interspersed with integrated classroom learning.

Immersion was reported to work well in many schools with relatively high proportions of migrant pupils. It is standard practice for teachers to differentiate work, especially in primary school. Therefore, groups of migrant pupils could be catered for within lessons, although this might be more challenging where migrant pupils have very different levels of spoken and written English.

A primary school in the Midlands provides some basic teaching to migrant pupils during their first two weeks at the school but places them in mainstream classrooms from the first day. The school has a small number of additional staff to support pupils with EAL needs in the classroom. These staff also support EAL pupils in years 2 to 6 in small groups within the classroom. The headteacher of the school explained that it bases this practice on evidence about what is best for EAL pupils:

‘When we first started researching five years ago, inclusive practice is what escalates their progress, not removing them in isolation and teaching them on a one to one, because when they’re in the classroom, they’re learning off the teacher, they’re learning off the other children, they’re learning off just by looking at what’s happening in the classroom. If you isolate them and put them altogether, they’re only ever going to learn what that teacher tells them and what the level of the group is.’

Another primary school in the Midlands follows a similar strategy, integrating new migrants into mixed ability classes from their first day of school. The school has found the approach is most effective in helping migrant pupils to progress. As a teacher at the school explained:

‘[EAL pupils] need to be able to hear the really good examples and they need to have the same experiences as everybody else and that has had a massive impact, because our EAL pupils, make enormous progress. I mean we won an award last year, because we were seventeenth in the country for progress of our EAL pupils. So it has had a massive impact really, and they do make really good progress, but we do, we literally, we like to expose them to everything’.

A teacher of a secondary school in the North East of England explained that where classes have only a few newly arrived students, an immersion strategy is supported by a tailored package aiming at helping them to learn:

‘I put together a folder of English learning materials, simple activities, which she [the student] can do independently. So she’s in class, she’s still listening to the classroom language, but if she cannot access the curriculum in the main lesson, she’s got this folder of work to be getting on with.’

The opportunity for migrant pupils to observe how other pupils use spoken and written English was also a reason given for immersion by other schools. Migrant pupils were seen to benefit from seeing other migrants use English in class as well as native speakers, if not more so since such pupils could be observed to make mistakes and to improve.

Many schools used a mixture of immersion and additional, bespoke, support. In a primary school in the North West with a highly transient migrant intake, immersion was felt to be more effective in integrating pupils. Pupils’ needs are met by teachers within the class, along with extra support from the EAL lead teacher, Learning Support or Teaching Assistants (TAs). The school was also able to sometimes provide support in a pupil’s home language through bilingual TAs as well as bilingual material. As a teacher of a primary school in the Midlands explained:

‘We give the support in terms of resources, there's a wealth of resources now on the internet; if they want to find out the Romanian words for something, including the topic, they would have those words as well. They would include them.’

The school also used sign language or Makaton⁸, as did other case study schools. Makaton was used to support the development of pupils’ spoken English through the use of gestures and non-verbal communication. It was found particularly beneficial when used as a class practice, rather than a single intervention. As a teacher of the school explained:

‘We have children at the beginning stages of learning English. They can’t yet verbalise or they might be EAL but with a speech and language problem. What we found is that using the Makaton, so say they’re teaching them a story and the child can’t yet verbalise completely but what they can do is meet the learning objective through sign, and so for that child they are then experiencing success which then means that they might try and verbalise a bit more and then they become, because of the over learning with the signs they are then feeling more confident that I know that word now. I might start to use that. That has been really useful.’

Schools that followed an immersion approach sometimes made use of technology to assist pupils. In two secondary schools this included laptops pupils can use at home to practice language or at school with vocabulary or specific language apps. A secondary school in the South of England wanted to supply migrant children with chrome books to help them to translate content during lessons. However, since there was no budget for such equipment, teachers allowed pupils to use mobile phones for such purposes.

Most schools varied provision according to assessed individual needs. Two secondary schools with small numbers of new migrants provided individualised or group-based learning support to newly arrived students. A secondary school in London offered extra homework and extra tuition with Teaching Assistants after school. It also provided an individual timetable of subject-specific support to year 11 pupils approaching their GCSE exams.

Reflecting on specific interventions for newly arrived students the teacher of a secondary school in the south of England explained how tailored the support need to be and how it depends of the year group they are placed:

‘Depends on what year group have they gone into, what is their level of English, so if you’ve got, for example, a key stage four student’s coming with little English I would probably see them a few times a week and will either, yeah we’ll concentrate on whatever it is they need to do and that’ll be a mixture of a couple of small groups and at least one one-to-one where we can look at things, but there’s so much there, particularly in year eleven it’s like you’ve got to do college applications, you’ve got, there’s a lot of far reaching actually beyond just what the learning in the classroom is which is obviously really important, but there’s a whole load of other things to consider.’

Therefore, whether migrant pupils with EAL are taught partly separately or completely integrated, schools agree that it is essential that teaching and learning is individually tailored to meet needs and that social as well as educational factors are considered.

⁸ For further information about Makaton see <https://www.makaton.org/aboutMakaton/>

5.4. Mentoring schemes and peer support

Five of our case study schools provide additional support to migrant pupils through mentoring schemes. The aim of these programmes is to improve pupils' confidence and well-being, as well as to assist their learning. Schemes vary between schools so that in some cases mentors are teachers or other school staff, and in other cases fellow pupils. The role of mentors also varies with some offering migrant pupils the opportunity to improve their language skills and advice on resources to improve spoken and written English. Some schools provide support through mentors from the same cultural background, a practice which is seen to have the additional benefit of providing a new pupil with a role model. At the special school case study, for example, an Arabic speaking teaching assistant, who is part of the school's Wellbeing team, acts as a mentor to Syrian refugees. This enables pupils to express any concerns they have in their mother tongue which they might struggle to do in English.

A different approach was applied by a secondary school in London which offers counselling sessions as well as mentoring within sports provision. The school has two coaches, for table tennis and for basketball each working three days a week with students suffering from anxiety or lacking confidence. Although it is for all students, new arrivals are particularly encouraged to attend. This provision is reported to be very well received. The interviewee explained how it made support more accessible to migrant pupils:

'They'll be playing sports, but also having a very, really relaxed discussion about how's school going, how's home going, what are you doing in terms of your homework, what are these strategies and those strategies, so approaching counselling from slightly different, a slightly different way which has been really, really well received... It's a really nice idea, yeah and I mean it's not for all students, but it would be for a lot of students who maybe, if you had them sitting with a counsellor they would feel a bit too much pressure.'

The use of peer support has been reported as a strategy to facilitate the integration process of new arrivals either inside or outside the classroom. It has been used for many years in schools for any new starters, but our case study schools found it especially valuable to help ensure integration of migrant pupils. Schools reported that peer support is particularly useful during the first days and weeks of school. At that point, migrant pupils with EAL needs are seen to benefit most from having contact with someone who speaks their mother tongue. Most schools have a 'Buddies Scheme' in place where, if possible, pupils are buddied on the basis of their home language. The role of the buddy is to befriend the new pupil in the first weeks of school, helping them to navigate their way round, to meet other pupils and generally to settle into school life. While buddy schemes are often associated with primary schools, they were also used in our case study secondary schools. A secondary school in the East of England, for example, has a reading Buddy programme delivered by year Sixth Form students. Their support is targeted at new arrivals being taught through an accelerated curriculum which are encouraged to develop their own coaching and skills with younger students. Students support the teacher in the provision, working with newly arrived students on pronunciation and phonetics.

Schools train pupils for buddying roles, which includes how to support new arrivals with limited or no English. Training therefore can include how to support new arrivals with picture cards and visual materials. This means that pupils do not necessarily need to share a language with their migrant buddy. As a teacher at a primary school in the North West explained that 'We just pick two children that either are EAL or are really good role models'. The school had found that buddies, including non-migrant pupils had benefited from the additional responsibility which comes with the role.

Some case study schools had set up 'Young interpreter' or 'Language Ambassadors' programmes to support new pupils with little or no spoken English. As well as benefiting migrants, the programme was also seen as enabling English speaking pupils to appreciate the challenges and skills needed by EAL students. Schools tend to recruit a range of pupils to the scheme. A secondary school in the South East runs Young Interpreter courses for pupils who are either bilingual in English or who are British with an interest in languages. Courses run for four weeks and include information about careers involving language skills. On completing the course, pupils receive a certificate confirming their role and responsibilities and a badge to identify them to other pupils. A primary school in the Midlands runs a similar 'Language Ambassadors' programme, which also recruits both EAL and British pupils. The school uses pupil ambassadors to translate materials for parents attending the school for parents' evenings and other events. The headteacher explained the benefits of the programme to the ambassadors themselves:

'It gives [migrant ambassadors] a boost. They might have been in the country three or four years, but actually it improves their English skills as well, because they're explaining things to the other children'.

Non-migrant ambassadors and their families were also reported to benefit from being involved in the programme:

'Some of our White British parents can't read and write, so they're, actually having a British child reading the questions, it's just as important as having a Kurdish child or a Pakistani child or whatever, because as I say, a lot of our White British families, their parents, their actual education is really poor, and actually they're probably the ones that aren't likely to say "Can you read this to me?", because it's a stigma attached to it, rather than it being a second language issue.'

Ambassador schemes were therefore found to have a wider benefit to British and migrant pupils and to families from host as well as migrant communities.

Three case study schools use dogs providing support children experiencing stress and anxiety in adapting to their new school surroundings. A primary school in the East of England, for example, found dogs particularly effective in helping EAL pupils to practice phonics and vocabulary. The headteacher explained:

'We've got a little boy in here who won't participate at all in school but if the dogs are here he'll be fine... the dog will sit with a child with his head on their lap and they just read and quite often our EAL children are reluctant to read because they don't want to get it wrong. So actually to start with we gave them picture books and then try and tell a story, the dog doesn't care if the story's in English, the dog doesn't care if it's wrong but we stand in the background so we look like we're busy doing some work, they're sitting there talking to the dog, they have a go at reading the story, they have a go at saying the words in English but there's no one there to correct them so if they make a mistake it doesn't matter, it's just to build their confidence up and then we step in'.

Clearly, contact with dogs may not be acceptable to some cultures, in particular Islam, and some pupils may be allergic or be afraid of dogs. However, the practice is an example of how schools have been inventive in considering how to encourage some migrant pupils to reduce the stress of learning English and to help them settle and progress.

5.5. Extra-curricular activities

Extra-curricular activities were seen by most schools as having an important role to play in supporting migrant pupils socially and academically. This is found by research, with several studies reporting how leisure activities and sport in particular facilitate integration (OECD 2018). Case study schools offered a wide range of extra-curricular activities to support the integration of newly arrived pupils both after school or at lunch time.

A secondary school in London reported that migrant pupils have joined the Duke of Edinburgh scheme and Cadets programme and believed these programmes have given migrants the opportunity to make friends and gain confidence. Another secondary school, in the East of England, holds a lunch time club for board and card games which is seen as particularly beneficial for newly arrived migrants since they can make friends in a more relaxed atmosphere than the classroom or playground. The school found that attending the club improved migrant pupils' self-confidence.

To provide additional support to EAL pupils and their families, a primary school in the South West has been delivering 'The Magic Shoes' a drama and music initiative for EAL pupils called and 'The Magic Hat, 'a new project with similar objectives. The project involves pupils rehearsing and performing a musical theatre production on the theme of overcoming challenges. Sessions are held over a ten-week period after school. As discussed in Chapter 4, the project also actively engages parents who might otherwise have little involvement in the life of the school. The programme was developed with the aim of building the confidence of migrant pupils. The playwright and teacher explained:

'They weren't having enough opportunities to take risks. And I really came to see how in order to be successful in speaking a language you have to just keep having a go and there wasn't enough opportunities being provided in the classroom for that'.

'They each stand up and will say one solo line which is a huge thing for them when there's 25 children who are normally silent a lot of the time, to stand up in front of the whole school and to say that'.

Both plays 'The magic shoes' and 'The magic Hat' explore themes of communication, a sense of belongings and friendships which are all particularly relevant to children who have experienced moving to a new country and a new school. It also has specific learning goals:

'I wrote a scheme of work that was broken down over ten weeks that looked at a language focus each week to help them access the language that they would need in order to put the play on and understand the story and say the lines. So it had sort of pronunciation section and there would be a grammar part and we'd focus on those for the first six weeks.

But aside from its aims in relation to learning, it is seen as important for migrant children to have fun in school and to feel more involved in school life. As the project lead explained:

'I think that a massive part of it is they just really enjoy doing it. And it's all learning through singing and being part of a group. A lot of the sessions are about their use of their voice and the importance of them speaking clearly and loudly and slowly I think that that is something that they then take back into class.'

Teachers had reported that pupils who had taken part in the project had improved their speaking skills, but also skills at listening and group work. The playwright would like to extend the project to other schools in the area, subject to funding.

'Moving stories' is another long term project, delivered by a secondary school in the South of England. The aim of this video story telling project is to empower migrant students by giving them the opportunity to tell their story around the theme of 'moving'. As explained by one of the teachers who organised the project:

'I think it's very easy in these large mainstream schools to kind of just be invisible really and I think particularly in a school like [ours] where the numbers are relatively low, it's very easy to not have these things celebrated or acknowledged or talked about. So I wanted to find a way to make that happen.'

The project is led by pupils who create films using still image and audio-recorded personal narratives based on personal experiences. To deliver the project to pupils the school has partnered with student volunteers from the University of Brighton who have brought valuable expertise to the project.

The school has produced almost thirty films and has found the project has improved filmmakers' confidence as well as representing a powerful way to raise awareness among the rest of the students on the difficulties new arrivals may face. The principle of the project is very strongly that pupils tell their own stories and make their own films, facilitated by teachers and other adult helpers. The project is run in a series of workshops over three days, with the first half spent on writing stories and sharing them within the group. As the project lead explained:

'We're just facilitators, the children make up completely their own films. (...) The concept is all around moving to the U.K., but we leave that quite broad, like they can interpret that as they will. It could be their first day at school or the last day in their country or about their granddad, when they went fishing with their granddad or cultural differences. They can interpret that however they want, but around that idea of moving, and they are actually all quite different'.

The school has found that pupils involved in the project, but also those who watch the screenings become more empathetic towards migrant pupils. The films are also seen as a useful resource for teachers and tutors to understand some of the experiences of migrant pupils and how they may continue to affect their attitudes and behaviour. Some of the videos were reported to have a strong emotional impact on pupils who had not been directly involved in the project:

'The other students really have no idea that maybe that child's faced quite a lot of hardship and what it was like to come here and not speak English. One of the students talked about how he was bullied for his accent when he first came, and within the same film, he was talking about how he had to leave his mum and his mum had given him a towel as a present and he still washes his face with the towel every day and it's like his mum is looking after him. Really quite emotive and a lot of those children won't have known that he hadn't had to leave his mum and he hasn't seen his mum and talking about how he was bullied. So the boys were sat in there that did that, but it was really powerful'

The school has created partnerships with the other local schools, showing pupils' films and working together on raising awareness of migrant pupils' experiences and to celebrate diversity.

