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TRANSIENT PUPILS

**THE INDUCTION AND
SUPPORT OF KEY STAGE
3 LATE ENTRANTS**

by
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A thesis submitted in fulfillment of the
requirements for the Degree of Doctor of
Education (EdD)

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CONTENTS

		Page
Chapter One	Introduction	6
Chapter Two	Literature Review	20
Chapter Three	Research Strategy	53
Chapter Four	Phase One	75
	Research Population	75
	Data Collection	76
	Collation and Analysis of Pupil Data	99
	Research Findings	115
Chapter Five	Phase Two	138
	Research Population	139
	Data Collection	149
	Data Analysis	165
	Research Findings	180
Chapter Six	Conclusions	211
Bibliography and References		230

CONTENTS contd.

Appendices		Page
One	Table 3.3 Phase one and phase two research timetable	235
	Table 4.5 Phase one progress review meetings	237
	Table 4.6 Phase one data analysis timetable	238
Two	Phase One Induction Interview Schedule	239
	Phase One Record of Pupil Background Information	241
Three	Revised Phase Two Research Questions	245
Four	Phase Two Interview Schedules for Personal Advisers, Year Heads and Pupils	247
	Phase Two Personal Adviser Questionnaire	253
Five	Transcript of Pupil Interview	258

TABLES

		Page
Table 1.1	Attainment of KS3 transient (T) and non-transient (N) pupils	10
Figure 3.1	Case study design – research questions	64
Figure 3.2	Case study design	65
Table 4.1	Analysis of sources used to complete information categories where only a single response was given	109
Table 4.2	Analysis of sources used to complete information categories where multiple sources were given	111
Table 4.3	Analysis of causes of mobility of 75 pupils in research population using Dobson's categories	123
Table 4.4	Analysis of pupil entry dates	128
Table 5.1	Identifying pupils that met the criteria	144
Table 5.2	Research population summary	148
Table 5.3	Data coding categories and sub-categories	168
Table 5.4	Triangulation of phase one and phase two pupil data	170
Table 5.5	Thematic data triangulation of pupils', year heads' and personal advisers' transcripts	175

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DECLARATION

I declare that this thesis is based on my own original work and has not been previously submitted for a degree at another university or used for publication elsewhere.

NOTE

1. This thesis draws heavily on the following reports of a research project, which was based in the Migration Research Unit, Department of Geography, University College, London during 1999 and 2000.

Dobson, J. and Henthorne, K. (1999) **Pupil Mobility in Schools: Interim Report**

Dobson, J. Henthorne, K. and Lynas, Z. (2000) **Pupil Mobility in Schools: Final Report**

While recognising the contribution of research team members to this project, the text of this thesis attributes this research to Dr. Janet Dobson, Project Director.

2. There is a variety of terminology used in the published literature for describing pupils who make within-phase moves between schools. This thesis will refer to these pupils as 'transient' or 'mobile' pupils.

ABSTRACT

Little UK research has been undertaken into the experiences of pupils who move between secondary schools after the normal year 7 entry date. This thesis builds on a major research study on pupil mobility in English schools undertaken by Dobson, Henthorne and Lynas (2000) which investigated its impact on school and pupil performance, and school and LEA responses to this.

The purpose of the study described in this thesis was to identify the circumstances and characteristics associated with late entrants to secondary school, to investigate their experience of late entry and to see whether additional induction and support could assist them in making a successful transfer. The study investigated the experiences of Key Stage 3 late entrants to Coventry LEA schools who participated in a programme of induction and support provided by Connexions Service personal advisers.

The research, which was conducted in two phases, involved myself, an LEA adviser, and Connexions personal advisers in collecting data. First, personal advisers collected data about personal background and school transfer experience from all late entrants who were referred to them by year heads for induction interviews. At the end of the same school year, I conducted in-depth interviews with nine pupils, their year heads and personal advisers; personal advisers also completed questionnaires.

