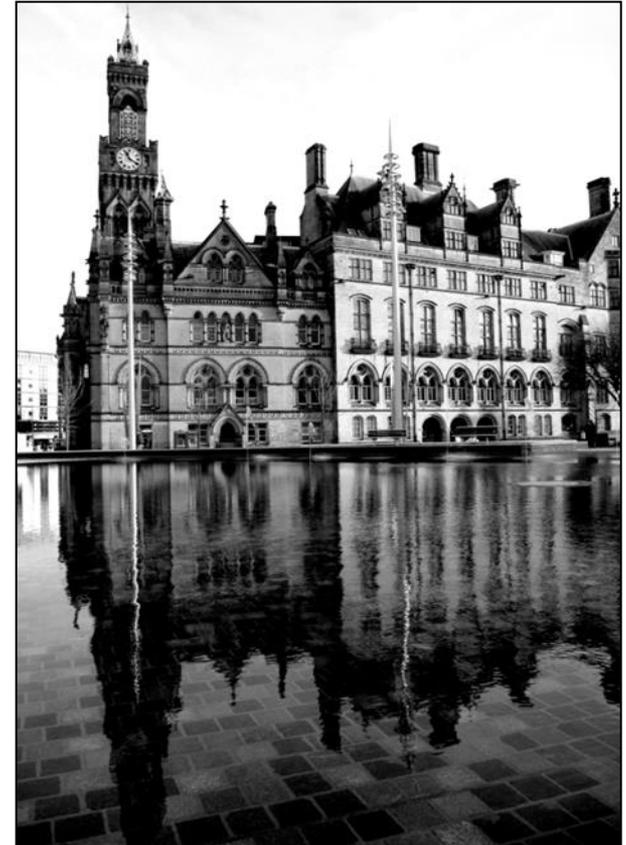


Governor Forums Autumn 2017

9 October at Margaret
McMillan Tower

Or

10 October at Eastwood
Community Primary



School.governor@bradford.gov.uk



City of
BRADFORD
METROPOLITAN DISTRICT COUNCIL

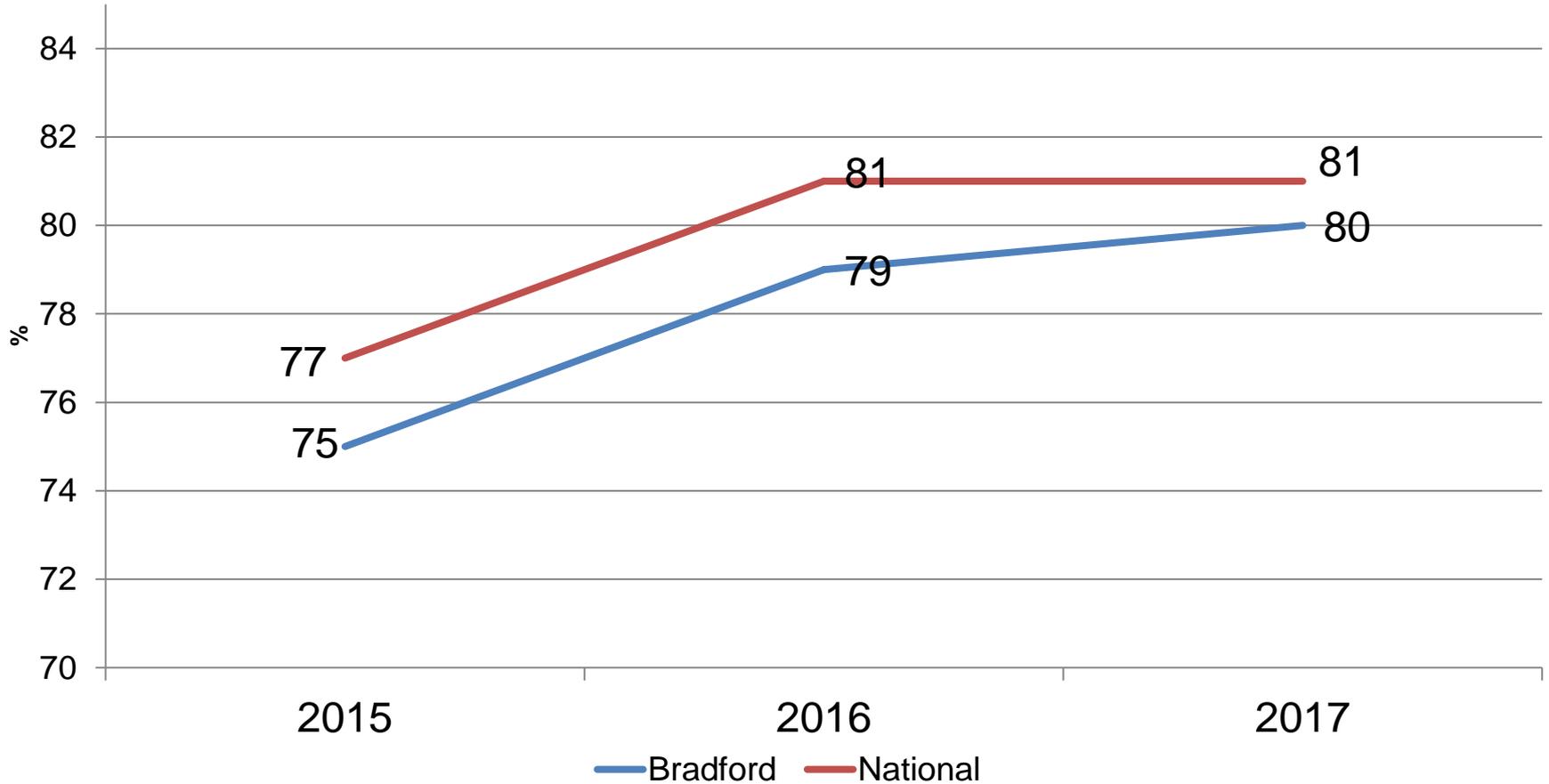
EYFS and Primary Results 2017

Achievement Officers



City of
BRADFORD
METROPOLITAN DISTRICT COUNCIL

Phonics % Pupils Achieving Phonics Standard by end of Year 1



2017 National uses NCER data



City of
BRADFORD
METROPOLITAN DISTRICT COUNCIL

Phonics Gender Gap

% Year 1 Phonics	2015	2016	2017	Improvement 2015-2017
Girls Bradford	80	84	84	+4
Girls National	81	84	85	+4
Gap:	-1	0	-1	

% Year 1 Phonics	2015	2016	2017	Improvement 2015-2017
Boys Bradford	70	74	75	+5
Boys National	73	77	78	+5
Gap:	-3	-3	-3	

