

# Review of the Brent Projects

December 2008

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# Review of the Brent Projects

## Context and Introduction

Two Projects existed for secondary pupils in Brent prior to 2005:

**The Brent Project** (40 places) was set up in April 2002 in response to a crisis in the number of school places available for an increasing number of **KS4** arrivals, new to this country, who were often unaccompanied minors or whose families were refugees/asylum seekers.

The Brent Project is a one year EAL ++Project that enables students to progress to College/6<sup>th</sup> Form or, in the case of Year 10 students, to repeat Year 10 at school. There has continued to be a need for this project but now non-refugees and non-asylum seekers are also accommodated. Funded initially by the Learning and Skills Council specifically for asylum seekers/refugees, it is now funded by Brent and the intake criteria are slightly more relaxed. It does, however, need to be the first school in this country for those who attend.

**Copland KS3 Project** (12 places) was originally set up in 2003/04 with similar aims and clientele to the Brent Project but for younger pupils. It was funded from a specific grant which still continues – i.e. not Brent mainstream funding.

Most of the students in this project now progress into Copland mainstream when they are ready.

### September 2005

There was another 'school capacity' crisis in the Autumn Term of 2005 when the local press declared that 280 secondary school children did not have a school place. At this point The Director of Children and Families employed a former Brent Secondary School Headteacher, Mary Norton, to explore the extent of the problem and liaise with schools to negotiate feasible solutions. After her initial research we inaugurated the Assessment Centres. Our investigation established that a very large percentage of these Out of School (OOS) students were new to this country. The schools went over numbers and welcomed many of these students onto their rolls but could not possibly accommodate them all. This problem is continuous, particularly for OOS children who do not have EAL needs who move to Brent from different parts of the UK as well as abroad. They are supported by Admissions until a school place is found whether in or out borough. However since a significant number of the OOS students had never been to school in their own country and some were totally or significantly EAL, further projects were established to fill this short term need.

## New Projects

- Copland created a second small KS3 project (12 places), which meant that they were able to take students who were not total EAL beginners.
- Brent Project expanded briefly to take a further 20 KS4 places housed at Wykeham Primary School.
- In May 2006 QPCS CLC opened a pilot Project for KS3 (10 places). This expanded to a full class and currently there are 2 classes (maximum 35) in purpose built accommodation.
- Similarly, Greenway Project at Claremont School started as a pilot and has expanded to a 35 place, KS3 and 4 Project – again in purpose built accommodation.
- Other projects to accommodate the out-of-school children included what was, initially, an EAL course at CNWL for Year 11 students in the Summer Term of 2006. In the Autumn Term 2006 this was replaced by a Level 1 course with some youngsters taking Level 2 exams. This course successfully plugged a gap for Year 11 students and is now in its third year. Because this project takes place in the more adult environment of a college it is kept constantly under review. The students and courses are visited at least twice termly by a consultant who sends a report of these visits to both the College and Brent Children and Families and a thorough end of year review meeting takes place in order to discuss and improve the offer for the following year.
- A couple of schools were persuaded to take additional Year 10/11 students, able and educated in their own country, onto reduced GCSE courses without necessarily putting the children on their school roll. Capital City and Kingsbury in Year 1 2006/7: Kingsbury and QPCS 2007/8, 2008/9.
- Wembley High took Year 11s into a one year Level 2 course within their 6<sup>th</sup> Form 2007/8 and are repeating this for 2008/9.
- Copland has, for several years, been taking Year 11 age students onto a variety of beginner and Level 1 courses in their 6<sup>th</sup> Form. This practice is slowly expanding to other school sixth forms. These students are placed on the school roll so are not technically “project” children but it is a means to accommodating Year 11 students who would otherwise be “Out of School.”

*The crucial factor for all these KS4 students is that it is their **first** school in the UK, and, therefore, their examination results can be disappled or, if good – i.e. 5 or more good GCSE passes, they can be attributed to the year in which the students actually sat the exams thereby not damaging but possibly enhancing Brent school league tables.*

- An additional flexible project was established in Ashley Gardens in the Summer Term 2008. The initial group consisted of Key Stage 4 students who simply could not be accommodated in schools at that late stage of the academic year. The aim of this project was to provide a basic curriculum for the students and to liaise with secondary schools to ensure the students gained a school place for September 2008, which it achieved

The staff at Ashley Gardens are happy to provide a rolling programme of fairly individual tuition for out of school students who do not fit into the criteria for any of the other projects but are simply waiting for school vacancies. The manager of the Ashley Gardens Project, Julie Haste, liaises with schools both in and out borough in order to find permanent school places for these students as soon as possible.

A new project is being established in Ashley Gardens for Jan 09 to support the most pressing current additional requirement – A Key Stage 4 Project for totally EAL students, similar to those attending the Brent Project.

The Ashley Garden's Project has been possible due to its proximity to Preston Manor High School and the willingness of the Headteacher, Matthew Lantos and Deputy Headteacher, Steve Rigby to oversee the Project.

Mr Lantos has been very supportive of the initiatives we have undertaken on behalf of the OOS children and has embraced the Ashley Gardens Project as an opportunity to broaden the social context of his school

### **School Expansion**

It was anticipated that the additional "Brent Projects" established post 2005 would only be needed for 2-3 years until sufficient school expansion/new schools had been built.

Schools have gone significantly over number where possible and this year Claremont and Preston Manor expanded their Year 7 intake but significant expansion/new builds have not yet happened - Wembley Park Academy will provide 180 places in Year 7 from September 2010.

However, expansion starting only at year 7 would take four years to provide sufficient school places for year 10 and 11 children.

Currently, and for the next few years, Brent secondary schools will remain oversubscribed. The Projects therefore continue to accommodate over 200 students who would otherwise be out of school.

Since January 2006 more than 2317 secondary aged children have presented themselves to the LA seeking a school place - enough children to fill two large secondary schools. As schools expand, the Projects should slowly disappear, although the world political and economic situations will continue to be reflected in the numbers of students arriving in Brent; a first port of call for many migrant families. For some of these children, traumatised by war etc, a small scale project may remain the most appropriate introduction to education in Brent.

### **The purpose of the review**

Given that the Projects were established rapidly in response to a crisis regarding secondary school places and are continuing beyond the anticipated end dates and given that they exist outside of the school system and are not privy to the support of the inspection service etc. it was felt appropriate to review their educational provision. Whilst the projects are mostly linked to a school and partially managed by them, it is the LA and Consultant Headteacher, who continue to be responsible for the placement and oversight of the OOS children in the projects.

Mary Norton liaised with the host schools and established the framework for the reviews and was supported by Susan Wales, former Deputy Head Teacher, in conducting the reviews. The reviews took place right at the end of the academic Year 2007- 2008 and report compiled in the Autumn Term 2008.

The reviews were generally conducted using the following process:

A meeting with the Head Teacher/Head of Service

A meeting with the teacher in charge of the project

Collection of relevant documentation

Scrutiny of documentation

Meetings with students

Lesson Observation

Meetings with staff

In The case of the reduced GCSE course it was not necessary to observe lessons as they are part of the schools own ongoing inspection/self review programme and are deemed to be part of the school for Ofsted purposes.

## **Kingsbury Reduced GCSE Project Course**

### **Meeting with Head Teacher, Clem Chung , July 2008**

The Head was very clear that the 'experiment' had been successful for virtually all the students in the current Year 11 Group, an original cohort of 12, and is confident that at least 10 will achieve the 5+ GCSE A\*- C target. One student with domestic problems may not do so. This group has been fully integrated into the school and all students are now on roll at Kingsbury.

The new cohort, Year 10, are already on roll and have been integrated more easily than the first group, possibly because of prior experience but also because of the interaction and counselling offered both groups by Thomas Owoo, a Senior Teaching Assistant who supports inclusion and community cohesion. This was commented on favourably by Jacqueline White, HMI, during an inspection programme which looked at deployment, training and developing of the reformed workforce.

The school is innovative and flexible in ensuring equality of opportunity for students by matching the development of the reformed workforce to changing needs. An example of this is the deployment of a teaching assistant to support the increasing number of students joining the school who are new to the country.

As well as giving guidance about school work, the teaching assistant helps them to orientate themselves in the context of both school and the wider community. Consequently they develop a sense of belonging very quickly and have the confidence to make the most of the opportunities available to them'.

Kingsbury follow their own 'admission' procedure once the student has been referred to them:-

- Interview with parents
- Further tests in Maths Science and English – past papers
- Final interview with the Head of Year + Thomas at which they agree a start date
- Timetable worked out by Director of Studies
- Day One - each student is chaperoned by a peer

One of the subject areas that is particularly successful is the B Tec Business Studies Course. Space has been left in the current Year 10 group in order that new Year 11 additions can slot into it.