5.6 Partnerships with community organisations

Existing research suggests that the cooperation between schools and external professional and organisations can play an important role in facilitating the integration of migrant pupils (Cefai et al. 2014; Hunt et al. 2015). Some of our case study schools had developed effective partnerships with community organisations to facilitate the integration of migrant pupils. These included organisations delivering health services as well as language schools and cultural organisations providing complementary educational

services and support. Schools also formed links with organisations offering tailored mentoring support for refugees. They also linked with organisations providing language classes for parents. Schools also had strong links with social services and drew on the support they offered to help families with a range of needs associated with settling in a new country or facing difficult circumstances. A secondary school in the East of England for example decided to offer its facilities to a charity holding a Saturday school for Roma pupils and English language classes for parents. The assistant headteacher believed that this strategy was effective in gaining parents' trust and reducing barriers between the school and the Roma community. The Director of the Gypsy Roma and Traveller Association who was also a school Governor explained:

'Is good because the parents when they come here to drop their children off suddenly they see the school from a different perspective, they don't see the school as an institution you know that they have to, it's like us and then you know suddenly it comes one. So, I think it has a positive effect and also we use the school for celebration of St Nicholas parties, Christmas parties, international Roma days so different things that we do from the school, so that also brings the community in here and suddenly they see the school from a different perspective'.

A primary school in East of England established a close connection with social services located close to the school. Courses and interventions on parenting delivered by social services were designed in partnership with the school, and took account of the needs of new migrant parents.

5.7 The School of Sanctuary award

Many of our case study schools were awarded School of Sanctuary status, a recognition for a school 'that helps its students, staff and wider community understand what it means to be seeking sanctuary and to extend a welcome to everyone as equal, valued members of the school community'⁹. To gain the award schools need to demonstrate that they teach issues affecting refugees and asylum seekers and embed this knowledge across the curriculum. Schools have their own specific motivations for seeking School of Sanctuary status. A secondary school with a predominantly white British intake in the north East of England, for example, decided to prepare for the award because it was aware of misconceptions about migration among pupils and parents. The coordinator of the School of Sanctuary within the school explained some of the background to their decision:

'The children from here will shop, live, get the bus in the areas that these people [migrants and refugees] work. There's high unemployment in the North East and there's a culture of blaming particularly Romanian, Hungarian workers in the unskilled jobs. These attitudes are in danger of filtering into the school and that's one of the reasons why we've done this award, to try and counter, how do you counter a myth that migrants are taking over the jobs in our area. What would you as a child of 12 say to your mum, and to try and teach that in PSHE is one of the things that they try to teach.'

In working towards the School of Sanctuary award, students and staff were made aware of why pupils become refugees and why they need protection. The coordinator of the School of Sanctuary believed that the whole school has been benefitted from the process which resulted, among others, in the appointment of one EAL trained teacher. Support staff, teachers and governors have benefitted from tailored training. The curriculum was adapted to include work on refugees' issues and awareness with Drama, Maths and English teachers developing specific activities. As an example, pupils were given the task of analysing and

⁹ <https://schools.cityofsanctuary.org/>

comparing statistics on refugees in their maths lessons, and then wrote letters to Prime Minister Theresa May about the relatively low number of refugees Britain takes compared to other countries.

5.8. Raising awareness of current and future opportunities

Depending on their own educational experiences parents may have different expectations of schools, transitions to further study and careers. Schools commented that many migrant parents have varying aspirations for their children but also that migrant parents can lack information about academic and vocational routes. Some schools felt that the process of informing parents and children should start young, especially for migrants. Schools work on raising pupils' aspiration, particularly those of newly arrived migrants less familiar with vocational education and training system and more generally the labour market outcomes associated with vocational education. Having TAs and teachers with a migration background is an advantage for schools as encourage pupils strengthening self-esteem and aspirations.

A secondary school in the East of England for example has a high proportion of Roma pupils from Czech, Slovakia, Romania and Bulgaria. The school has actively researched their students' Roma community backgrounds to understand their challenges and a group of teachers visited schools in Poland and Slovakia. The trip has reported to be a useful learning experience, allowing teachers to gain an understanding of the background of some of the Roma students and to reflect on the need of raising aspiration among pupils. A Czech Roma, former police officer and now community activist, has been appointed as school governor and his inside knowledge of Roma culture has been crucial for the development of understanding and support of Roma students within the school, as well as for the promotion of the school to communities. The school is working closely with NGOs and Roma associations with the aim of raising aspirations, gaining parents' trust but also supporting teachers and staff to understand culture.

A strategy adopted by a primary school in Ipswich to raise pupil aspirations supporting their transitions to secondary education, is through the involvement of former pupils. Lunches with former pupils are organised aiming at maintaining close contacts and developing a sense of community. Former pupils are also given opportunities to help in KS1 classes. Information about job opportunities and salaries relating to various qualifications is also given both to parents and pupils with the aim of informing them better about the world of work and to encourage Roma parents to commit to keep their daughters in education rather than allow them to leave at a relatively early stage.

'To try and support the transition to high school what we've tried to do is we hold an event every term where we have, and again this is specific to our Roma community, we've been having them back into the school to try and keep some communication open. So they all come back to us and we do a big lunch and people, teachers and TA's will all come in and say hi just to try and make them feel part of the community still and to know that they've got people who are supporting them and have got their back and we've done work on careers, we've tried to raise aspirations, we've looked at salaries of jobs that they could get and what route they'd need to take in education.'

Therefore, schools felt that information about jobs and careers in the UK could help parents to advise their children about options and encourage them to follow academic routes to achieving their career goals.

Key points

- Pupils' EAL and other learning needs were identified by schools in initial meetings with pupils and parents. Schools put considerable effort into the induction process, seeing it as a chance to welcome

families and to begin a collaborative and constructive relationship. Schools also saw these initial meetings as an opportunity to ensure that parents had wider information about matters such as health or welfare. All case study schools carried out a detailed assessment for each new pupil from which they created a tailored package for learning and support.

- Some pupils require time to adapt to the new school environment, especially if they have not been to school in their country of origin, and some schools offer phased attendance. Schools prefer to allocate pupils to their chronological year group but sometimes place pupils in lower year groups if it is thought they would otherwise struggle.
- Language acquisition was reported as playing a crucial role in the process of adjustment to school life. Therefore schools place a strong emphasis on learning English where migrant children had EAL needs.
- Overall, schools found immersion in classroom life for much of the school day the best approach, enabling pupils to integrate socially and experience the full curriculum. This approach was also seen to enable migrant pupils to see how other pupils, migrant and native, use English in class. However, immersion in itself was not seen as sufficient, with pupils requiring separate English classes and one to one support and tuition. This was given either through removing pupils from lessons or through breakfast or after school clubs.
- Where schools separated migrant pupils from mainstream classes this was usually for short periods and few hours and for pupils with little or no English or who had not been in regular schooling. Some schools felt that some initial separation is beneficial in order to accelerate the acquisition of English, which can also confer confidence to mix and to integrate.
- It is also important to note that schools' practices were not always determined by what they felt was best for pupils but also by budget constraints. Therefore some respondents said they felt their arrangements were not ideal, that they were better in the past when EAL attracted specific funding. Many felt that migrant EAL pupils could benefit from more one to one support in and outside the classroom than the school currently gave.
- A number of our case study schools provide additional support to migrant pupils through mentoring schemes, either involving teachers or some pupils. These are aimed at improving pupils' confidence and ensuring their wellbeing, as well as to help them learn. Some schools can offer mentors with the same home language, which was seen as particularly beneficial where pupils have weak English. Mentoring was also offered within provision such as sports.
- All schools ran forms of peer support, including buddy schemes which were typically in the early weeks of joining the school. This usually pairs pupils of the same age for classroom and whole-school support but in one case study school involved sixth form students supporting younger pupils' reading. Pupils are trained to carry out buddying roles, therefore enhancing their own skills.
- Some case study schools run 'young interpreter' or 'young ambassador' programmes to support new pupils with little or no English or to translate materials where they are bilingual. Again, pupils are trained for the role.
- Schools see extra-curricular activities as important in involving migrant pupils in the wider life of the school and forming new friendships and broader educational and social interests. As well as programmes such as the Duke of Edinburgh award scheme, schools ran their own projects, in areas such as drama, music and arts. Non-migrant pupils were also seen to benefit where pupils performed migration-related plays or talked of their experiences.

- Some case study schools have the status of a School of Sanctuary, an award gained because of their practices in raising awareness on issues about seeking safety. Particularly in the case of less diverse schools, working on this award benefited non-migrants, raising awareness and providing occasions of contact.

6 NEW RESEARCH FINDINGS: THE PUPIL EXPERIENCE

In this chapter we look at migrant pupils' own experience in their classrooms and new school. We carried out focus groups or, in some cases, one to one interviews with pupils in all of the 14 schools visited. We interviewed a total of 92 pupils. The purpose of these discussions was to gain an insight into the experiences of migrant pupils in settling into school in the UK. In most cases the group of pupils was small, of around 6 pupils. While we designed a topic guide for these interviews, in practice we adapted the questions according to the age and characteristics of the group, or the individual pupil. However, discussions centred on what they liked, or did not like, about their school, about their first day, how they settled into the school and how school life in the UK differs to that in their country of origin. In all of the focus groups, but not the one to one interviews, we asked pupils to design a leaflet to advise future new pupils about what to expect from their new school. We encouraged pupils to provide written advice. Younger pupils and those with less fluent written English were also encouraged to illustrate their leaflets. Some examples of these leaflets are presented in Appendix 2 of the report.

6.1 Common themes

Because of pupils' ages and, in some cases, hesitancy around expressing their views, we led the discussions but did so in a responsive way rather through structured questioning. Consequently, while some issues were raised spontaneously, they were sometimes the result of prompting. Despite the inevitable variation between the discussions, pupils expressed a number of consistent views, both spoken and in their written work. In particular, these included:

- Difficulties experienced through having little or no English on arrival in school
- Kindness and help of teachers both initially and in the longer term
- The importance of support and friendship from fellow pupils
- The importance of being able to talk and read in their mother tongue, as well as English

6.1.1. Experiences of starting school in the UK

Pupils' recollections of their first days at their new school were often strong since for many the experience had been a somewhat difficult one. For some it had been quite recent. Many said, or wrote in their leaflets, they had felt nervous and scared. The main causes of fear were lack of familiarity with the UK school environment, lacking friends, not understanding what was being said and what was expected of them inside and outside of the classroom.

One group of pupils at a primary school in the Midlands were particularly open about how they had felt, saying that in the early days at their school they had cried because they had not wanted to go. Older pupils also said they had felt scared, with anxiety about communication a major concern. As a refugee child attending a secondary school explained

'It was difficult for me and in the first day the other students was asking me, for example, what's your name or where are you from? And I couldn't answer them' (refugee, North East England).

'It was scary because I really didn't understand what the people were telling me to do' (Year 10 pupil, South of England).

Pupils were worried that they would not be able to make friends and some said they had felt 'alone' as well as shy of other children and adults in the school. Some pupils said they had missed their family and friends who they had left behind. A Year 9 pupil in a London secondary school expressed this experience, while at the same time feeling happy with his new school:

'First day I was thinking about the friends, the family in Egypt, my old school. So I was sad but happy at the same time.'

6.1.2 Coping with lessons and timetables

Anxieties around friends and lack of familiarity with the school environment were most acute in the early days of starting at their school. As well as communication difficulties resulting from limited English, problems included understanding the work and what was expected of them and dealing with the organisational aspects of school life.

Primary school pupils' concerns centred on understanding what to do in lessons and the equipment needed, secondary school pupils had greater concerns about where to be throughout the school day and how to respond to the different demands of a wide range of subjects. Older children expressed their confusion as stemming in part from cultural differences between schools in the UK and their country of origin. As a Year 10 pupil from Lithuania reflected:

'I was panicking because I didn't understand anything and some teachers, they really wanted us to do the work but I didn't know what the work was, and what to do or how to do it because it's like different rules and a different culture. Things are done a bit differently here and it was hard to get used to it.'

In their leaflets, pupils at primary and secondary schools gave advice on how to deal with problems understanding school work and expectations. Many pupils talked and wrote about the importance of seeking help rather than struggling with work, or other aspects of school life alone. Some examples from the leaflets were:

'Don't be afraid to ask for help if you need it!'

'Pleased do not be scared. There is loads of people to help'

'Make sure you understand all your lessons!'

'Speak loudly with people. Don't be afraid of making mistakes because they will help you. People like to correct your mistakes.'

Pupils, particularly at secondary schools, also advised on complying with school rules as a way of making it easier to fit into school life. Therefore one pupils advised newcomers to 'Associate with people and ask them about the rules'. More widely, pupils talked about having to understand new ways of doing things, including paying for school dinners and buying equipment such as pens. A number of pupils commented on the regularity of testing in their school, compared with those in their country of origin.

6.1.3 Learning English

Pupils recognised that in order to fit in and to progress in their learning, they needed to become proficient in English. Many had seen this as challenging, including those who already spoke two languages. They strongly valued the support they were given to enable this to happen. As we have shown, schools provided EAL support in a number of different ways. However, it was apparent that one to one and small group

provision had additional value in the relationship pupils could develop with an individual member of staff. Other, more specific, provision that was appreciated by pupils included morning breakfast club which was put on for pupils who were not fluent in English. A pupil in a London secondary school explained:

‘I remember when I came here five years ago, we had morning breakfast for students who were not fluent yet in English. And that really helped me because then I was able to bond with people like me and bond together and learned together. And that was really helpful because I thought that was the whole learning, the whole thing of adapting to a new school and stuff’.

Unfortunately this provision was discontinued because of funding cuts.

Most schools operated a buddy system and this was generally reported to have been a very positive experience for migrant pupils. Buddies were not usually able to translate or interpret, but new pupils were able to view and follow their work, and were helped at lunch and break times. The buddy system was seen as valuable in enabling pupils to ask questions they might not want aired in front of the whole class. The help of buddies was particularly welcomed outside of the classroom where some of the least familiar features of school life were experienced. As one primary school pupil explained:

‘On my first day of school I had no friends except X. I remember the teacher was showing me the packed lunches. I wasn’t packed lunches and I was like, what is she saying to me? I couldn’t tell what she was saying but my friend X helped me.’

Some pupils clearly valued the friendship provided by their buddy in and outside of the classroom. However, some pupils felt the system worked less well as a befriending scheme than a way of becoming familiar with classroom learning. A secondary school pupil explained:

‘It didn’t quite work I’d say because my buddy was the best girl in the class and she did a lot of work and didn’t really have any time to explain things to me. I just tried to listen to her and look at what she is writing and then tried to go from there’.

A number of schools had mentoring schemes as well as buddy systems and in the interviews and leaflets pupils encouraged others to take up such forms of support.

6.2 What helped pupils to settle and to integrate?

Pupils talked and wrote about the importance of making friends in making them feel comfortable and happy in their new schools. Making friends featured strongly in advice to prospective pupils:

‘Find a friend – they key fact!!’

‘When I started I only had one friend but when you are new, ask people if they can be your friend’

And the following excerpt from a primary school pupil’s leaflet places strong emphasis on the importance of friendships:

‘When I came to this school, I was a little girl not knowing what was coming ahead of me. When I entered nursery, I was welcomed like a member of the family! I made friends so quickly, I felt at home! Years and years passed, friends going away and new people coming. It was incomprehensible! Everyone who knew me thought I was a pragmatic

child! I looked after my friends and they looked after me like a big family! Although sometimes I feel like I don't fit in, my friends give me lots of courage in me!

