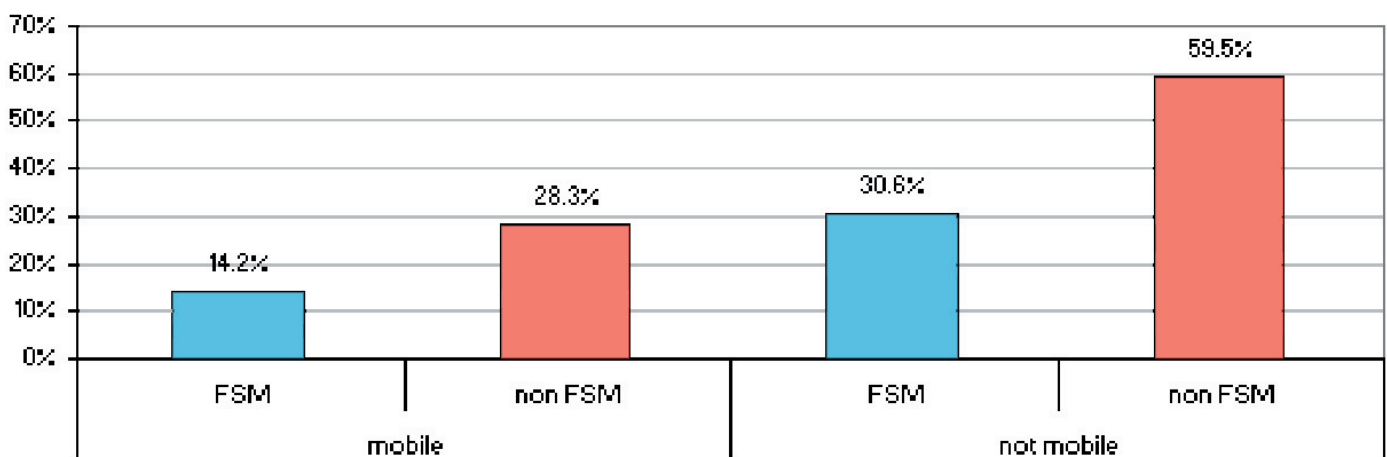# Mobility

Pupil Mobility Definition: *'A child joining or leaving a school at a point other than the normal age at which children start or finish their education at that school, whether or not this involves a move of home.' (Dobson & Henthorne, 1999: 5).*

Why is this a key issue?

- **Pupil mobility is more marked in London than anywhere else in the country.** In 2002 Ofsted found the average turnover in inner London secondary schools to be 14.2%, double the level found in any other area. If leaving and joining were distributed evenly through Key Stages 3 and 4, this would mean about half a year group changing between Year 7 and Year 11.

- **Pupils who are mobile are less likely to achieve 5+ A*-Cs than their peers.** In London 25.5% of those 15 year old pupils who joined their school after September 2003 went on to gain 5+A*-Cs in 2005, compared to 55.6% of other pupils.

- **The relationship between pupil mobility and attainment is complex.** It is difficult to isolate the effect of pupil mobility on attainment because it often occurs alongside other factors, such as disrupted family life. Differences in the relationship between mobility and attainment also reflect differences between schools in their ability to manage mobility effectively.

Percentage of pupils gaining 5+ A*-C by mobility and FSM

- **Mobility is also closely linked to deprivation.** Pupils eligible for schools meals are more likely to switch schools than their peers. Pupils who are both eligible for free school meals and mobile are almost half as likely to gain five or more good GCSEs than their mobile peers not eligible for FSM.

- **Mobility is a factor which impacts upon the attainment of students of almost all levels of ability.** 46% of mobile pupils in London who averaged level 5 or above in Key Stage 3 went on to achieve 5+ A*-Cs, the equivalent figure for non-mobile pupils was 77%.

Percentage of 15 year old pupils gaining 5+ A*-Cs by average level gained at Key Stage 3
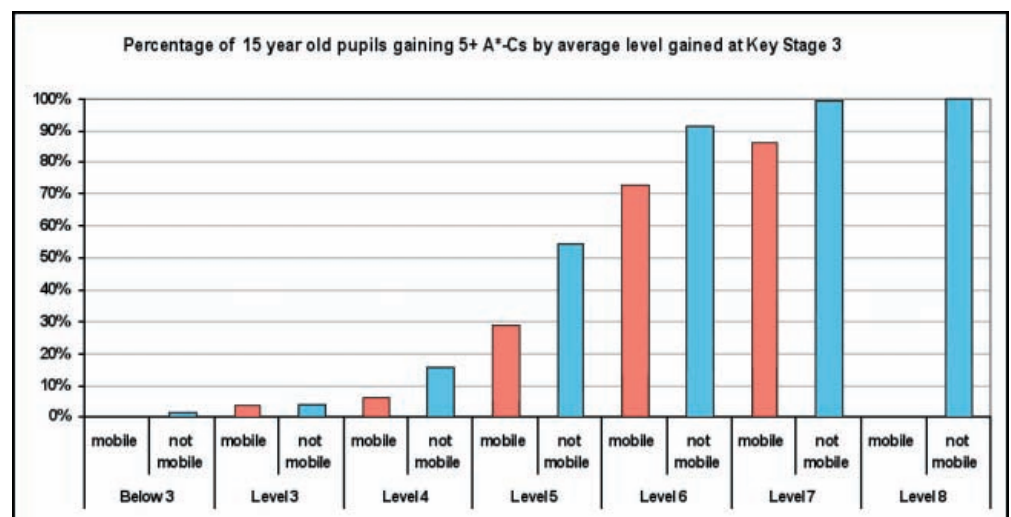
How does this issue break down across London?

- The % of mobile pupils in each borough varies significantly.

- **Schools with high mobility tend to secure lower results, but some schools buck the trend through effective organisation.** Even in the quartile with the highest mobility, 72% of pupils in one school still achieved 5 or more good GCSEs.

GCSE statistics for schools in London by Mobility Quartile (SISR)					
	Statistic	**Lowest mobility**	**Middle mobility**	**Middle mobility**	**Highest mobility**
% of 15 year olds achieving 5+A*-C	School where the lowest number of students achieve 5+C at GCSE	17	0	0	16
	School where the highest number of students achieve 5+C at GCSE	100	95	94	72
	Median	76.5	59	48	41

- The data provided through Families of Schools (below) also shows that, whilst the 25 schools in London with the highest mobility rates are all below the London average for attainment, around a third of these schools are above the London average for improvement, with a couple amongst the highest in London.

