

Supporting information to assist schools with making an application

Please find below some information to support schools in identifying whether they are eligible to be a Centre of Good practice (hub school) for supporting schools with “New Arrivals”. This is not an exhaustive range of provision and schools/ settings should feel free to add and exemplify their own good practice they would be able to share with schools asking for support and guidance.

**What is expected of a Centre of Good Practice?**

* To develop a programme of support for schools with children who are New to English and/or New to Education using best practice (possibly traded)
* To establish a process to measure progress which **should include improving the quality of teaching and learning** but may also include specific support in one or more of the following areas-
  + Improving attendance
  + Preparation for Ofsted
  + Support with data management and tracking
  + Working with parents
  + Employing community members in school
  + Behaviour management / cultural awareness strategies
* To provide termly reports to the commissioning board
* To provide an annual written summary of impact including written case studies

**What are the essential criteria for Provider Schools?**

* Must have Ofsted judgement of good or better **and/or**
* Must be judged by LA/school prioritisation as 1 or 2 **and/or**
* Have evidence from a Bradford Partnership / BPIP review to identify good practice for new arrivals **and**
* Demonstrate good pupil progress measures(inc.in- house data) for identified vulnerable groups
* Inclusion data must be positive, i.e. attendance and exclusions
* Must have a successful track record of working with children who are New to English and/or New to Education

**What will the LA also need to consider?**

* Geographical location; community demographics and school phase will be considered when schools are being selected

**What kind of expertise identifies a school as a potential Centre of Good Practice?**

Schools and settings may apply to offer **specific support** in one or more of the areas below or may choose **to offer support across all headings**. The number and geographical spread of Centres of Good Practice would be decided by the Commissioning Board.

The headings and details below are purely for exemplification purposes. Please use them if useful in making an application but do not hesitate to include other aspects of support or expertise.

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**1.Support for the Admission Process**

* Admission form completion and ethic self-ascription
* Admission meetings
* School ethos and expectations

**2.Support for Attendance**

Issues requiring specialist knowledge and support could include:

* Returning to the country of origin in term-time because tickets are cheaper
* Staying at home to interpret for parents
* Staying at home to look after younger siblings
* Attending medical or dental appointments during the day and not coming into school before or after
* Late arrival back into the District in September
* Not having the bus fare
* Family issues
* Communication difficulties. Some parents cannot read and write in any language so will ignore letters concerning attendance even if they are translated
* Some families understand the need to give an explanation for absence on the first day but don’t like negotiating the school switchboard
* Cultural differences – funerals and weddings

**3.Working with Parents**

Schools often state that support is required for the following:

* Language - not just English. Some parents may not be literate in any language so all written communication may fail or be controlled by the pupils
* Parents do not trust the school because of their experience in the country of origin
* Low attendance at parents’ evenings
* Parents do not understand school systems

**4.Teaching and Learning**

Range of advice to be provided on pedagogical approaches:

* What is good EAL practice?
* A pupil is not at L1 and is in KS1 or KS2
* A pupil is not literate in L1 and is in KS3 or 4
* A NtE pupil will only sit with other NtE pupils

**5.Behaviour**

Advice and support on how to:

* Help pupils to understand what they don’t understand
* Build consistency
* Help gain understanding
* Promote anti-bullying
* Improve inclusion
* Support the use of workers from New Communities

**6.Exclusions- avoiding exclusion and keeping young people in school through…**

* Roles and deployment of key staff in working with “at risk” pupils
* Supportive arrangements with other schools to enhance learning on more than one school site
* Effective engagement with parents from other cultures to support pupils at risk of exclusion

**7. Employing Adults from New Communities.**

Support and advice could be provided on the following:

* What roles are needed by your pupils and staff?
* How do you let the community know about positions without compromising recruitment policies?
* What should be included in person specifications?
* Training needs
* How will the post holder be line managed?
* If a worker is deployed across several schools how will that be managed?

**8.Promoting involvement in extracurricular and out-of-hours activities.**

Support and advice could be provided on the following:

* Home finance
* Late arrival home
* Safety worries
* Unfamiliarity with off site visits/venues
* Parental confidence

**9.Other**

Schools may also need support in areas such as transition; working with other agencies; translators and interpreters; managing data and Ofsted inspections.