### **Documentation**

The documentation provided by Thomas Owoo offers a comprehensive overview of the scheme as worked at Kingsbury and covers:

- A description of the role of Project Co-ordinator (currently Thomas Owoo)
- Line management and staff liaison
- The assessment process at Kingsbury
- The Induction Programme
- The Curriculum Provision
- Family Provision – extended services provision to support all new arrivals to the country
- The use of Data to enable access to the curriculum; to narrow the attainment gap; to celebrate success
- A Case Study

He also included as appendices:

- Data of Achievement for Year 10 (2006-2007)
- Data of Achievement for Year 11 (2007-2008)
- Data of Achievement for Year 10 (2007-2008)
- Yr 10 (2006-2007) project evaluation – pupil voice
- OFSTED evaluation on inclusion (previously quoted)
- Data – Tracking and monitoring of behaviour and attendance via CMIS example

## **Meetings with students**

### **1. Year 10 Students**

These students are part of the second cohort based at Kingsbury and following the Reduced GCSE Course. We met student A (f); B(f); C(m) and D(f).

They had started at different times, the most recent being C who started in March 2008 – probably a little later than any of us would have liked, however, he is a very hard-working student and maintains that he found it relatively easy to catch up with the work that he had missed. A and B started in November and D in January 2008.

They all agreed that having the opportunity to do this course and be part of Kingsbury was an opportunity that they valued and appreciated.

There were several refinements that Kingsbury and Thomas Awoo put into place for the benefit of this, their second cohort. They have spent less time as a separate group and have been integrated into the mainstream life of the school more quickly than the current Year 11 students. After an initial one and a half weeks spent with Thomas Awoo they were filtered straight into the normal Timetable. Also, apart from the early day buddy to show them around, they have enjoyed having a mentor and a language buddy.

Having a mentor figured high on the list of bonuses. One student said, 'It's a really great experience. My mentor has really helped me with my spoken English.'

Another student who, whilst not struggling with the work, says that she is having problems fitting in to the ordinary life of the school. Her mentor has helped with this but she still feels like an outsider; is finding it hard to make friends and feels that the other students do not like the project students. She has tried joining clubs such as basketball but does not like the fact that they take place at lunch-time.

The other female students in this group share a close friendship with each other; however, they too, felt self-conscious at the start, particularly orally. One said that she had been in the lowest set for English and that when she did an oral presentation in class the other students laughed at her. Subsequently she was moved up a group and the attitude within this group is much better. The attitude and behaviour of the other students appear to have improved following conversations with Mr Awoo.

The only male student feels that he is totally integrated and has made many friends in the mainstream Year Group.

Their Timetable incorporates some 'free' time which they can use to improve their English or catch up with work that they have missed. This has a mixed press. Some of the students did not realise that they needed to 'catch up!' At least one

student felt that he had too much 'free' time and would have liked a much heavier subject load. For example he would have liked to do triple Science. Two of the other students agreed with this but then went on to say that recently, probably since Year 11 went on study leave, their free time had had the benefit of teacher supervision. This has proved immensely useful and they would have liked to have had this extra help before.

They have taken advantage of some extra-curricular activities including a 'Jack the Ripper' Walk and were looking forward to the Year outing to Thorpe Park at the end of term. They were excited at the prospect of work experience although two students were still unplaced.

When asked if there was anything that they would have liked to be different they found it hard to think of anything, however, one student did say that she felt that she would have appreciated more help with her English at the beginning and perhaps would have benefited from a similar experience to that enjoyed by the previous cohort.

Three students felt that the level of their Maths had been underestimated as they had found it a lot easier than in their home country. At least one student, however, acknowledged that as her English had improved so had her Maths levels.

They all want to go on to University or Higher Education of some kind and whilst one was leaving his options open, the others variously aspired to studying to be a lawyer, dentist or fashion designer.

## **2. Year 11 Students**

This group of youngsters have reached the end of their reduced course and have completed their GCSE examinations. We met five students, E (f); F (f); G (m); H (m) and I (f)

The general consensus was that the reduced GCSE course is a really good idea and one that they valued as they had achieved more by this scheme. They valued the extra teacher in Religious Studies who helped with translation and appreciated the fact that the teachers had helped by offering booster classes e.g. when they had missed a unit in Science. While they sometimes found the extra free time they have been given helpful, they found it less useful if they were doing course work without any extra support.

They would have liked more help with course work in particular, as for some of them it is a completely new concept. At least one student felt the feedback in the classroom from the teacher had been very positive to encourage her but her eventual grade had been lower than expected when she handed it in. She would have preferred an honest evaluation even if negative.

There had been a problem with the course work for one subject when, having been told that the units they had missed were unnecessary, they later had to do

them in a rush. This was confirmed by Mr Owoo. Some of these anxieties might be dispelled if they were issued with an outline of the requirements for each examination subject – including a full list of requisite units, where applicable.

This year's Project Group is very close and generally they communicate and spend time with each other although they are in mainstream Tutor groups. They have friends outside the Project Group but tend not to see them outside of school. Early on they had experienced their accent and pronunciation being mocked and chose not to integrate with students outside the group.

All these youngsters are highly aspirational and their vocational ambitions reflect this - lawyer, doctor, accountant, dentist and one to be decided! Consequently, it is not surprising that at least one of the students felt that he had the potential to study more subjects and feels handicapped in his choice of AS levels. The same student felt that his academic potential in Maths had been underestimated and that he could have taken his GCSE last year and started AS level. We felt that his desire to accelerate his learning in this way is laudable but not necessary and his Year 12 courses will provide him with the academic challenge he is seeking.

There had been extra-curricular experiences and events organised for the Year Group, but not all of them had taken advantage of them, e.g. visit to Thorpe Park, which is a pity as this does provide the opportunity to enjoy a shared experience with other students from Kingsbury.

They had, however, all been involved in Work Experience and clearly benefited from it even though one or two had chosen jobs that were undemanding e.g. shelf-stacking. One student who had worked in a nursery was really happy with her placement and said that it had taught her how to speak to small children and use lots of. 'Good boy!' positive language. Another student, who had worked at Iceland, was pleased with the fact that she had had the responsibility of interacting with the customers and was proud that she had been able to help them. Answering the phone for an African Charity had been quite a challenge for one of the students as she had found deciphering what she was hearing very difficult but still appreciated the responsibility.

The group felt that they had had a great deal of support from Thomas Owoo and recognised how much he had contributed to their comfort and welfare. The circle time they had shared at the beginning they recognised as invaluable. They were, however, laughingly critical of his failure to take them to the beach as promised and this was clearly a running joke!

It was good to see that as a result of the experience of this group, a number of initiatives have been implemented by Kingsbury for the new Year 10s as they have had Learning Mentors, a Language Buddy as well as the use of the Buddy Scheme to help induct them into Kingsbury at the start. Year 11 did not have any of these.

When asked if there was anything that they felt we could learn from their experience it was suggested that the Admissions could check out college

courses for 15 year olds and be very careful about the advice and recommendations that are made. One student felt that she had almost been misfed into a college course in which case she would have missed the Kingsbury experience which had been absolutely right for her!

### **3. Learning Mentor**

One of the support systems offered to the Project students in Year 10 is that of Learning Mentor who, after appropriate training, plays a significant role in the school life of the student - being a point of contact, meeting the needs of the student and supporting the learning and experience of school life for the Project pupil.

#### **M, Year 12 – Learning Mentor for student B in Year 10**

M is a Millennium Volunteer in Year 12 and clearly a socially aware person. Prior to being a Learning Mentor she had undertaken training for Anti-Bullying via Connect; was involved in a Paired Reading Scheme with Year 9 pupils and has also been involved in working with Senior Citizens. When she saw the note from Mr Owoo asking for Learning Mentors she volunteered immediately as she recognised that the training and skills she had already developed would make her a good candidate.

She is empathetic, confident, articulate, enthusiastic and reliable. She meets with her student, B, regularly every Monday and, as well as providing a friendly ear, she helps her with her studies by:-

- Going through her homework
- Helping her with her course work
- Giving her tips on revision as well as revising with her
- Allowing her to use her own old books from Year 10 as exemplars

Maths is a particular worry to B as she was used to getting 100% in her own country and is being graded lower here. M has worked on reassuring her that her Maths will improve and recently B was very excited at reporting that her grade had gone up!

B's first language is Gujarati and recently they read together a poem in which a short passage in Gujarati was included. This provided B with an opportunity to translate and explain it to M who said, 'That was a great experience for me!'

Her pride and pleasure at the way in which B has responded, improving in skills and growing in confidence, is a delight to see. She maintains that it has been a positive experience for both of them and says, 'We're just like friends now. It doesn't seem like mentoring.'

### **Conclusion**

This has been a most successful initiative. Kingsbury High School has been completely positive and supportive in providing educational opportunities for a group of able youngsters who might otherwise have found themselves outside

the system and lacking the necessary qualifications to pursue their ambitions in Higher Education.

The 'fine tuning' that followed the first group has, for the most part, been successful although perhaps, the speed with which the cohort is integrated into the mainstream could be re-visited and adjusted. Supervised study time, while desirable, has financial and timetabling constraints and may not be possible at all times although it is clear that both groups have valued any extra help they have been given at these times.

The role of Thomas Owoo has been pivotal in ensuring the success of this initiative. He has a clear overview of the programme and works closely with staff to move it forward. His relationship with the students and their parents is friendly and supportive. They trust him and value his advice and intervention when needed.