Undoubtedly help from teachers and fellow pupils were key in helping pupils settle into their new schools. This covered all aspects of school life, from expectations in the classroom, to lunch time and school life generally. Pupils often referred to the help of specific teachers or EAL staff. Where a teacher in the school spoke their home language, this was found particularly helpful. As a pupil at a secondary school in the South of England:

'[my first day] was scary, but I found Miss X because she can speak Italian, so I was very comfortable with her. The people they helped me so much and Miss X she helped me. It was good'.

Some newly arrived pupils valued being able to communicate with fellow pupils in their mother tongue. This was possible in a number of the schools visited, but by no means all. Moreover, when it did, pupils were often not in the same class and so could not be called upon to translate or interpret on a regular basis.

6.2.1 Language skills and diverse environments help pupils to settle

Settling in to a new school was also less difficult for pupils who already had some command of English. It was also easier for pupils who had not arrived at the school directly from their country of origin but had attended several different schools, including in the UK. The school population was also a factor for secondary school pupils. Those in more diverse schools often commented that other pupils were in the same situation and that their presence has helped them to feel comfortable more quickly. As a Year 10 pupil in a diverse London school secondary school explained:

'It was quite nerve-wracking because it was the first day in the UK at a new school. But then it's a very diverse school and you see familiar faces, like you know that they're from different countries. That's quite heart-warming, I guess'.

In relation to making friends and feeling at home, another pupil in the same school commented:

'I guess we just find people as well, because there's so many from so many different countries. And they just randomly come to you like 'Hey, are you from Brazil? You know like, everyone was very welcoming'.

Despite the anxiety involved, many pupils said they found their new schools welcoming. Teachers were described as friendly, helpful and kind. As one pupil, a refugee in a school in the North East explained:

'I think the best things about this school are the teachers because if I don't understand anything they can come and explain it for me. Also, if I have any questions I can ask them at any time, break time or lunch time'.

The wider school atmosphere also helped pupils to feel comfortable, despite the unfamiliar surroundings. A number of pupils commented that their schools were less strict and more relaxed than those they had attended in their countries of origin. This included the absence of physical punishment and availability of clubs and after school activities. Other differences noted by pupils included mixed gender teaching, or schools, and provision of books and other materials free of charge. For some pupils the curriculum was wider than in their countries of origin and included activities they liked, such as singing, PE and drama. These activities also gave opportunities to mix with other pupils and to have a wide group of friends.

6.2.2 Taking control

Pupils also emphasised their own responsibility for integrating and settling in to school life. This included over-coming shyness and making friends at the earliest opportunity. A number of pupils mentioned the importance of keeping calm and trying to reduce their own levels of stress. Some pupils, including younger children, were insightful about their own feelings and behaviour, as a primary school pupil in the North West reflected:

‘Sometimes you make friends quite quickly. It depends on my shyness and on their shyness, because I’m quite shy. I don’t really like talking to people that I don’t really know. I prefer to stick to older people’.

Clubs were mentioned by some pupils as a way of making friends, especially in secondary school, when sports clubs were given a particular mention by some pupils. Pupils also talked about the importance of asking for help, from both teachers and fellow pupils, rather than struggling alone. Many had found the value of this from experience. This often featured in the leaflets they designed for prospective pupils.

As well as learning to speak English, migrant pupils appreciated opportunities to speak their home language with pupils and staff. A few schools had clubs which brought together pupils who share the same native language, in one case Arabic. These clubs were led by teachers proficient in that language. Migrant pupils also valued the opportunity to read books in their mother tongue. Secondary pupils were more vocal about the benefits of retaining proficiency in their first language. A pupil in Year 10 described how reading books in her native Russian language in the school library as:

‘...a comforting thing to do. When you move countries you leave your home and your friends behind but your language is something you can keep hold of’.

Conversely, some pupils in other schools expressed worry that their first language had deteriorated since they had started school in Britain.

6.2.3 Participating in projects

We have described how a number of schools ran specific projects aimed at facilitating the integration of migrant pupils. These included the Magic Shoes project developed by St Michael on the Mount School in Bristol and a video project run jointly with Blatchington Mill School in Hove and Brighton University. Through these projects pupils improved their spoken English, made friends, learned new skills and, perhaps most importantly, developed self-confidence. In relation to language skills, one pupil who took part in the Magic Shoes project explained:

‘I liked the magic shoes because I learnt a bit more English... I just learned the words by listening’.

These projects gave migrant pupils the opportunity to consider and reflect on their past and their present, as migrant pupils living in the UK. They enabled them to be more open with other pupils, including those from non-migrant backgrounds, and to think of their experiences, language, culture and abilities in a very positive way. One Year 10 pupil who had taken part in a video project had found the experience helpful in reflecting on her past:

'It was a really good project because it actually makes you look back and what you've gone through and it's like going deep inside of yourself and you're putting things in their places'.

They made friends with other pupils who they had previously not known. And some pupils had particularly enjoyed making friends with pupils who spoke their mother tongue.

Key Points

- Many pupils described feeling nervous in the first days of school in the UK. Their reasons included lack of familiarity with the UK school environment, lacking friends and not understanding what was being said or expected of them inside and outside the classroom. Making friends was seen as very important, with pupils saying it was the fastest way to feel happy and at home in school.
- Primary school pupils' concerns centred on understanding what to do in lessons and the equipment needed while secondary school pupils were concerned about timetabling and meeting the demands of a wide range of subjects. Many pupils talked about the importance of seeking help rather than struggling with work or other aspects of school life.
- Pupils recognised the importance of becoming proficient in English in order to fit in and progress with learning. It was clear that many valued the support of a particular member of staff who helped with English either on a one to one or group basis. Pupils also appreciated having contact with a teacher who could speak their home language, though not necessarily for practical reasons. More generally, and for wider support needs as well as language, migrant pupils commonly said that teachers were kind and helpful
- Pupils also appreciated having a buddy to help them in the classroom and at break and lunch times. Mentoring schemes were also seen as helpful, and migrant pupils said they would encourage others to take part. Pupils also said clubs were a good way of meeting pupils from other forms and for making friends.
- In general, it was apparent that pupils in more diverse schools had felt settled more quickly than others, particularly at secondary school where others from their country of origin had sought them out.
- It was apparent that many pupils wanted to keep and develop their mother tongue language skills. Some migrant pupils also said they valued being able to communicate with at least some fellow pupils in their mother tongue, sometimes for practical reasons. A few schools ran language clubs, which pupils greatly enjoyed. Pupils also appreciated being able to read books in their mother tongue in the school library.

CONCLUSIONS AND IMPLICATION FOR POLICY

People who have more contact with migrants are more positive but opportunities for mixing can be limited. Increased hostility towards migrants following the vote to leave the EU further highlights the need for more opportunities for host and migrant communities to mix in meaningful ways. Recent research has focused on segregation between schools, fuelled by the Government's concern about segregated communities. In contrast, integration of pupils from different ethnic backgrounds, including migrants, has been given very little attention. Yet schools offer such opportunities, for pupils and for parents. Schools are also places where the needs of migrants can be identified and addressed and equal participation in society can be facilitated.

Our research aimed to identify ways in which schools were actively integrating pupils with these two aims in mind. Through case study research in 15 schools, we set out to identify good and promising practice towards successful integration across all areas of learning and school life, in different kinds of schools and with different pupils and local circumstances. Our research focused on how schools are meeting the needs of pupils who are newly arrived, but also to young children born in the UK to newly arrived parents. This is because we are interested in how schools welcome and integrate pupils and families who are not familiar with the UK and its education system.

Our case study schools had varying degrees of experience in meeting the needs of migrant pupils: some had long attracted migrant pupils while others had done so more recently. Teachers and school leaders in our case study schools were very positive about the contribution that migrant pupils and their families make to the life of their schools. This includes the motivation and attitude of many migrant pupils and their families and the enrichment through exposure of pupils and staff to different languages and cultures.

What are the needs of migrant pupils and their families?

Migrants in the UK are a very diverse group. Migrant pupils in our case study schools included children of embassy staff, doctors and other professionals as well as those in lower skilled work, in the UK as refugees or asylum seekers and with very limited financial means. This wide diversity is reflected in the needs of migrant children. They were reported to depend on factors including socio-economic background, age of arrival in the UK and joining the school, proficiency in English, reason for migrating and prior educational and life experiences. **Migrant pupils should not therefore be regarded as a single group but, as new entrants to the UK education system, they should always be individually assessed and given tailored support where needed.**

Schools reported particular challenges where pupils have very little English but are also unfamiliar with the teaching, learning and cultural aspects of school life. This can arise where pupils have had little or disrupted schooling as a result of living in conflict zones, or because they were too young for school. Waiting for a school place can also affect pupil preparedness, as can arrival part way through the school year. Migrant pupils may have suffered trauma and loss, that this might become apparent in different ways, and requires schools to respond appropriately. **Schools also need to carefully assess migrant children and young people for additional support for and special needs, but equally not treat EAL pupils as such.**

Education is much more than learning and passing exams. Migrant families in some of our case study schools were reported to experience high levels of deprivation and, sometimes, social isolation. These schools often gave support beyond education to such families, for example helping them access services such as health and welfare. **The informal role that schools play in assisting families, including migrants, should be recognised and appropriate support provided where needed, for example by local authorities.**

One of the challenges experienced by schools with a sizeable migrant pupil intake can be churn. This is experienced because new migrants are allocated in schools with places, often because they are less popular than others. Such schools may not be close to where a migrant family lives, or they may move to more settled accommodation and find a place nearby. Another reason for churn is lack of information among migrant parents on school choices. This means that parents may move children when they find they are eligible for a place in a school they prefer, for example a faith school. **While it may be difficult to avoid altogether, churn may be reduced by providing newly-arrived families with more information about the UK's school system.** This would also have the obvious benefit of avoiding upheaval of migrant children and young people when they move schools.

Funding constraints reduce the support that schools can offer

In recent years, earmarked funding which supported the needs of new migrant pupils in relation to language, has been cut back. While there are other sources of funding, including the Government's 'Controlling Migration Fund', accessed by local authorities, the additional costs of settling migrant pupils are drawn from schools' budgets.

Financial constraints were reported to place limits on the support schools could give migrant pupils. Firstly, schools' practices were not always determined by what they felt was best for pupils but also by budget constraints. Therefore some respondents said they felt their arrangements were not ideal, that they were better in the past when EAL attracted specific funding. Many felt that EAL pupils could benefit from more one to one support in and outside the classroom than the school currently gave. Secondly, constraints on funding meant that schools were often not able to hire sufficient specialist EAL teachers or support staff. Schools also identified a need for equipment such as chrome books.

The Pupil Premium provides additional funding to schools to support pupils who are eligible for Free School Meals (FSM). This can be a source of funding for EAL support and other interventions with migrant pupils. However, many migrant families will not be in receipt of benefits which entitle them to FSM, either because they are ineligible or do not wish to claim. Schools can play an important role in ensuring that both migrant families and, in turn schools and pupils, do not miss out, by ensuring that they are aware of benefits they can claim. However, because many migrant families will not be eligible, Pupil Premium is no substitute for specific funding to support migrant pupils' needs. **A specific stream of funding for migrant pupils, especially for those with EAL needs, is therefore needed to ensure that schools with high proportions of such pupils are adequately resourced. This can help ensure that migrant pupils reach their potential quickly and require less support in the longer term: all pupils benefit when their classmates can perform at their best.**

Learning English is the priority through immersion and tailored provision

Pupils' EAL and other learning needs were identified by schools in initial meetings with pupils and parents. Schools put considerable effort into the induction process, seeing it as a chance to welcome families and to begin a collaborative and constructive relationship. Schools also saw these initial meetings as an opportunity to ensure that parents had wider information about matters such as health or welfare. Case study schools carried out a detailed assessment for each new pupil from which they created a tailored package for learning and support.

For all pupils, language acquisition was reported as playing a crucial role in the process of adjustment to school life. Therefore schools place a strong emphasis on learning English. Our case study schools use a range of different practices. Overall, schools found immersion in classroom life for much of the school day the best approach, enabling pupils to integrate socially and experience the full curriculum. This was also seen to enable migrant pupils to see how other pupils, migrant and native, use English in class and learn

from their own and others' mistakes. However, immersion in itself was not seen as sufficient, with pupils requiring separate English classes and one to one support and tuition. This was given either through removing pupils from lessons or through breakfast or after school clubs. **Providing English language support to migrant pupils before or after school is important. It requires additional resources which should be made available to schools so that migrant pupils can take part in all lessons. This includes technology which enables pupils to easily translate during class.**

Where schools separated migrant pupils from mainstream classes this was usually for short periods and for pupils with little or no English or who had not been in regular schooling. Some schools felt that some initial separation is beneficial in order to accelerate the acquisition of English, which can also confer confidence to mix and to integrate.

Students who arrive in the later years of compulsory education face particular challenges acquiring English to the level necessary to pass public examinations. This has implications for their progression to post-16 academic or vocational study. Students and parents were also seen as more in need than others of information about education and career pathways. Migrant parents may be less familiar with the UK education system and labour market and therefore less able than others to advise their children. **Schools should therefore provide careers guidance at an early stage to migrant pupils, but particularly young people who arrive near to the end of compulsory schooling. Parents should also be involved so that they are able to assist in their children's transitions. There may also be a need for schools and further education providers to work together more closely to ensure that courses meet the needs of young people who are relatively new to the UK.**

Engaging parents can assist integration and improve pupil performance

Schools have adopted a range of strategies to engage migrant parents. Given international differences in schooling and education, some migrant parents will be unfamiliar with some aspects of the UK education system, for example expectations around attendance, homework, exams and progression. Parents are also key to a child's academic success. **It is therefore important that schools develop constructive partnerships with parents from an early stage.**

Language can be a barrier to developing strong relationships between schools and parents. It is usual for schools to use translators and interpreters to facilitate communication. Many have Teaching Assistants or other support staff who can translate and interpret as well as acting as resource for cultural information and understanding. **It is important translation and interpreting services are well resourced.**

Schools involved parents in a very wide range of ways. Some schools have parent ambassadors to improve communication between the school and particular communities. Schools also help migrant parents engage with their children's learning and progression through a range of activities. These include encouraging attendance at assemblies and other events, 'stay and play' sessions, workshops on helping with reading and sitting in on lessons. Some schools offered language classes tailored to deliver information, for example on health screening or on school policy, for example on attendance. **If appropriately resourced, schools could play a much bigger role in improving English among migrant communities.**

Schools also held coffee mornings and social events, such as international evenings. A number of schools held creative workshops for parents and pupils for activities such as cookery or crafts, with the aim of engaging parents in school life through mixing with other migrant parents. Schools also opened their doors to community organisations for activities such as celebrations or Saturday schools, which had the effect of bringing schools and local communities together. **These activities can benefit host communities, some of whom may have had little contact with people from other cultures, but also may experience social isolation.**

There appears to be no formula for success in engaging parents other than for schools to provide a warm welcome from the start and to run a regular programme of activities around all aspects of school life. Schools are already aware that some communities are easier to engage than others, and that they need to put more energy and care into building relationships with harder to reach groups.