High mobility is clearly not an insurmountable barrier to improvement.
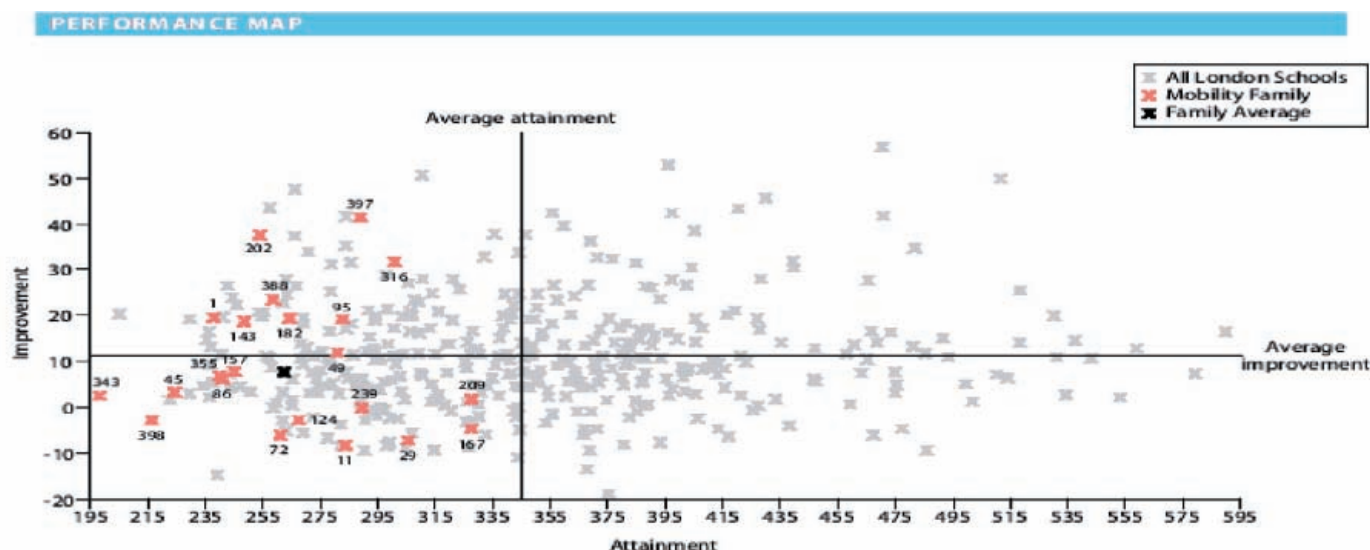
How can I tell if my school has a problem?

Any school taking pupils out of the normal admissions cycle needs to check how well those pupils settle in. Mobility levels of 20% or more are a potentially serious challenge for a school. The Families of Schools document offers comparative data for high mobility schools.

What should I look for?

There are schools that cope well with mobility. Rather than looking at the absolute level of mobility of a school, it might be wiser to look at data on the attainment and progress of the mobile children. It is also useful to look at the side-effects of mobility on teachers and other pupils.

What can I do?

Ofsted have issued guidance on best practice for schools on the reduction of mobility:

- relationships with parents and carers are forged quickly, through interpreters where necessary;
- Issues of immediate concern - such as medical conditions, systems of contact, school uniform, free school meals and homework - are dealt with efficiently;
- Pupils receive information packs, prompt induction to school routines and personal support, for example through the help of a well-briefed 'buddy';
- Information on attainment, including previous coursework at secondary level, is obtained as quickly as possible from pupils' previous schools.
- New pupils are placed in appropriate teaching groups taking account of the options pupils had taken at their previous schools.
- Existing pupils in these groups are prepared for the new arrivals;
- Staff discuss schemes of work with new pupils to establish their familiarity with the work and what needed to be done to fill any gaps in knowledge.
- Schools regularly check how pupils were settling in and coping with their work.

LEAs can help to remedy some of the problems associated with high pupil mobility by:

- monitoring mobility and, where possible, managing the level of additional admissions to schools already experiencing high levels of disadvantage and instability;
- helping schools in their contacts with other agencies such as housing, social services, education welfare and the voluntary sector, and avoiding unnecessary pupil movement as a result of other agencies' decisions;
- making arrangements with neighbouring LEAs to allow education welfare services to cross authority boundaries;
- using specific funding sensitively to help schools with high mobility levels, for example by allocating 'dowries' to accompany children to new schools.

Resources

- Ofsted Report: - "managing pupil mobility" *http://www.ofsted.gov.uk/publications/index.cfm?fuseaction=pubs.summary&id=65*

Retention post 16

Why is this a key issue?

