The Stopping Place

Advice & Information

Children from Gypsy, Roma and Traveller (GRT) communities

Best Practice Evaluation Tool: Closing the gap Secondary Schools and Academies

thestoppingplace.eastsussex.gov.uk

Once your school has assigned a GRT champion, someone to take responsibility for supporting the Gypsy Roma and traveller pupils in their school. They should use the Audit tool to help them to evaluate and assess the provision for GRT pupils at their school.

Why is GRT considered a vulnerable group?

'GRT' is statistically considered a vulnerable group based on data relating to a wide range of education, health and socio-economic factors. They are more likely to be overlooked or failed by systems based on misunderstanding of their needs. While many Gypsy, Roma and Traveller families thrive without any additional support, those who are vulnerable to under-achievement often have challenges that are multi-generational and deep-set, requiring culturally sensitive support.
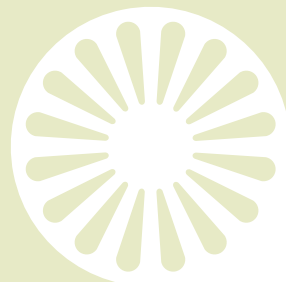
How should this tool be used?

This evaluation tool should be used alongside the GRT Best Practice guidance available on East Sussex County Council's 'The Stopping Place' GRT website, or from ISEND's Teaching and Learning Provision team. It identifies specific considerations for GRT families, as well as highlighting aspects of best practice that make the most difference to closing the achievement gap for this group.

It can be used by any secondary setting, even those who are not currently working with GRT families.

The tool could be used to stimulate reflective discussions as a team, or as a formal evaluation used to identify and take forward developments needed. An initial evaluation can be recorded in the first set of columns, resulting in actions being identified and recorded for each section. Progress can then be reviewed and recorded in the second set of columns.

Not all GRT families will disclose (ascribe) their Traveller background. GRT describes ethnicity, historical background and cultural heritage rather than living arrangements. The majority of GRT families in East Sussex live in houses, and are settled rather than highly mobile. When reflecting on your practice in each area of this tool, consider the extent to which it has an impact on **all** of your children and parents, **especially those who may be more vulnerable to underachievement, or more challenging to engage**, and consider what small changes could make a significant difference.

It is suggested that the tool is first used by schools' SLTs and governing bodies to audit the school's policy and practice thoroughly, by assessing each area in terms of whether it is well established, developing or not yet in place. Each school will be at a different point on the development continuum; schools can therefore build on their present practice, either identifying new areas for development that will have the greatest impact on outcomes for Gypsy, Roma and Traveller pupils, or to enhance existing areas of practice.

1. Leadership and Management

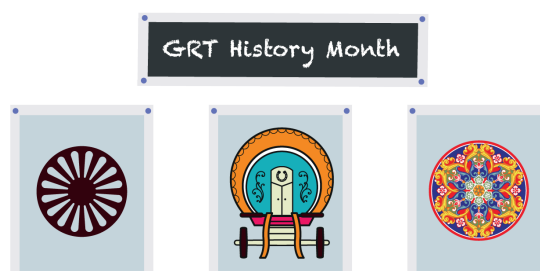| Self-evaluation	Well established	Developing	Not yet in place
The head teacher provides an active lead on raising the attainment of Gypsy, Roma and Traveller pupils, as part of a commitment to the development of an inclusive ethos.			
The school development plan has clear objectives and strategies for raising the attainment of Gypsy, Roma and Traveller pupils including newly arrived pupils.			
The school's CPD cycle includes regular provision for training for all staff related to the achievement of Gypsy, Roma and Traveller pupils.			
Performance management targets include those related to raising the achievement of Gypsy, Roma and Traveller pupils including newly arrived pupils.			
ISEND Specialist Teaching Service – is used strategically to support areas of whole school development and contacted for advice and guidance.			
The school actively recruits governors and school staff representative of wider community groups including Gypsy, Roma and Traveller groups.			
Underachieving Gypsy, Roma and Traveller pupils are targeted for support at key enrichment activities such as breakfast, homework and revision clubs and their attendance is monitored.			
The school actively engages Gypsy, Roma and Traveller pupils by involving them in all aspects of school life and seeking their views in a variety of ways.			
There are clear policies and procedures for pupils arriving outside the normal admission times including information gathering, induction, pupil support and feedback to parents/carers.			
The senior leadership team (SLT) has developed a strategic approach to the management of mobility and distance learning.			
The school is aware of the particular challenges regarding transfer and transition for Gypsy, Roma and Traveller pupils and works closely with other schools and settings to support pupils who may be at risk.			
Racist incidents are reported, monitored and managed effectively. Racism awareness and respect is taught within the curriculum.			
Classroom and corridor displays positively reflect the languages, experiences and heritage of Gypsy, Roma and Traveller pupils.			