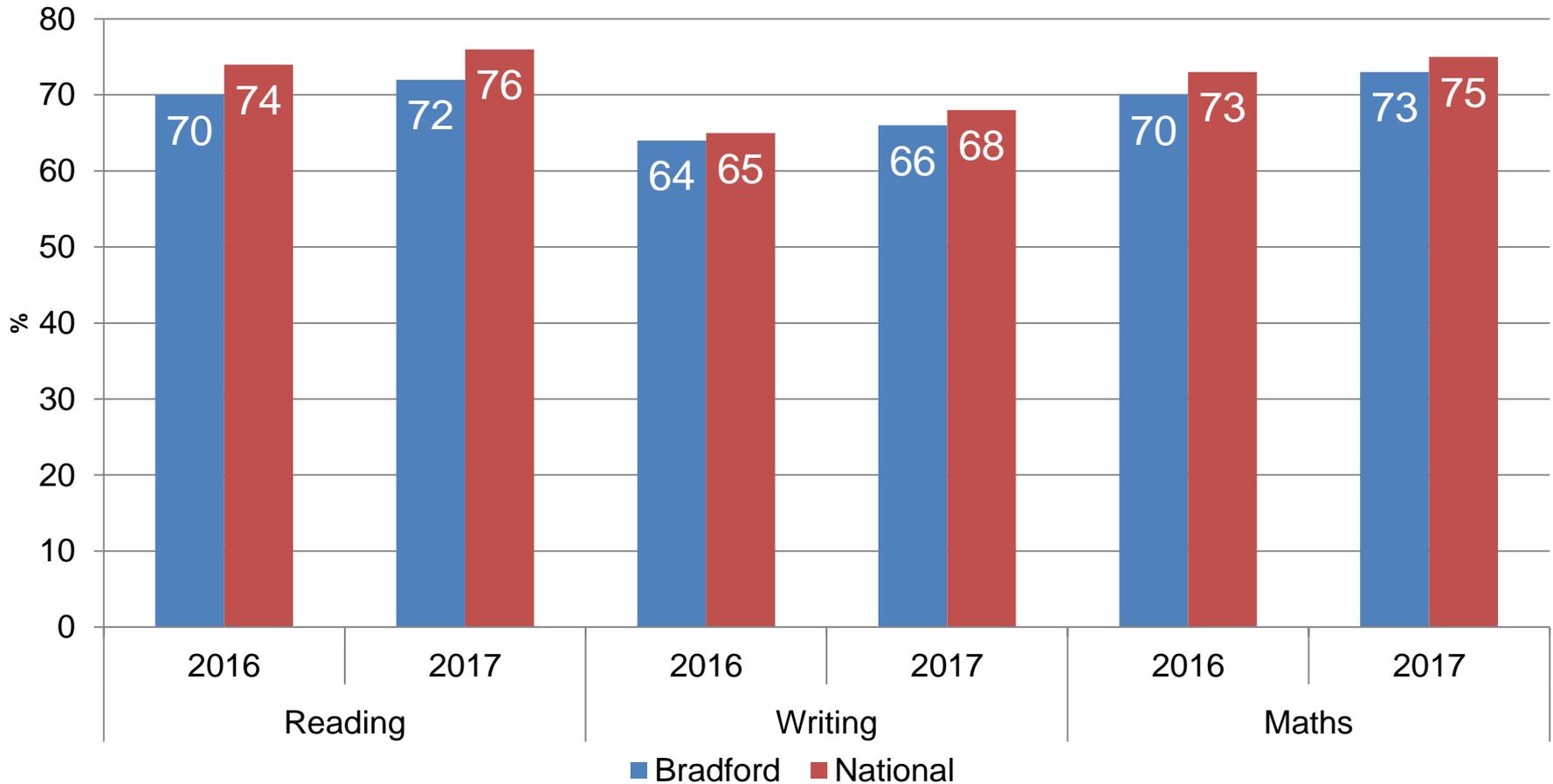


Phonics

- A slightly higher proportion of Year 1 pupils achieved the required standard in Phonics in 2017, with a +1% increase in Bradford figures between 2017 and 2016. The gap with the national average has now fallen to just -1%.
- Girls in Bradford did as well as girls nationally in the Phonics assessment in 2016, and their result this year is 1% below girls nationally.
- The gap between boys and girls has reduced by 1%
- The challenges facing lower performing schools are boys' underperformance and the monitoring of the teaching of phonics.
- Schools with 10% below the national average targeted and improvements made by the majority.
- Schools with low phonics scores are signposted to learn from the improved practice in local schools.



Key Stage 1 % Pupils achieving the Expected Standard



2017 National uses NCER data



City of
BRADFORD
METROPOLITAN DISTRICT COUNCIL

Key Stage 1: Gender Gap

% Expected Standard	Reading 2016	Reading 2017	Writing 2016	Writing 2017	Maths 2016	Maths 2017
Girls Bradford	74	77	71	74	72	75
Girls National	78	80	73	75	74	77
Gap:	-4	-3	-2	-1	-2	-2

% Expected Standard	Reading 2016	Reading 2017	Writing 2016	Writing 2017	Maths 2016	Maths 2017
Boys Bradford	65	67	57	58	69	70
Boys National	70	72	59	62	72	74
Gap:	-5	-5	-2	-4	-3	-4
Gap with the girls	-9	-10	-14	-16	-3	-5