Data analysis revealed a multiplicity of circumstances and characteristics associated with moving schools during the secondary phase that made it an individual and sometimes isolated experience. Pupils used a variety of strategies to assist them in managing this transition and they valued the support of the Connexions personal adviser. School induction and support systems for late entrants varied in their effectiveness and appeared rarely to be consistently implemented within over-stretched pastoral and curriculum systems.

CHAPTER ONE

INTRODUCTION

For many years, I have been concerned for those children and young people who, for a variety of reasons, find themselves on the margins of communities, including schools. 'Transient' pupils, who enter a primary or secondary school after the normal admission date in year R or year 7, often find themselves marginalised on entry to school. For some pupils, this marginalisation continues throughout their school lives, thwarting the personal and academic achievement of which they are capable. The study described in the following chapters investigates the experiences of pupils who were late entrants to Coventry schools in Key Stage 3 (KS3). My role in co-ordinating a variety of Local Education Authority (LEA) 'transience' initiatives provided me with an opportunity to undertake this research into the induction and support of these pupils on entry to their new schools. I start by outlining the context for this research study and summarising relevant local and national developments. I then review the main published literature on pupil transience, focusing on Dobson's seminal reports on pupil mobility published in 1999 and 2000. I describe my two-phase research strategy and research findings, and finish with a discussion of conclusions that can be drawn from these findings. I hope that this study will fall within Bassey's definition of educational research which 'critically informs educational judgements and decisions in order to improve educational actions' (Bassey, cited in Hillage, 1998, p.xi).

The Problem

The 1991 census showed that around one million children aged 1-15 ...had moved home during the previous school year (Dobson and Henthorne, 1999,p.vi).Recent research shows that pupils who make within-phase school moves attain worse test and examination results than pupils who enter a school at the normal admission date for that phase (Dobson and Henthorne, 1999, p.94). In Coventry LEA for example, in the school year 1999-2000, late entrants to secondary schools obtained an average GCSE point score of 21.1 compared with their non-transient peers', whose average point score was 36 (Coventry LEA, 2001,2). Although this data was not broken down at individual pupil level, which could demonstrate progress in relation to prior attainment, it raised questions, also posed by Dobson's research, about whether or not 'a child may achieve less than s/he could have done because of disrupted schooling' (1999, p.84). For schools with a high level of pupil transience, the lower attainment of late entrants to school, in turn, impacts on school performance and on the self-esteem and achievements of pupils, staff and parents.

It is only very recently that the educational entitlement and achievement of transient pupils have received attention on national research and policy agendas, and data on the extent and pattern of pupil mobility in English

schools has begun to be collected. When Dr. Janet Dobson started the first major United Kingdom (U.K.) research project on this subject in 1999, there was no nationally agreed definition of 'pupil mobility'. In applying their project definition of a mobile (transient) child as one 'joining or leaving a school at a point other than the normal age at which children start or finish their education at that school,' Dobson and Henthorne warned that 'the concept of 'pupil mobility' sounds deceptively simple. In reality there are aspects of pupil mobility which are so varied that they make a significant difference to the way in which it is experienced, both by schools and by individual pupils' (1999,p.3).

Developments in Coventry LEA

Since 1996, Coventry primary and secondary schools with high levels of pupil transience have been involved in initiatives to investigate levels and patterns of transience as well as the impact of transience on schools, on school staff and on pupils (Coventry LEA, 1999, 3, Table 17). Schools have been particularly concerned about the impact of incoming transient pupils, and some have designed and implemented curriculum and pastoral strategies that aim to enhance induction and support procedures for 'late entrants'. Others have involved both transient and non-transient pupils in exploring the management of change and transition through the Personal, Social and Health Education (PSHE) and English curriculum.

