



How Babington Community College engages with the Roma Community

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Facts and Figures (as at 25.3.14)

Number of Pupils of Roma heritage on roll = 81 (11.2%)

Countries of Origin 64 Slovakia 12 Czech Republic 5 Romania

(29 have joined at the start of their year 7, 52 are mid-term arrivals.) All 81 are ascribed as Roma by the families.

43 are Male 38 are Female

1 pupil is looked after

17 are on the **DSEN register** (2 have SLD needs and the rest have MLD needs.)

(Roma students make up 11% of the college roll but 19% of the DSEN register)

Exclusions:

2008-9: 2 students total 4 days,

2009-10 3 students total 3 days

2010-11 2 students total 3 days

2011-12 3 students total 3 days

2012-13 5 students total 6 days

(All are fixed term exclusions. There have been no permanent exclusions of any student at the school since 2008. Roma students are under-represented for exclusions compared to other ethnic groups)

Average attendance 2010-2011 84.2%

Average attendance 2011-2012 86.2%

Average attendance 2012-2013 90.6%

Average attendance term 1 2013-14 91.0%

Average distance from Babington = 4.1 miles.

GCSE performance

Year	Number of Students	5A*-C English + Maths	5A*-C	5A*-G	Less than 5A*-G
2011	8	0	3	3	2
2012	1	0	1	0	0
2013	17	1	14	2	0

Earliest date of arrival in UK = 30/11/2007 Most have arrived since August 2009.

Resources and strategies deployed to meet the needs of our Roma students

- 1) A full time home/college Roma liaison worker has been employed between November 2009 and August 2011. Since then two part time workers of Roma heritage have been engaged in the same role.
- 2) All teaching staff and most TAs have received training on how to make lessons accessible to students with little experience of learning in English and how to encourage pupils to demonstrate understanding in non-verbal ways.
- 3) An Admissions and Induction Policy has been developed to ensure that initial contact with the college is positive and that information about the college policies and the UK education system is conveyed to the parents. This policy is administered by Mark Penfold, Debbie Harris and Jan Dunka.
- 4) Linked to the induction policy we have made a DVD which explains our school systems and the UK education system in general. The pupils have put a Romani sound track on the DVD and our home school liaison worker put a sound track on in Slovak.
- 5) Staff have been briefed on the culture of the community and the issues behind their move from Slovakia to Leicester. This has been reinforced with a whole school enrichment day on Roma Culture held on June 10th 2011.
- 6) A girls' Roma nurture group of 15 KS3 girls was formed for Friday period 5 in 2009 and 2010 to improve attendance. P5 was a craft lesson for Roma girls only who had been in school all week. This has now served its purpose and has been discontinued.
- 7) A vertical Roma boys' football team was created and fixtures played with other schools. This has been disbanded as pupils are more willing to represent the college teams.
- 8) A football session for Roma boys took place from 8:00a.m-8:45 a.m. on Tuesdays and Fridays. Participation at this was linked to attendance targets.
- 9) One senior member of staff has been allocated to mentor and track the progress of Roma students.
- 10) The college has given financial support to Roma families for the purchase of uniform and sometimes for meals and transport.
- 11) Funding has been provided for curriculum provision to cater for the needs of this community.

- 12) Many Roma pupils have been included in the Catch Up programme (literacy) and several are targeted for phonics intervention.
- 13) Separate parents' evenings are held for Roma parents so that the report can be explained in a language they speak and so that they can ask questions about the report. In April 2010 42/53 students were represented. In December 2010 53/53 pupils were represented. In April 2011 53/54 students were represented.
- 14) Visits to other areas of the country have been arranged. We visited Leeds GRT service in January and we attended a conference in Rochester Kent organised by a school with 100 Roma pupils.
- 15) Financial support has been provided to facilitate Roma student participation in rock school.
- 16) We have established links with other schools in Leicester (across phases) who have Roma pupils. The LA has asked Babington to assist 6 other schools in Leicester to improve their Roma ascription and attendance. A Roma heritage support worker works under the direction of Babington's Lead Teacher for Ethnic Minority Achievement on this and the funding is provided by the LA.
- 17) Research has been carried out with the families. This research tells us they appreciate schools communicating with them in a home language, they are aspirational for their children, they value education but do not appreciate the role reading has in academic progress. Their plans for the future are to remain in Britain.
- 18) We held a party at a venue in Leicester hired by the school for staff, Roma students and their parents on June 11th 2010. This was repeated on June 10th this year in 2011. The purpose was to foster mutual understanding, respect and trust. The parties have been superseded by a project in which Roma students write and perform their own play with a writer in residence.
- 19) Reward trips which appeal to the Roma students have been arranged for those who meet targets on attendance or progress in the curriculum. (Ice skating in Nottingham is their favourite because they cannot ice skate in Leicester)
- 20) A whole school enrichment day took place on June 10th 2011. Primary school pupils were invited to join with our KS3 students in a carousel of workshops on Roma culture, history, language, dance, music, food and art. The intended outcomes are that the students of Roma heritage will feel their culture is understood, accepted and respected and pupils of other heritages will understand the Roma culture better and respect it.
- 21) Two complementary schools were set up to teach English as family learning. They are funded by Babington but staffed by adult education tutors from Wellington Street and TAs from Medway Primary School and Northfields House Primary school. Babington obtained the funding but the project continues 5 years on and is now funded by the Adult Education department operating out of Wellington Street. The venues have been chosen because of their proximity to where the families live.