Key Stage 1

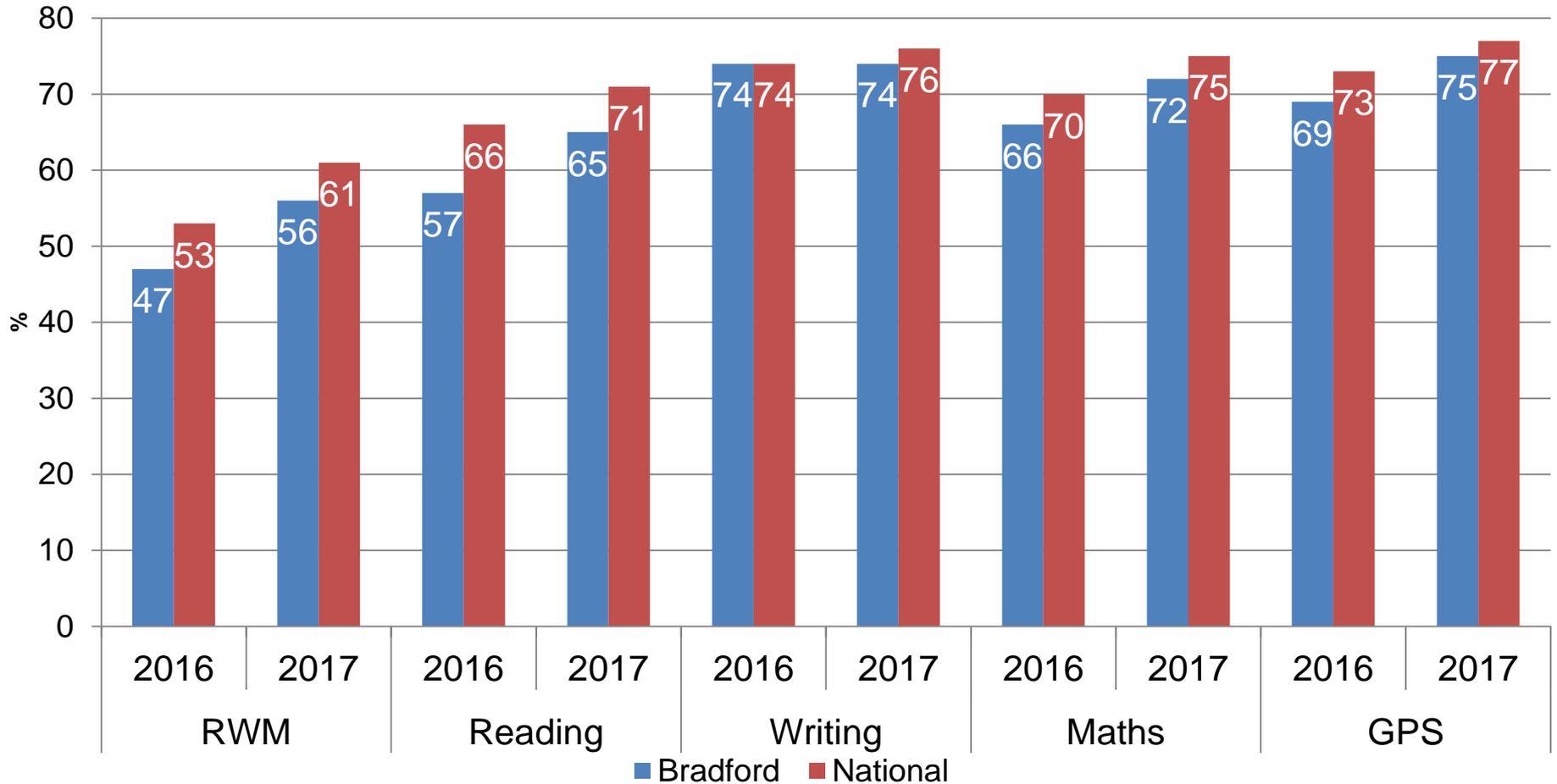
- The proportion of pupils achieving the expected standard in reading has risen by +2%. In reading the gap to the national average remains the same as in 2016. Out of 150 local Authorities Bradford ranked as 126th – same as last year.
- In writing there has been an increase of 2% and the gap has widened slightly to -2% from -1% ranking Bradford in 106th position from 93rd in 2016.
- In maths there has been a 3% increase and the gap with national has narrowed by 1% to -2%. This ranks Bradford in 110th position from 114th in 2016.



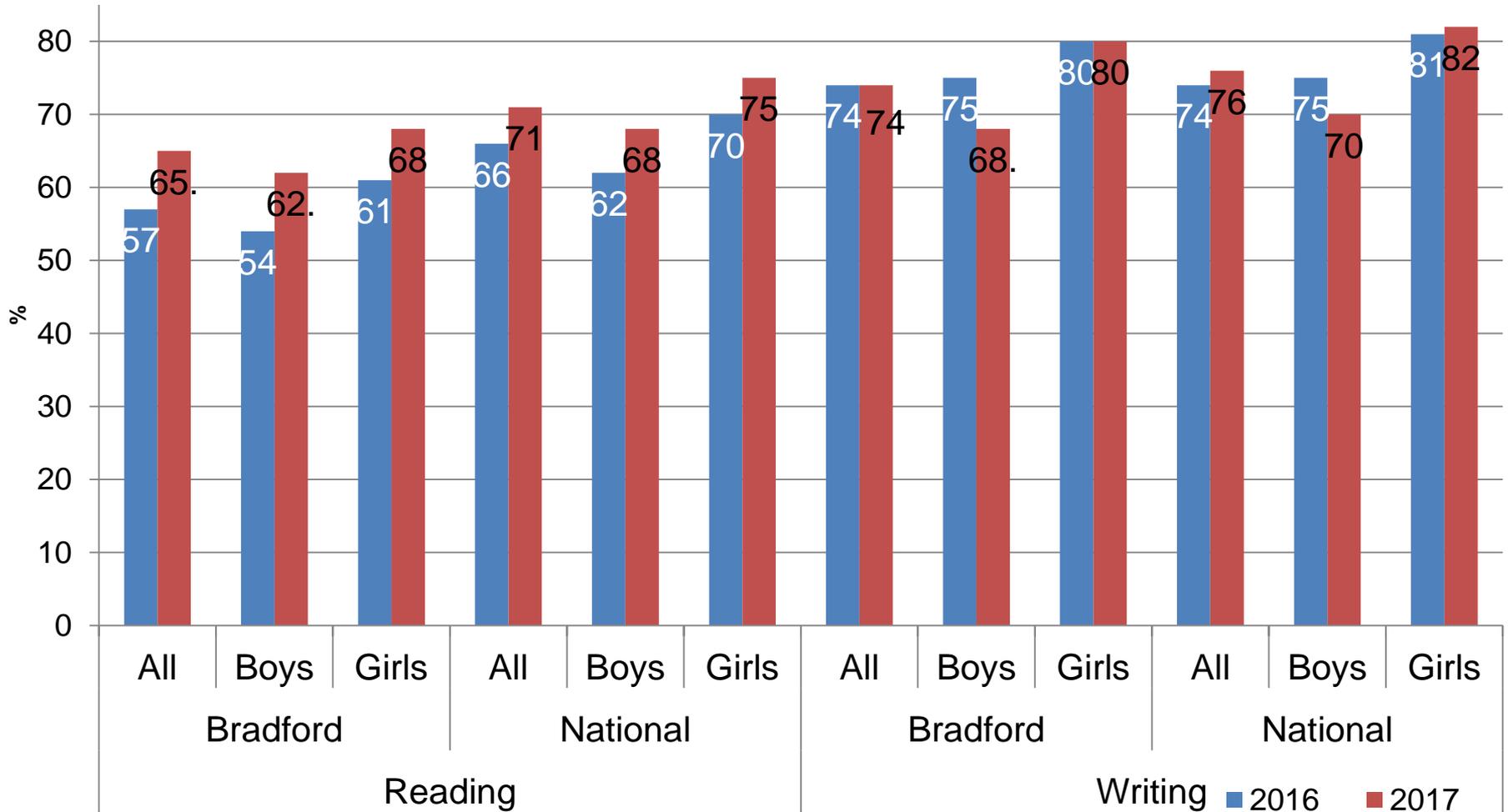
Key Stage 1

- Girls continue to do better than boys in all three subjects. In 2017 the performance gap has widened further as the results for girls have risen more quickly than those of boys.
- The gap is particularly large in reading (10%) and in writing (16%)
- The challenge is boys' underperformance in literacy.

