Governor Forums
Autumn 2017

9 October at Margaret McMillan Tower
Or
10 October at Eastwood Community Primary

School.governor@bradford.gov.uk
EYFS and Primary Results 2017

Achievement Officers
Phonics % Pupils Achieving Phonics Standard by end of Year 1

2015: Bradford 75, National 77
2016: Bradford 79, National 81
2017: Bradford 81, National 81

2017 National uses NCER data
## Phonics Gender Gap

<table>
<thead>
<tr>
<th>% Year 1 Phonics</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
<th>Improvement 2015-2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Girls Bradford</td>
<td>80</td>
<td>84</td>
<td>84</td>
<td>+4</td>
</tr>
<tr>
<td>Girls National</td>
<td>81</td>
<td>84</td>
<td>85</td>
<td>+4</td>
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<tr>
<td>Gap:</td>
<td>-1</td>
<td>0</td>
<td>-1</td>
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<tr>
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<tbody>
<tr>
<td>Boys Bradford</td>
<td>70</td>
<td>74</td>
<td>75</td>
<td>+5</td>
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<tr>
<td>Boys National</td>
<td>73</td>
<td>77</td>
<td>78</td>
<td>+5</td>
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<tr>
<td>Gap:</td>
<td>-3</td>
<td>-3</td>
<td>-3</td>
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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
# Key Stage 1: Gender Gap

<table>
<thead>
<tr>
<th>% Expected Standard</th>
<th>Reading 2016</th>
<th>Reading 2017</th>
<th>Writing 2016</th>
<th>Writing 2017</th>
<th>Maths 2016</th>
<th>Maths 2017</th>
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<tr>
<td>Girls Bradford</td>
<td>74</td>
<td>77</td>
<td>71</td>
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<td>72</td>
<td>75</td>
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<tr>
<td>Girls National</td>
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<td>80</td>
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<tr>
<td>Gap:</td>
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<td>-3</td>
<td>-2</td>
<td>-1</td>
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<th>Writing 2017</th>
<th>Maths 2016</th>
<th>Maths 2017</th>
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<td>67</td>
<td>57</td>
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<tr>
<td>Boys National</td>
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<td>72</td>
<td>59</td>
<td>62</td>
<td>72</td>
<td>74</td>
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<tr>
<td>Gap:</td>
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<td>-5</td>
<td>-2</td>
<td>-4</td>
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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.
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<tr>
<td>Maths</td>
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<td>73</td>
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<tr>
<td>GPS</td>
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<td>77</td>
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Key Stage 2 % Pupils achieving the Expected Standard

- RWM: Reading, Writing, Maths
- GPS: General Progress Score

Bradford vs National Standards
Key Stage 2 % Pupils achieving the Expected Standard by Gender

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<td>Reading</td>
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<td>54.0</td>
<td>61.0</td>
<td>66.0</td>
<td>62.0</td>
<td>70.0</td>
<td>80.0</td>
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<td>74.0</td>
<td>75.0</td>
<td>68.0</td>
<td>75.0</td>
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<tr>
<td>Writing</td>
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<td>68.0</td>
<td>70.0</td>
<td>75.0</td>
<td>75.0</td>
<td>68.0</td>
<td>76.0</td>
<td>70.0</td>
<td>82.0</td>
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City of Bradford Metropolitan District Council
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 126<sup>th</sup> position out of the 152 Local Authorities nationally which is 13 places higher than 2016 (139<sup>th</sup> in 2016).

• The 2017 reading results ranks Bradford in 137<sup>th</sup> position out of the 152 Local Authorities nationally which is 11 places higher than 2016 (148<sup>th</sup> in 2016).

• The 2017 mathematics results ranks Bradford in 110<sup>th</sup> position out of the 152 Local Authorities nationally which is 15 places higher than 2016 (125<sup>th</sup> in 2016).

• The 2017 writing results ranks Bradford in 106<sup>th</sup> position out of the 152 Local Authorities nationally which is 25 places lower than 2016 (81<sup>st</sup> in 2016).

• The 2017 GPS results ranks Bradford in 104<sup>th</sup> position out of the 152 Local Authorities nationally which is 23 places higher than 2016 (127<sup>th</sup> 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
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
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, safeguarding
- 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’
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
Phase 1
Phase 2
The curriculum
1. What ethos and philosophy is our curriculum built on?

Experiences
Hands on learning
Early Years Practice
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

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| Conjunctions           |                |
| and                    |                |
| because                |                |

| Nouns                  |                |
| cow                    |                |
| goat                   |                |
| hen                    |                |
| larder                 |                |
| jug                    |                |
| house                  |                |
| curtains               |                |
| lady                   |                |
| man                    |                |
| egg                    |                |
| window                 |                |
| help                   |                |

| Pronouns and names     |                |
| she                    |                |
| he                     |                |
| it                     |                |

| Some more verbs         |                |
| ate, took, saw, was, were, threw, made, ran, asked, said, lived |
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?)

A rich context for learning

Staff meeting slides delivered at schools
Pre-teach key vocabulary

- Flashcards and related games
- Role play and drama
- Clicker 7
Use new language in a range of contexts

- Memory games
- Clicker 7
- Bingo!
- Trips
- Work sheets
- Phonics activities

Staff meeting slides delivered at schools
Communicating in speech

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

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

DARTs activities provide excellent opportunities for independent work

Staff meeting slides delivered at schools
Communicating in writing

- Clicker activities
- Sentence builders
- Handwriting activities
Independent writing - writing frames

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<td>she, he, it</td>
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<tr>
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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.
**Sequence of learning given to a school**

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<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
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<tr>
<td>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). Look at the phonemes used in each word - decide on an action for each word (however silly!) Play bingo with new words Stick the nouns on your working wall.</td>
<td>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). 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? Could we make a sentence using the noun verb pairs from the story?</td>
<td>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. Show children simple sentences on the board. e.g. The dog runs. Can they identify the verbs/ nouns? How do they know? Explain that all sentences have 4 things: capital letter, full stop, noun and verbs. Sentence builder activity using noun verb pairs from stories. Children to construct simple sentences in their books.</td>
<td>LO: Write simple sentences Begin with noun / verb matching game. Construct simple sentences on board with children. Provide writing frame divided into four sections: • Determiners • Verbs • Nouns • Full stops</td>
<td>TALK LESSON Show children a stimulating picture from the book - no text! What nouns can you see in this picture? Talk to partner. What verbs can you see happening in this picture? What are the characters doing? Show your partner the verb - can they guess? Assessment Do they understand nouns / verbs? Talk about classroom nouns to give different context. What part of the sentence is missing? Write simple sentence but omit caps letter/ verb/ noun/ full stop,</td>
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Education Service for New Communities and Travellers

Governor Forum
9th & 10th October 2017
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
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
Elective Home Education

• Safeguarding
• Monitoring
• Roma and Elective Home Education
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
Any questions?

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Lead Officer: Danielle Wilson  Teaching and Learning Leader: Stuart Brooke
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