The school has benefited as well. The addition of a group of high-achieving, motivated and ambitious students is a bonus in any school and as most of them intend to continue into Year 12 the bonus continues.

#### Post Script

Since this Review was conducted the GSE results for the first cohort have been received. They are excellent and are provided - Appendix 1

Of the original 10 students 7 of them achieved 7 or more A-C passes in their GCSE examinations, including English and Maths and two students excelled achieving a total of 6 A\*, 8As and 2 Bs between them!

**Project pupil's (2006 – 2008) GCSE results.**

Student	Sex	Ethnic	Business - First Diploma	ICT NATIONAL CERT	Language	Additional Science	Art and Design	English	English Literature	German	Home Economics	Information Technology	Mathematics	Other Language Subject	Production Design	Religious Studies	Science	Sociology	Grades	A*/A	B	C	Sum A*-C	
	F	1	CCCC			C		B				D	C				C		CCCCBDCC	0	1	7	<b>8</b>	
	M	2		AAAA	A*	A		B					A*				A		AAAA*ABA*A	8	1	0	<b>9</b>	
	F	3	CCCC			D		C				G	B				E		CCCCDCGBE	0	1	5	<b>6</b>	
	M	4				A		A				B	A		B		A		AABABA	4	2	0	<b>6</b>	
	F	6				C		B		A*		D	B	A*		A	B		CBA*DBA*AB	3	3	1	<b>7</b>	
	F	4				D		C			C	F	C				D		DCCFCD	0	0	3	<b>3</b>	
	M	2				F		D				E	C	A	F		D		FDECAFD	1	0	1	<b>2</b>	
	M	4	BBBB			B		B				B	A				B		BBBBBBBAB	1	8	0	<b>9</b>	
	M	5				E	B	D				F	D				E		EBDFDE	0	1	0	<b>1</b>	
	F	6				A	A*	A*	A			B	A				A*	A	A*	AA*A*ABAA*AA*	8	1	0	<b>9</b>

**Key**

- Nigerian 1
- Iraqi – 2
- Indian 3
- Nepali – 4
- Pakistani – 5
- Other - 6

Results show in **bold** all identified students successfully achieving 5 GCSE grade A\*-C (Including English and Maths).

The three students that did not achieve the projects expectation were identified by January 2008 and were agreed to not go on roll.

## **Wembley Year 11 Level 2 Project Course**

This course has not been formally reviewed. It runs as part of the 6<sup>th</sup> Form timetable and Martin Brown, Deputy Headteacher has provided the following information. It will be reviewed in the Summer Term 2009.

Nine students were included in Year 12 lessons referred by the Local Authority via the Assessment Centres for the year 2007-8:

They have progressed extremely well over the year as a group. One or two have made outstanding progress. Wembley are delighted that most of them will be joining their Sixth Form in September to study AS levels. They have also offered two students the chance to study an Intermediate course.

The students were inducted into the 6<sup>th</sup> Form as ordinary Year 12 students. They met their form and form tutor, were given a handbook and planner and paired up with existing students to find their way around.

They attended the following courses:

BTEC Travel & Tourism First Diploma - All except J

BTEC Business Studies First Diploma – J only

GCSE English

GCSE Maths

OCR National ICT

GCSE Science – Single Award

Certificate of Personal Effectiveness – Level 2 (A)

Their progress was monitored throughout the year by half-termly reports.

At the time of this report 5 students have already achieved at least a Pass grade in BTEC. Two joined late and struggled. Two still have some work to complete but should pass.

In ICT we anticipate 7 students will achieve at least one grade C.

In the Certificate of Personal Excellence 7 students are expected to achieve Level 2

In addition L will achieve a grade A in German.

Year 11 Project - GCSE predicted grades

Form	Surname	Forename	Retake Maths Pred E	Retake English Pred E	Retake Science Pred E
Ext		S	A	C	C
Ext		R	A	B	C
Ext		S	A	C	C
Ext		L	F	B	D
Ext		J	E	C	C
Ext		K	x	D	C
Ext		A	A	B	C
Ext		S	E	Not entered	D
Ext		D	E	Not entered	D

Assuming success in their exams these are the courses they will be taking next year:

S		Maths	Business Studies	Applied ICT	Applied Science
S		Int. ICT			
R		Maths	English	Applied ICT	
S		Maths	Applied ICT	Applied Science	
D		Int. ICT			
L		Film Studies	English	Travel & Tourism	
J		Film Studies	Business Studies	Applied ICT	
K		Int. ICT			
A		Maths	Business Studies	Applied ICT	Applied Science

Since this information was reported the examination results for this cohort have been received.

	English Language	Science	German	Maths	Cope Level 2	ICT OCR National First Award Level 2	BTEC Travel & Tourism Level 2 First Diploma	BTEC Business Level 2 First Diploma
	D	C		B	YES	Distinction	Pass	
		E		E		Distinction		
	B	C		B	YES	Merit		
	C	C		B	YES	Distinction	Pass	
		F						
	D	E	A*	D	YES	Pass	Pass	
	C	C		C	YES			Merit
	D	C			YES	Distinction		Merit
	C	B		A	YES	Distinction	Merit	

The students have progressed as follows in 2008-09:

	AS Maths	AS ICT	AS Applied Science		
	BTEC Business	GCSE English	GCSE Maths	BTEC Science	Level 2
	LEFT at end of year				
	AS Maths	AS Chemistry	AS Biology	AS ICT	
	BTEC Business	GCSE English	GCSE Maths	BTEC Science	Level 2
	AS Film Studies	AS Business	AS Travel & Tourism		
	AS Film Studies	AS Business	AS ICT		
	LEFT in September 2008				
	AS Maths	AS Chemistry	AS Biology	AS ICT	

### Conclusion

This course has provided a lifeline to able Year 11 youngsters who have arrived from overseas with good English but with no chance of achieving 5 A\*-C GCSEs by joining a Y11, i.e. in less than one year. This equivalent, one year, course has enabled the students to gain level 2 qualifications and move on to Advanced Level work with their peers. It is an excellent initiative on the part of Wembley High Technology College and is being replicated this year.

## **Ashley Gardens Project**

We began placing students in the Ashley Gardens Project towards the end of April 2008 and continued to filter in new arrivals throughout the summer term. From the outset the group comprised the full secondary age spectrum – Years 7 to 11. Initially the group had all had prior education and all were able to operate to some degree in the English language. The reason they were placed in Ashley gardens simply because the schools were full and unwilling to go over numbers at this very late stage of the academic year. Julie Haste, the Centre Manager arranged a mixed attainment class who were taught a core curriculum of English, Maths, Science and Citizenship with opportunities for taster courses in History, Sociology, ICT, Business Studies, Drama, Art, Government and Politics and some P.E. Ms Haste's mission was to find school places for the students for September.

In the second half of the summer term Brent had an influx of totally EAL students some of whom had had no formal education in their home country. A significant number were male and came from Afghanistan. Physically most seemed much older than the DOB allocated to them by the Home office. Most were unaccompanied minors living in the care of foster families.

Having met them at the Assessment centre it was agreed they would be allocated to a project in September. However we felt strongly that it would be far preferable if they could commence learning English straightaway. Julie Haste volunteered to run a second group at Ashley gardens and created a distinct EAL Project group.

These students were taught a predominantly English timetable. In addition they experienced a little Maths, P.E., Careers and due to the flexibility of Preston Manor High School were able to enjoy some lessons in the library and ICT rooms and also use the City Learning Centre where they experienced a two day radio workshop.

No sooner had this group become settled and familiar with a school routine than it was time for the summer holidays.....

Julie Haste offered to run a Summer School in order to provide some continuity and ensure the group were able to build on their English skills.

In a very short space of time, three months, 26 students passed through Ashley Gardens and due to the tenacity and persistence of Julie Haste all 26 achieved a permanent educational place for the start of the new academic year.

Preston Manor high School absorbed six students into Years 8,9 and 10 and the Sixth form.

Alperton took 4 into Years 8 and 10

St Gregory's and JKBTC both took a Year 10 with JKTC also enrolling one into its Sixth Form.

Three left Brent – two to Canons High and one to St Charles' College and two students enrolled onto college courses at CNWL.

The 8 totally EAL students were dispersed between the Brent Project, Greenway Project and Copland Access courses.

## **Reduced GCSE Project at Queens Park Community School**

### Year 10 Reduced GCSE Project at QPCS

The target group were KS4 students new to the U.K. but who had studied in English in their home country and who, with EAL support and a reduced timetable, would be able to achieve at least 5 A\*- C grades at GCSE, including mathematics and English, in a two year period. QPCS would welcomed Year 11 age students ( subject to it being their first school in the UK) into this Year 10 Reduced GCSE option as long as they were prepared to do the two years to gain their GCSEs.

The original plan at QPCS was to run a small group who would be semi-integrated into Year 10. They would work as a distinct group studying GCSEs in:

English Language; English Literature; Double Science; Maths (possibly also Statistics) and Humanities.