Mentoring, peer support and ambassador schemes benefit migrant and non-migrant pupils

A number of our case study schools provide additional support to migrant pupils through mentoring schemes, either involving teachers or pupils. These are aimed at improving pupils' confidence and ensuring their wellbeing, as well as to help them learn. Some schools can offer mentors with the same home language, which was seen as particularly beneficial where pupils have weak English. Mentoring was also offered within provision such as sports. This may enable support to be given more naturally and in ways which migrant pupils enjoy. **Schools should therefore be aware that migrant pupils can benefit from mentoring and support in all areas of school life and that it might be delivered more naturally in extra-curricular activities.**

All of our case study schools ran forms of peer support, including buddy schemes which are typically in the early weeks of joining the school. This usually pairs pupils of the same age for classroom and whole-school support but in one case study school involved sixth form students supporting younger pupils' reading. Pupils are trained to carry out buddying roles, therefore enhancing their own skills. Some case study schools run 'young interpreter' or 'young ambassador' programmes to support new pupils with little or no English or to translate materials where they are bilingual. Again, pupils are trained for the role. **These types of support are clearly beneficial for migrant pupils, and facilitate integration. They also equip non-migrant pupils with skills important for life and are an example of the way in which a diverse intake can benefit all pupils.**

Schools see extra-curricular activities as important to involving migrant pupils in the wider life of the school and forming new friendships and broader educational and social interests. As well as schemes such as the Duke of Edinburgh programme, schools ran their own projects, for example drama, music and arts events. These improved pupils' skills, confidence and relationships with other pupils. Non-migrant pupils were also seen to benefit where they were migrant pupils performed migration-related plays or talked of their experiences. The School of Sanctuary raises awareness among all pupils of the experiences of refugees, an issue which they might otherwise be unaware of. **Extra-curricular activities are therefore another way in which migrant children can benefit through learning new skills and gaining confidence, and non-migrant children can become more aware of the past and current lives of their school-mates and migrants more generally.**

The need for on-going teacher training

Schools spoke of the importance of training, mentoring and additional preparation for teachers working with migrant pupils. Often teachers were reported to have developed strategies 'on the job' rather than through training courses. However, schools organised whole school training on teaching and learning of migrant pupils.

Some research has suggested that increasing the proportion of teachers from diverse ethnic or migrant backgrounds could assist integration through enriching pupils' learning experiences and sense of belonging. **It is desirable, for many reasons, for schools to have a diverse teaching and support staff, including from pupils' mother countries. This is beneficial for cultural understanding as well as for language support.** However, such a measure is not sufficient to meet pupils' needs: training and resources are essential to ensure that staff are effective.

Research finds that teachers require a specific set of skills to support migrant pupils and that these are not necessarily easy to acquire through formal training. Skills may include ensuring that pupils develop good relationships with their peers. Teachers may also need to manage classes with a range of levels of English and prior attainment and to collaborate with language support staff. **There is a need for Continuing Professional Development for teachers in schools with both large and small proportions of migrant pupils to ensure they have the knowledge and skills to provide teaching and support inside and outside the classroom.**

Migrant pupils value friends, kindness from teachers and their mother tongue

Many pupils described feeling nervous in the first days of school in the UK. Their reasons included lack of familiarity with the UK school environment, lacking friends and not understanding what was being said or expected of them inside and outside the classroom. Primary school pupils' concerns centred on understanding what to do in lessons and the equipment needed while secondary school pupils were concerned about timetabling and meeting the demands of a wide range of subjects. Many pupils talked about the importance of seeking help from teachers or pupils rather than struggling with work or other aspects of school life. They commonly said that teachers were kind and helpful. Making friends was seen as especially important, with pupils saying it was the fastest way to feel happy and at home in school. **School initiatives should therefore focus on helping new migrant pupils to make friends quickly and to provide particular help to those who experience difficulty doing so.**

Pupils also appreciated having a buddy to help them in the classroom and at break and lunch times. Mentoring schemes were also seen as helpful, and migrant pupils said they would encourage others to take part. Pupils also said clubs were a good way of meeting pupils from other forms and for making friends. In general, it was apparent that pupils in more diverse schools had felt settled more quickly than others, particularly at secondary school where others from their country of origin had sought them out. **Schools can help pupils to settle by introducing them to others who speak their mother tongue, who can provide informal support and some familiarity in a strange new environment.**

Pupils recognised the importance of becoming proficient in English in order to fit in and progress with learning. It was clear that many valued the support of a particular member of staff who helped with English either on a one to one or group basis. **Therefore, where possible, schools should aim to have a stable team of EAL support staff so that pupils can raise other issues relating to settling into a new school.**

A strong message from the pupil focus groups is the value they place on keeping and developing proficiency in their mother tongue. Schools support this aim since they believe that it also helps pupils to progress through English language. Some migrant pupils also said they enjoyed being able to communicate with at least some fellow pupils in their mother tongue, for social as well as practical reasons. Pupils also appreciate having contact with a teacher who can speak their home language. A few schools ran language clubs, which pupils greatly enjoyed as a way of keeping hold of their language and cultural identity. For the same reasons, pupils also appreciated being able to read books in their mother tongue in the school library. **Pupils' mother tongue language proficiency should be regarded as a skill and supported as such. As well as offering language clubs where feasible, it is important that schools have the resources to stock books at appropriate age levels for all pupils with languages in addition to English. Young people should be given the opportunity to study a GCSE in their mother tongue and schools encouraged to collaborate over provision.**

Final note

To conclude, we make no claims for the representativeness of our case study schools and for the proven effectiveness of the approaches they adopted. We have also by no means included all the kinds of activities

and support that schools across England have in place to integrate migrant pupils and their families. However, we have identified a number of challenges, solutions and activities in use in schools that seem to work for them, and more importantly, for migrant children themselves. We aimed for our research to inform policy and practice and we hope our report will be read by practitioners and will inform future work with migrant children and their families. At the very least, we hope to have conveyed the experiences of schools and migrant pupils and to have contributed to the debate on integration.

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APPENDICES

Appendix 1. Case study schools

Abington Primary School and Children's Centre:

Interviews conducted with: Headteacher.

Telephone interview conducted: 27th of November 2018

Location: Middlesbrough

Age range of pupils: 2-11

School size: 551 (420 reception-Y6)

Ofsted: The short 2018 inspection gave a rating of 2 (Good), as did the full 2013 inspection.

Key Stage 2 Progress Scores were -0.9 (Reading, average), 0.4 (Writing, average) and 1.2 (Maths, average) in 2016/17. 50% of pupils were assessed as working at the expected standard.

Admission policy: Local Authority is responsible for the admission process.

School context:

Abington Primary is a large maintained school located in Middlesbrough. It is in area of high unemployment and economic and social deprivation. The school is extremely diverse and 89% of pupils speak English as additional language (EAL). More than 39 languages are spoken and English is the fourth most common language after Urdu, Punjabi and Romanian. A proportion of these EAL pupils are born in the UK but in the past three years the landscape has changed and the number of new arrivals has increased. These have included children from Romania and from families who have lived in the Calais camps. White British pupils are a small minority within the school and the level of deprivation among these pupils is high, making them the most vulnerable children. The proportion of pupils known to be eligible for the pupil premium is well above average representing 44% of the school population. In addition to poverty and economic disadvantage, pupils' level of deprivation is also seen to stem from a lack of life experiences which impacts on their learning process.

Pupils' mobility is particularly high and during the past academic year the school has received 121 newcomers making the inward mobile thirty per cent of the whole school population. Since the beginning of the academic year 36 new pupils have joined the school. The food processing industry, including ice cream and biscuits factories are drivers for migration of families from Romania. Asian families tend to be employed in transport and retail. Compared to the rest of the country, housing and rented accommodation costs are low in Middlesbrough making the area attractive for those with few resources.

A shortage of school places in Middlesbrough means that the school is attracting pupils some distance from its catchment area. These families then move to a closer school as soon once a place becomes available, increasing churn at Abington Primary. Pupils are highly mobile with families inclined to travel frequently between the UK and their country of origin, resulting in periods of time out of school. Families also tend to take longer breaks over the summer, often leaving in June and returning to school in November.

Two years ago Abington was awarded School of Sanctuary status, the first in the whole of Tees Valley. This was in recognition of its integration work and particularly its welcome to new arrivals.

The school's main challenges:

Mobility of pupils during the year is constant, making churn a significant a challenge.

Budget constrains represent a challenge for the school. The school lacks funds for the full range of activities it would like to provide. In particular, it would like to invest in human resources to better support EAL children in the hub (see below).

Pupil progression is a challenge especially in the case of those newly arrived pupils without experience of schooling in their home country. While all pupils make good progress, the broad definition of EAL pupils does not take account of differences in pupil progression which affect its attainment figures. For example the progress made by a child arriving in year four with no previous schooling cannot be compared with

that of a British pupil in education for seven years. Many EAL pupils cannot be disappplied from the tests and attainment figures. Overall, children who start in reception and stay until Year 6 perform in line with the national average.

Regardless their origins, and because of deprivation, pupils lack life experiences beyond their immediate home environment.

The school's main strategies:

The headteacher provides a personal welcome to all new families which includes an introduction to the school and explanation of the support offered. Parents and pupils are given bilingual packs, which it has for all languages spoken by new arrivals.

The school receives funds from the Local Authority through its 'Controlling Migration' Funding which it uses to support the integration of new arrivals The school has used this funding to recruit an EAL teacher who teaches a play based curriculum during the morning. The teacher is supported by two TAs. In the afternoon these pupils are integrated back into mainstream classes. The emphasis of the work of the EAL hub is on developing language through play, and in particular going beyond proficiency into deeper understanding through extending vocabulary. Play-based learning has been found to be particularly effective in vocabulary development. The decision to introduce this tailored provision to support those pupils new to English was made three years ago. Previously the school provided similar support but in a less structured way, supporting EAL pupils outside the classroom with an emphasis on ICT to support learning. As part of the funding the school is sharing its integration practice with teachers in other local schools, including those with very few EAL pupils.

Specifically for the Romanian families, the school employs a Romanian speaking support worker for half a day a week to engage with parents. It also has a Romanian speaking TA in its early years classes.

Both EAL and British pupils lack life experiences and to close this gap the school organises trips to the beach and other places that they may come across in books, but not in their own lives.

The school took part in a programme funded through the Education Endowment Foundation aimed at improving attainment of pupils in Years 3 to 6 through parental engagement. The programme was developed by the University of Chicago and consisted of a series of classes for parents and, additionally, a family trip. Parents were given vouchers to attend the course. While the programme had no impact on pupils' attainment, offering financial incentives improved attendance at sessions by parents and promoted parental engagement. The school also organises free coffee morning to facilitate integration of parents in school life. This is seen as especially useful to integrate new migrant families with longer established Asian parents. Attendance at these is very high, with around 160 parents at one such event.

Bantock Primary School:

Interviews conducted with: Headteacher, Deputy headteacher, Parent ambassadors, Head of English and EAL pupils.

School visited: 17th of September 2018

Location: Wolverhampton (West Midlands)

Age range of pupils: 3-11

School size: 407

Ofsted: The 2016 inspection gave a rating of 2 (Good) which was an improvement of the inspection that took place in 2014 and gave the school a rating of 3 (Requires Improvement).

Key Stage 2 Progress Scores were 0.6 (Reading, average), 4.9 (Writing, well above average) and 3 (Maths, above average) in 2016/17. 42% of pupils were assessed as working at the expected standard.

Admission policy: Local authority is responsible for the admission process.

School context:

The school is located in an inner city area of Wolverhampton in the Graiseley Ward which is an area of high deprivation, in the top 6% of most deprived districts nationally.

Wolverhampton has a long history of receiving migrants and more recently the city has taken around 200 Syrian Refugees resettled through the Vulnerable People's Relocation Programme. Close to the school there are two refugee homes for women and their children who have been subject to domestic violence from which the school regularly admits pupils.

88% of the school population come from an ethnic minority group and 70% of pupils are EAL. More than 42 languages are spoken. These numbers reflect the diversity of the city whose population, as estimated in the 2011 Census, consists of 16.4% of residents born outside the UK, compared to 13.8% of England's population as a whole.

Over the past five years the number of pupils on roll has steadily increased and the school has grown from one to two-form entry. 28% of pupils took up free school meals in 2017-2018. In the school area there is a Strengthening Families hub the school collaborate with on a regular bases.

The school receives a high number of Roma pupils from the Czech Republic, from Slovakia and more recently from Romania. The school has found this particular group of pupils to be highly mobile with Roma families inclined to travel between the UK and their country of origin, resulting in periods of time out of school. Some pupils have migrated to Wolverhampton via EU countries other than directly from their country of origin. Some pupils have therefore already been already schooled in mainstream education elsewhere in Europe and speak more than two languages.

Some Eastern European pupils have parents who work in factories where a good level of English is not needed and therefore children do not speak English at home. There is a large poultry processing factory in nearby Telford where some parents of Romanian children at the school are employed.

Leadership of the school changed around five years ago following an Ofsted inspection rating of 3 (requires improvement). The school has targeted its improvement efforts widely, encompassing its approach to the achievements of EAL pupils by creating a vocabulary rich curriculum and developing academic language structures.

The school's main challenges:

The school has the highest levels of mobility out of all the primary schools in the city and regularly receives new pupils, at a rate which is unprecedented for the school, but also unpredictable. The school currently organises presentations for new parents and pupils every other Friday. This rate of churn and level of pupil need presents a challenge for the school. The high churn rate and reputation of the school for meeting the needs of Roma pupils has increased the demand for places, but by families who are also very mobile. In addition a shortage of school places in Wolverhampton means that the school is attracting pupils some distance from the catchment area. These families then move to a closer school as soon once a place becomes available, again increasing churn at Bantock.

Pupils' mobility as well as the challenges of working in an inner city school with high levels of EAL pupils affects staff morale and this has increased teacher turnover mobility. This is reported as presenting a challenge for staff.

Most of the newly arrived Roma children have not had any form of education elsewhere, and this applies to older as well as younger children. Low literacy rates are found among Roma parents, placing limits on extent to which they can support their children's studies. Roma parents often lack familiarity with the UK school system and, because of experiences of discrimination in their countries of origin, have low levels of trust. They therefore often do not give consent for their children to take part in school visits, therefore limiting some of the wider, social, benefits of school life.

A further challenge is that pupils who move back to their country of origin for a period and then return to the UK are not considered new arrivals because they have already attended a school here. This is problematic for the school because data on performance assumes a continuous period at the school and can be interpreted as underachievement when a pupil has in fact missed out on schooling. The school encourages families to declare their Roma origin rather than declare been 'any other white background' so that the mobility of these pupils is taken into account in assessments of their own performance, and that of the school.

The school's main strategies:

To facilitate the learning process of new to English EAL students the school has appointed additional staff to provide small group teaching to support pupils in years 2 and 6.

The school has a high number of Roma from the Czech Republic, Slovakia and Romania. To overcome tensions between these groups and to facilitate parents' engagement the school employed two Roma parent ambassadors, one from the Czech Republic and the other from Romania. The ambassadors work closely and effectively together, explaining the school's expectations and increasing parents' knowledge and understanding of the UK school system as well as supporting targeted pupils in class. They also support families in accessing health services such as GP and dentist registrations and run sessions on health and behaviour through ESOL to convey information about the school's policies and practices. Parent ambassadors also encourage parents to allow pupils to participate in school visits and more generally aim to build trust in the school.