22) A writer in residence worked with a group of Roma students to produce a play about being new in Leicester which they performed publicly. This helped with English language development, confidence and communication skills. This has developed into an annual project and now includes Roma heritage pupils working with pupils from other heritages.

23) In February 2012 one member of staff visited The Czech Republic and Slovakia at the invitation of the British Embassies and participated in 8 seminars with education practitioners and government officials on issues surrounding the education of Roma pupils. This has led to a collaboration project between Babington and 3 schools in the Czech Republic to improve further their understanding of engaging with the Roma community.

24) Reading project: some of our older Roma students have visited primary schools to talk about the importance of reading, to show parents how to read with young children and to give out books. This has developed further so that a group of our Roma students go to a local primary school regularly to read with and to Roma pupils there.

25) Coffee mornings for Roma parents are held once a term at least. We invite the parents to bring concerns they have but also take the opportunity to raise their awareness by having a guest from one of the services used by Roma for example, STAR, the police, the Department of Work and Pensions etc.

The Curriculum

1) The admission and induction process is designed to ascertain the true ability of a new student regardless of their capacity to use English. Therefore a Roma student should not automatically be placed in a bottom set on arrival unless that is truly the appropriate set for their ability.

2) We expect pupils of Roma heritage to follow the full national curriculum and we expect teachers to plan for their needs.

3) There are 4 pathways to follow at KS 4 and we have Roma students in all 4.

4) Initial work on monitoring showed that the cohort in the school (and we have 37 different countries of origin) which met its minimum expected levels most successfully were the Roma students. Success? Yes in that the students were making progress but what it indicated as well was that our targets, based on the minimum expected levels of progress (three across KS2-4), were being set too low for this cohort. Since we set aspirational targets for all our students we have moved to this with the students of Roma heritage. This means that some do not meet their aspirational targets but are still making progress. The subject where progress is slowest is English. Research carried out with the families shows us that these students do not read outside school (in any language.) Some of the students do have National Curriculum levels you would expect for pupils of average or above average ability of the same age but most still have lower levels, particularly in English.

- 5) A vertical drama group, comprising students of Roma heritage, from years 9, 10 and 11, was created to follow a specially written BTEC course in Performing Arts. Most students obtained at least 2 grade C equivalents, some achieved merit or distinction. We also noticed a spin off in terms of confidence, communication skills and English for the students in this group. 18 of the 19 students passed the BTEC with the equivalent of 2 grade Cs. They then had the opportunity to improve this to merits and distinctions.
- 6) We are piloting a new GCSE in English called ESOL Skills For Life (Edexcel) which gives accreditation from entry level 1, 2 and 3 through to GCSE grades A*-G in the separate skills of reading, writing, speaking and listening.
- 7) We are having difficulty locating appropriate resources for use in lessons. Many people tell us that they have suitable resources but they turn out to be gypsy relevant or traveller relevant but the R in GRT seems to be poorly catered for.
- 9) We have had Roma students perform Roma music, song and dance before. The first time was part of a multicultural evening and the second time was as part of GRT month last June.
- 10) Praise cards tailored for this community have been created to reward good work or attendance.

Monitoring

The Roma students are monitored for attendance and progress in the same way as all other pupils in the school. A senior or middle leader is allocated a group of students who they have to monitor closely. 5 sets of progress data are produced for each student a year. This data is monitored for progress and more importantly progress towards targets. This progress is discussed individually with students by the member of staff responsible. This data is also sent home. Twice a year a parents' evenings are held for all students. The parents have a long interview with the student's form tutor who has all the data on progress, attendance and behaviour. For the Roma parents we hold the appointments for all of them at the same time. We provide a coach to school from Evington. We present a PowerPoint on all aspects of the report in Slovak then the parents can ask questions about the report in Slovak and the targets are agreed. Parents are also invited to raise concerns at this meeting. We have started to incorporate a bit of celebration with the presentation of prizes and certificates to students at the same time.

Attendance is monitored weekly by the Vice Principal, pastoral, and the lead teacher for ethnic minority attainment. Rewards vary from praise cards to ice skating trips.

The outcomes have been that several students of Roma heritage have been moved into top sets and the attendance of the Roma cohort overall improved by more than 9% over 3 years. We have Roma heritage students moving on to A level courses, apprenticeships and other academic or work related courses.

Complementary School

We obtained funds from the European Migrants Fund to start a complementary school to teach the parents and pupils English and ICT. When the funding ran out the project was taken on by the adult education service in Leicester.

The parents like the idea of being entered for ESOL qualifications. When we assessed our parents we found that 88% were at entry level 1 or pre entry so it will be a challenge.

The pupils attend the same school and get extra lessons in GCSE English. This recognises the community's predilection for vertical and family learning.

Originally more than 90 people attended though this has dropped over 5 years to 70. Parents have obtained entry level 1, 2 and 3 ESOL qualifications as well as level 1.

The classes now run on different days and different times to fit round the differing requirements of the families.