They would have PE and PSHCE Personal Social Health and Citizenship Education lessons with their tutor group and an ICT lesson. They would have disproportionate number of English lessons on their timetable for the first year which would be reviewed at the end of Year 10 with the possibility of substituting some of the English in Year 11 for an additional option – possibly ICT.

The aim is for them to achieve enough GCSEs at a high enough level to be able to progress on to Advanced Level courses in most areas of the curriculum in the Sixth Form.

It was planned to begin with a small number of students as soon as possible in the Autumn Term 2007 then filter additional students in as they arrive. The teachers were aware they needed to prepare flexible content as there would be students joining at different times.

This course has not been formally reviewed. It runs as part of the main school timetable and Jane McNamara, Head of EAL, has provided the following progress report.

“Students were directed to the group through the Brent Assessment Centre and joined the class between October 2007 and May 2008. The group was originally intended to consist of students who are unable to find places in school and for whom English is an additional Language, and are considered to be “high attaining.”

The students would have shown in the Assessment Centre tests (and from documentation that they may have brought with them from their country of origin)

that they are attaining at an above-average level in their Maths. They should be at a minimum of level 5 in their Maths.

Aim:

In addition to the 5 A\*-C target, students should make more progress in their English Language and literature with a reduced timetable than they would if they were in the mainstream.

Generally, pupils with English as an Additional Language who have recently arrived from a non-English speaking background and join a school later than the start of year ten would not be expected to achieve results comparable to those of students with English as their Mother Tongue. For this reason, the school may choose to disapply the results of students with EAL who join after the start of year 10 from the school's published GCSE results. This is only possible if it is their first school in the U.K.

The students were assigned to mainstream form groups where they enjoy 20 minutes form time each day and attend PE and PSHCE lessons. Most of the students' Maths lessons take place in mainstream groups, apart from one double lesson which is taken by Frank Monaghan, Senior Lecturer, Centre for Language and Communication, The Open University and Vice Chair of NALDIC (the National Association for Language Development in the Curriculum ) works with the students. Frank was particularly interested in this project as he is involved in the REAL project which focuses on Gifted and Talented Students with EAL. Frank has also provided INSET for the Mathematics' department and other interested staff about teaching EAL students the Language of Mathematics.

When the group started in October 2007, it rapidly became apparent that some of the students were at a level of English that was higher than the average of UK-born students with English as their mother tongue. As places became available in the mainstream, therefore, two students were given timetables that allowed them to join their mainstream forms and to follow the mainstream curriculum, which included the chance for them to take up KS4 options such as French and Business Studies.

There were also a number of students who had started at QPCS in Sept 2007 and had been placed in the mainstream but it was felt that, given the extra support afforded in the "EAL group", they too would benefit greatly and definitely improve their chances of success at GCSE (even if their predictions were not realistically going to include 5 A\*-C)

The original reduced GCSE cohort are now in Year 11 their progress in English has been monitored and is included here along with their current performance level in GCSE terminology/grades."

Current Progress of the original Year 10 Reduced GCSE Cohort

	Mother Tongue	Year	Oct-07	Jan-08	May-08	Oct-08
	Uzbek		5a	6a	6a	LEFT
	Somali	11	3a	3b	3a	E
	Bulgarian	11	6c	7b	7a	B
	Polish	11	2b	2a	3b	D
	Tagalog	11	6c	6b	6a	C
	Portuguese	11		3b	3a	D
	Somali	11	2c	4c	4c	E
	Nepali	11			4b	C
	Luganda	11	5a	7b	7a	B
	Pashto	11	4a	4a	4a	C
	Gujerati	11			3a	E
	Arabic	11	4c	4a	5b	C
	Twi	11	7c	7b	7a	B
	Nepali	11			4b	D
	Portuguese	11	3a	4c	4a	D
	Farsi	11	7a	7b	7a	B
KEY:						
Students who began in the EAL group but have progressed to mainstream						
Students who were moved from the mainstream to the EAL group						
Left to go to higher education having taken GCSE and AS levels at QPCS						

In September 2008 a new GCSE Reduced group commenced in year 10 with similar financing but slightly different aims. Rather than being a “gifted and talented” class, this group has a lower general level of English and may struggle to gain 5 A\*-Cs at GCSE in 2010. The school is again approaching the project flexibly and utilising it to benefit as many students as possible. Additional students with English as an Additional Language have again transferred from their mainstream timetable to the reduced course and higher attainers, who technically gained their places at the school via the GCSE Reduced route have joined mainstream classes. The creative and flexible approach taken by Queens Park Community School has meant that the Reduced GCSE course has been able to support a wide range of differing needs of KS4 EAL students and is proving to be an invaluable additional provision for Out of school pupils.

This Reduced GCSE Project will be formally reviewed in the Summer Term 2009.

## KS3 Project – QPCS CLC

### Documentation

The documentation provided by staff at the CLC included:-

- A description of the Induction interview with parent and student
- A copy of the Learning Agreement
- A copy of the Behaviour Contract
- A copy of the EAL Pupil Profile which accompanies the student on progression
- A copy of the Timetable
- A list of staff + roles and Job Descriptions
- Schemes of Work for EAL English; Science and Maths
- List of current learners
- List of enrichment visits and activities

### Meetings with Staff

**Mick Cooley, Manager CLC; Latipha Hamdoun, EAL teacher; Ana Bebic, EAL teacher.**

There are also 2 Teaching assistants, **Sara Lannaman** and **Michael Bustillos** but unfortunately neither was available when I visited. Sara is assiduous in her responsibility for progression, contacting schools in order to ascertain the availability of places as well as arranging the interview and the transfer of files, reports and assessment information to the receiving school.

The KS3 Project occupies two rooms within the CLC but space is at a premium and sometimes other users need to share the use of one or other of the rooms when they are not being used by Project students. The EAL students take an early lunch on the QPCS site in order to avoid an overlap with QPCS students.

Recreational space is also an issue, particularly since the new build for a Child and Family Centre abuts the CLC so that they have now lost the space at the back. While the proximity of the Tiverton Open Space would suggest that it could be used for the students there is an issue with Health and Safety as the dog-walking public is not sufficiently conscientious over the removal of dog waste! High on the wish list of the CLC would be a generous secure slice of what is currently the Tiverton Open Space!

Despite its proximity to Queens Park Community School, the KS3 Project does not benefit from the support systems automatically available to the mainstream system such as the Education Welfare Officer or an Educational Psychologist. There have been occasions when, the staff agree, they would have benefited from access to one or other of these. The possibility of buying into these could be explored with QPCS. These resources at QPCS are fully utilised and additional

funds would need to be made available for QPCS to be in a position to support the CLC.

Interaction with, or use of the facilities at QPCS includes Design Technology, Physical Education and Music. There has also been the occasional use of the Science Facilities. This is a flexible provision, provided by the school within the constraints of the mainstream Timetable.

There was some discussion on reading schemes, reading books and the use of Library facilities, as financing extensive library provision in-house would be costly. A suggestion was made that the QPCS Library could be contacted for visits and reading time. This led to an unresolved discussion on the difficulty of finding age-appropriate fiction using accessible language for EAL beginners. Consideration was given to simplified classic texts; books with accompanying CDs or the Talking Book scheme.

Given the roll-on/roll-off nature of student registration and de-registration the process of Induction is not a clear cut annual or even termly undertaking. One member of the teaching staff felt that the process could be more rigorously practical, physically showing new students what to do, where to go and how to behave, and that in the event of any negative behaviour they understand the support system. This could possibly be repeated at fortnightly intervals for new students.

Other suggestions included a leaving certificate of achievement and a regular prize giving ceremony at half- termly intervals.

Assessment, evaluation and progression were discussed. Assessment is a continuous process and recorded by each teacher in her mark book. There is, however, an issue over the information which accompanies each student when they progress to a mainstream school. The progress indicators in use for Stage 1 Beginners are full and thorough; however, there does not appear to be similar provision for students at Intermediate level.

There was agreement that the leaving profile needs refining and expanding, and the CLC staff felt a development of a common leaver's form for all the students progressing from the different projects would be beneficial for all concerned.

## **Curriculum**

A significant amount of curriculum time is given to the teaching of English, 9 out of the 20 timetabled lessons are used to teach English. Additionally, the students have lessons in Science and Maths, and ICT is integrated into these Schemes of Work. They go off-site to QPCS for PE, Music and Design Technology and to the Tricycle Theatre for Drama. A specialist Art teacher from the Tricycle also comes to the centre to work with the students.

The curriculum is enhanced by extra-curricular visits and, typically, students visit:-

- Central London
- London Zoo;
- Willesden Library and Sports Centre;
- Wembley Stadium;
- Sainsburys;
- an Ice Skating rink;
- St Paul's Cathedral, a Mosque and a Temple.

There is a suggestion that a greater awareness of Citizenship might be addressed through visits to civic institutions.