- Although London has one of the better staying on rates for 16 years olds, more than one in ten remains neither in employment work or training.
- London also mirrors the national trend of a high drop out from education or work based learning at 17.
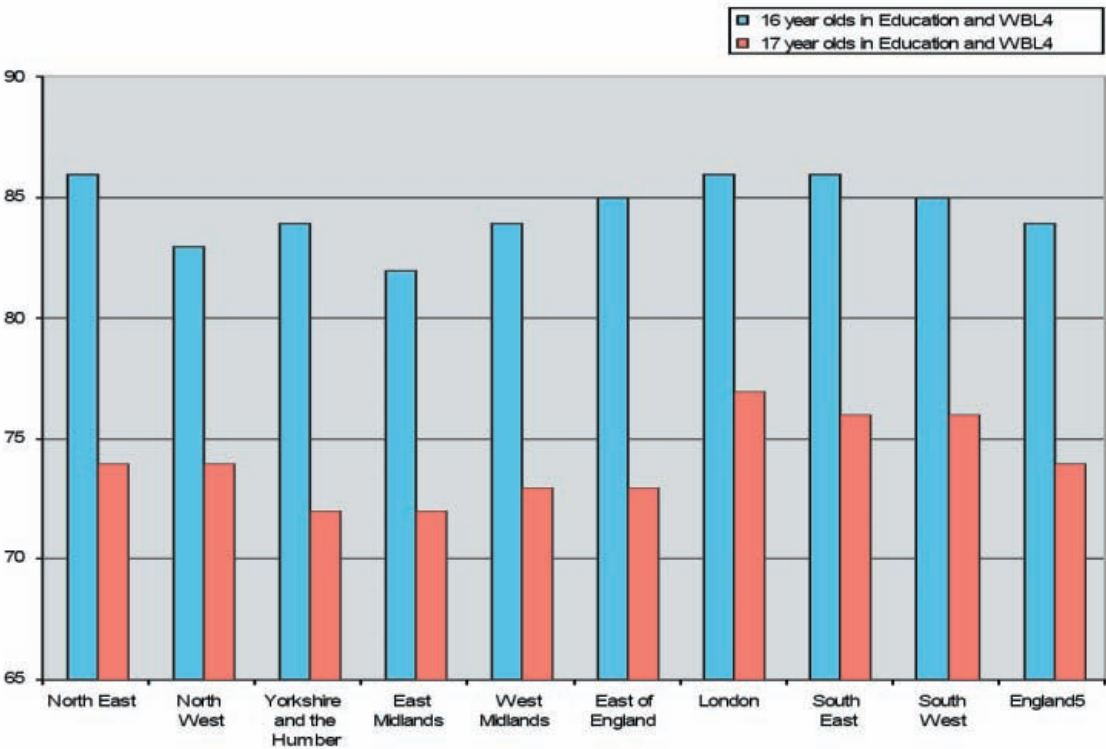
* Straying rates are worst in Inner London and the East
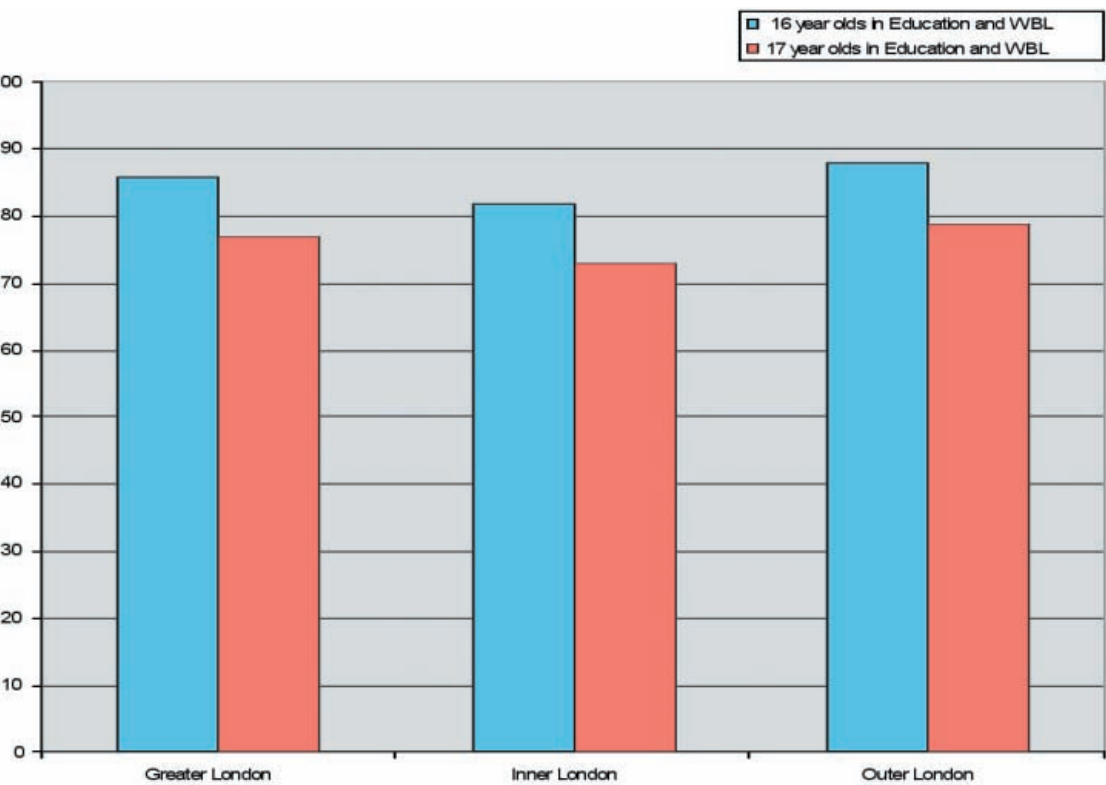
- Meanwhile, at a borough level in outer London, there is **significant variation in staying on rates on 17 year olds, from a low of 69% up to a high of 89%.**

What should I look for?

- Does the school have a sixth form or a good relationship with local sixth form colleges? How aware are students of their options, and are they getting the best advice?

- Are some students being pushed or encouraged into subjects at 16 which by 17, they are likely to have lost interest in or found too challenging?

What can I do?

- Ensure the school is planning effectively for the new specialised Diplomas in partnership with other schools, the Borough and colleges; will the school be able to make more relevant offers to more of its pupils after 16 if it collaborates with other schools?

- Evaluate the quality of advice of curriculum options at 14 and beyond, in the light of students' subsequent experience

Resources

- SSAT; advice on post 16 vocational learning; *http://www.schoolsnetwork.org.uk/Article.aspa?PageId=218817*

- Standards Site; best practice on collaboration to increase post 16 opportunity and staying on rate *http://www.standards.dfes.gov.uk/sie/si/eips/casestudies/post_16_learning*

- Learning and Skills Council; *http://www.lsc.gov.uk/National/default.htm*

Teacher recruitment and retention

Why is this a key issue?