Key Stage 2 % Pupils achieving the Expected Standard



Key Stage 2 % Pupils achieving the Expected Standard by Gender



Key Stage 2

- In the main performance measure, the percentage of pupils meeting the expected standard in all of reading, writing and mathematics (RWM) increased by +9% in 2017. The gap with the national average is now -5%. (-6% in 2016). Further improvements in reading results are needed to help to reduce this gap further.
- The proportion of pupils achieving the expected standard in reading rose by +8% this year.
- In reading, the gap between the boys and girls has narrowed from -7 to -6 but in writing the gap has widened from -5 to -12.

Key Stage 2: Ranking

- The 2017 RWM results ranks Bradford in 126th position out of the 152 Local Authorities nationally which is 13 places higher than 2016 (139th in 2016).
- The 2017 reading results ranks Bradford in 137th position out of the 152 Local Authorities nationally which is 11 places higher than 2016 (148th in 2016).
- The 2017 mathematics results ranks Bradford in 110th position out of the 152 Local Authorities nationally which is 15 places higher than 2016 (125th in 2016).
- The 2017 writing results ranks Bradford in 106th position out of the 152 Local Authorities nationally which is 25 places lower than 2016 (81st in 2016).
- The 2017 GPS results ranks Bradford in 104th position out of the 152 Local Authorities nationally which is 23 places higher than 2016 (127th in 2016).



What are we doing/Next steps

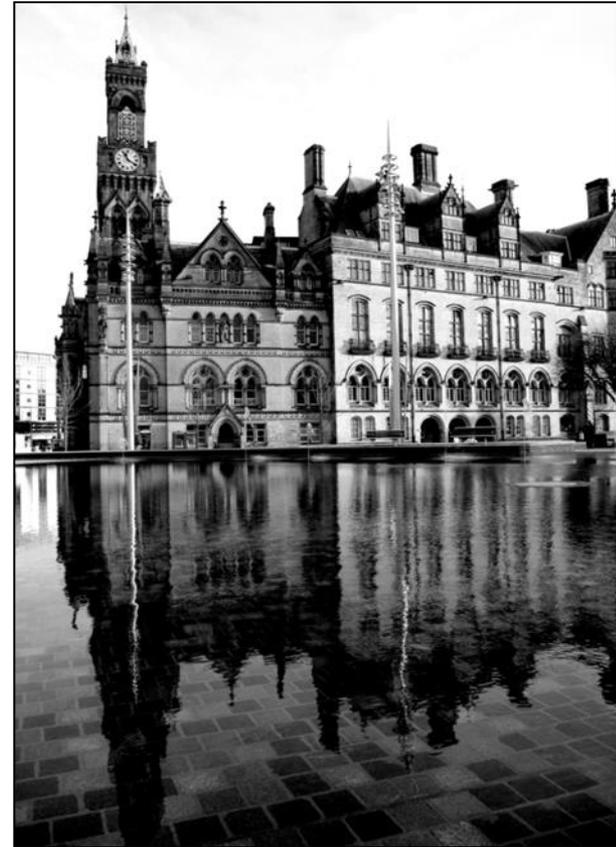
- Early Years Learning Team working with settings and schools to reduce the gender gap.
- Literacy Hub Early Years projects focusing on parental engagement
- Continue with existing language focused projects
- Continue with monitoring of phonics
- Calderdale writing programme for KS1 and KS2
- Reading Campaign
- Top and bottom 20 schools – Re/Wr/Ma
- Local Literacy Champions
- Voice Bradford (TSA led)
- Explore Hackney Learning Trust Reading programmes for KS1 and KS2



National Funding Formula and 2018/19 Funding Arrangements

Andrew Redding

Business Advisor - Finance



City of
BRADFORD
METROPOLITAN DISTRICT COUNCIL



St Edmund's
Nursery School and
Children's Centre

Working with and Engaging Families from Central/Eastern Europe



St Edmund's Nursery School and Children's Centre has been selected as a Centre of Good Practice for New Arrivals to provide a programme of support for schools with children who are new to English and/or new to education.

The inner city area where St Edmund's is located has seen considerable changes over the years in the structure of our community.

Around 10% of the local community are from a Central or Eastern European background.

These families are relatively transient with many families staying only a short time in the local area.



Based on our experiences and communication with staff who originate from different countries, who work closely on a daily basis with the families and, most importantly, communicate directly with our parents

We have identified three key areas that present the main issues in supporting communities new to the UK:

- ▶ Attendance
- ▶ Communication
- ▶ Social integration

Attendance

- ▶ **Home visits:** Opportunities to shadow practitioners visiting Eastern and Central European families in their own homes.
- ▶ **Relationship between practitioners and parents:**
- ▶ Our **Visitor Days** allow early years practitioners, teachers, students and others to see an outstanding nursery in operation. We can provide a specific focus on families from Central and Eastern Europe.
- ▶ **Settling in process:** We can provide information on our settling in process, and the special arrangements we have made for children from Central and Eastern European families.
- ▶ **Parent volunteers:** Parents from Central and Eastern Europe who are now an established part of the St Edmund's community can come to your school to talk to your families.
- ▶ (An example)



Reaching out to parents

- ▶ Staff team, reflective of the community
- ▶ Exploring values with the staff team – why work in partnership with parents?
- ▶ Communication – staff using first names, initial welcome, language, being seen in the community, commitment to students and volunteers
- ▶ Respectful relationships
- ▶ All children have a home visit from their key person
(the role of the key person is crucial)
- ▶ Highly trained staff team
- ▶ Open door policy



Communication

- ▶ **Home language speaker:** One of our team can talk to parents at your school.
- ▶ **Communication friendly classrooms:** Find out how we make sure the classroom environment is accessible to all children.
- ▶ **Alternative ways of communication:** e.g. Makaton
- ▶ **Developing trust:** How to and identify and train key people in your school to successfully build bridges with new communities.

Social Integration

- ▶ **Special events:** How we use open days, parties and 'Our community, Our World' week to ensure that all families feel part of our community.
- ▶ **Classrooms and communities:** Ensuring that the whole classroom reflects the children who are there, for example the home area, number area and snack area.
- ▶ **Parents as volunteers:** How to involve parents in supporting other parents, including pathways to paid employment.



“An especially effective mechanism for raising aspirations is when services working with children and families use as a deliberate tactic the employment of people from the local community. This has a number of benefits: positive role models are created for children; family incomes rise, and at least some of the money accrued is spent locally, thus supporting the local economy.”