From 1998 – 2000, a group of secondary schools with high levels of pupil transience piloted a work- related learning project with Key Stage 4 (KS4) transient pupils who showed evidence of underachievement. This project was jointly supported by Coventry LEA and the Quality Careers Service (QCS). The project aimed to increase pupils' participation in school, heighten their motivation and raise their achievement. Independent project evaluation showed that one of the most effective project features was the additional 1:1 support offered to individual pupils by either named teachers or careers advisers, over and above existing support provided by teachers and tutors (Coventry LEA, 1998). At the end of the project, some pilot schools extended these approaches to other 'disaffected' pupils. But although KS4 transient pupils had been highly motivated by their project experience, it came too late to significantly impact on their achievement across the curriculum. It was for this reason that a new induction and support project was set up, in 2000, targeted at late entrants to KS3.

The Key Stage 3 (KS3) Induction and Support Project for Transient Pupils

An analysis of attainment in maths, science and English tests taken by Coventry LEA pupils at the end of KS3 in 2000, compared the performance of transient and non-transient pupils (Table 1.1 below). This analysis showed that non-transient KS3 pupils did better in all three tests than those who entered school later than the normal admission time.

Table 1.1 Attainment of KS3 transient (T) and non-transient (NT) pupils, (Coventry LEA, 2001, 2)

% Attaining level 5+					
English test		Maths test		Science test	
T	NT	T	NT	T	NT
35%	62%	38%	62%	34%	55%

The KS3 Induction and Support Project for Transient Pupils aimed to minimise the disruptive effect on individual pupils of mid-phase school transfer, and promote positive attitudes towards learning and participation in life at the new school. This project, which was introduced to Coventry secondary schools in the autumn term 2000, was a joint LEA-QCS/Connexions Service project. From April 2000 – 2001, Coventry and Warwickshire Careers Services were one of four service areas chosen to pilot the new Connexions Service, which became established countrywide from April 2002 (Wylie, T. 2000). The Connexions Service's personal advisers took over many roles traditionally undertaken by Careers Service advisers, who were based on secondary school sites. In Coventry, this organisational transition was taking place at the same time as the KS3 project was proposed, and, although it was a difficult time to involve staff in an additional project, the Local Connexions Management Board, of which I was a member, was keen to become involved. The KS3 project aims, outlined below, were seen to support and enhance the Connexions Service's aim 'to give young people aged 13 – 19 a sensitive and streamlined service where agencies all work together and individuals are able to access help through a single delivery point' (Coventry and Warwickshire Connexions,

2000). The Service was particularly committed to reaching young people at risk of disengaging from the education and training system.

The KS3 project aimed to build on earlier projects targeted at transient pupils, and complement induction procedures that schools already had in place for late entrants. The project made available, through QCS/Connexions personal advisers, an induction interview, and additional 1:1 support where appropriate, for all KS3 late entrants. The project aimed to achieve the following:

- Increase the effectiveness of induction and support for late entrants to KS3
- Increase understanding of the induction and support needs of late entrants to secondary school, especially at KS3
- Provide examples of support and guidance strategies that could be used by non-teaching staff, such as careers advisers or Connexions personal advisers, to complement existing school provision
- Provide practical guidance on strengthening induction and support procedures for transient pupils. (Coventry LEA, 2000)

The second project aim, above, provided the opportunity for the collection of data for this research study.

Purpose of the research study

The KS3 project offered me an opportunity to conduct research that could contribute to local and national policy debates on pupil mobility, particularly in relation to school initiatives aimed at raising the achievement of transient pupils. This research study fulfills Dobson's final report recommendation that 'good practice in the management of mobility needs to be studied and shared... Good practice on induction, assessment and other actions necessary on arrival and departure of pupils at non-standard times should be identified' (2000, p.117).

The main purpose of this study was to identify, in some depth, the ways in which individual pupils experienced mobility and late entry to new schools, and to explore their response to the KS3 Induction and Support project. I wanted to conduct my research 'in a manner that optimises the opportunity for children's perspectives to be listened to - and heard' (Lewis and Lindsay, 2000, p.197). Through focusing on pupil experiences of induction and support at KS3, I aimed to complement Dobson's research, which drew on data provided by headteachers and teachers (predominantly from the primary phase), Local Education Authorities (LEAs), the Office for Standards in Education (OFSTED), the Department for Education and Employment (DfEE) and other national bodies.