- London has more vacancies for teachers than nationally: the vacancy rate is falling in London but still remains roughly double the national rate.
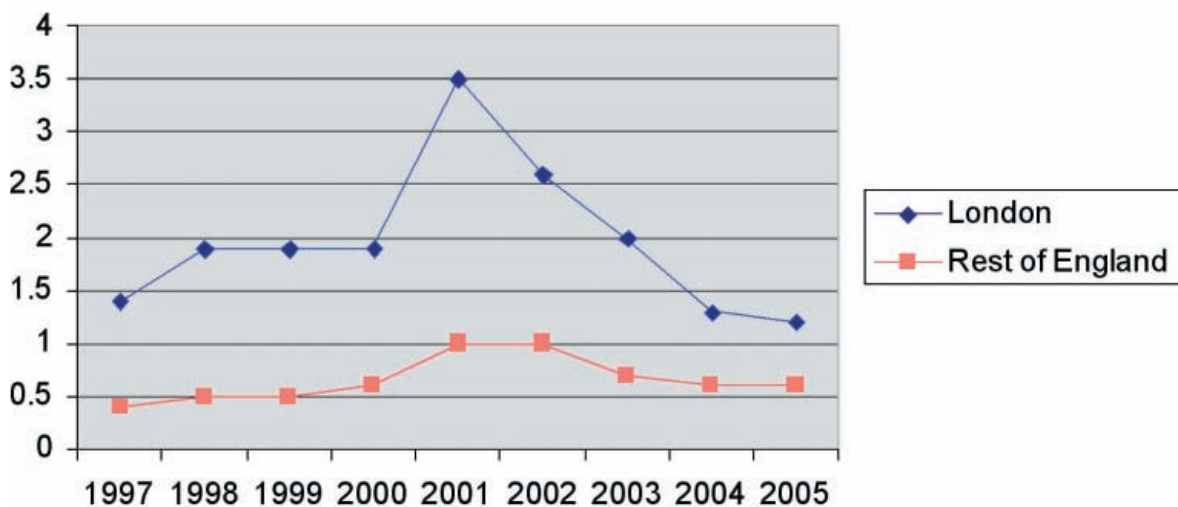

- **London teachers are less likely to have QTS;** in 2004 10.2 % of teachers in London lacked QTS, compared to just 4% nationally. The number of teachers lacking QTS has steadily risen over the last five year both in London and nationally. The high figure for London is in part a reflection of the capital high reliance on overseas trained teachers. Whilst such staff are often excellent teachers, without QTS they are unable to stay in UK schools for more than four years, and significantly less likely to seek leadership posts.

- **Staff are less experienced;** London's teachers also tend to have less experience than nationally: 35% of London teachers (and 37% of inner London teachers) have less than 6 years' service, compared to 29% of teachers in England.

- **The teaching population is young, and teachers are less likely to settle here.** Nearly 40% of teachers leaving schools in London are aged under 30 - much higher than the 25% leaving nationally: conversely the proportion of leavers aged 50 or over is much lower than nationally. Housing costs are a big factor here.

- **Staff turnover is higher than nationally;** At 22.3 % London has a high level of turnover of teaching staff, with Inner London higher than outer London.

- **London parents cite "continuity of teachers" as one of their top complaints against London schools.**

Staff Turnover
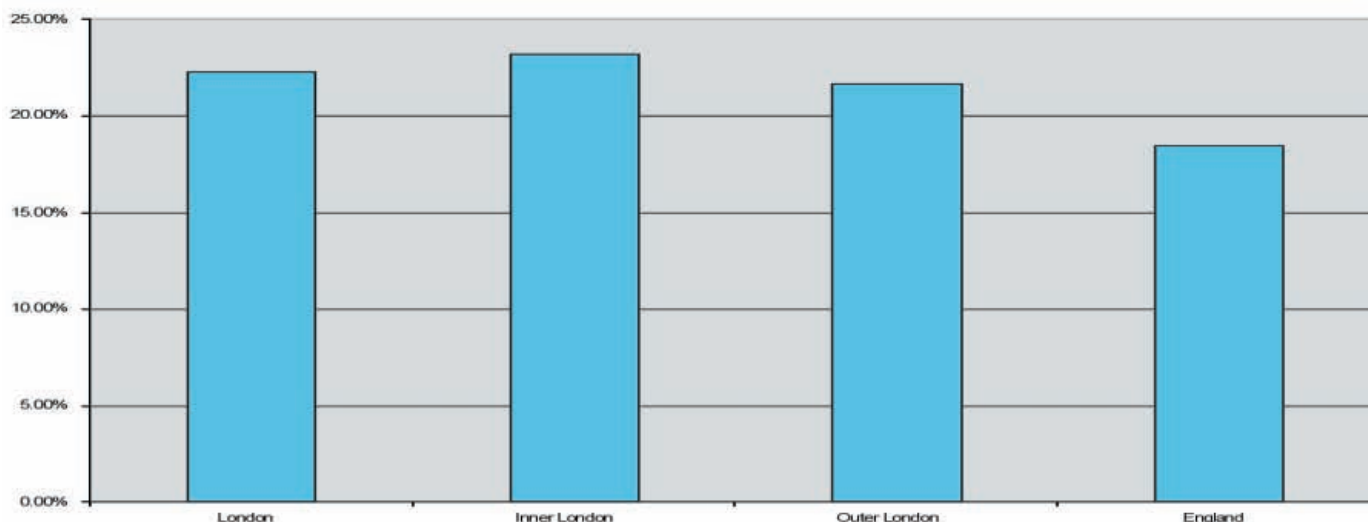
How does this issue break down across London?

- The teacher vacancy rate varies significantly between London boroughs.
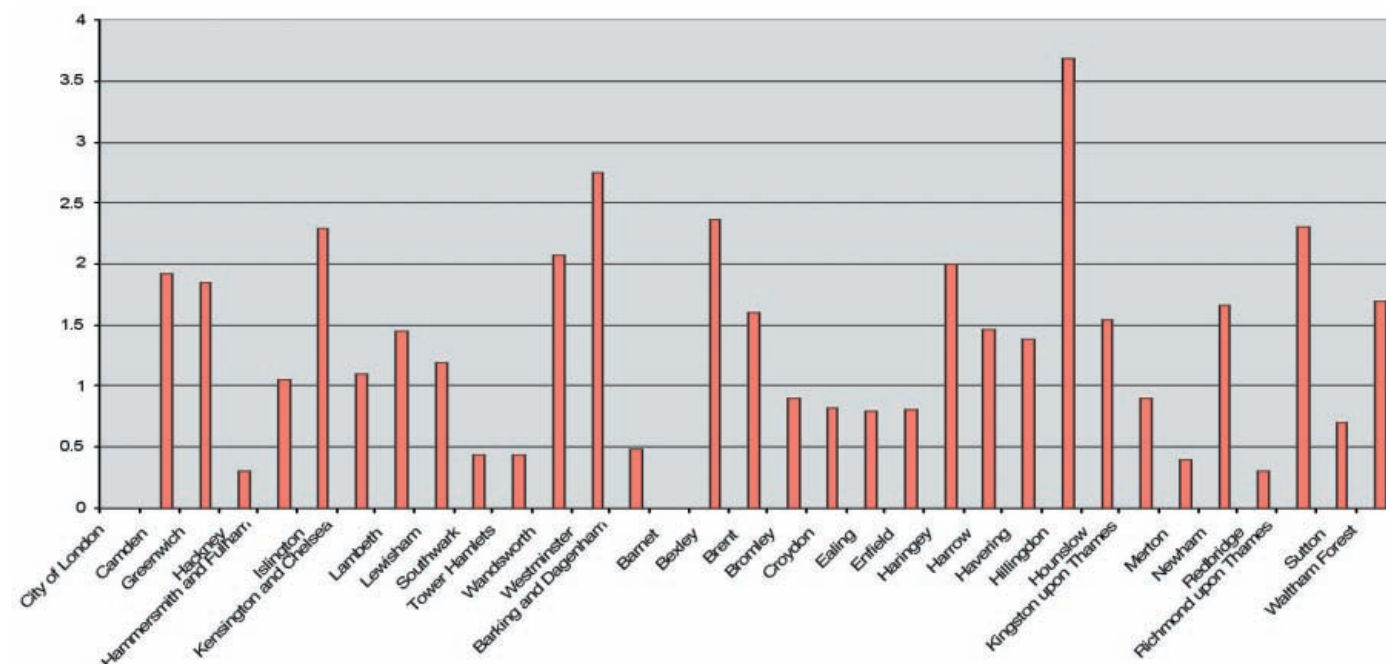
What should I look for?