## **Timetable**

8.45 - 9.00	Registration
9.00 – 10.15	Lesson 1
10.15 – 10.30	BREAK
10.30 – 11.30	Lesson 2
11.40 – 12.30	LUNCH
12.30 – 1.30	Lesson 3
1.30 – 3.00	Lesson 4

Thursdays and Fridays are the main alternative activity days. On Thursday the students have Art, PE and DT at QPCS and on Friday mornings they have Drama and Art at the Tricycle Theatre, returning to the Project for Lunch and an early finish for a weekly review meeting for staff at 1.30pm.

## **Students**

39 students have been placed at the CLC in 2007/08. Their country of birth is as follows:- Somalia (12); Brazil (6); Iraq (3); Romania (3); Afghanistan (2); China (2); Italy (2); India (2); Poland (2) and 1 each from Holland, Pakistan, Portugal and the Congo.

There are 21 male and 18 female students. Most of the students are KS3 with 8 Year 7; 12 Year 8 and 14 Year 9 students, however, there are 5 students of Year 10 age who, for family reasons, have been placed with a younger sibling.

Sara works continuously to ensure the smooth progression of students from the CLC and has been very successful in building relationships with the many secondary Admissions personnel in the Borough.

### **Meeting with students**

This happened in two groups, the first, prior to their regular visit to the Tricycle for Drama and the second group were extracted from the art lesson which was taking place on site.

#### **Group 1**

R (M)(Brazil), C (F) ( Brazil), H (F) ( Somalia), (M) (Iraq), and A (F) (India)

They were all aged 13-14 and had been at the project for varying amounts of time – the longest being almost 3 terms and the shortest, 2 months.

Without exception they were glad to have been placed at the Project and acknowledged that, as a result, their English had improved significantly. Two of the girls said that when they arrived they could speak no English but now they feel more confident and were no longer too scared to try.

They said that at the start it was difficult to communicate with all the different nationalities at the centre and they found it hard to get used to the different cultures and races. Being obliged to communicate with each other in English as the only common language had been a positive thing.

The educational trips and visits were an unqualified success and had made a big impression and they were looking forward to the end-of –year outing to Thorpe Park.

They had not really considered what they would like to do when they leave school although they had thought about the next step and joining a mainstream secondary school. One boy would like QPCS; another boy would be happy anywhere; another boy was intending to go to Cardinal Hinsley Maths and Computing College and one of the girls wanted the Convent of Jesus and Mary Language College.

They were very happy with their teachers and enjoyed it when a teacher was funny or made a game of the learning process. One boy who likes sport was pleased that he was able to do a lot of it – basketball, cricket, football and rounders. The Drama teaching at The Tricycle is clearly a very enjoyable part of their curriculum and they were all anxious to be off at the end of this meeting. 'We love it!' was the unanimous opinion.

## **Group 2**

L (M)(Brazil); N (F); A (F); S (F); (F)(Poland) and C (F) (Hong Kong Chinese)

The second group appeared to be shy; however, the general consensus was that they liked it at the Project. They had made friends and were learning English, especially the Polish student because there was no-one else from Poland currently studying there so she had to speak English at all times.

They liked the teachers and the way they are funny and repeated everything until they understood what was being said.

This group insisted that they had experienced no problems. They liked everything and everybody!

### **Lesson Observation**

Both teachers teaching their groups as well as a very active session of preparation and planning for a performance/presentation at the Tricycle theatre at the end of term.

### **Lesson 1:**

**Topic - Time Level - Intermediate No in Class - Total 15 (F-10; M-5)**

### **Planning**

This was a well-planned follow-on lesson with clear aims and objectives linked to the overall scheme of work.

### **Presentation**

The teacher began the lesson with a 5 minute opportunity to complete an exercise from the previous lesson. Using the whiteboard to reprise the main learning tasks (time – quarter to and quarter past; am and pm) she worked with the whole group in an active Q&A session. She then presented them with a worksheet task which they had to complete in pairs. The final activity of the lesson was a Time Game – reprised by popular request – in which individual students had to match times with a clock face and also complete the selection against the clock! This was very lively and enjoyable.

### **Communication**

The teacher used humour effectively to encourage individual learners who responded well to direct questioning. Her pace was fast and encouraged an enthusiastic response in classroom Q&A and in the end game. Individuals were praised for their involvement, encouraging confident participation and engaging students further in their own learning.

### **Student Response**

Expected classroom rules were observed with students working quietly and raising their hand when asking a question. When working in pairs the students were focused and involved. In the whole class activity the teacher's enthusiasm was contagious and the class were actively engaged and involved as they were

with the final game which offered an excellent opportunity to assess their learning. The encouragement offered each competitor during this process was positive and vociferous and demonstrated good relationships within the group.

### **Learning**

This was a good lesson and one in which the learners made good progress.

### **Lesson 2:**

**Topic - Time Level - Beginners and Middle No in class - 9 (4F + 5M)**

### **Planning**

This was a well-planned lesson linked to the EAL Scheme of Work and aimed at teaching o'clock and half-past the hour.

### **Presentation**

The teacher began the lesson with a reprise of previous learning via a Q&A session. Generally, the teacher interacted with the group as a whole or individually when they were set a task. She demonstrated how to make a clock from a cardboard plate to the whole group and individual students were invited to use the interactive board to show time. Having made their own clocks the final task was for students to demonstrate the different times with these.

The lesson ended with the teacher revisiting their earlier learning and anticipating the next day's topic, which was - quarter past and quarter to the hour.

### **Communication**

The teacher was careful to present information clearly, encouraging individuals to respond and reiterating their responses while adding appropriate comments to reinforce their learning. Repetition was key in this classroom! At all times she encouraged active participation using praise to build confidence so that at no time were any of the students made to feel that their contribution was not valued.

### **Student Response**

There is a very wide range of achievement in the group including students who have never attended a school before and are not literate in their own language to youngsters who are well-educated, and high attaining in their own language. They were all, however, respectful of each other and the teacher, following recognised classroom procedures and focusing on the tasks they were set. They engaged well with the task of making their own clock, although some were more successful than others.

### **Learning**

This was a good lesson in which all learners were supported and enabled to participate and achieve.

## **Conclusion**

The Project, as a 'temporary' solution has a number of advantages. It benefits the students and it also benefits the eventual 'host' school. Clearly the students value the opportunity they have been given at the CLC. They benefit from having committed and experienced staff who, on a daily basis, are moving them nearer their goal of a place in a mainstream school. The 'host' school benefits from the fact that those students who arrive with little or no English are much better able to cope with the school curriculum when they transfer. Additionally, youngsters without prior knowledge of any school system are introduced to classroom expectations, routines and school etiquette in a small and confidence inspiring environment.

## **Recommendations**

Following suggestions for improvement made by staff and the findings of this review -

- the induction process should be reviewed
- the possibility of sharing EWO and Educational Psychologist provision with Queens Park could be explored
- the possibility of using the library in Queens Park negotiated
- the staff could examine ways to build in a leaving certificate of achievement
- the leaving profile should be refined and expanded
- the CLC has an excellent track record in moving children into mainstream schools more rapidly than similar projects and this good practice needs to be disseminated
- there have been two, one off, sessions of inset organised for the projects in the last two years. Staff would welcome regular opportunities of shared inset

## **The Greenway Project KS3+4 Based at Claremont High School**

### **Documentation**

The documentation was provided in the form of a report written by the Project Manager, Linda Carey, in conjunction with Nick de Sausmarez, Project Teacher, and included information on:-

- Entry onto the Project -The assessment Process
- Staffing
- The role of the Project Manager
- Description of Beginner EAL programmes
- Curriculum Provision
- Assessment
- Special Provision for EAL students
- Induction Programme
- Extra curricular Visits
- Link with the Tricycle Theatre
- Information on Student progression/transfer
- Description of support offered to students transferred to Claremont
- Monitoring of Student Progress
- Student Progress
- Contact with Parents
- Two case studies of Project students
- Sample copy of pupil profile

### **Staffing**

The staffing allocated to the Project has increased since the Project began in 2006. Currently there are 2 full time teachers, Mr Nick de Sausmarez and Ms Joanna Przymusinska supported by a full-time Teaching Assistant, Ms Dipali Patel and part-time TA, Mr Dominic Francis. Ms Linda Carey, EMTAP co-coordinator and Project Manager also offers teaching time to the Project.

It is intended that the staffing should be increased further in 2008-2009 with the addition of a part-time teaching member of staff, who will act as Pupil Progress Manager having additional oversight of pastoral care and the learning of students; a development of the Head of Year role.

Nick de Sausmarez and Joanna Przymusinska teach full time in the Project and they alternate between leading and supporting each session. Dipali Patel's Timetable is divided between supporting and teaching in the Project and working in Claremont supporting those students who have progressed from the Project.

The Project is supported by Claremont and many students have progressed onto their mainstream roll since the Project began. In the main, students transfer to

Copland, Claremont and the CNWL, although there has been some progression into other Brent schools.

The staff feel that they are particularly successful in raising the level of EAL skills. In terms of managing behavioural issues they felt that success is dependent on the cooperation of parents and cited one positive and one negative experience.