The school also has a Roma representative in the Governing Board.

The school works closely with the Strengthening Families hub and runs Parenting Behaviour workshops.

More generally, to facilitate pupils' progression the school has increased the staff/pupil ratio, employing extra staff in reception and in years 2 and 6.

The school is delivering its own Continuing Professional Development training which is closely tailored to the specific needs of its teachers.

Blatchington Mill School and Sixth Form College:

Interviews conducted with: EAL coordinator, pupils.

Visit conducted: 20th of November 2018

Location: Hove (East Sussex)

Age range of pupils: 11-18

School size: 1575 pupils inc. sixth form pupils

Ofsted: The 2017 inspection confirmed a rating of 2 (Good).

Key Stage 4 Progress 8 score of 0.00 (average) in the 2017/18 academic year. 96% of pupils who completed Key Stage 4 in 2016 remained in education/employment for at least two terms.

Admission policy: Lottery system.

School context:

Blatchington Mill is a large mainstream secondary school with a small school Sixth Form based in Hove (Sussex). In 2017, due to small numbers, the school decided to close its Sixth Form and expand to accommodate more students in year 7. The school is oversubscribed and very popular within the local community. The admission arrangements for entry to the school are determined by the LA through a lottery admission system which makes the school's intake extremely diverse.

At Blatchington Mill 13% of school pupils do not have English as their first language and the school has identified 39 languages spoken by pupils. Currently, the main represented nationalities in the school are Spanish, Bengali, Italian, and Eastern European with Arabic as the most widely spoken minority language. Over the years the proportion of newly arrived EAL pupils has increased steadily until last academic year when the school received 30 new arrivals (compared to the average number of 12 per year). However, the number this academic year has been quite small so far. EAL family backgrounds as well as reasons for being in Brighton and Hove vary: migrant pupils include unaccompanied minors, refugees and economic migrants mainly from South America, Eastern and Southern Europe. Some are multilingual children and some have experienced interrupted schooling for reasons including disability.

Blatchington Mill has specialist expertise in supporting students with special educational needs and/or disabilities (SEND) and attracts a relatively high proportion of such pupils because of its reputation for this work.

The school has an Ofsted grade as good overall but is judged outstanding for behaviour and safety.

The school's main challenges:

Pupils who arrive at the school with no English similarly to those who have extended periods of interrupt schooling present a big challenge to the school. Like other schools, there is no ring-fenced funding for EAL pupils and the school lacks funds for the full range of activities it would like to provide. In particular, it would like more technology to assist EAL pupils in class, for example chrome books, since it currently asks pupils to use their mobile phones to assist with translation.

The school regularly receives pupils in years 10 and 11. It is challenging to bring these pupils up to the standard required to progress to 'A' levels or vocational education.

The school also faces the common challenge relating to the difficulty of identifying special needs in EAL pupils, since many come without a report from their previous school.

The school's main strategies:

Every year the school organises a Student Market Place which is an occasion for different members of staff to plan provision according to pupils' specific needs. The process involves a focus on each pupil and a comparison of strategies and available resources. This approach has been put in place for SEN pupils as well as for EAL and pupils who are new to English, since their needs often overlap.

EAL pupils are supported by a learning support teacher in class or occasionally by students from the education undergraduate course or qualified volunteers.

A buddy scheme and Young Interpreters are among other measures in place to facilitate the integration of new arrivals. The school is conscious of the advantages and downsides of these schemes and constantly monitors pupils' feelings about the buddy process.

Over the years the school has built up a partnership with the School of Humanities at the University of Brighton working on a project called "Moving stories". The initial idea was to share the stories of EAL pupils making them more visible and celebrating the school's diversity. The Digital Story Telling project's aim is to empower migrant students by giving them the opportunity to tell their story. The project is led by students who create films using still image and audio-recorded personal narratives based on personal experiences. The school has produced almost thirty films and overall the project has been successful in improving filmmakers' confidence as well as representing a powerful way to raise awareness among the rest of the students on the difficulties new arrivals may face. The school has found that students become more empathetic and behaviours change. The films are also a useful resource for teachers and tutors around understanding and empathy by highlighting some of the issues migrant pupils face. The school has created partnerships with the Dorothy Stringer school and other local schools, showing pupils' films and working together on empathy raising and on celebrating diversity. The on-going question the school is working on is how to take this project beyond Brighton and Hove, how this might be organised and funded.

Parental engagement is crucial and the school organises workshops for Y11 parents on the UK education system, giving them information on college applications, interviews etc. To overcome parents' language barriers the school tries to approach them in their own language and runs workshops in 4 languages¹⁰: Arabic, Hungarian, Bengali and Mandarin.

The school also runs a club for Arabic speakers and stocks library books in a range of languages which it encourages EAL pupils to borrow.

¹⁰ The languages can vary each year.

Bowling Park Primary School:

Interviews conducted with: Admission Officer, Learning Mentor, Assistant Head Teacher, parents and pupils.

Visit conducted: 5th of July 2018

Location: Bradford (Yorkshire and the Humber)

Age range of pupils: 3-11

School size: 700 pupils

Ofsted: The short 2017 inspection gave a rating of 2 (Good), as did the full 2013 inspection.

Key Stage 2 Scores were 3.8 (Reading, well above average), 3.9 (Writing, well above average) and 4.7

(Maths, well above average) in 2016/17. 56% of pupils were assessed as working at the expected standard.

Admission policy: School places are allocated by the Council.

School context:

Bowling Park Primary School is three form entry primary split-site school; one site in West Bowling and the other in East Bowling. The two sites are a mile apart and both cater for pupils from Nursery to Year 6. The school is a result of a merger of two schools one of which was under Special Measures. The leadership team has been in the merged school for more than 10 years.

During the years the intake has changed resulting in a growing number of EAL pupils. According to the 2011 Census 17% of the population of Bradford was born outside of the UK. Almost 32,500 pupils at school in Bradford have a first language that is not English. This is equivalent to 42% of primary pupils and 34% of secondary pupils; more than double the Yorkshire and Humber averages of 18% and 13% respectively (Migration Yorkshire, 2017). This reflects the City's relatively large Asian community which grew rapidly as a result of immigration from Pakistan.

Bradford like other places of north of England such as Oldham, Bury or Rochdale experienced a recession in the 1970s from which it has never fully recovered. While other cities like Manchester, Leeds and Liverpool have attracted big regeneration projects, Bradford has suffered economic decline. It has a high level of unemployment. In terms of community cohesion, there have been historic tensions between the white and ethnic minority communities, which are reported to still continue.¹¹ Compared to the rest of the country, housing and rented accommodation costs are low in the City, representing a driver for households to relocate from London or from more expensive cities. More recent arrivals include Roma people who began to arrive in the City from around 2007-2008. The Roma community continues to grow.

Interviewees at the school noted that the majority of pupils live in small terraced houses close to the two sites school in an area of high deprivation. In addition to poverty and economic disadvantage, pupils' level of deprivation is also seen to stem from a lack of life experience which impacts on their learning process. In line with interviewees' perceptions, the 2015 Multiple Deprivation Index ranked Bradford as the 5th most income-deprived district in England, and the 6th most employment-deprived local authority. In 2016, the government included Bradford as part of its Opportunity Areas programme, listing it as an area that is poorly performing in terms of social mobility and school performance¹². Indeed Bradford has been identified by a 2015 Ofsted inspection¹³ as having challenges in relation to school performance ; namely, the abundance of schools rated 3 (Needs Improvement) in comparison to other areas, and issues with early attainment that are particularly common with disadvantaged pupils.

The school operates on two sites which are very different in terms of their results and pupil demographics. In Bowling Park Primary School 74% of pupils have English as an additional language and, within this group, 22% of pupils are Roma. The school has consistently high levels of pupil mobility which reflect the mobility of parents within the community. A very large majority of new arrivals have additional educational needs and start a very long way behind their peers nationally. The majority are new to English and to the UK.

¹¹ <https://www.theguardian.com/uk-news/2015/jun/19/bradford-one-city-two-cultures-communities-lead-parallel-lives>

¹² <http://www.centreforcities.org/blog/bottom-class-cities-no-high-quality-secondary-schools/>

¹³ The report is available here: <https://reports.ofsted.gov.uk/local-authorities/bradford>

10 years after the merging process, the reputation of the school has improved considerably and Bowling Park Primary School is now considered by Ofsted and by the Council a centre of good practice due to the quality of the New to English provision offered. The 2017 Ofsted report praises the school's good supportive network and treatment of pupils, and its willingness to support the learning of pupils who speak little or no English on arrival.

The school's good reputation and the professional development offered to teachers are reported to assist in retaining staff.

From September 2017 the school received 49 new arrivals and the latest 3 pupils arrived few weeks before the end of the year.

The school's main challenges:

The vast majority of learners speak English as an additional language and some of them are new to English, having specific needs. For those pupils the school is working hard to reduce the attainment gap with British pupils. EAL pupils are integrated into classrooms, in their year group, rather than separately. Regardless their origins, the school has found pupils to lack life experiences beyond their immediate home environment.

Teachers indicated raising pupils' aspirations one of the challenges they face as a school. The school also sees raising pupils' aspirations as a crucial factor in improving their academic progress.

Attendance has also been reported as a critical aspect and the school is working hard to encourage a positive orientation from the parents towards the school. Particularly Roma families continue to feel excluded from educational establishments due to the segregation of schooling in home countries.

The school's main strategies:

Over the years the volume of new arrivals has grown and 7 years ago the school adopted the New to English provision which received endorsement from the Council. This specialist provision has been developed to help meet EAL learners' needs and to enable them to access learning and accelerate their progress. The provision is for EAL pupils from year 2 and is organised in three phases depending on pupils need. Phase 1 is for children who are 'brand new' to English and children learn basic skills for developing early speaking, reading and writing skills. In phase 2 children further develop their speaking, reading and writing skills in more complex grammar structures. Phase 3 is the last phase before children move to the mainstream where EAL are expected to make good progress. Due to budget constraints the school is planning to reduce the phases from three to two.

As mentioned, one of the main challenges for the school is to deal with pupils' lack of life experiences, which means that before starting topics teachers need to bridge pupils' knowledge gaps. As an example before doing a farm topic the school will organise a farm trip to make sure children can actually see animals, therefore making it easier for them to use necessary vocabulary.

Teachers recently developed a new assessment system which records pupils' progress taking into account language development in a more broad sense and not only writing and reading skills.

To support disadvantaged families on a regular basis the school has appointed four learning mentors, two in each site. The type of support they offer goes beyond school issues facilitating interaction with health services such as getting GP and dentist appointments. Through this service the school is gaining parents' trust and this strategy is particularly effective for Eastern European parents, less used to the UK school system. To facilitate interaction with parents, and as a strategy to gain their trust, the school uses less formal language than would be usual. This strategy has been particularly successful with Roma parents for whom formal language is often associated with their negative experiences of institutions.

School staff stated that, as a result of teachers making the case to parents of the value of an early start to education, the numbers of Roma pupils in nursery has increased.

Pupil attendance has improved considerably over the years through a number of successful strategies, including prizes and activities, such as BBQs and pizzas and running breakfast clubs. In the past the school had the services of an Educational Welfare Officer who worked with persistent absentees, but this resource has now been cut so that the school has to find alternative solutions. One such approach is a breakfast club which is attended by approximately 100 pupils.

To raise pupils' aspirations the school has organized 'going the extra mile' (GEM) events in which students are encouraged to follow their ambitions and to consider a range of different jobs and different routes to jobs (including apprenticeships).

Egglescliffe School:

Interviews conducted with: Assistant Headteacher, coordinator for School of Sanctuary, coordinator of EAL pupils.

Visit conducted: 25th of September 2018

Location: Stockton-on-Tees

Age range of pupils: 11-18

School size: 1510 pupils inc. sixth form pupils

Ofsted: The 2013 inspection gave a rating of 1 (Outstanding).

Key Stage 4 Progress 8 score of +0.12 (average) in the 2017/18 academic year, and +0.03 in the year prior. 96% of pupils who completed Key Stage 4 in 2015 remained in education/employment for at least two terms.

63 students are EAL

Admission policy: Local authority is responsible for the admission process.

School context:

Egglescliffe is a large comprehensive school and sixth form in Eaglescliffe, a small and affluent suburb in the borough of Stockton-on-Tees. Stockton is a dispersal centre for people claiming asylum, one of the largest centres in Britain. However the school catchment area is small and doesn't cover the main area where people who are seeking asylum live. Only 2% of school pupils do not have English as their first language. Pupil mobility is very low and all years groups are very static. Staff turnover is also very low and teachers tend to leave the school only when they retire or gain promotion. The school also has subject specialists teaching every subject which is not always the case in other schools and is considered an important advantage.

The school is oversubscribed for all year groups. The high demand is due to the academic success pupils achieve and to the pastoral care programme the school has in place. The school's intake has not changed over the years and the school has only 3 migrant pupils new to English: two asylum seekers granted refugee status and one pupil new to the country. Because of its low number of EAL and new arrivals, the school had never felt the necessity to implement additional strategies to welcome and facilitate integration of migrant pupils. Similarly the school has no EAL unit as EAL pupils are often fluent in English having attended primary schools in the UK. A large number of EAL parents work in professional occupation and are all well-educated.

The school has won many awards including Arts Mark Gold, National Citizenship awards, music awards and the Best Sporting School in the Tees Valley. From 2016 the school has been preparing its application for becoming a School of Sanctuary. Although the school's population is predominantly white British, the school believes it is important to put practices in place to raise awareness of issues surrounding seeking sanctuary among their students. The school decided to prepare for the award through awareness of some misconceptions about migration and migrants in general. In June 2017 it became the first secondary school in the Tees Valley to achieve the School of Sanctuary award. The whole school has been involved and has benefitted from the process which resulted, among others, in the appointment of one EAL trained teacher. Support staff, teachers and governors have benefitted from tailored training.

The school's main challenges:

The school main focus is on underachieving boys as, in line with national trend, boys are not performing as

well as girls in literacy subjects at GCSE.

The school's main strategies:

Working towards the School of Sanctuary award students and staff were made aware of why pupils become refugees, where they come from and why they need protection. The school has invested in library books and resources that now better reflect the diversity of UK society. Drama, Maths and English teachers have developed a scheme of work on refugees' issues within curriculum time. For example students had written to the Prime Minister Theresa May about the relatively low number of refugees Britain takes compared to other countries. These letters were a result of maths classes in which pupils analysed and compared statistics.

The school has worked on the creation of a welcoming environment, developing a welcoming pack and an explanatory booklet for pupils who are new to English with the support of EAL students. Letters have been sent to parents to encourage the use of first languages with the aim of celebrating these within the school. As a result more pupils say they speak different languages at home and the school has identified 34 languages spoken by pupils in the school. The recognition of students' languages represented an important step and the school has created discussion groups for EAL parents. Language diversity is also celebrated by a student leaders group known as Language Ambassadors.

EAL provisions have included personalised intervention. Timetables of new arrivals are designed according to pupils' needs and parents are encouraged to fully engage with the school to support pupils' learning at home. For example, the school has assisted refugee students financially, buying them laptops or scientific calculators and supporting trips to the theatre or to University. Staff have been trained on how to support personalised learning plans.