- Even if teacher retention does not seem at first sight to be a problem in the school, try and look below the surface. Is there a stable workforce or is the annual staff turnover rate high? Does the school have a high dependency on overseas trained teachers and supply teachers? Are there issues in particular departments? Is there a high rate of readvertisement of posts? Are there exit survey data that identifies reasons for leaving?

What should I do?

- Assess whether there are leadership issues at the school.

- Assess whether the school has robust arrangements for performance management?

- And are these integrated with systems for the Continuing Professional Development of staff?

- Look to see if the school has established recruitment practices? Ask yourself: would I want to work here?

- Evaluate the CPD systems within the school. Are teachers working towards Chartered London Teacher status? Is there evidence of teachers learning from other teachers inside and outside the school?

- Check whether the school make use of Key Worker Living loans to retain staff?

- Establish whether the school has undertaken workforce reform or is part of a Well Being Programme to look for a correct alignment of people, roles and school priorities.

- Identify whether there are opportunities for the school to work in more collegial ways with other schools - in anything from collaboration with schools in a network all the way to partnership/ federation - to allow more effective recruitment, retention and development of staff.

Resources

- Guidance on Chartered London Teacher status, access to annual CLT conference and consultants, if appropriate.

- (Go to *www.londonchallenge.gov.uk* or *www.clt.ac.uk* for registration)

- Key Worker Loans. (go to *http://www.housingoptions.co.uk/ho2/*)

- NCSL for the London Leadership Strategy go to *http://ncsl.org.uk/programmes/programmes-london.cfm)*

- Support from Well Being Programme, e.g. Employee Assistance Programmes (from Worklife Support: *http://www.worklifesupport.com/*)

- Support and advice on Workforce Remodelling: *http://www.tda.gov.uk/remodelling.aspx*

- CPD: *http://www.lgfl.net/lgfl/sections/cpd/londonlearning/menu/*

Transition from Primary School

Why is this a key issue?

- **Many students make poor progress as they shift from KS2 to KS3, and repeat learning that they mastered at primary school.**

- **Ensuring effective transition in London is a more complex task than across the rest of the country.** The average London secondary school draws students from around 40 primary schools, compared to a national rate of 25, many of which will be located in different boroughs. Some draw students from as many as 90 primary schools. There is considerable movement of students between boroughs at the point of transition. For example, students in Camden primary schools in 2004 went to secondary schools in 23 London boroughs.

- **Students in London tend to make less progress from KS2 to KS3 than their peers elsewhere in England** (although overall value-added KS2-KS4 is higher in London than nationally), indicating the additional challenge in ensuring continuity of learning between primary and secondary schools in London.

- **FSM students are considerably less likely than their peers to make a smooth transition from KS2 to KS3.**

How does this issue break down across London?

Cross border flows

Movement Of Students KS2 LEA to Yr 7 LEA
2003 KS2 to 2003/04 Yr 7

Number of KS2 Stayers is shown next to LEA name; movement shown with arrow direction; usually only movements>5% are shown, but all LEAs have 1 or 2 movements shown

What should I look for?

How well are new students performing at the end of Year 7 given their prior attainment? What does the school learn from asking students and their former primary teachers? Are Y7 students making better progress in some subjects than others?

What can I do?

Research has identified five 'transition bridges', each of which covers a key area of practice, summarised below with examples:

- **Administrative** - effective administrative arrangements to support transition at e.g. student records transfer, meetings between key school staff at primary and secondary level, common procedures, communicating with parents

- **Social and personal** - improving primary school students' and their parents' familiarity with the school, layout and atmosphere; putting in place effective pastoral support.

- **Curriculum** - improving the continuity in the curriculum between year 6 and year 7 to ensure that secondary school teachers build on the curriculum covered to date and seek to teach to students' strengths.

- **Pedagogical** - improving the continuity in teaching and classroom practice between year 6 and year 7; encouraging cross-phase professional support and dialogue.

- **Autonomy and managing learning** - ensuring that students are seen as active participants in the transition process and in their own learning