2. Using data to target groups and track progress

Self-evaluation	Well established	Developing	Not yet in place
The school has robust and sensitive systems for collecting contextual data for Gypsy, Roma and Traveller pupils such as previous schooling and first language.			
The school has an established timeline for the collection and analysis of attainment data.			
The school analyses attainment and achievement data by ethnicity including Gypsy or Roma and Traveller of Irish heritage to ensure an accurate picture of progress and attainment across all years.			
The leadership team analyses the attainment data to identify trends in relation to subjects, key stages, year groups or classes and ensures that targeted action is taken as a result.			
Targets are set for the attainment of Gypsy, Roma and Traveller pupils and progress is rigorously monitored.			
The school is aware of the key issues regarding the underascription of Gypsy, Roma and Traveller groups to Gypsy, Roma and Traveller of Irish heritage categories and strategies are in place to improve the accuracy of selfascription.			
The school has an accurate, overview of its Gypsy, Roma, and Traveller pupil profile that includes school census and non-school census groups, accommodation, mobility patterns and first languages.			
The school monitors the attendance and exclusions of Gypsy, Roma and Traveller pupils.			

3. Developing learning and teaching

Self-evaluation	Well established	Developing	Not yet in place
Assessment resources are used effectively to raise the achievement of Gypsy, Roma and Traveller pupils.			
Teachers use a range of strategies to engage, motivate and accelerate the progress of Gypsy, Roma and Traveller pupils, including the use of distance learning (using ICT).			
The curriculum is culturally sensitive and provides opportunities for Gypsy, Roma and Traveller pupils to discuss issues of identity and ethnicity.			
The curriculum provides opportunities for addressing issues of stereotyping and racist bullying.			
For pupils arriving outside the normal admission times, assessment is quick, accurate and effective.			
Robust assessment information is used to identify gaps in learning, set appropriate individual targets and plan appropriate interventions where necessary.			
A range of support and intervention programmes are used to accelerate the progress of Gypsy, Roma and Traveller pupils and the impact of these interventions is reviewed regularly.			
Teachers have high expectations of Gypsy, Roma and Traveller pupils and ensure they are engaged in active learning, with enhanced opportunities for speaking and listening and with effective models of spoken and written language.			
The Gypsy, Roma and Traveller pupils' own interests, learning styles and skills are valued and used to develop a personalised learning experience. Staff consult with pupils about what helps them to learn effectively.			

4. Effective partnership with parents and community

Self-evaluation	Well established	Developing	Not yet in place
The school creates opportunities to ensure that Gypsy, Roma and Traveller parents/carers are aware of their children's progress and creates opportunities to support their involvement in their children's learning.			
The school actively seeks the views of Gypsy, Roma and Traveller parents/ carers and can provide examples of actions taken based on their responses.			
Effective strategies are in place for communicating and sharing information about school policies and procedures with Gypsy, Roma and Traveller parent/carers..			
Career and vocational guidance and opportunities are available to Gypsy, Roma and Traveller pupils and parents/carers.			

Please contact ISEND Teaching & Learning Provision
for further information or advice.

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