Induction into the Project is ongoing as students join at different times. This can create problems for planning and in an ideal world staff would like students to be limited to a term at the Project giving them a clear start and cut-off point.

On the roll that I was given 2 students had been attending the Project for just over a year. Both are from Somalia and had had no previous schooling in Somalia. Both students will be prioritised for transfer to Copland, and mainstream education placements in September. This is a much longer induction period than anyone could have anticipated. Of the remaining students, 8 were enrolled between September and December 2007 and another 20 between January and June. The latest additions were 3 students who joined in June 2008.

Generally the staff are happy with the Curriculum they offer, particularly the enrichment programme, although they would like students to join mainstream classes more frequently than at present. So far this has proved a problem to organise.

They would welcome shared Inset time with other Project staff.

### **Curriculum**

The curriculum is comprised of English: Maths: ICT : Geography: History and Science, with, since January 2008, the addition of Drama and Art at the Tricycle Theatre.

The main aim of the project is to teach students English as quickly as possible. With that in view English is taught every morning before Break.

The curriculum is enhanced by extra-curricular visits and this year students have visited:-

- London Zoo
- The London Dungeons
- Tricycle Theatre for a performance on two occasions
- London Wetland Centre
- Kew Gardens
- HMS Belfast
- Tower of London
- The London Aquarium
- Welsh Harp Environmental Centre

### **Timing of the Day**

Currently each day begins at 9.30am and finishes at 2.45pm. The later start was designed to allow travelling time for those students whose journey to Kenton is complicated and, at the end of the day the earlier finish allows them to avoid the post school rush-hour.

Given that most students in the project live in the north of the borough it is possibly time for this to be reviewed.

Students who arrive prior to 9.30 come into the classroom to work or read.

9.30 - 9.40	Registration
9.40 - 10.30	Lesson 1
10.30-11.20	Lesson 2
11.20 – 11.40	BREAK
11.40 – 12.40	Lesson 3
12.40 – 1.35	LUNCH
1.35 – 2.35	Lesson 4
2.35 – 2.45	Registration

### **Students**

During the course of 2007/2008 65 students have attended the Project. The largest ethnic group has come from Romania (13 students) followed by Afghanistan (11), Somalia (10), Iraq (8), India (7), Poland (5), Sri Lanka (4) with single students arriving from Hungary, Kuwait, Russia, Turkey, Lithuania, French Congo and Portugal.

The gender distribution is more or less equal. Currently there are 16 Male students and 14 Female students.

There are 16 KS3 students and 14 KS4 students.

### **Meeting with Students**

**G 14 (M) Hungary; M 14 (M) Denmark; F 14 (F) Somalia; M 16 (F) Iraq; J 16 (F) Sri Lanka; S 14 (F) Holland**

This was not a very long session as the students had to leave for the final timetabled commitment.

By and large the students were happy with their experience at the Project and felt that it had been helpful. In particular they were grateful for the English teaching and being taught some of the specialist language needed for Maths and Science. They found some topics difficult and mentioned both English and Geography. One of the boys felt that the fact that they spent so much time in the classroom was restricting and a little claustrophobic as they did not have any Sport or PE on the time table. One of the girls felt that they should have planners as used by mainstream students, however, one of the boys disagreed with this as he said that he didn't want his parents to know everything!

There was some anxiety about the next stage as when I spoke to them some were still unsure of their progression route, although most of them would like to join Claremont.

They are very aware of the proximity of Claremont and conscious of the fact that it is not the same place and that they, therefore, feel different from the mainstream students. There was a slight difference of opinion on whether there were problems mixing with Claremont students. One of the students felt that it had only been a problem when 3 confrontational students, since departed, were at the Project and was no longer an issue now that they had left. When asked if transferred students ever returned to the Project they said that they did not which seemed to suggest that they had settled well as mainstream students.

They were all happy with the level of work they are given and confirmed that they were given homework on a regular basis. They also belong to the library.

They were happy with the discipline code used by the Project teachers in the classroom particularly as in at least one case – Sri Lanka – discipline had been delivered with a cane!

Extra curricular activities were a hit, particularly the visit to the London Dungeons and the Hillingdon Activity Centre, although the female students at my interview had chosen not to go on this visit.

If possible they would all like to spend some time in Science Labs and DT workshops as well as have some Sports time.

### **Lesson Observations**

This Project caters for both KS3 and KS4 students, and the different age groups are acknowledged by seating the students on different sides of the main downstairs classroom space. There are two smaller teaching spaces directly off the main space which are used for teaching small groups to aid differentiation as occurred in the first lesson observed.

Upstairs there is a very large room which has not been used a great deal by the Project. Ideal as an assembly space/drama room or music centre but it would need subdividing to feel comfortable as a classroom.

Both teachers were observed leading a lesson as well as a shared session at the end of the day at which students gave a prepared presentation on their own country.

The day began with a spelling test for the whole group – 26 students. Some students then went to work with either Nick De Sausmarez (those with no prior educational experience) or Ms Dipali (pre GCSE set)

## **Lesson 1.**

**Teacher:** A **Subject:** Maths **Topic:** Fractions

**No in Group:** 18 (11M + 7F)

### **Planning**

The lesson was carefully planned and linked to the KS3 Curriculum and Schemes of work.

### **Presentation**

Leading from the front, the teacher started with the revision of basic information on fractions and related vocabulary, and then moved on to students working individually from worksheets. The lesson finished with a plenary session at which work was checked, homework was given out + the repetition and consolidation of mathematical terms.

### **Communication**

The teacher spoke clearly and carefully, moving at a considered pace using repetition and reference to previously taught skills to move students forward. Students were allowed to use calculators if they had access to one of their own. Easier options were offered to those without calculators.

### **Student Response**

Students were willing to respond to questions asked and for the most part focused on the worksheet they had been given. There was some restlessness and dissatisfaction amongst those without their own calculator, probably because the students were competitive with one another in their levels of achievement and therefore did not want to pursue the easier option presented. There were some incidences of students calling across the room but this did not seem to prevent them completing the worksheet. Classroom discipline is clearly established and normal classroom practice is followed.

### **Learning**

This was a satisfactory lesson which followed the prepared plan exactly, however, if the option of using calculators is offered it would be advisable to ensure that all the students have access to one.

## **Lesson 2.**

**Teacher :**B **Subject:** English **Topic:** Information leaflet

**No in group:** 23 (13M- 10F) (3 pupils with weak literacy were working separately with the other teacher on basic literacy)

### **Planning**

This was an extremely careful and thoroughly planned lesson aimed at improving the students' understanding and use of informative and persuasive language by creating a leaflet based on illness.

### **Presentation**

The teacher started the lesson by presenting the whole group with a puzzle. This was a lively interactive session which allowed whole class participation as well as the opportunity to discuss the issue in small groups. Together the teacher and class summarised the main ingredients of a good leaflet as well as considering how this work might improve their English.

During the course of the lesson students worked as a class and individually as well as in pairs on the computer. The teacher reinforced behavioural expectations at each stage. At the end of the lesson completed work was shared with the group and homework was set.

### **Communication**

The teacher presented each stage of the lesson clearly and energetically using 'smiley' faces to praise responsive students. There was a good rapport with students and prior achievement was acknowledged and recognised. The pairing of students had been carefully considered in order to ensure the most effective combinations, demonstrating a thorough knowledge of individual levels of achievement as well as an appreciation of social skills and behaviour.

### **Student Response**

Student response was generally positive with the group following accepted classroom rules of behaviour. Writing a leaflet which is both informative and persuasive is quite a sophisticated exercise and it was good to see that they had understood what was asked of them. Their responses to the teacher-led Q&A demonstrated a real understanding of the sort of language they should use.

Working in pairs at the computers was largely successful although one group that had to be a three, contained a lad who was disengaged from the exercise and took little part in any of the discussions.

### **Learning**

This was a sound lesson which followed the prepared plan and achieved its aims and objectives for the students learning.

### **The Final Session**

This session was less of a lesson and more of a celebration in the sense that we were listening to a series of presentations by groups of students and everyone was involved.

Students had been grouped according to their country of origin in order to prepare a talk about their country to be delivered in English. Two students – a Hungarian boy and a Lithuanian girl were the sole representatives of their country so worked together in English. Prior preparation had included the topics they might cover and preparation time in the lesson allowed for the addition of visual aids should they wish to include any.

The short preparation time was, inevitably and expectedly, noisy, as students enjoyed the opportunity of working together in their own language – none of which could be understood by the teaching staff – but it did seem to be on task and the end results were very enjoyable. I noticed that the disengaged student from the earlier lesson was actually smiling.

Students were reassured by the staff that the presentations were not expected to be totally polished, the main aim was that each group should make a presentation and that the rest of the group should listen while they were doing it, acknowledging the achievement with applause.

The presentations were received enthusiastically by the whole group, and as one or two groups sang a national song as part of their presentation, this added extra interest and colour to the proceedings.

The students left the classroom in a cheerful and friendly mood – a good way to end the day!