Some schools with many students arriving with deficiencies in key learning or in behaviour might consider more radical redesign of Y7 - to increase continuity of learning and to reduce exposure to too many different teachers, classrooms and behaviours.
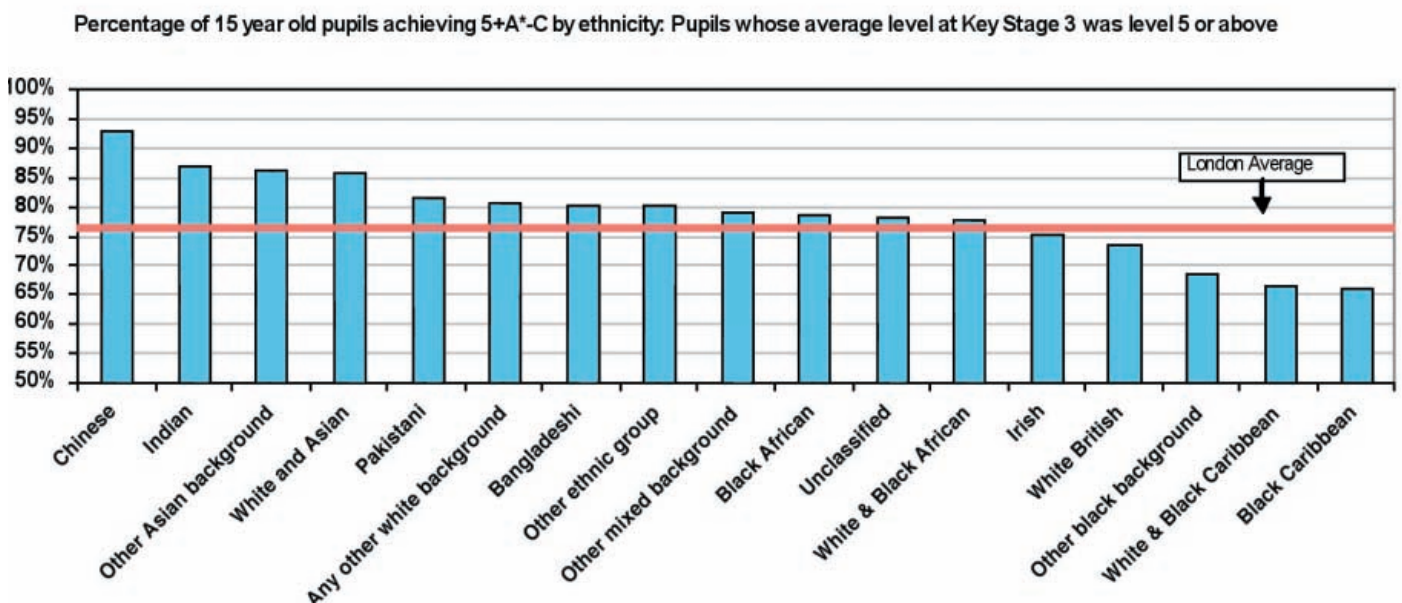
Resources

- A wealth of resources and case studies for best practice on transition can be found on teachernet; *www.teachernet.gov.uk*

- The National Literacy trust have a range of suggestions available on improving the primary secondary transfer available at *http://www.literacytrust.org.uk/Database/secondary/prisecsuggestions.html*

- The National Strategies publication "Transition at Key Stage 2-3: supporting positive behaviour and regular attendance" is available online at *http://www.standards.dfes.gov.uk/primary/publications/banda/1212043/ba_cpdcd175405modv.pdf*

Underachieving Groups

Why is this a key issue?

% of students of different groups gaining 5 or more GCSEs
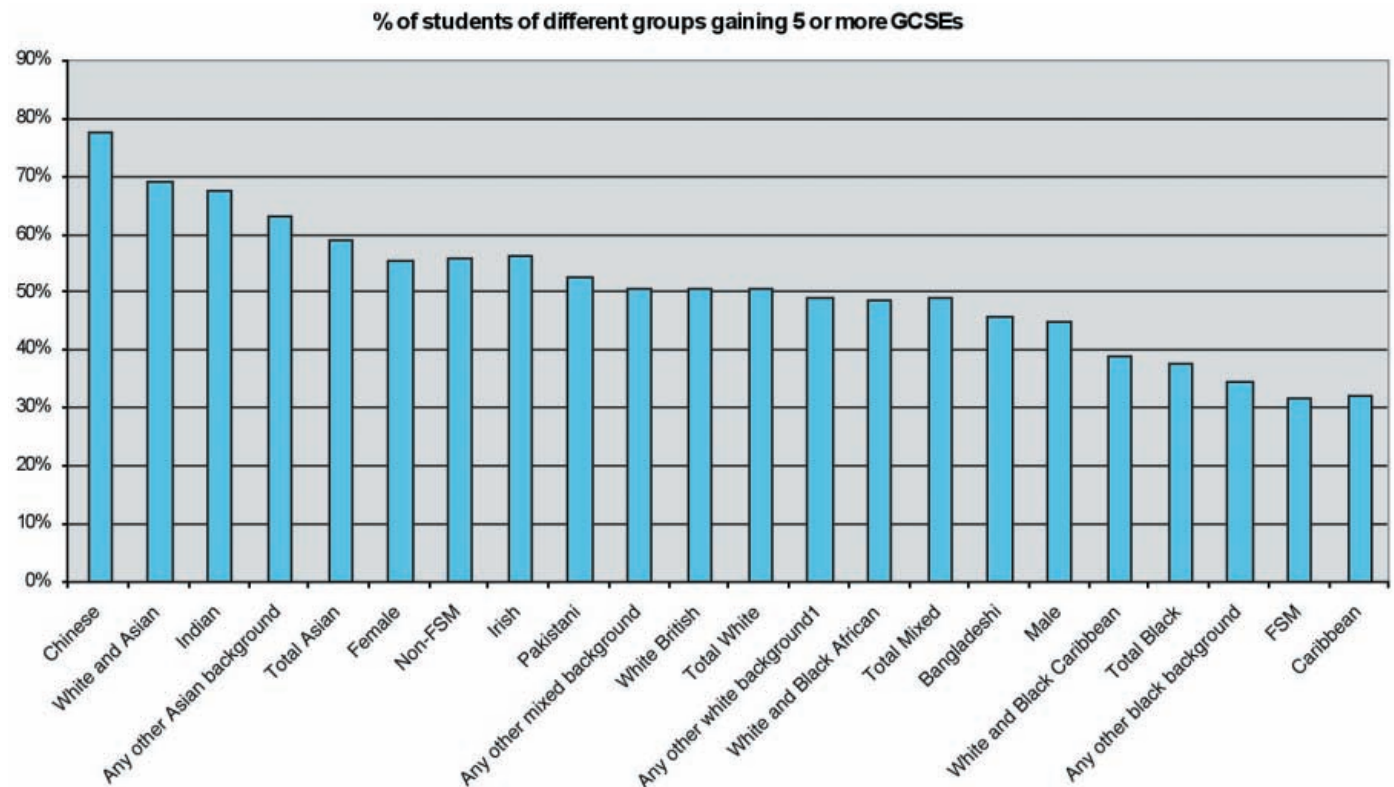
- **There is a radical difference in attainment levels between different groups of students in London;** African, Caribbean mixed race and Free School Meal pupils tend to do worst at GCSE.