I wanted this research study to make a useful contribution to research literature on the impact of mobility on pupils in English schools. I also wanted its educational perspective to complement research undertaken 'in a range of disciplines such as psychology, management and business studies, as well as geography and education' (Dobson and Henthorne, 1999, p.2). I aimed to provide research findings to complement statistical analyses of pupil cohorts' levels of transience and patterns of attainment, defined by test and exam results, that characterised most of the existing research literature. I also hoped that my research would help to fill the gap, identified by Dobson, in the current provision of 'any official sort of guidance or national view... on what is good practice in managing high mobility schools.' (2000, p.111).

In focusing on ways in which individual pupils experienced mobility and late entry to new schools, I aimed to unpack the 'apparent simplicity of categories' of pupil mobility referred to by Dobson (1999, p.23). I wanted to explore the complex combination of factors – social, economic, geographical, affective, attitudinal – that determined or accompanied a child's mid-phase move from one school to another. To achieve this, I needed to ensure that I drew on the experiences of pupils from a wide range of backgrounds, who moved schools for a variety of reasons and with a variety of experiences.

On the one hand, I wanted to acknowledge and better understand the shared experiences of pupils who joined their new school later than their peer group. Not only did they share experiences and insights at the point of entry, but they also shared aspects of earlier experience, associated with causes of moving school. I wanted to collect data that allowed a critical exploration of schools' tendency to see all late entrants as 'a problem'. This data could, instead, highlight the considerable resources and achievements that transient pupils brought to their new school, not least as a consequence of managing complex transitions and multi-faceted changes in their lives. One of Dobson's interim conclusions was that 'a shift is required in thinking about what constitutes 'the school' taking account of the variable nature of school communities in terms of their membership and stability. Many prescriptions for school improvement and raising achievement seem to be rooted in a static view of the world. It's not like that.'(2000,p.99).

On the other hand, I also wanted to capture the individual, and sometimes isolated, experiences of mobile pupils entering a new school for the first time. I wanted to reflect on how this experience might impact on a pupils' ability to 'settle in', and, in the medium and longer term, on their capacity to realise their academic and personal potential. I wanted to investigate the impact that a school's induction and support programme could make on individual pupils and consider how the wide-ranging needs and experiences

of transient pupils could be most effectively identified and addressed when they entered their new school.

Research questions

My research questions were based on previous research undertaken in Coventry LEA and on my review of the literature. They were first drafted in the summer term, 2000, prior to the development of the research strategy outlined in Chapter Three, which was discussed with the Connexions Service management team in September 2000. My research strategy proposed two phases of research, and the following first draft of my research questions informed the design of research instruments used in phase one of this study:

- Who are the transient pupils?
- What has been these pupils' experience of late entry to KS3?
- What sort of support have they experienced from their personal adviser and how helpful has this been? What other support have they been given?
- How were they experiencing school after the initial settling in period?
- What were their hopes and expectations for their future time at school?

The above research questions were refined and added to about a year later (Robson, 1993, p.150), in the light of findings from phase one research and their relationship to Dobson's findings (Robson, 1993, p.27). The revised questions, listed below, were used in preparation for phase two in-depth interviews with pupils, year heads and personal advisers.

1. Characteristics of late entrants

Who are late entrants to KS3? What similarities and differences are there in the circumstances accompanying their late entry to a new school?

2. Pupils' experiences of late entry to school

A) How have pupils experienced late entry to school? To what have late entrants had to adjust in their new school? What similarities and differences have there been in pupils' experiences

B) How well have they settled in since they arrived? What similarities and differences have there been in pupils' experiences?

3. Induction strategies used by pupils and by schools

A) What sorts of induction strategies have been used by late entrants and by existing pupils?

B) What sorts of induction strategies have schools used? How have schools used transfer information to inform induction strategies for individual pupils?

C) What has been helpful and unhelpful to late entrants?

4. Support strategies for late entrants

A) What sort of on-going support have late entrants experienced since joining their new schools? How have late entrants looked for support? How do pupils know how well they are progressing personally and academically?