C4EO Narrowing the Gap 2008

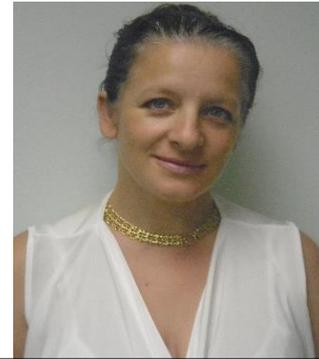
Our staff from EU



Juraj – Family support worker and Early Years Practitioner



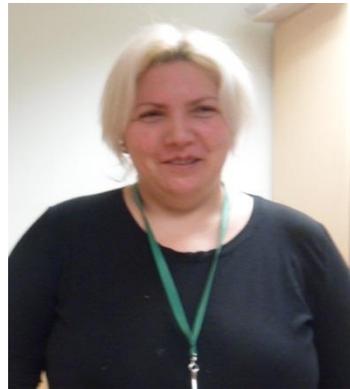
Radka-Casual



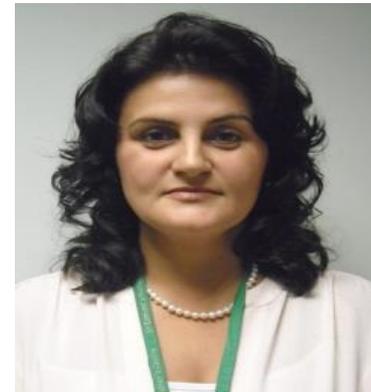
Ruzena – Community Engage Worker



Malgorzata-Cleaner



Dina-Early Years - Practitioner



Ermina Kesedzic - Teacher

Some examples of the outreach work

Working with:

- Primary and secondary schools
- Teaching school to raise cultural awareness for the new teachers
- Health providers
- Local Literacy trust to promote reading and sharing books with EU families
- 'Sharing Voices' offering information about emotional support for families from EU

“

St Edmund's Nursery School
and Children's Centre
Washington Street
BD8 9QW
01274 543 282

”

Contact

Ermina Kesedzic

Ermina.kesedzic@stedmundsbradford.org.uk



Horton Grange Primary School

Celebrating Success Together

EAL HUB



Who we are

We are a three form entry Primary School based just outside the centre of Bradford.

99% of our students are EAL Learners based on the data submitted on entry.

We welcome and work with New to English students and families from many different countries which currently include Slovakia, Bulgaria, Latvia, and refugees from Somalia.

Our Learning Approach to NTE children.

- **Mixture of class based and Intervention work.**
- **Language Support Team.**
- **Continuous assessment and discussion.**
- **Differentiated Learning.**
- **Accelerated progress.**
- **Individual needs.**



Horton Grange Hub Programme

- **Visits to your school.**
- **Visits to Horton Grange.**
- **CPD/INSET Training Sessions.**
- **NQT/RQT Training Sessions.**
- **Examples of paperwork.**
- **Support with individual children.**
- **Practical help with setting up processes.**

What we can help with

- **New arrivals process.**
- **Settling in of new children.**
- **Supporting families.**
- **Curriculum.**
- **Assessment & Progression.**
- **Raising Aspirations.**
- **Transition.**



Our Contact details

- **Lynda Salthouse, EAL Co-Ordinator & HUB Lead.**
- lynda.salthouse@hortongrange.bradford.sch.uk
- **Telephone-**
- **01274 573287**

**We look forward to working
with you**

**Sharing good practice is something we
feel very passionate about at Horton
Grange and we look forward to
discussing how we can work together.**



GREEN LANE PRIMARY SCHOOL

Meeting the needs of
children who are new to
English

INDUCTION

- ▶ An effective induction programme should provide...
'a positive welcome to all families, good communication, flexible responses to the wider needs of each child, initial assessment, information sharing with teachers so they can effectively plan for inclusion, peer support and tracking and reviewing of progress.'

- ▶ Planned induction

1. Prior to arrival
2. Registration
3. First visit
4. First day
5. Next ...



Developing
an inclusive
and
welcoming
school
environment

INCLUSION AT THE HEART OF OUR SCHOOL

- ▶ Underpinning EAL practice is the ideal of EAL pupils developing English language through ‘immersion’ in mainstream education, with targeted individual support. (naldic.org.uk)
- ▶ Inquiry based learning
- ▶ Mixed ability
- ▶ Peer support
- ▶ Communication friendly classroom
- ▶ Oracy at the centre of learning



MEETING INDIVIDUAL NEEDS

- ▶ Getting to know the child
- ▶ The wider needs of the child eg. health, physical, cultural, social, emotional, economical, safe guarding
- ▶ Assessment
- ▶ Target setting
- ▶ Appropriate support to address a child's identified needs, in a range of contexts
- ▶ Regular monitoring and review
- ▶ Problem solving



Bowling Park Primary

- 3 form entry, split site, 1 mile apart
- Approximately 20% N2E/GRT
- 80 Roma Pupils
- 76 Eastern European Children
- 83 white British
- 9 Asylum/Refugee
- Ofsted 'Good'

Successful Learners

Confident Individuals

Responsible Citizens



Go the extra mile

Try your best

Never give up

Make a difference
to your future

OFSTED

(March 2017)

Many pupils arrive at the school with little or no English and are welcomed by this inclusive school community. Some arrive with little prior educational experience and some have complex vulnerabilities. The provision you have made to integrate pupils quickly and to develop their language skills is highly effective.

New to English' lessons give new arrivals to the country a much-needed platform from which to begin to access English and engage in learning. Highly skilled and specialist staff provide a secure environment for pupils to take these first steps.

What we have done as a Centre of Good Practise so far.....

We have provided support to:

- **11** Primary schools in Bradford
- **4** Further Education Teacher Training Providers
- Extensive in-house training to our teachers to ensure all of our staff are confident in teaching New To English Pupils.

This support has included:

- Extensive support throughout the year with setting up New to English teaching interventions (classroom environments and curriculum)
- Providing sequences of learning and example planning
- Staff meetings on teaching strategies
- Clicker Training
- Teachers observing lessons

How we can support schools

- ▶ Implementing a phased approach
- ▶ Planning sequences of learning to coincide with the new curriculum
- ▶ Guided reading for new to English learners
- ▶ The explicit teaching of grammar
- ▶ Assessing new to English learners
- ▶ Parental involvement and improving attendance

Our school Provision

Phased Approach

Successful Learners

Confident Individuals

Responsible Citizens



Go the extra mile

Try your best

Never give up

Make a difference
to your future

Phase 1



Phase 2



The curriculum

1. What ethos and philosophy is our curriculum built on?

Experiences

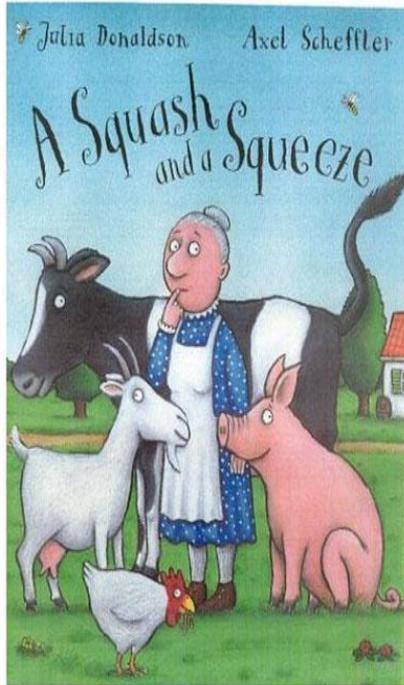
**Early Years
Practice**

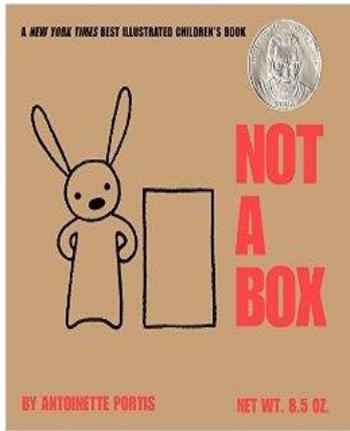
**Hands on
learning**

Motivational

Provide a rich context for learning

- ▶ Well chosen text
- ▶ Trips
- ▶ Displays
- ▶ Videos/ songs





It is not a box



Let's Celebrate!