- **The issue is not just one of overall low attainment of particular vulnerable groups, but of under achievement.** The chart below shows the proportions of 15 year olds in London who average level 5 or above at KS3 who went on to gain 5+ A*-Cs by ethnic group.

Percentage of 15 year old pupils achieving 5+A*-C by ethnicity: Pupils whose average level at Key Stage 3 was level 5 or above

- **5 groups are below the London average, one of which is White British students - the largest ethnic group in London schools.** These are students who have demonstrated sufficient ability to reach the expected standard at KS3, and yet, as a group, for some reason, failed to go on in the numbers you would expect to match this achievement at GCSE, not just students who have consistently performed under par.

- **A further particularly vulnerable group can be found in Looked after Children.** In 2004 just 10% of Looked After Children gained 5 or more grades A*-C. There are currently around 8250 looked after children in London.

How does this issue break down across London?

- **The variation in the fortunes of different groups varies massively even within individual families of London schools.** For almost every one of a selection of different under performing groups there is a performance gap of over 20 percentage points between the minimum and maximum achievement of that group within the same family.

Range of attainment levels of different groups of students in the same families
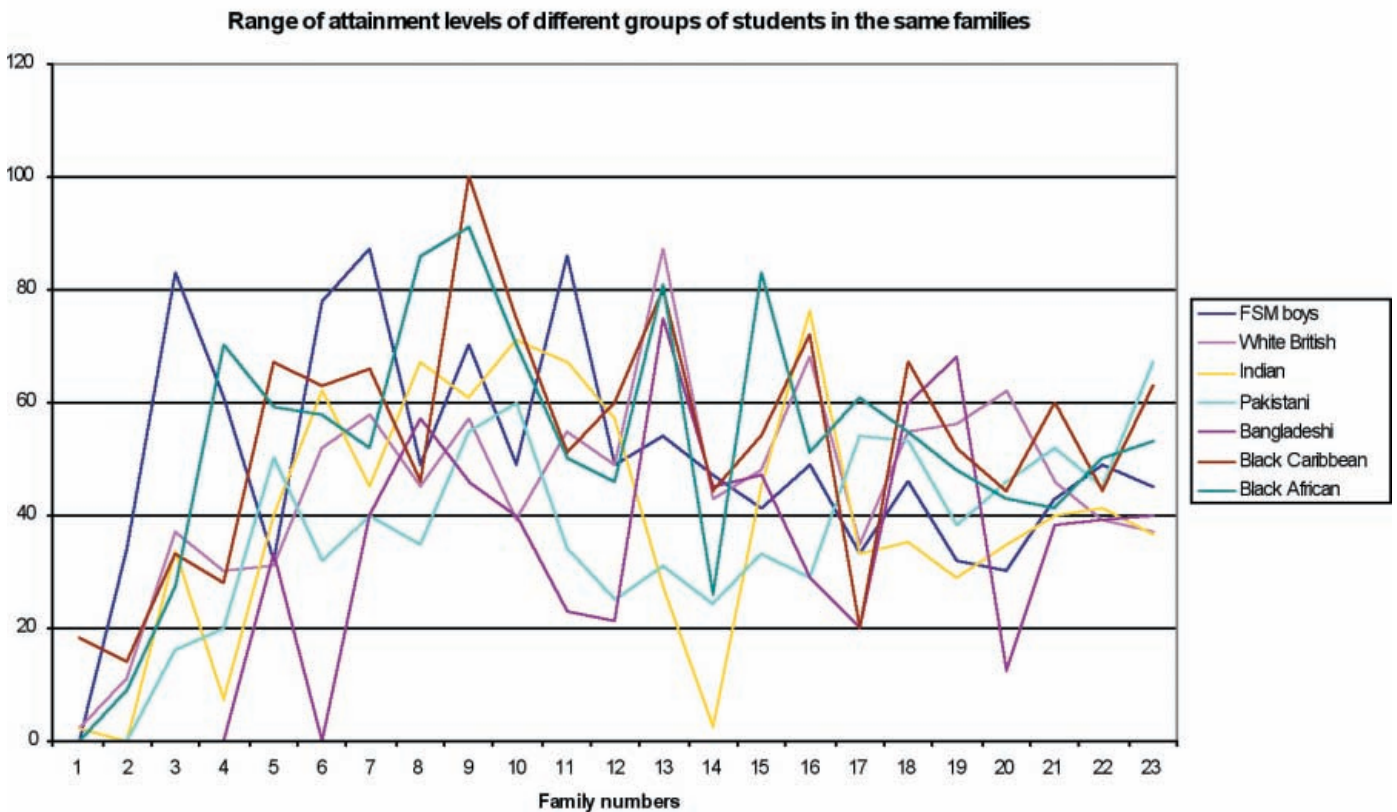
What should I look for?

SISR data will reveal the underperformance of any given group. Look for where this group is under performing; is prior attainment already low as they come into the school or are they falling behind at KS3? Is performance low in all subjects or is one particular department the problem?

What can I do?

- Ensure good induction scheme for pupils arriving in school with EAL are available and effectively delivered
- Ensure good students tracking systems are in place, with progress routinely reviewed regularly and students fully aware of their targets in every subject
- Under performing students and departments should be swiftly identified and provided with clear strategies and targets for improvement

Resources

- Youth at Risk - Coaching for Success: designed to improve both the academic and non-academic achievement of 14-16 year olds *http://www.youthatrisk.org.uk/ourprogrammes.htm*
- You can find a checklist of key points to consider when dealing with pupils learning English as an additional language (EAL). *http://www.teachernet.gov.uk/teachinginengland/detail.cfm?id=409*

- The National Association for Language Development in the Curriculum (NALDIC) website provides a comprehensive background on EAL/ESL in schools today. *http://www.naldic.org.uk* NALDIC's extensive study into EAL students in the UK, entitled EAL: Induction and withdrawal in secondary schools can be read in full online.