In some cases, depending on their point of entry into the school system, children are placed outside their normal age year group. This strategy allows the school to better support these children in education, and helping them to prepare for exams. For example the school is planning to train a member of the staff to support a newly arrived refugee to do the GCSE exam in his mother tongue, increasing his chances of achieving a better grade.

The Fountains High School (special school):

Interviews conducted with: Head teacher and pupils.

Visit conducted: 11th of July 2018

Location: Burton on Trent (East Staffordshire)

Age range of pupils: 11-19

School size: 174 pupils

Ofsted: The short 2018 Ofsted inspection gave a rating of 2 (Good) specifying the school's improvement towards being outstanding.

Key Stage 4 Progress 8 score of -1.39 (well below average) in the 2016/17 academic year, and -1.66 in the year prior. 15 out of 16 pupils who left in 2015 remained in education/employment as of 2017.

Admission policy: Pupils are referred by other schools or by Local Authorities but the school can have a say and decide on particular cases, depending on pupil needs and available funding.

School context:

Fountain High School hosts pupils from 11 to 19 years old. The school is a special school for pupils with moderate-severe learning needs and autism spectrum disorders. The school is located in Burton on Trent which is an industrial town, built on the brewing industry. It is located six miles from Derby, thirty miles from Birmingham and about twenty miles from Nottingham. Burton on Trent is one of the most deprived neighbourhoods in England. However, the school is located in Stretton, an affluent area of the town. According to the latest Census (2011), only 2.3% of Staffordshire Moorlands citizens were born outside of the UK and in line with this data almost all students at the school are white British. Only 13 per cent of pupils do not have English as their first language and the main represented nationalities are Polish, Latvian

and Rumanian.

Fountain High School provides for a wide range of special educational needs. Some students have Profound and Multiple Learning Difficulties, while others are more independent and have moderate learning difficulties. The Sixth Form spans three years rather than two year, with the aim of preparing children for college places, supported living and employment. The school supports internships with pupils working closely with businesses such as Hobby Craft or local farms.

The work and the curriculum is designed according to pupils' needs, therefore covering the needs of students who will always need help throughout the rest of their lives as well as those who can expect to live independently. As part of the vocational curriculum the school runs three businesses:

- The 'Coffee Bean Café', a Coffee shop in town which is open to the public and where students learn literacy and numeracy skills;
- the 'Potting Shed' which is a garden centre in town where students are responsible for growing plants and selling it;
- and for those in need of more support the school run a company called Cracking Eggs which involves collecting eggs from local farms and selling them to staff members.

The school's main challenges:

Due to the specific nature of the school, all pupils have a special need and, in the case of newly arrived migrants and refugees, language is an additional issue on top of their learning difficulties.

Interviewees reported that one of the main challenges has been in settling in three Syrian refugee brothers who came to the school from Lebanon. All three arrived at the same time and the school activated resources and adopted strategies to facilitate their integration process. They were found to be very vulnerable and unable to speak English. They also had special needs which were difficult to diagnose because of the absence of English language skills. They were also known to have suffered trauma before arriving in the UK.

The school's main strategies:

To facilitate the process of settling new arrived pupils the school adopted a transition timetable which facilitates a smooth start. This is especially needed in the case of pupils who have never been to school before arriving in the UK. This unfamiliarity with the school system seems to be particularly common among Eastern European pupils or refugees, many of whom were reported to have been excluded from education in their country of origin. Due to the nature of the school in catering for special needs pupils, newly arrived migrants are treated in a similar way to other pupils. Therefore pupils across the school community benefit from one to one approach and timetable, which is tailored to their specific needs. The school has the flexibility over staffing to allow it to hire staff with the necessary skills to support identified needs of pupils. Recently teaching assistants from Russia, India, Spain or Arabic speaking have been appointed to support newly arrived EAL pupils with special needs.

There is also a Wellbeing Team available for all pupils that works closely with Arabic speaking TAs and the three refugee brothers.

Middleton Primary School:

Interviews conducted with: Deputy head teacher, EAL higher learning teacher and pupils.

Visit conducted: 5th of July 2018

Location: Peterborough (East England, Cambridgeshire)

Age range of pupils: 4-11

School size: 342 pupils

Ofsted: Middleton Primary School reopened as an academy in 2018. The inspection of 2013 gave a rating of 2 (Good). Data below are based on its time as a non-academy school. Key Stage 2 progress scores were -

3.7 (Reading, well below average), 0.8 (Writing, average) and -1.9 (Maths, below average) in the 2016/17 year.

Admission policy: catchment area.

School context:

The school is located in South Bretton which is the 5th most deprived ward in Peterborough. Peterborough is one of the more deprived areas of East Cambridgeshire. Interviewees reported that majority of pupils live in a local housing estate which has multiple social problems, including with substance misuse. The school intake in terms of families' level of deprivation means that the gap between white British and EAL pupils is similar in terms of language gaps and vocabulary but also in terms of life experiences. For example interviewees noted that some pupils had never been to Peterborough or travelled by train.

The English Defence League has some support in the area and there have been incidents of racism in the area surrounding the school, as well as conflict within the local, white British, community. Despite community conflict, pupil behaviour in school is outstanding.

Middleton Primary School is a diverse school where more than two fifth (43%) of pupils speak English as an additional language and where 33 different languages are spoken. The main represented nationalities among pupils are Polish, Lithuanian and Portuguese. The NHS and large employers such as Amazon of Ikea are drivers for migration of European families.

The school's diversity matches the community's diversity where according to the last Census (2011) 21% of the Peterborough population was born outside of the UK.

The school also has a well above-average proportion of SEND pupils and is specializes in supporting pupils with hearing impairments.

The number of students joining and leaving the school at different times of the year is well above average: from September 2017 the school received 49 new arrivals and the latest 3 pupils arrived a few weeks before the end of the academic year.

The school's main challenges:

The school is located in an area with high levels of unemployment and deprivation. White British pupils have attainment gaps which are similar to those of migrant pupils in areas such as vocabulary. Some migrant children live at a distance from the school in central Peterborough, which can affect their involvement in after-school activities and socialising with other pupils.

The school is currently a less than capacity and mobility of pupils during the year is constant, so that churn is a challenge. The staff reported a substantial investment of time and resources in pupils' initial assessments and welcoming families to the school. The schools' migrant pupils are from diverse backgrounds and include children of healthcare professionals working in local hospitals as well as those in low skilled work. Some children are Roma and have not attended school before arriving in Year 4 or 5, reporting that they feel excluded from the education system in their own country.

Levels of deprivation in the local area present a challenge, requiring the school to address incidents and to strongly promote an ethos of tolerance and care. The school has developed a strong PSHE ethos to meet the needs of all pupils.

Many EAL parents lack English language skills, and the school has developed a range of methods to communicate with them, including an interactive website and translators. The school would like the views of EAL parents to be considered by Ofsted but the inspectorate does not provide translated materials for this to be possible.

The school's main strategies:

The school has opened a community centre in order to provide additional support for vulnerable families. The school also carries out a range of activities to involve parents in school life, for example EAL classes and cultural events, involving food.

The school has adopted a targeted approach towards EAL focusing on their literacy which is assessed in

depth on arrival by Higher Level Learning Teacher Assistants and monitored at 6-8 week intervals. New pupils are also assessed for additional needs. The school encourages home language as well as the development of English language skills. This enables the school to ask parents if pupils are progressing in their language since, if they are not, additional needs may be indicated.

EAL pupils receive tailored literacy teaching during the morning through the 'Race for English' programme. They then join classes for the mainstream curriculum during the afternoon where they learn in mixed ability groups. The school adopts Success For All (SFA) programme which is a whole-school approach to improving literacy. The school was part of the pilot scheme and tested the approach for almost eighteen months. The programme had a positive impact on all learners and staff noted it was particularly beneficial for EAL pupils.

The induction policy for EAL is considered the strength of the school, allowing teachers to provide an individual learning programme. New pupils are assigned a buddy and the school also has a group of language ambassadors to assist pupils who speak very little English. There is a strong orientation towards families and involving them in pupil learning and school life. Senior members of staff meet families of new arrivals to ask about family migratory history and culture. The aim is to understand the background and the needs of the pupil and their family (eg. food they like to eat, how to pronounce their name and surname) and to explain the English education system. New pupils are offered a part-time place initially if it is considered they are not ready to cope with a full day. The current approach replaces a former strategy of allocating all new EAL pupils to one teacher who focused on new arrivals. The new approach, which emphasises integration into the classroom at the earliest opportunity is considered to be more effective.

Notre Dame High School:

Interviews conducted with: Head of School, operation manager responsible for admissions, Learning support assistant, student and family support worker and looked after children mentor; RE teacher; EAL coordinator.

Visit conducted: 12th of July 2018

Location: Norwich (Norfolk)

Age range of pupils: 11-18. The school has a Sixth Form.

School size: 1500 pupils (more than the school capacity).

Ofsted: The 2011 inspection gave a rating of 1 (Outstanding).

Key Stage 4 Progress 8 score of 0.42 (above average) in the 2016/17 academic year, and -0.33 in the year prior. 97% of pupils who left in 2015 remained in education/employment as of 2017.

Admission policy: Norfolk County Council coordinates admission for Notre Dame. The school has clear selection criteria: - children who have a statement of education, health and care plan; - Catholic with a baptism certificate; - children who have been at one of their six feeder schools; - children of staff; - children with brother or sister in the school.

School context:

Notre Dame High School is a Catholic school, the only Catholic high school in Norwich and part of a multi academy trust which includes six Catholic primary schools. The school was founded over a hundred and fifty years ago by French order of nuns as a day school to educate local children, and as a boarding school. At that time two third of the boarding intake were from Britain and the other third was from Ireland, India and the Caribbean. Norwich is predominantly a white British area and 85 per cent of the population is white British, almost five points higher than the average of England (Census, 2011). Compared to other schools in Norwich, Notre Dame has the largest number of ethnic minority children of any secondary school in the City, which is accounted for by the number of children whose families originate from Catholic country such as Poland, Portugal, Spain, Philippines. Overall, 40 different languages are spoken by the school's pupils. The University of East Anglia and Norfolk and Norwich hospitals have been identified as the two main drivers for migrants moving to this part of the country.

As a Catholic school, parents make a conscious choice to send their children to the school and the intake

sits in the middle of the socioeconomic demographic for the county. The headteacher reported that recent cuts to travel payments for pupils traveling in from the less affluent areas of Yarmouth and Lowestoft may make it less likely that children from these areas will apply to the school.

The school is heavily oversubscribed in all year groups. It has a good reputation for results and pastoral care compared to other schools in the surrounding area. Although its status as a faith school is important in explaining its popularity, only 75% of pupils are catholic and about one in ten is practicing and goes to church. There is no specific catchment area, and over fifteen per cent of students travel twenty miles to come to school every day.

The school's main challenges:

Staff interviewed reported that constraints in terms of space and buildings are the main challenge, as the school is in the city centre and can't be extended to increase pupil numbers. It has no playing fields to extend onto. Because of its good reputation and as the only catholic school in Norwich, the school regularly receives applications for places which it cannot accommodate. Notre Dame is a School of Sanctuary, which means that they are making a conscious effort to welcome and support refugees. However the school has received relatively few applications on behalf of refugees. Currently there are six refugees/asylum seekers on roll, including one from the Syrian Vulnerable Persons Resettlement Scheme.

The school's main strategies:

To facilitate the process of integration of newly arrived migrants and refugees, the school adopts an individual approach creating a detailed portrait of the child and what his/her needs are. This provides guidance to teachers on how to help the child settle into their lessons. To overcome language barriers every EAL child is given a tailored package to facilitate their learning process and to support teachers. Depending on school readiness and previous experience, in some cases the school allocates pupils to a different age group. The aim of this practice is to ensure that pupils feel socially and emotionally comfortable. Occasionally pupils are removed from certain subjects to gain extra support through one-to-one tuition.

While the school is a Catholic and the majority of the pupils are from the faith, some pupils follow different religious and the head teacher allows time off for those observing Ramadan or other religious festivals.

Pastoral support systems are extensive and involve close work with different external partners.

Queen Katherine Academy (formerly Voyager Academy):

Interviews conducted with: Deputy Principal; Assistant Principle; Subject leader of accelerated Curriculum; Roma governor, pupils.

Visited conducted: 2nd of July 2018

Location: Peterborough (East England, Cambridgeshire)

Age range of pupils: 11-18

School size: 1086 pupils

Ofsted: Queen Katherine Academy reopened in September 2017. The school was previously called Voyager Academy. The inspection of 2016 gave a rating of 3 (Requires improvement). Data below are based on its time as Voyager Academy. Key Stage 4 Progress 8 score of -0.92 (well below average) in the 2016/17 academic year, and -0.9 in the year prior. 88% of leavers in 2015 remained in education/employment as of 2017.

Admission policy: catchment area.

School context:

Queen Katherine Academy is a school renamed in 2017 having emerged from its predecessor school, The Voyager Academy. The change of the name was the result of a change of strategy to address its previously poor reputation and the school is now a member of the Peterborough based Thomas Deacon Education

Trust. The school was built in 2009 on the site of the former Walton Community College. The Voyager School had been formed from the Walton Community College and another failing school. The merger was very challenging, pupil rolls fell and the Voyager went into special measures. The Voyager became an academy under Comberton Village College just outside Cambridge. Historically the school has achieved poor GCSE results and suffered a poor academic reputation¹⁴. The sixth form results and the implementation of the accelerated Curriculum for EAL pupils are contributing to an improved image and reputation for the school.

Peterborough is one of the more deprived areas of East Cambridgeshire. The school is located in an area of Peterborough where the level of deprivation is high and several students are living below the poverty line. The school has a high proportion of safeguarding cases and several students are carers. Large number of parents carry out shift work so that students have to collect and look after siblings after school. Queen Katherine Academy is a diverse school and the majority of the students (65%) are EAL new arrivals, more than bilingual British EAL. According to the last population census (2011) 21% of the Peterborough population were people born outside of the UK. Thirty-nine different languages are spoken in school and Lithuanian, Slovakian, Portuguese and Czech are the more represented nationalities among students. A significant number of students are Roma, from Czech, Slovakia, Romania and Bulgaria.

A comparatively high number of pupils leave or join the school partway through their secondary education. Most of these pupils are newly arrived from abroad whose parents work in seasonal activities.

The school's main challenges:

Staff reported churn as a big challenge for the school. The majority of those who leave, move out of the country while the majority of new arrivals are new to the country, rather than relocating from another school in England.

Queen Katherine Academy is not up to their pupil allocated numbers and they have consistent number of pupils that would meet Fair Access Protocol Criteria. This includes pupils out of education for more than two months or with attendance and behavioural issues.

The high proportion of EAL represents both a challenge and an opportunity for teachers and students as well. More than half of the student population speak a language other than English at home and school has high proportion of Roma pupils.

Attendance, perceived low aspirations and low levels of parental involvement are also key challenges for the school.