B) What sorts of support strategies have schools offered to late entrants? How have schools used school transfer information, induction experience and professional judgements of teachers and support services to tailor support strategies to individual pupil need?

C) What support and feedback has been helpful and unhelpful to the range of late entrants?

5. The role of school staff, support services and parents in supporting late entrants

What role did the year head and other school staff play in informing and co-ordinating the schools' induction and support strategy for late entrants? How did other support services and parents contribute to this strategy?

6 The role of the personal adviser in supporting late entrants

A) How did the personal adviser contribute to the schools' induction and support strategy for late entrants? In what ways did this help pupils? What were its limitations?

B) What issues did this role raise for personal advisers?

7 Factors contributing to the effective adjustment of late entrants to the new school

What factors, including induction and support, may be significant elements in the personal, social and academic adjustment of late entrants to their new school?

The three following questions were finally added to the initial seven questions after phase two research had been undertaken, in order to provide a framework for drawing up conclusions and recommendations.

8 Policies and procedures

What policies and procedures might help ensure that induction and support strategies for late entrants are effectively targeted and coherently related to other school policies and practices at KS3?

9 Influence of induction and support on attainment

In what ways might the incorporation of induction and support strategies for late entrants into schools' KS3 policies and procedures influence the attainment of late entrants?

10 Implications of research findings for other key stages

What implications has this KS3 study got for the induction and support of late entrants to other key stages?

In the next chapter, I review the main published literature on pupil transience, namely Dobson's seminal reports on pupil mobility (1999, 2000), and I make brief reference to other published research on primary-secondary school transfer. Chapter Three outlines my two-phase research strategy, which is described in detail, together with respective research findings in Chapters Four and Five. In Chapter Six, I discuss conclusions that can be drawn from this research study.

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CHAPTER TWO

LITERATURE REVIEW

Introduction

The seminal research report, *Pupil Mobility in Schools* (Dobson, Henthorne and Lynas, 2000), provided the main source of reference for my research into the induction and support experiences of pupils entering school during KS3, after the usual admission time. In this chapter, I aim to show how my research study emerges from and further develops Dobson's research and research on transience undertaken in Coventry LEA, as well as issues identified in related research on primary-secondary school transfer. I start with a description of Dobson's research context, research focus, objectives and methods. I then show how her findings, and those described in related research literature, informed the focus and design of my research study.

The Pupil Mobility in Schools Project, 1999 – 2000: the basis for this research study

The Pupil Mobility in Schools Project is the only major recent study of pupil mobility in English schools. It draws mainly on data provided by schools and LEAs as well as national educational bodies. Wider in purpose and scope

than my research, with a different funding source and research base, its findings provided me with an important contemporary and informative context. The project began in January 1999, based at the Migration Research Unit, Department of Geography, University College London (UCL) and funded by the Nuffield Foundation. The DfEE provided supplementary funding for publication of an interim report on the first phase of the research (Dobson and Henthorne, 1999).

The research team started by undertaking a literature review, alongside other data collection, in order to develop a national picture of pupil mobility in the English education system. This review revealed 'no major research in the UK on pupil mobility and its impact on schools... Some of the most relevant material appears to lie in unpublished work for higher degrees or other purposes, and articles in journals in a range of disciplines such as psychology, management and business studies, as well as geography and education.' (Dobson and Henthorne, 1999, p.2).

Another relevant literature review on school transfer and transition was undertaken in 1999 by Galton, Gray and Ruddock, although this focused exclusively on in- school transitions and the transfer of year 6 pupils to secondary school. Galton et al commented that 'few British studies have attempted directly to evaluate the impact of transfers on pupils' progress' (p.8). This review found that studies undertaken over the past thirty years

focused on various aspects of primary-secondary transfer, some of which are relevant, although indirectly, to pupils entering secondary school after the normal admission date in year 7. Key Stage transfer has some similarities to within-phase transfer, in terms of pupil anxieties and issues of curriculum continuity and progress in learning, for example. However, a mobile pupil's transfer is usually an isolated rather than shared experience, demanding an interruption to established school routines rather than marking their beginning at the start of year 7.