- Tribal Students' Champions! aims to raise standards for underperforming students, concentrating on helping educational establishments to help students improve their behaviour, attitude and skills development. *http://www.tribalgroup.co.uk/?id=306&ob=1*

- QiSS Study Support Development Programme: the aim of QiSS is to support schools, local authorities and other educational organisations in raising students' achievement, motivation and self esteem. *http://www.canterbury.ac.uk/education/quality-in-study-support*

- Ofsted; *Writing in English as an additional language at Key Stage 4 and post-16*
  Raising Achievement of Bilingual Students 1995/96
  More advanced learners of English as an additional language in secondary schools and colleges

- NRIF: *www.nrif.org.uk/Education/index.asp* - consult the section on achieving full potential

- Check also whether the school is making use of London Gifted and Talented programmes for helping gifted students reach their full potential; *http://www.londongt.org*

- For guidance on looked after children; *http://www.everychildmatters.gov.uk/socialcare/lookedafterchildren/educationalachievement/*

Underperformance

Why is this a key issue?

- **Under performing schools are seriously depressing their student's attainment;** If lowest quartile schools were to perform at the current median, their students would make, on average, an extra year's progress during their secondary school careers; and about 13,000 additional students would gain 5 A*-C grades each year

- **If every under performing school in England made similar progress to all "other" schools between KS3 and GCSE:**

    - 7,500 additional students would gain 5 + A*-C GCSE grades

    - Every under-performing school's average 5+A*-C GCSE would rise by over 8 percentage points

    - The national 5+ A*-C GCSE would rise by over 1 percentage point

- **London schools tend to have higher value-added than schools elsewhere, but even in schools with reasonable value-added, there may be pockets of underperformance.** The Fischer Family Trust estimates that 4 out of 5 secondary schools have significant variation between core departments.

The graph below shoes GCSE and CVA scores for 2005 for every school in London. All those marked in red are scoring below 1000 for CVA and can be considered under performing.

2005 % 5+A*-C against Contextual Value Added

- schools with below 1000 CVA   - other London schools
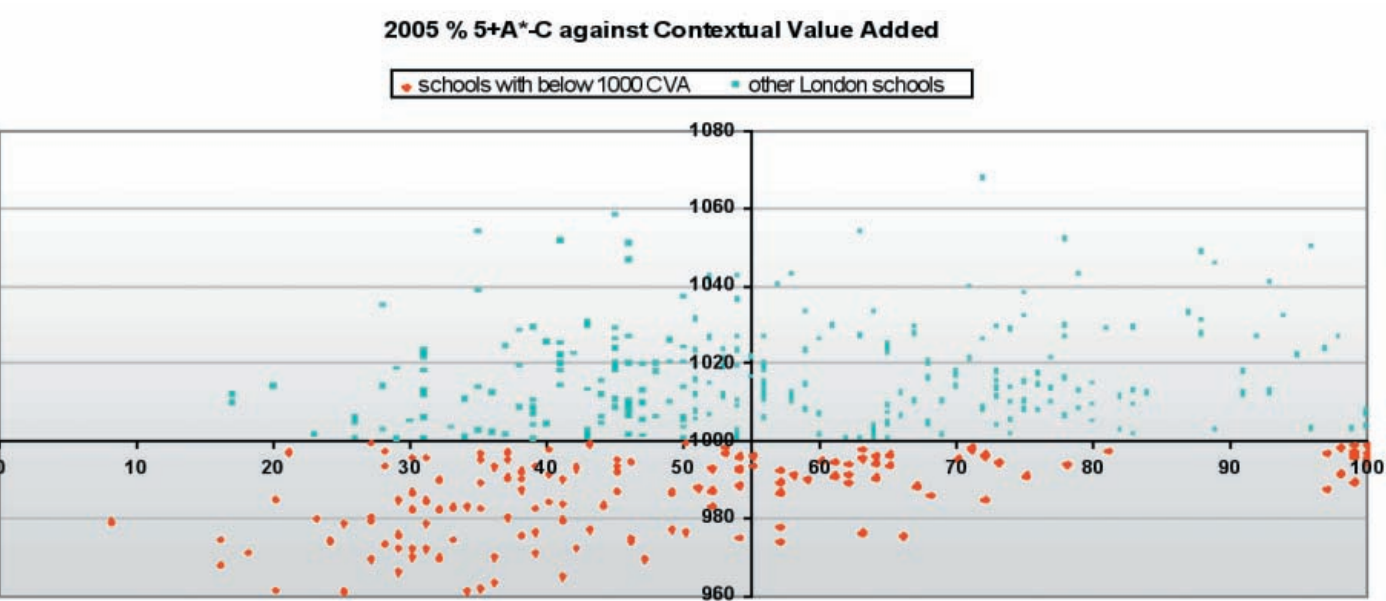
How does this issue break down across London?

- There are 69 London schools in the bottom quartile for CVA scores KS2-4; 76 schools in the middle quartiles have seen their CVA scores decline since 2003.

Segmentation of London secondary schools according to their 2005 KS2-KS4 CVA and change in rank from 2003 to 2005			
	Declining	**Static**	**Rising**
Top Quartile	20	46	75
Middle Quartiles	76	23	89
Bottom Quartile	39	19	11

What should I look for?

The data from SISR will provide a clear indication of the school's CVA score, and it is easy to check this (via the Families of Schools document) against other schools with similar intakes.

What can I do?

- Ensure good students tracking systems are in place, with progress routinely reviewed regularly and students fully aware of their targets in every subject

- Under performing students and departments should be swiftly identified and provided with clear strategies and targets for improvement

Resources

- See the Standards Site for ideas to improve the performance of schools. *http://www.standards.dfes.gov.uk/sie/si*

- See the Performance Management area of TeacherNet. *http://www.teachernet.gov.uk/management/payandperformance/performancemanagement*

Also - resources on underachieving pupils may be relevant;

- Youth at Risk - Coaching for Success: designed to improve both the academic and non-academic achievement of 14-16 year olds *http://www.youthatrisk.org.uk/ourprogrammes.htm*

- Tribal Students' Champions! aims to raise standards for underperforming students, concentrating on helping educational establishments to help students improve their behaviour, attitude and skills development. *http://www.tribalgroup.co.uk/?id=306&ob=1*

- *http://www.educationlondon.org.uk/*

- QiSS Study Support Development Programme: the aim of QiSS is to support schools, local authorities and other educational organisations in raising students' achievement, motivation and self esteem. *http://www.canterbury.ac.uk/education/quality-in-study-support/*