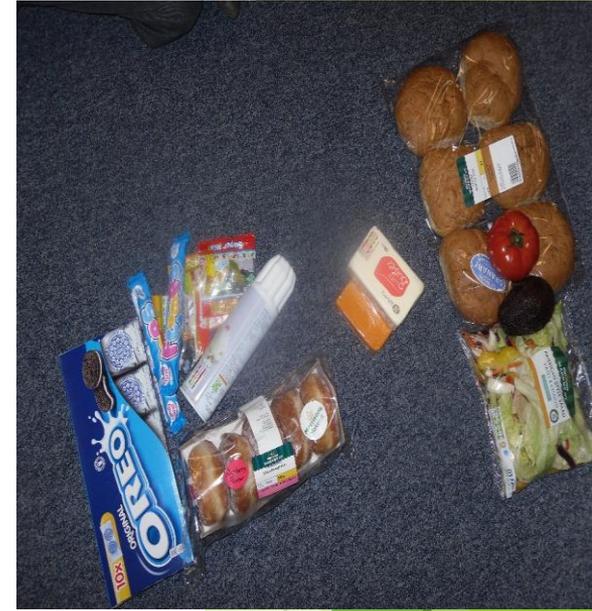
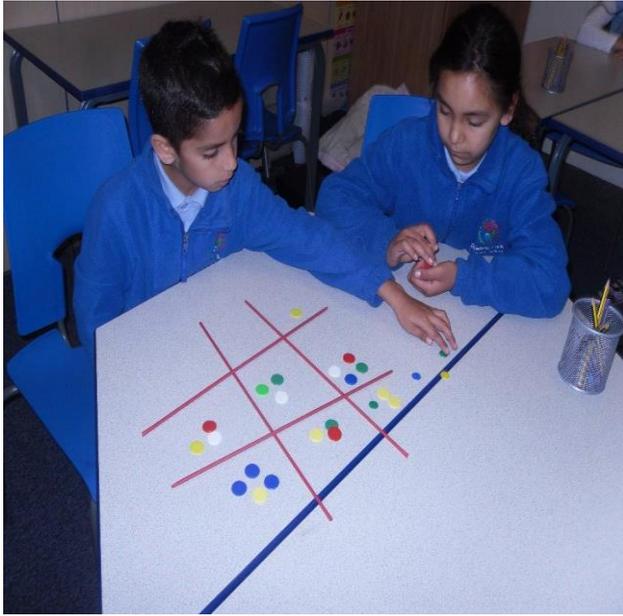


Developing learners' independence

- ▶ Peer support including assessment
- ▶ Writing frame
- ▶ Clicker!
- ▶ Innovate previously learned texts / stories

A Squash and a Squeeze	<u>Past tense verbs</u>	<u>Nouns</u>
<u>Adjectives</u> red old small greedy blue brown warm sad happy wise white naughty	 laid  chewed  knocked over  nibbled  pushed	cow goat hen larder jug house curtains lady man egg window help
<u>Conjunctions</u> and because	<u>Some more verbs...</u> ate, took, saw, was, were, threw, made, ran, asked, said, lived	<u>Pronouns and names</u> she he it

Maths and the wider curriculum



Parental Involvement



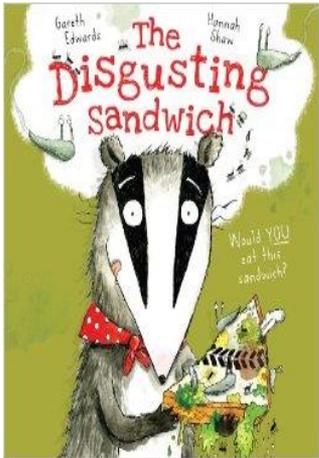
What we have done with other schools

The pedagogy

Key teaching principles

- Activating prior knowledge
- Provide a rich context for learning
- Communicating in speech and writing
- Explicit teaching of key language features
- Developing learners' independence

Staff meeting
slides
delivered at
schools

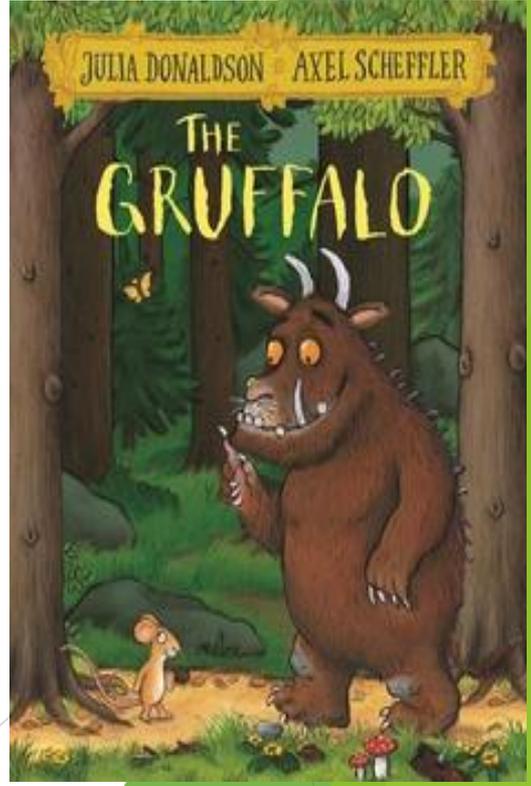
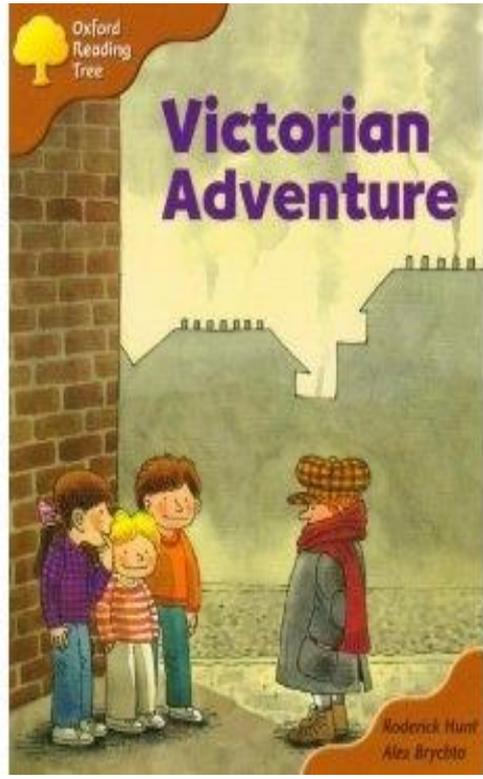
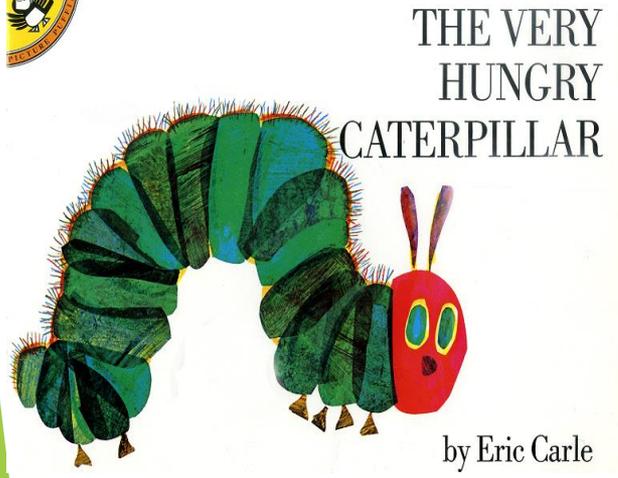