### **Conclusion**

Staff work hard to ensure that the students they teach improve their English language skills and, in this, they are successful. The overall curriculum could be improved with the addition of PE and the opportunity to work, on a regular basis, in specialist classrooms for subjects such as Science, DT and possibly Music. This would obviously be dependent on the availability of the facilities within constraints of the mainstream timetable.

Given that this Project has both KS3 and KS4 students there do not appear to be many times when the groups are separated to work independently of each other according to Key Stage. There could, perhaps, be more of this.

Progression seems to have been an issue as so many of the students did not know where they were going next even in the last week of term. This would obviously need to be addressed much more effectively if the students were to stay for just one term. The additional oversight offered by the proposed Progress Manager will, I am sure, improve this. The students were good-humoured and grateful for the opportunity to merge into the British education system in such a protected environment.

The Greenway Project has filled the gap for such provision in the North of the borough. New arrivals now appear to be regularly housed in the Kenton area and many 'Looked After Children' are placed with families in the North of the borough. The project has a more demanding brief in accommodating both Key Stage 3 and Key Stage 4 students and is providing them with a valuable stepping stone into mainstream education.

Whenever a pupil vacancy has arisen in Claremont High School, they have looked to fill it from the project and have absorbed a significant number of youngsters regardless of their prior learning and levels of attainment. The youngsters who have transferred to Claremont represent the full spectrum of educational attainment and include some with SEN.

Claremont should be acknowledged for its generosity in being truly comprehensive in its approach to Out Of School children.

## **The Brent Project**

### **KS4 Project based at John Kelly Girl's Technology College**

#### **Documentation**

The documents provided by Kwamla Atteen at the Brent Project included:-

- A list of current staff
- A list of students 2007/8
- A summary of the support provided by the JKGTC counsellor
- An interview checklist which outlined the process of admission and induction as well as including copies of the documents given to parents and students at interview:
- i.e. admission contract; behaviour policy; uniform policy; times of the day; free school meals application form; bus pass; equipment list; holiday dates as well as information about the other sites visited as part of the curriculum – CNWL(College of North West London), and the Tricycle Theatre.
- An outline of the curriculum + a copy of current Timetable
- Details of the curriculum enrichment programme + copies of the emails received giving feedback on progress of students
- Information about the voluntary work experience programme at the Adventure Playground in St John's Wood as well as feed back from the project on the effectiveness of the volunteers
- Information on assessment and reporting to Parents
- Information on Student Progression 2007/08 as well as some information on ex-students now at University
- Tables from 2003 – 2008 giving demographic information on students
- A booklet published in 2005 called 'Consequences of Conflict' which describes the journey experienced by some of the students attending the project at that time.

#### **Staffing**

Mr Kwamla Atteen (Teacher/Co-ordinator): Ms Dee Walsh (Teacher); Ms Lida Mansourian (Teaching Assistant) and Ms Tolu Frazer (Teaching Assistant).

This is the most established of the projects currently running in Brent and opened in 2002 as a centre for educating Refugee and Asylum seeking students. This is reflected in the confidence and involvement of the staff who work there.

Kwamla, who joined the Project in the Summer term 2004, interprets his role as co-ordinator in a broad paternalistic way and chooses to continue to take responsibility for students even when they have moved on to another educational establishment. His care and concern for their welfare is exceptional, chasing

students to arrange progression interviews and ensuring that he sits in on them so that the students feel supported, is just one of the ways he demonstrates this.

There is close interaction with JKGTC and all the staff are appreciative of the support they have from the school which includes access to the school counsellor and mentoring from ex-project 6<sup>th</sup> Form students trained by Dee and Kwamla.

Students are only referred to the school counsellor following initial investigation of the circumstances by Kwamla and Dee.

There was a feeling that more shared INSET time with staff from other projects would be a positive step. They also felt that a Common Learning Profile across the projects would be a helpful development. Shared INSET time could also lead to the development of a more Common Curriculum.

### **Curriculum**

The curriculum covers English; Maths; ICT; Geography; Sport; Science; Drama; Art.

Particular attention is paid to English which has twice the amount of curriculum time of the other subjects and occupies 8 teaching sessions during the course of the week.

Sport, Drama, Art, and Science are taught off-site.

All students attend the Harrow Leisure Centre which is a compulsory part of the curriculum. Here, following a 30 minute warm-up session students can choose an activity from football; basketball; badminton; aerobics and cricket.

The Brent Project was the first to establish links with the Tricycle Theatre for Drama and Art and the success of this link is visibly demonstrated by the end of Year presentation held at the Tricycle. This offers students the opportunity to showcase the work they have done and is a celebration of the mingling of the differing cultures, often reflecting their journeys to the safer environment of the UK. We found some of the scenarios very moving and their work can be viewed on a DVD "Home from Home" The Brent Project Documentary, produced by the Tricycle.

The report sent to the Project from the Tricycle teacher of Art says,

*'...We have been covering various topics including journeys, portraiture and bridges (literal and metaphorical). The students have all added their own individual flair to the creative process and we're all very pleased with the results. There have been some significant moments including, a couple of the boys from Afghanistan*

*who clearly have a lot of talent in the area of design and technology, drawing and then creating their own beautifully crafted bridges, also another very artistic student being invited to join the Paintboxes gifted and talented young artist group. A very varied, responsive, well-behaved group – a pleasure to teach.*  
Sandie M. Sutton

The comparable report from the Drama tutor is less specific and says,

*'...The progress has been mixed, with some demonstrating a much quicker response to the exercises and improvisations in the workshops than others, although all show a clearer understanding of the work since their start in October. Since October the students have listened to each other more and have been thoughtful about their drama work. A small contingent of the Project have produced some very competent work and should feel rightly proud of their achievement and level of progress.'*

The development in the confidence of the students was forcibly demonstrated by their performances at the presentation in the Tricycle.

The CNWL (College of North West London) is in close proximity to the Project and students travel there for Science, Maths and ICT although some classroom based Science is taught on site at the Project.

The Science taught at the College concentrates on areas which involve laboratory work.

The Maths, taught at Entry Level 1-3, is reinforced at school in the beginners group, while elements of the GCSE Foundation course are taught to the elementary group.

Students follow an OCR Level 1 course (skills based) in ICT at the College. At the project, as well as reinforcing skills taught at the College, the staff use a web-based programme (English in a Flash) Renaissance Learning.com which helps both their computer and language skills.

Access to Music is a free bonus via the Royal College of Music whose students have, for the last 4 years, worked with the Project for 2 hours a week over a 6 week period. On two occasions the Brent Project students have performed at the Summer Festival in Gladstone Park.

The curriculum is enhanced by extra-curricular visits. This academic year the enrichment activities included:-

- Connexions
- RAF Museum
- On site music workshop – drumming
- Cloth of Gold – art workshop

- Science and Natural History Museum
- Theatre in Central London
- Aquarium and Garden Centre
- Chessington World of Adventure
- Boat and City Trip in Central London
- Willesden Library Archives

Work Experience takes place at the Adventure playground in St John's Wood and students who volunteer attend during the holiday periods during the Spring Holiday and the Summer holiday. They are given £5 a day for lunch.

This year during the Spring holiday 6 students volunteered, each of them going in for 3 days.

They have received very positive feedback from the Playground staff and management,

*'I think we would agree that their hard work is augmented by the contribution made by the volunteers, especially those from the Brent Project. It is encouraging to see these young people, whom we know to be particularly vulnerable, emerge as competent play workers.'* Martin Aldred (Trustee and Chair of Management)

Comments from the students were equally positive, *'Enjoyable, exciting. I loved it!'*

One ex-student proved herself to be so effective that when a vacancy for a play worker arose she was invited to apply and has now been working there for over two years. Clearly this has been a valuable and supportive experience for those who chose to take part.

There is an end of year Prizegiving Celebration of Certificates and Special Awards to which the Head teacher of JKGTC, Ms B. Bell is invited.

### **Timetable**

8.45 – 8.55	Registration
8.55 – 9.45	Lesson 1
9.45 – 10.35	Lesson 2
10.35 – 10.55	BREAK
10.55 – 11.45	Lesson 3
11.45 – 12.35	Lesson 4
12.35 - 1. 25	LUNCH
1.25 – 2.15	Lesson 5
2.15 – 3.05	Lesson 6
3.05 – 3.30	End of Day Activity

The end of Day Activities include ICT and Reading.

The students attend:-

- CNWL from 8.45 – 11.00 on Monday and Wednesday.
- Tricycle Theatre for one session 10.00 – 12.00 on Tuesday
- Harrow Leisure Centre for one session 9.30 – 12.00 on Friday.

### **Assessment and Reporting to Parents**

Each student has an Individual Student Plan (ISP) and in December a Progress report with targets is given to each student. Parents are invited to a meeting in January at which the student's Individual Education Plan (IEP) is discussed and targets are set for the year.

The final report is sent out at the end of the Summer Term.

With regard to looked-after children, the staff report to the Local Authorities, if and when required, throughout the year.