The school's main strategies:

In September 2017 the school started to implement the **Accelerated Curriculum** as alternative curriculum for newly arrived migrants or those British students with lower levels of English language or literacy. The school created six small classes where pupils learn for fifty per cent of their timetables, joining the mainstream classroom for Art, DT, Performing Arts, P.E., Maths and Science. The school decided to implement this provision from its experience that simple immersion of EAL students does not guarantee pupil progress. Interviewees noted that previously resources were invested in strategies and pedagogies for bilingual British EAL pupils. However, pupils were found to have lower levels of linguistic competency, with many being new to English. The previous 'immersion' strategy was found not be effective and was, in addition, affecting teacher morale. In 2016 the school recruited ESOL teachers and tested a small-scale pilot where students were given three lessons a week of ESOL. The positive impact of the pilot led the school to develop the Accelerated Curriculum.

The high number of Roma students motivated the school to employ a Roma teaching assistant and, at the time of our visit, the school was considering creating a second such post. A Czech Roma, former policeman and now community activist, has been appointed as school governor and his inside knowledge of Roma culture has been crucial for the development of understanding and support of Roma students within the school, as well as for the promotion of the school to communities.

¹⁴http://webarchive.nationalarchives.gov.uk/20091018144100/http://www.dcsf.gov.uk/cgi-bin/performancetables/school_08.pl?Mode=Z&Type=LA&No=8744083&Phase=1&Begin=2&Year=08&Num=874&Base=c&s2s=1

To engage with parents and to gain their trust the school allows an external organisation to use the building for a Saturday school for Czech and Slovakian Roma and non Roma children. The Saturday school teaches pupils in their home language. It also teaches English to parents and encourages parents to develop closer links with school.

The school is working closely with NGOs and Roma associations with the aim of raising aspirations, gaining parents' trust but also supporting teachers and staff to understand culture. A group of teachers visited schools in Poland and Slovakia to gain an understanding of the background of some of the Roma students as well as the education system for Roma in those particular countries. The trip has reported to be a useful learning experience and a second visit is taking place in December 2018.

St Andrew's CoE Primary:

Interviews conducted with: Headteacher, parents and pupils.

School visited: 2nd of September 2018

Location: Wolverhampton (West Midlands)

Age range of pupils: 3-11

School size: 451 pupils

Ofsted: The 2015 inspection gave a rating of 2 (Good) which was an improvement of the previous one followed in 2013 that gave the school a rating of 3 (Requires Improvement).

Key Stage 2 Scores were 3.3 (Reading, above average), 7.7 (Writing, well above average) and 5.7 (Maths, well above average) in 2016/17. 53% of pupils were assessed as working at the expected standard.

School context:

The school is located in a disadvantaged area and pupils come from a variety of backgrounds. The school has historically been very diverse. Currently 89% are from ethnic minority backgrounds and more than 80% speak English as an additional language. Thirty two different languages are spoken within the school. The main represented nationalities in schools are Pakistani, Kurdish and Eastern European families. There is a strong Slovakian Roma community which the school has found hard to reach and is keen to engage.

In recent years the number of pupils eligible for Pupils Premium has dropped because of the increase in the number of Eastern European pupils whose parents are in full-time work. At the same time, the school has seen an increase in the number of families in need, among them some who are not eligible for public funds or lack an appropriate visa status. Some pupils live in substandard and overcrowded rented accommodation and others, largely from white British backgrounds, are exposed to drugs and alcohol. Because of high levels of deprivation among the local white British community, the gap between white British and EAL pupils is sometimes not far apart in terms of language needs and vocabulary. In some cases language acquisition is easier for EAL pupils who are fluent in a second language than for white British pupils.

Despite its challenges the school has been ranked one of the very best in the country for the progress made by its disadvantaged pupils¹⁵.

The school's main challenges:

Parental engagement has historically been one of the school's main challenges. This is particularly so in the case of parents who have themselves had little in the way of formal education. Such parents are sometimes not well equipped to provide home support because they often lack the skills to help.

The school has found some new arrivals have unmet health issues. More generally, it has found that lack of familiarity with services and how to access help affects pupil attendance.

Pupil mobility is very high and presents a challenge for teachers and for pupils.

The school's main strategies:

The school places considerable importance on building relationships of trust with parents. Its practice is to

¹⁵ <http://www.wolverhampton.gov.uk/article/12826/City-primary-school-ranked-among-best-in-country>

invite parents to the school as often as possible and not activities other than learning. It has run a range of different workshops were organised to show parents how to assist their children with learning to read and to build their confidence in supporting pupils at home. The school is aware that some parents are unfamiliar with the process for GP registration, emergency services and other aspects of UK services. In response, ESOL for Health classes have been delivered to improve parents' understanding of the working of the UK health system and what to do when a child is unwell. These sessions were partly aimed at reducing sickness absence which was high in the school. Sessions were also run for mothers to raise awareness of cervical and breast screening and for fathers on testicular cancer screening. The school has also run creative workshops for families and visits to the local area to familiarise families with transport and shops. It has included literacy support for parents into workshop sessions on other subjects. Its programme has engaged a total of around 40% of families, including from the Slovakian community who have been found hard to engage.

The school has also trained three parent ambassadors to engage with the various communities that the school takes its pupils from including the Slovakian Roma community, who the school has found hard to reach. Activities to involve those parents in school life have included weekly creative workshops where parents and pupils work alongside each other.

The school became aware that parents tend not to use the services of the local public library because it is located in an area where they feel unsafe. Therefore, to encourage reading by parents and pupils, it obtained funding to enlarge the school library. This included buying bilingual books so that parents are more able to engage in their children's learning and improve their own language skills at the same time. It also stocks magazines in parents' home languages. The school just started delivering the 'magic breakfast' programme which has engaged the majority of the pupils daily. It is also setting up 'chatter groups' where parents will be invited to the school for coffee with other parents.

More generally, the school supports families who experience difficulties in their lives, including with housing, school uniform, migration status and food banks.

In the past EAL pupils were taught outside the classroom but are now integrated into mixed ability classes from their first day. Pupils are given a vocabulary test on arrival and the school uses an EAL programme 'Race into English'. EAL pupils are given a tailored pack introducing them to the school, with explanations in picture form.

Peer support is a strategy used to integrate newly arrived migrants in classrooms. The school has a buddy system and the Young Interpreter programme in place. Pupils are trained to support new arrivals with picture cards and visual materials. The school also appoints pupil Ambassadors who are asked to interpret and to translate materials such as questionnaires for parents.

The school has a strategy to improve pupil attendance which includes encouraging parents to understand the benefit of uninterrupted learning, rather than imposing a ban on term-time holidays.

The school celebrates cultural diversity through activities and workshops such as European languages day Black history month and food tasting.

St Helen's Primary School:

Interviews conducted with: Head teacher, office staff, Roma Teaching assistant, Higher Learning and Teaching Assistant, EAL specialist and pupils

Visit conducted: 10th of July 2018

Location: Ipswich (East England, Suffolk)

Age range of pupils: 3-11

School size: 460 pupils

Ofsted: The short inspection of 2018 confirmed the rating of 2 (Good).

Key Stage 2 Scores were 1.4 (Reading, average), -0.7 (Writing, average) and 0.6 (Maths, average) in 2016/17. 59% of pupils were assessed as working at the expected standard.

Admission policy: criteria include catchment area, presence of siblings and distance.

School context:

The school is two-form elementary school and has a nursery unit with morning and afternoon groups. Two third of pupils starting Reception have attended the school nursery. The school is located within other two church schools. The school works closely with St Matthews, an adjacent school, sharing practices and experiences particularly in relation to the needs of Roma pupils. In the past they shared the Roma teaching assistant and now the school recruited one who works exclusively for St Helens.

In the last 15 years the composition of the school has undergone significant change. In the past pupils were predominantly white British, with some Bangladeshi and Polish pupils. This has recently changed with an increase in the number pupils of non-British nationality, including Portuguese, Latvian, Lithuanian and Romanian – the largest group among recent arrivals. More than 30 languages are spoken by pupils in the school and 63% do not have English as their first language. In comparison, the proportion of the population of Ipswich born outside the UK was 11.8%, as measured by the 2011 census, although it is likely to have increased since then. In terms of pupil ethnicity, there is a sizeable group of pupils of Bangladeshi heritage who are now third generation and therefore are well integrated within the school. Roma are the school's largest minority ethnic group with nearly fifty pupils from Romania and Bulgaria. Meeting the needs of these pupils is seen by the school as its main challenge.

Low priced rental accommodation within the area surrounding the school is attracting more low income families, many of whom live in overcrowded accommodation.

The 2018 Ofsted report notes that 2017 KS2 test outcomes were lower for disadvantaged pupils compared to previous year, which were below their expectations. Attendance was also noted as an issue among disadvantaged pupils in the school. However, the attendance of disadvantaged pupils has caught up with others in 2018.

The school's main challenges:

The school is a mix of pupils of different origins and while all EAL pupils experience language barriers and challenges, Roma pupils are considered to have more difficulties because they tend to be less ready for school and are less familiar with written language. The lack of school readiness is associated with low levels of parental literacy and knowledge of the English school system. Roma parents are seen as a hard-to-reach group. They are also found to be reluctant to claim welfare benefits and to interact with services, limiting the school's ability to claim additional funds for their support. While the school receives additional funds for disadvantaged pupils based on their parents' income (the pupil premium), no funds are secured for pupils who are new to English. The provision of additional funds to raise the attainment of EAL pupils would cover additional costs of staff and their training.

The school is making efforts to raise levels of attendance, particularly among Eastern European pupils and holds a daily breakfast club.

The school finds engaging parents to be a challenge, and aims particularly to involve Roma parents in the school. A particular barrier to this is the lack of English language skills among many mothers of Roma children, and their lack of confidence in interacting with other parents.

The school's main strategies:

The school does not operate a separate curriculum for EAL pupils but some pupils who are new to English are taught separately. Currently around 13 pupils in year 4 are taught in small-group sessions to improve their English to a level where they can be taught effectively in the main classroom. Their learning is affected by the fact that most had not attended school prior to arrival in Ipswich. Apart from this group, EAL pupils are supported in their classrooms by teaching assistants. The school uses the sign language Makaton to communicate with pupils with no English. To facilitate learning and overcome some of the communication and writing barriers experienced by pupils the school adopts the Language Structures technique, a method started in Tower Hamlets.

The school has a Roma teaching Assistant and plans to employ two additional Roma apprentices (16 and 18 years old). The school aims is to train them to become Teaching assistants to provide additional support to Roma pupils. The role of the Roma TA is crucial in facilitating the integration of pupils and parents into school life. The TA both supports English language development and is also considered important in

providing is a role model both for the Roma community and for the rest of the school. His understanding of the local context in which children and families live brings a degree of empathy which is a unique source of support to the school community.

The school places considerable importance on engaging with parents, particularly with those from the Roma community. The strategy adopted adapts to parents' preferences and needs. For example the school communicates with Roma parents through direct spoken communication through teachers and meetings, rather than relying on its written communication, such as newsletters. .

The school has two dogs (Max and Bella) providing support to some of the most emotionally vulnerable children. The dogs are found particularly effective in helping new to English pupils to practice phonics and vocabulary, to a non-critical audience!

St Matthew's CEVAP School

Interviews conducted with: Head teacher, SENCO coordinator, Roma Teaching assistant, EAL pupils.

Visit conducted: 27th of June 2018

Location: Ipswich (East England, Suffolk)

Age range of pupils: 4-11

Numbers: 419 pupils

Ofsted report: The most recent 2015 inspection gave a rating of 2 (Good), an improvement from its 2013 rating of 3 (Needs Improvement). Key Stage 2 Scores were 2.5 (Reading, above average), 1.6 (Writing, average) and 1.3 (Maths, average) in 2016/17. 61% of pupils were assessed as working at the expected standard.

Admission policy: St Matthew's is not a catchment area school

School context:

St. Matthew is a Church of England school which was originally built as a one-form entry level but has expanded to two-form entry. The school is located in the centre of Ipswich, in an area surrounded by rental properties often tenanted by newly arrived migrants. The closest outdoor space is Jubilee Park, a children's playground which has gained notoriety for being unsafe due to crime and antisocial behaviour. The area is among England's most deprived with incidents including muggings, stabbings and drug dealing. When the school was one-form entry it was more difficult to obtain a place and the majority of children were from higher socio-economic groups and practicing Christians, confirmed in church. The composition of the school has since changed so that many pupils come from disadvantaged households. The number of children who attend church regularly changed from approximately 80% in 2000 to around 10% in 2014.

Over half of the pupils (57%) are from homes where English is not the first language, an large increase since 2005 when there were almost no EAL pupils (0.2%). There has also been an increase in the number of minority ethnic children and particularly Roma pupils (14%) from Romania and Bulgaria. In the 2011 Census 11.8% of the population of Ipswich were born outside of the UK. The industrial sectors employing large proportions of new migrants are health and social care, hospitality and food processing. The number of pupils taking up free school meals is about 13%.

There is a high level of pupil turnover, with almost a quarter (24%) joining and leaving the school at different times of the year.

The school's main challenges:

The school sees its role as going beyond educating children and has become the first port of call for families struggling to engage with other services or in some cases facing financial difficulties. Parents therefore seek advice and guidance from the school on issues which are not directly related to education but ultimately crucial for pupils' integration. Therefore teachers and TAs are proactive supporting vulnerable families to overcome barriers to learning in their lives. As an example, the school became aware that families do not access dental care and this impacts on pupil attendance and wellbeing. Similarly, some pupils are not registered with a GP and the school encourages families to do so.

The school finds it hard to engage parents with the school and to encourage high aspirations among some families for their children. It is thought that disengagement results from low levels of understanding of the education system in the UK.

The school's main strategies:

The school runs a breakfast club aimed at increasing pupil attendance, including for pupils where this is found to be an issue. . It runs weekly welcome sessions "Stay and Play" to engage with parents and to increase their knowledge and understanding of how the UK education system works. The school also organises international days where parents are invited to talk about their home country, food, faith or religion. The school has put considerable effort into encouraging parents to attend all meetings and now achieves a high good turnout.

To support EAL pupils and particularly Roma pupils the school employs a speech therapist, a Roma Teaching assistant and a family support worker.

A buddy system is in place to help newcomers to settle in. Depending on their level of English, EAL pupils spend some time learning in small groups with an EAL teacher and spend the rest of the day in the classroom for mainstream teaching.

To tackle specific barriers such as access to GPs and dentists the school supports parents with registering for services and has created a dentist appointment card to help parents with appointments.

To raise pupil aspirations and support transitions to secondary education, the school organises lunches with former pupils. This also maintains contact with former pupils and helps develop a sense of community. Former pupils are also given opportunities to help in KS1 classes. Information about job opportunities and salaries relating to various qualifications is also given both to parents and pupils with the aim of informing them better about the world of work.

St Michael's on the Mount CoE Primary School:

Interviews conducted with: lead of EAL teachers, parents and pupils.

Visit conducted: 25th of September 2018

Location: Bristol (Gloucestershire)

Age range of pupils: 4-11

School size: 700 pupils

Ofsted: The 2015 inspection gave a rating of 2 (Good), an improvement since the previous inspection of 2013 that rated the school 3 (requires improvement).

Key Stage 2 Scores were 1.1 (Reading, average), -3.2 (Writing, well below average) and 1.2 (Maths, average) in 2016/17. 63% of pupils were assessed as working at the expected standard.

Admission policy: School places are allocated by the Council.