Choose an appropriate book (can it be linked to mainstream curriculum?)

Staff meeting slides delivered at schools

A rich context for learning



Pre-teach key vocabulary

Staff meeting slides delivered at schools



Flashcards and related games

Role play and drama

Clicker 7



▲ Use new language in a range of contexts



Staff meeting slides delivered at schools

Memory games

Clicker 7

trips

Bingo!

Work sheets

Phonics activities

▲ Talk! Talk! Talk!

Staff
meeting
slides
delivered
at schools

Talk - of the right quality - promotes the development of learners' reasoning, conceptual understanding and reading comprehension.

Communicating in speech

- Sequencing the story with my partner
- Describing the characters
- Describing the setting



DartS activities (direct activities related to a text)

- Gap filling activities
- Sequencing words, sentences or paragraphs
- Labelling a diagram
- Matching a simple sentence to an image
- Completing a grid or chart

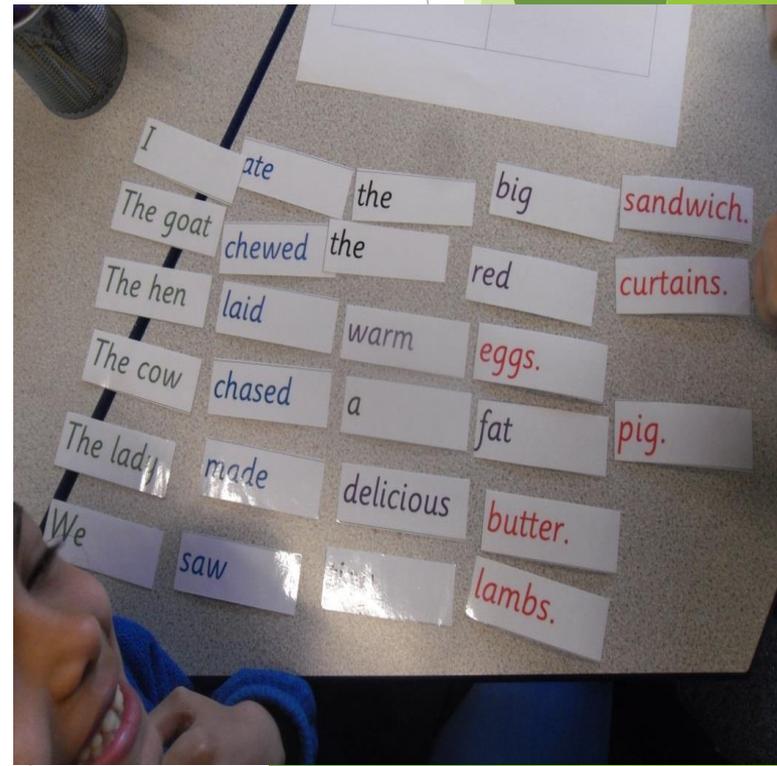
Staff meeting slides delivered at schools

DARTs activities provide excellent opportunities for independent work

Communicating in writing

- Clicker activities
- Sentence builders
- Handwriting activities

Staff meeting slides delivered at schools



Independent writing - writing frames

<p>A Squash and a Squeeze</p>	<p><u>Past tense verbs</u></p>	<p><u>Nouns</u></p>
<p><u>Adjectives</u></p> <p>red old small greedy blue brown warm sad happy wise white naughty</p>	<p> laid</p> <p> chewed</p> <p> knocked over</p> <p> nibbled</p> <p> pushed</p> <p><u>Some more verbs...</u></p> <p>ate, took, saw, was, were, threw, made, ran, asked, said, lived</p>	<p>cow goat hen larder jug house curtains lady man egg window help</p>
<p><u>Conjunctions</u></p> <p>and because</p>	<p><u>Pronouns and names</u></p> <p>she he it</p>	

Strategies given to develop independence for NTE pupils



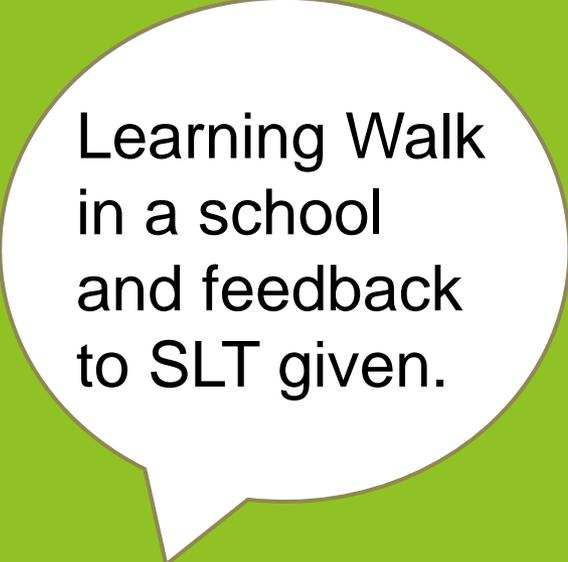
Extensive support given to a school in setting up a NTE intervention

Strengths

- Excellent environment for multi-sensory learning
- Teacher has good experience of teaching English as foreign language

Challenges

- Short sessions don't always allow for in depth learning opportunities
- Engagement/participation of all learners
- Preparation of resources - time consuming
- Lack of dialogue with class teacher - how do you know what the individual child needs to make progress?
- Evidence and assessment



Learning Walk
in a school
and feedback
to SLT given.