In taking Dobson's research project as the main focus for my literature review, I explore in some detail both her interim and final research reports (1999, 2000). Throughout this review, I identify aspects of her research process and research findings that helped to shape my research study, and I cite questions raised by the Nuffield project upon which I particularly focus.

Research context

The Nuffield project's findings made a groundbreaking contribution to understanding the impact of pupil mobility on schools and on LEAs. However, stimulated by government and headteachers' preoccupations with school performance targets and measures, it did not seek to investigate pupil perspectives and experiences that may underpin the performance of late entrants in tests and examinations (Dobson and Henthorne, 1999, p.84). My

focus on their induction and support, on entry to their new school, facilitated an investigation of one aspect of pupil experience that may result in lowered performance.

At the outset of the Nuffield research project, there was no comprehensive data source on pupil mobility per se within the English school system. LEAs were not obliged to collect pupil mobility data, and it was not included on the annual DfEE Form 7 census in schools (Dobson and Henthorne, 1999, p.138). However, increasing numbers of LEAs were beginning 'to collect data on mobility and examine links to school and pupil performance. Arising out of this, practical initiatives are underway in different parts of the country focused on mobility and achievement issues' (Dobson, Henthorne and Lynas, 2000, p.8). Coventry LEA was one of the 131 LEAs which contributed pupil mobility data to the Nuffield project database (Dobson and Henthorne, 1999, pp. 161-164), and was one of a minority that identified practical initiatives with a secondary school focus (Dobson and Henthorne, 1999, p.75). My focus on KS3 late entrants helped to meet the need identified by Dobson for 'a more rigorous exploration of the secondary school system and its implications' (Dobson, Henthorne and Lynas, 2000, p.14).

Data collected by Dobson's team from headteachers and teachers revealed frustration in high mobility schools and LEAs at the lack of understanding at national level of pupil mobility in general and its impact on school

performance in particular. In a climate of competitive school 'league tables' and expectations of continuous school improvement, there was a feeling that judgements were made about school performance by the media and others which confuse pupil performance (aggregate raw performance scores) with school performance (aggregate quality of teaching, learning and value added). In Coventry LEA, this frustration had led, in 1996, to an LEA-wide survey of pupil transience levels in schools, and, in 1997, to a local strategy involving headteachers from fifteen high mobility schools in conducting action research. This local tradition of undertaking school-based research into transience provided a receptive climate for this research study, which enabled me to investigate experiences lying behind school performance data, that are often inaccessible to educational researchers.

Coventry LEA's action research strategy involved headteachers in undertaking training on data collection and using research instruments and tools for data analysis in one of four areas. These were the impact of pupil transience on staff time, tracking pupil progress, inducting late entrants and transferring pupil information. Researching these areas usually required the involvement of teaching staff, in logging time spent on the induction and support of individual pupils for example. Headteachers submitted to the LEA a report on their findings and implications for changed practice in their schools. A dissemination conference was held for the fifteen schools

involved in the research, and a report was circulated to all Coventry schools (Coventry LEA, 1997).

In focusing on late entrants' experiences of school provision for their induction and support, I hoped that my research would help to demonstrate that policies designed to raise achievement in secondary schools need to address the learning needs of mobile pupils. Dobson's final report concluded that 'there does not appear to be any *official* source of guidance or national view at present on what is good practice in managing high mobility schools and how their success should be measured' (2000, p.111). More recently, the publication of an OFSTED report on *Managing Pupil Mobility* (2002, 2) indicated that this gap was beginning to be addressed. But, for sometime, many headteachers thought that most OFSTED inspectors did not fully understand the significance of mobility, and that those who did appreciate the difficulties 'admitted they didn't know what more the school could do to overcome them' (Dobson and Henthorne, 1999, p.103). Dobson's report recommended that 'National policies to improve levels of attainment need to be based on an understanding of how and why children move around within the education system and how this affects school provision and performance (2000, p.9).