School context:

St Michael's on the Mount is a one-entry small Church of England school located in the centre of Bristol. In line with the city's increasingly diverse population, the school attracts pupils from a wide range of backgrounds. The proportion of the Bristol's population who are other than White British increased from 12% in 2001 to 22% in 2011 (UK Census). In the schools more than half of pupils (52%) speak English as an additional language. The majority of EAL new arrivals are pupils whose parents study at nearby Bristol University. Countries from which children and their families originate include Chile, India and France. Those pupils come with very little or no English and are 'transient pupils' as many stay in the school for only a few years. The school also has EAL pupils whose parents are economic migrants and Somali children who are British born but who are still considered EAL as they speak Somali at home. The school has a high churn rate, partly because of the proportion of children whose parents are in the UK to study but also because the school has no catchment area and its central location is convenient for those new to the city. Some pupils move on once their families find a place at another school nearer their home. Most of the white British pupils live on a housing estate in close proximity to the school. Some of these pupils come from disadvantaged backgrounds, with a number having physical and emotional needs or have been

excluded from other schools. The social class composition of the school has changed over the last eight years with the setting up of a new school which has attracted some of the more affluent local families.

The school's main challenges:

In some cases the high rate of churn makes it difficult for staff to identify additional needs and intervene accordingly. A significant proportion of EAL pupils joining in years 2 and above have not experienced formal education before arriving in the UK because of the higher age at which children start in many countries. This, combined with weak English language, means that special needs are often not apparent at least initially. The school also has many children with serious physical and emotional needs who have been unable to secure a place in a special school.

The school's main strategies:

The school has an induction process for parents who are encouraged to become involved in the life of the school. The school's strategy to meet the needs of EAL pupils is to put them straight into mainstream classes and to provide them with extra support from the EAL lead teacher, NQTs or TAs. The immersion model is seen as effective since it provides EAL pupil with good role models for spoken English. EAL pupils are also given extra or tailored homework to facilitate their language skills. The high proportion of EAL pupils in some classes is seen as beneficial to the extent that fellow pupils are seen to be practising English, making mistakes and improving. It also means that teachers are able to cater for the needs of groups of pupils rather than individualise their learning.

The school has a strong focus on phonics, Read Write Inc, and delivers the same programme to all pupils. EAL pupils are found to gain particular benefit because the programme allows them to track their own progress, which is often fast.

Since 2014 the school has delivered a drama and music initiative for EAL pupils called 'The magic Shoes' and this year 'The Magic Hat', a similar project. Involving around 25 children, the plays explore themes of communication, sense of belonging and friendship which are all particularly relevant to children who have experienced moving to a new country and new school. One guiding principle of the project is the importance of pupil engagement for children's integration and the project aims to help EAL pupils to overcome specific barriers such as lack of self-confidence, as well as language needs. Sessions include a focus on particular EAL needs, for example pronunciation and grammar.

The project takes place over the course of 10 weeks during after-school sessions and pupils are also given tasks to practice at home with their parents. EAL parents are invited to attend the sessions and to give practical support with costumes, giving them the opportunity to engage with other parents as well as with the school. The play is performed at a local theatre and the whole school is invited to attend.

Parents interviewed confirmed the project has boosted children self-esteem and confidence and that pupils were proud that their parents were also involved. The project has also given migrant parents the opportunity to meet with other parents and create new friendships. The successful contribution of the project to the integration of EAL pupils has led the school to extend the project to three other schools in the city.

Referring to the Magic Shoes project, the school's 2015 Ofsted report notes "pupils are encouraged, especially through music, art and drama, to learn about and celebrate the wealth of language, culture and religious views evident in their widely differing backgrounds".

St Nicholas's Catholic Primary School:

Interviews conducted with: Pastoral care manager, coordinator of EAL pupils and pupils.

Visit conducted: 7th of November 2018

Location: Liverpool

Age range of pupils: 3-11

School size: 190 pupils

Ofsted: The 2018 inspection gave a rating of 3 (Requires Improvement), which was an improvement on the inspection that took place in 2016 and gave the school a rating of 4 (Inadequate).

Key Stage 2 Progress Scores were 0.5 (Reading, average), 0.4 (Writing, well above average) and 4.9 (Maths, well above average) in 2016/17. 63% of pupils were assessed as working at the expected standard.

Admissions policy: The school has no catchment area.

School context:

St Nicholas is a one form entry Catholic primary school located in the centre of Liverpool. More than a two-thirds of pupils (70%) speak English as an additional language (EAL). The majority of EAL are children whose parents study at nearby Liverpool John Moores University. Most common language spoken is Arabic, followed by Chinese, Urdu, Tamil, Hindi, Serbian and Italian. Those pupils whose parents study or work at the University come with very little or no English and are mobile as many stay in the school for only a few years. September and January are when the school receives most pupils from abroad who are new to English. Since the beginning of the school year to November, St Nicholas has already received 21 new arrivals and 11 have left. All pupils have been schooled in their home country prior the move and parents tend to bring their childrens' school reports. The majority of parents are well-educated academics and place a high value on education.

In 2016 the school was taken into special measures because of an assessment of poor management and leadership. This has resulted in changes in management in the past two years. The 2018 inspection gave a rating of 3 reflecting the schools' improvement. Despite its poor Ofsted rating in 2016, the school did not experience loss of pupils and parents demonstrated trust and support.

The school's intake has changed over the last ten years and the proportion of EAL pupils has increased. Despite being a Catholic school, the majority of pupils are Muslims and the school attracts pupils from all religions because of its status as a faith school. The school also has a Muslim governor.

St Nicholas is a school of Sanctuary and places considerable importance on ensuring that the school as a whole provides a welcoming, friendly and warm environment for every child. Staff meetings and training have been held as a result of the application for the School of Sanctuary award the school has received in 2015.

The school works closely with other schools with similar EAL intake sharing practices and tools.

The school's main challenges:

One of the school main challenges is represented by language barriers experienced by EAL pupils. These barriers are represented in terms of academic progress rather than social integration since pupils interact and socialise even when they are new to English.

The school's main strategies:

In the past the school had in place a separate intervention approach for EAL pupils, teaching them outside mainstream classes. However, the transient nature of school's intake made this intervention difficult and the school has moved to an immersion model. The immersion strategy is seen as effective with EAL needs met by teachers within the class, along with extra support from the EAL lead teacher, learning support assistants or TAs. The school has developed a series of different strategies to overcome language barriers. 'Talking pens' are useful tools that teachers, children and parents can use to hear stories read in either their own language, or English. The tool is particularly beneficial for pupils who struggle to settle due to language barriers or culture shock. Talking pens and bilingual books also allow children to improve vocabulary in their home languages, which is considered important by the school.

The school uses the sign language Makaton as part of its daily work. Makaton is used to support the

development of pupils' talk through the use of gesture and non-verbal communication. It is used as a class practice, rather than a single intervention.

The school also uses a 'Talking Partners' programme which is designed to improve the way children communicate, whether EAL or not. It consists of a 10 week intervention used in small groups.

The progress of EAL pupils is tracked with a specific monitoring form that allows teachers to observe progress even before they are able to talk about their learning.

The school celebrates pupils' diversity through activities including multicultural weeks, where parents are invited to bring food from their home culture to share. Different faiths are also celebrated through practical learning activities. For example children are encouraged to talk to their class about how they practice their faith at home, how they pray and the festivals they celebrate. Children are also encouraged to pray in class in the way they feel most comfortable.

The diversity of the school diversity is also reflected in classroom displays which depict images of pupils of a range of ethnicities.

Parents are invited to morning reading sessions where teachers provide guided support on how to help, support and encourage children's reading at home. Other activities organised to engage parents with the school include craft and cookery sessions where pupils work with parents. These activities also provide an occasion for parents to socialise with other parents who speak their home language.

For the current year the school is planning to deliver 'Language of the Month' activities and teachers have developed practical and creative ways of enabling children to learn about and share their knowledge of languages.

Buddies are trained in how to befriend new arrivals, particularly those seeking sanctuary who are largely asylum seekers and refugees. Buddies are encouraged to learn words in their new friends' home language to help them settle in.

Occasionally the school has helped families financially particularly when parents are studying and do not have access to public funds. In such cases the school has provided uniforms and food.

Westminster Academy:

Interviews conducted with: Associate Director of Learning EAL, Vice Principal, Assistant Vice Principal, Speech and Language Therapist and pupils.

Visit conducted: 22nd of November 2018

Location: London

Age range of pupils: 11-18

School size: 1126

Ofsted: The 2013 inspection gave a rating of 1 (Outstanding).

Key Stage 4 Progress 8 score of +0.63 (well above average) in the 2017/18 academic year, and +0.8 in the year prior. 90% of pupils who completed Key Stage 4 in 2016 remained in education/employment for at least two terms.

Admission policy: Local authority is responsible for the admission process.

School context:

Westminster Academy is a large non-selective academy which was established twelve years ago. The school was originally North Westminster Community School which, following an Ofsted rating of Requires Improvement was divided into Westminster Academy and Paddington Academy which are single academies not in the same Trust. Initially on conversion, the new school's intake was small owing to its previous performance issues but the school population has grown and more and more pupils select Westminster Academy as their first choice. Pupils' results are also improving.

The school runs the International Baccalaureate programme through two programmes: the careers related programme and the diploma programme. The school also has a small sixth form which is very international in composition with new pupils joining from other schools.

The school is very diverse and almost 76% of pupils speak English as an additional language (EAL). This percentage is 6 points lower than two years ago because of the changing intake. The majority of

EAL are pupils born in the UK but the number of new arrivals has increased. These have included students whose parents are diplomats or work within the Embassies as well as refugees and unaccompanied minors. Within the last two years, for example, the school has received 54 new arrivals and while some are fluent and competent in English, others are new to the language. The school has targeted more than half of these new arrivals for after school support interventions. Over the years the level of English spoken by new arrivals has improved as the intake has changed: the school now receives more students from international schools or students whose parents work in embassies and receive private tuition.

29% of pupils are eligible for free school meal and 50% are Pupil Premium.

The school's main challenges:

The school lacks funds for the full range of activities it used to provide. In particular in the past it was able to allocate several teachers and TAs to support EAL students through additional tuition. However, in the light of cuts in funding for EAL, the school is pursuing strategies aimed at facilitating integration with fewer human resources. The school would like to invest in two or three EAL teachers to provide better support to newly arrived children through initial two-three week induction and to tailor one to one support substituting some subjects with functional skills.

The school faces a challenge relating to the difficulty of identifying special needs in EAL pupils, since in many cases learning difficulties have not been identified in their previous school and they have not been included in appropriate interventions.

The school's main strategies:

The teacher with responsibility for EAL carries out an induction process for all new migrant pupils, either in a group at the start of the school year, or individually for those who arrive within the school year. The induction includes a test in written and spoken English as well as explanation of their timetable, personal introduction to their tutors and allocation of a buddy. The EAL specialist teacher also carries out regular visits to classrooms to check on the support and progress of EAL pupils.

Depending on pupils' level of needs and on parents' preferences, the school supports newly arrived pupils with extra work at home or few extra lessons a week with a TA. In the case of pupils in year eleven, the school runs an individual timetable of interventions (subject specific). The school encourages pupils to take GCSE in their native tongue. The Year 11 spoken language assessment is used as an opportunity for pupils to talk about their background, encouraging confidence among migrant pupils and understanding and empathy among their classmates.

The school has a long-standing partnership with the University of Westminster and provides two-term long placements to students who are learning to teach English as a second language. Sixth formers and key stage four students act as mentors and buddies to support newcomers from the same country of origin.

In the past the school provided a one-to-one or small group induction programme. Budget constraints reduced the number of staff available and the school now relies on classroom teachers. Teachers are reflective and open to feedback and while they are teaching for the whole class they pay particular attention to newly arrived pupils who may struggle with English. To overcome the lack of EAL TAs the school focuses on CPD in differentiation. Lessons are frequently observed and teachers receive practical suggestions on how best to support students.

The school organises international evenings once a year where pupils and parents are invited to bring traditional food to share.

The school also runs activities during refugee week aimed at raise awareness on why people become refugees and need protection. Events have included poetry and story-telling evenings.

Counselling sessions are offered to students as well as sports mentoring. A table tennis coach and a basketball coach support students three times a week through informal interaction. This provision seems to be particularly well received.

The school has a multilingual staff body and pupils are encouraged to speak, write and read in their native language. Multilingual staff are also encouraged to speak different languages with pupils, taking advantage of a linguistic connection to facilitate more informal conversations. Non-migrant

pupils, including those who do not have migrant heritage, also benefit from linguistic diversity among staff and pupils. Within the school speaking different languages is seen as normal and a positive feature of school life.

The school runs tailored sessions specifically for those parents not familiar with the UK school system to explain how students are assessed, criteria used and the school's expectations. When language barriers prevent communication school hires translators or asks students to translate for parents.

The school offers a wide range of extra-curricular activities and pupils are encouraged to attend after school clubs or lunch clubs. Duke of Edinburgh and Cadets are two initiatives that are found to be particularly beneficial for EAL pupils, giving them the opportunity to meet students who have the same passions or interests and boosting their confidence.

Appendix 2. Examples from leaflets produced by pupils

Sometimes you change SFA groups.
 In this school classes are very mixed.
 you can make a lots of friends.
 In this school you have to wear
 uniforms and skirt when I started
 I only had one skirt but when
 you are new ask people if they can be
 your friend. I like maths because
 there is a lot of questions. In Romania
 is very hard at maths and in this
 school is not that hard the 6th
 day at school I made a lot more
 friends. That's why I like this school
 I have one and a half hours
 I started art was not good at art
 but now I'm very good because
 go I practice.

Don't be afraid
 to ask for
 help if you
 need it!!

make sure
 you understand all
 your lessons.

ENJOY YOUR TIME

Be friends
 with good
 people

You can find new friends

Romania → England



School +
 is the best
 = School is
 the best.

Teachers in England
 help everytime.
 In Romania they let you
 independently.

GET READY
 FOR SCHOOL
 !!!

important
 letter

Get
 Ready
 To
 Learn

In every
 trip in
 Romania
 you have
 to give
 so many
 money

Sure
 Let play
 Let go
 In Romania
 you have
 to pay
 everything.

Everyone
 working
 together.
 In Romania is really
 poor because you have
 to get tools for
 school like books, pencils
 and rubbers. You have to
 pay lots of money for
 things. By the way England
 schools are more
 improvement, there are
 much more good
 things.

More colours and the teachers are
 more friendly and nice the
 children are very nice and
 helpful they help you if
 you fall you can make
 in my country we
 had no school uniforms we
 could wear what ever
 we liked. My first day
 at school there was a girl
 she liked talking with me
 and we became friends
 and now she's not in
 school when I
 went in SFA it was first
 very fun and I made a lot
 of friends they're all
 friendly, nice and helpful

WORD CAN HELP YOU!!!
 Bună - Hello Ce faci - How are you?
 România - Romanian By

Dear person
 if you are starting a new school
 here is some advice you shouldn't
 be shy try to make new friends
 push your self to beat your
 shyness
 I I I I I

What I love
 about it that teachers help
 me with my work. I
 like about this school is that
 we play drums at PE?

Maths not
 You can leave the rest and
 friends because the teacher
 I like the Maths because is very
 nice and he has a talking.
 I like the riding and painting and
 coloring.
 And I like the teachers



I
 love
 this
 look
 & so
 it
 the
 best

love love love