- Ensure that each session is 'language loaded' - opportunities for speaking, listening, reading and, sometimes, writing (I have attached a teaching sequence that should allow for you to exploit all of these areas)
- Make learning new language fun - change tone in voice, songs, language games (see suggested plan)
- Organise a trip - rich learning experiences are a fantastic opportunity to practise language in a different context.
- Remember the teacher has to be the facilitator - you are the main source of the target language in the room! I wouldn't recommend independent work until the children are established 'learners'.
- Think about the sequence of grammar teaching. 'This is a book, 'These are books' is quite complex for phase 1 as it requires understanding of auxiliary verb, noun plural etc. Instead stick to pronouns and singular forms of the verb until you have explicitly taught plural.
- Speak to class teachers - find out key areas for language development and plan sessions accordingly.
- Stick NASSEA framework in front of each child's book and highlight when child is secure in a particular area. Use the framework to inform planning.
- Consider how you are evidencing the individual child's progress - see suggestions on attached plan.

Suggested N2E teaching sequence for 30 minute sessions - WEEK 1
 Start by selecting a story from Oxford Owl. To prepare, select **nouns** and **verbs** that you wish to pre-teach the children before sharing the story with them in week 2.

	Monday	Tuesday	Wednesday	Thursday	Friday
Lesson outline	<p>LO: Read, understand and say nouns Pre-teach the nouns from the story using flashcards with pictures on them (colour code nouns red) (Powerpoint is great for making these).</p> <p>Look at the phonemes used in each word -</p> <p>ide on an action with picture (silly!) ingo with new words memory nouns on working wall.</p>	<p>LO: Read, understand and say verbs Practise yesterday's nouns Pre-teach verbs from the story. Working with the class, decide on an action for each verb. Pick a child and photograph them performing a particular action. (Use these photograph to create a verb dictionary for the children to stick in their books and to make a poster for the working wall).</p> <p>Pick some of the verbs learned today - can they be matched to any of the nouns we have learned? E.g. apple + eat, dog + run?</p> <p>Could we make a</p>	<p>LO: Understand sentences Write verbs from yesterday's lesson on board. Give children their books and challenge them to complete the verb dictionary you made yesterday.</p> <p>Show children simple sentences on the board. e.g. The dog runs.</p> <p>Can they identify the verbs/ nouns? How do they know?</p> <p>Explain that all sentences have 4 things: capital letter, full stop, noun and verbs.</p> <p>Sentence builder activity using noun</p>	<p>LO: Write simple sentences Begin with noun / verb matching game.</p> <p>Construct simple sentences on board with children.</p> <p>Provide writing frame divided into four sections:</p> <ul style="list-style-type: none"> • Determiners • Verbs • Nouns • Full stops <p>Children to construct simple sentences in their books.</p>	<p>TALK LESSON</p> <p>Show children a stimulating picture from the book - no text!</p> <p>What nouns can you see in this picture? Talk to partner.</p> <p>What verbs can you see happening in this picture? What are the characters doing? Show your partner the verb - can they guess?</p> <p><u>Assessment</u> Do they understand nouns / verbs?</p> <p>Talk about classroom nouns to give different context.</p> <p>What part of the</p>

Sequence of learning given to a school

Education Service for New Communities and Travellers

**Governor Forum
9th & 10th October 2017**



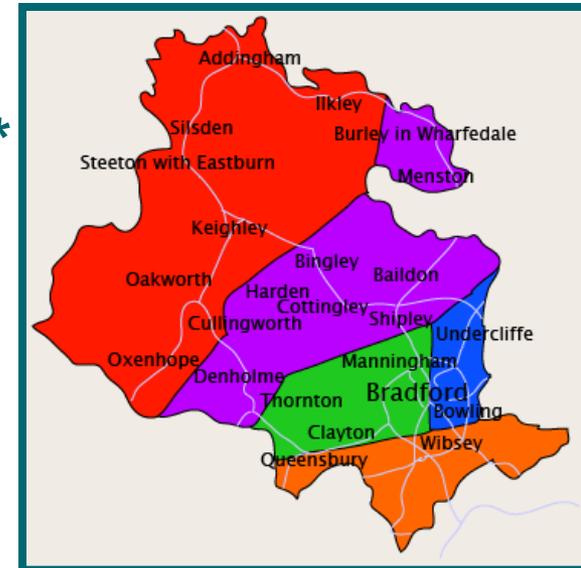
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METROPOLITAN DISTRICT COUNCIL

Our Demographic

Approximately 32,900 pupils on role in Bradford schools have a first language which is not English

- Refugees **589***
- Asylum Seekers **258***
- European Union Migrant Worker **2674***
- Roma
- Travellers **101***

* Figures accurate as of 1.10.17



City of
BRADFORD
METROPOLITAN DISTRICT COUNCIL

Support

- Culturally relevant resources
- Traveller early years play sessions
- Advice regarding educational and education social work issues
- Interpretation and translation (Czech, Polish, Slovakian, Russian, Hungarian and Ukrainian)
- Facilitating home-school liaison
- Parent engagement and CME prevention support
- Settling in provision



Training

- NASSEA Assessment Training
- Roma Awareness
- Refugee and Asylum Seeker Awareness, including Myth Busting
- Traditional Traveller Awareness
- Ascription Workshops



Resources

- Early years DVD
- SEN advice for NTE
- NTE Teaching resources and strategies
- Induction resources
- Transition project
- Primary and Secondary Assemblies
- Raising Aspirations
- Education today DVD in different languages



City of
BRADFORD
METROPOLITAN DISTRICT COUNCIL

Elective Home Education

- Safeguarding
- Monitoring
- Roma and Elective Home Education



City of
BRADFORD
METROPOLITAN DISTRICT COUNCIL

Cost

Services to enable a child or young person to get on a school's roll is free

Interpretation and translation

- **Interpreting £24 per hour (+VAT for academies)**
- **Translation £12 including 100 words, 6p per word thereafter**

Funds available to support children and young people paid to schools who arrive through the resettlement programmes

- **16 - 18 years of age £3000 Post 16 College or Sixth Form**
- **5 - 16 years of age £3700 Reception to Year 11 School or Academy**
- **3 - 4 years of age £1850 Nursery school placement**

Support services for NTE pupils are currently free, this is likely to change in the near future for academies and free schools



City of
BRADFORD
METROPOLITAN DISTRICT COUNCIL

Any questions?

Education Service for New Communities and Travellers
Children's Services

1st Floor

Margaret McMillan Tower

Princes Way

Bradford

BD1 1NN

T: 01274 439393

E: newcommunities.travellers@bradford.gov.uk

Lead Officer: Danielle Wilson

Teaching and Learning Leader: Stuart Brooke



City of
BRADFORD
METROPOLITAN DISTRICT COUNCIL

Discussion

- Topical items of concern to governors
- Suggested topics for future meetings
- Training reminders

Dates of next meetings

Monday 26 February 2018

Margaret McMillan Tower

Or

Tuesday 27 February 2018

Keighley



City of
BRADFORD
METROPOLITAN DISTRICT COUNCIL