### **Students**

The demographic information for 2007/08 details the ethnic information of the 45 students who started at the project as follows:-

Afghanistan (12); Somalia (9); Brazil (8); Romania (4); Congo (2); Iraq (2); India (2); Albania (1); Poland (1); Russia (1); China (1); Nigeria (1); Ivory Coast (1)

The main difference between this information and that of 2003/04 is a reversal of numbers from Afghanistan and Somalia. In 2003/04 most students were from Somalia (18) with Afghanistan (9).

In terms of gender, at the end of the year there were 16 female students and 24 male students of which 31 were Year 11; and 9 were Year 10.

Given that the Project started in 2002 information is available on some students who have progressed to Higher Education.

### **From the intake of 2003/04**

One student progressed from the Brent Project to Harrow College to do 'A' levels and is currently in his third year at Kingston University studying for an MA in Pharmacy.

From the same intake, another student went into JK 6<sup>th</sup> Form and also on to Kingston University and is in the third year of studying for a BSc in Computer Science.

### **From the Intake of 2004/05**

Two students joined Copland's 6<sup>th</sup> Form and in September one commenced at Kent University studying for an MA in Pharmacy and the other started at Middlesex University studying for a BA in Child Care.

## Meeting with Students

- A (F) 16 Iraq, language Arabic, arrived Sept '07
- H (M) 16 Somalia, language Somalian, arrived June '07
- F (F) 14 Somalia, language Somalian, arrived October '07
- K (M) 15, Afghanistan, langs. Pashto, Urdu and Farsi, arrived August '07
- A (F) 15 Iraq, language Arabic, arrived Sept. '07

This was not a critical group of students. They were, without exception, full of praise for the staff and the Project describing them variously as 'Excellent!' 'Perfect!' 'Intelligent!' 'Great!' 'Helpful!' 'Lovely!'

They were appreciative of the fact that they had been given a chance to improve in a small and friendly environment. One boy who had had experience of education in another Authority said that it was not as good as the Brent Project. They all said that they wanted to go on to University although some of their vocational ambitions do not necessarily reflect the need to do this – footballer, engineer, lawyer/interpreter, nurse and, interestingly, to be involved in politics of some kind in Somalia.

They enjoyed all the extra-curricular activities and in particular liked travelling on the underground!

When asked if they interacted with the mainstream students they felt that the mainstream students were not always very welcoming

They were each aware of their progression route and were happy about the arrangements that had been made for them although they would be sorry to leave the project.

## Progression

The majority of students progress onto courses at JKTC.

Of 2007/8 cohort, 7 students started a pre-foundation course in the 6<sup>th</sup> Form; 10 will enrolled on the Foundation course and 4 students started an Intermediate Level 2 course.

6 students are transferring onto the school roll at JKBTC and 5 students are transferring to JKGTC.

8 students transferred to other institutions – 5 started an Access Course at Capital City Academy; 2 started an Access Course at Copland and 1 student transferred to Harrow.

## Lesson Observations

Both teachers were observed teaching their own group. Students who arrive early are encouraged to come into the classroom and read quietly before the day begins and a handful of students chose to do this.

The attendance on the day of the observation, very close to the end of the year, was lower than usual with a number of reasons given for non-attendance. 3 students, formerly on roll, had been transferred to CNWL; 5 had reported in sick or with doctor/hospital appointments; 1 had a solicitor's appointment; 1 was on holiday in the Ukraine – with permission; 1 had returned to Romania; 1 was supporting her mother at the job centre and 1 student, following a transfer from Ashley Gardens had never attended properly despite frequent contacts with her mother.

The staff at the Project have calculated that over the year the attendance rate is 92% with at least a third of the students achieving 100% especially in the Autumn Term.

### **Lesson 1.**

**Subject:** English    **Level:** Intermediate    **No in class:** 14 (4F + 10 M)

This was a replacement for the normal subject which was Science at CNWL, however with the college already closed the Timetable had been revised.

### **Planning**

This was a thorough and carefully planned lesson with clear aims and objectives linked to the overall scheme of work. The teacher had carefully devised a lesson which allowed step-by-step learning and understanding. He included interactive experiential learning as well as allowing some opportunity for reflection and self-assessment. He used the song 'Imagine' and biographical details of John Lennon to teach the students how to use question words, and how to phrase questions using the Past Tense.

The teaching assistant worked at the computer, releasing him to address the group and lead the lesson from the front. When not needed at the computer the teaching assistant was involved in helping students either in groups or individually.

### **Presentation**

The teacher started with a quick Q&A session referencing a book they had been reading which they had clearly found very enjoyable. The group were lively and involved in the process. It was clear from the start that the teacher's enthusiasm, energy and enjoyment are key components in propelling the students' learning.

Once the main topic had been introduced the students worked in a variety of different ways – in groups, alone and as a class, moving from one activity to

another in a focused and disciplined way. Homework was set at the end of the lesson.

The role of the TA varied in that when not working at the computer she was involved with the students, assessing and correcting work individually and in their groups - as was the lesson observer!

### **Communication**

This was a high energy lesson full of humour and praise for the students, moving forward at a rapid pace! The students responded positively to relevant questioning, the teacher reiterating their responses and adding appropriate comments to reinforce their learning and that of the group. It was clear that the students trusted the teacher to handle any errors sensitively and at no time were they made to feel that their responses were irrelevant or wrong.

The teacher demonstrated a thorough knowledge of each learner's capabilities using praise and encouragement, building confidence and motivating them to think for themselves.

### **Student Response**

The students demonstrated enormous enthusiasm for the different tasks they were set. They were keen to share their work with the class and respectful of the work of other individuals. They enjoyed the different activities and made very good progress in learning. Their exercise books are full and well-used and they clearly take some pride in what they have achieved during the time that they have been at the Project. At all times accepted classroom rules and behaviour was followed.

### **Learning**

This was an excellent lesson, thoroughly enjoyable and one in which the students made very good progress.

### **Lesson 2.**

**Subject:** Science    **Topic:** The Five Senses    **Level:** Elementary

**No in Class:** Total: 14 (6F + 8M)

### **Planning**

This was a very well-planned lesson with clear aims and objectives focusing on the 5 senses.

### **Presentation**

The teacher started the lesson by addressing the whole class and introducing the topic. Using mime, gesticulation and choral repetition the teacher communicated the 5 senses as well as teaching the students the functions for each sense. This led to individual work assisted by the teacher and the TA, followed by feedback to the class. During the course of the lesson the students worked in pairs and

individually as well as responding as a whole group in a number of different ways – reading, writing, drawing, speaking and listening. Homework was set at the end of the session.

Repetition was very important with this group and the teacher instructed the group with vigorous energy - encouraging, praising and correcting in equal measure.

### **Communication**

There is a breadth of achievement within the group that might have been daunting to a teacher with limited experience. This teacher, however, presented the topic successfully in a calm and authoritative way using repetition and actions expressively and, on occasion, humorously, in order to reinforce the learning for the whole group. Every contribution from students was encouraged, valued and praised and their confidence boosted as a result.

### **Student Response**

The students enjoyed, and were clearly involved in, the activities presented to them. They listened carefully to the contributions from other members of the group and were visibly enthusiastic when invited to read or present their own responses. At all times they followed accepted classroom rules and behaviour.

### **Learning**

The teacher achieved her aims and objectives by the end of the session. This was a very good lesson and one in which the students made good progress.

### **Conclusion**

Undoubtedly this is a successful and valuable addition to educational provision within Brent. The Project has acquired a notable reputation since it opened and has offered supportive pastoral care, as well as the tools to cope more effectively within the education system, to youngsters who might otherwise have failed. The leadership offered by the Project Co-ordinator is potent and impressive and instrumental in its success.

### **Stop Press: Ofsted**

Ofsted inspected JKGTC in November 2008. The Headteacher asked them to include the Brent Project in their Inspection. The feedback the Headteacher received from Lyn Bappa, the Lead Inspector was that:

“Teaching and Learning is outstanding”,

“It was excellent value for money”,

“Well line managed by the school” and

“The Project contributes to Outstanding Community Cohesion.”

## **Project Review Recommendations/Conclusion/Summary**

From the feedback from all the Projects and the detailed reviews at the CLC, Greenway, Kingsbury and the Brent Project it is clear that the projects are all making an extremely valuable contribution to secondary education in Brent. Each project is operating successfully and individual refinements are being discussed directly with the staff and managers of the projects. There are, however, some common themes which it would be helpful to address centrally:

- Adequacy of accommodation
- Access to services available to schools – such as Educational psychologists and Special Educational Needs provision and Education Welfare support
- Common Staff Development/INSET
- Support with pupil progression
- Development of common procedures e.g. for recording and reporting pupil progress

The generosity of the Headteachers in cooperating with the Out of School team has not only achieved quasi school places for well over 200 students at any one time it has also produced quality education provision for students who would otherwise struggle in mainstream classes. E.g. those who have had no previous formal school education in their home country or those who have arrived traumatised from war zones. This temporary project solution is not a one size fits all but tailored provision to support a wide range of student needs.

When there are adequate secondary school places for all secondary school students in Brent consideration should be given to ways of retaining the good practice gained in these projects as it seems inevitable that Brent will always be a first port of call for families escaping problematic conditions overseas.