Research focus and research population

At its outset, the Nuffield project's main aim was to identify the nature and causes of 'pupil mobility' in schools and the implications of high mobility for strategies to raise achievement. Dobson wanted to investigate the mobile pupil population at school and LEA levels and she therefore selected schools and LEAs in areas of high mobility for her case study investigations. Her decision not to include secondary schools as case studies resulted from both the relative lack of secondary data collected in phase one, and the complexity of research issues that were emerging. Dobson explained that 'Once it became clear that we needed to study a range of types/causes of mobility, not simply mobility in primary schools and mobility in secondary schools, it was decided to confine our school level investigation to primary schools only. It seemed more important, given the time and resources available, to gain a sound grasp of the subject in one part of the system (i.e. primary) rather than a limited and superficial one covering the secondary phase as well' (2000, p.14). She acknowledged however that 'clearly there is a need for more rigorous exploration of the secondary school system and its implications' (2000, p.14).

In contrast with Dobson's study, I was seeking to explore mobility at pupil rather than school or LEA level, and my pupil research population was defined by its involvement in the KS3 induction and support project. My

investigation of secondary age transient pupils, for whom adolescence already posed a significant transition, was particularly important in light of research that demonstrated 'if transitions occur when other life events are impinging on the young person, this may make these transitions harder to negotiate. Some individuals will have heightened sensitivity to change; others may have limited personal and psychological resources at particular points of their development' (Graber and Brooks-Gunn, 1997). My secondary school research population provided an opportunity to explore issues identified by Dobson as needing further research. For example, I was able to explore her finding that at secondary level, movement can create problems with option groups – they may become too big or cease to be viable (2000, p.97) by looking at whether late entrants were sometimes placed in inappropriate teaching groups due to class-size limits.

Its secondary context aside, the pupil group in my research study was drawn from similar mainstream school populations to Dobson's and defined in similar terms to Dobson's mobile pupils, although only representing late 'joiners' to the school rather than both joiners and early leavers (Dobson, Henthorne and Lynas, 2000, p.15). Pupil mobility in special schools was neither included in Dobson's research nor my research study but 'movement between special and mainstream education is a component of movement under study in mainstream schools' (Dobson and Henthorne, 1999, p.10). Dobson observed that 'a variety of terminology is used by schools and LEAs

in connection with pupil mobility: transience, turbulence, turnover, casual admissions and mid phase entrants ' (1999, p.5). Her project used the phrase ' pupil mobility' and defined a mobile child as one ' joining or leaving a school at a point other than the normal age at which children start or finish their education at that school.' Dobson warned that ' the concept of 'pupil mobility' sounds deceptively simple. In reality there are aspects of pupil mobility which are so varied that they make a significant difference to the way in which it is experienced, both by schools and by individual pupils' (1999,p.3). Although my research study, and earlier work undertaken in Coventry LEA, used the same definition of ' transient' pupils as Dobson used for 'mobile' pupils, my research focus on 'joiners' at KS3 enabled me to investigate the distinctive experiences of this pupil group.

My research focus and methods were designed to identify the ways in which individual pupils experienced mobility and late entry to new schools. My approach took particular account of two key aspects of pupil mobility that Dobson explored, namely the causes of mobility and the different groups to which mobile pupils belonged. Dobson identified the following four categories of causes of pupil mobility:

- 1) International migration, defined as movement into and out of the United Kingdom. The children of labour migrants, refugees and dependants

coming in to join relatives are the main groups affecting schooling, together with children of overseas students.

- 2) Internal migration, defined as a move of residential location within this country, whether short or long distance, by a family unit or part of a family unit which includes a child(ren).
- 3) Institutional movement, defined as a transfer between schools without a child moving home, and
- 4) Individual movement, defined as a transfer between schools by children who change their place of residence without their parents.

Dobson's categories provided me with useful descriptors of different geographical factors, which can accompany a pupil's change of school, that can be used inclusively to reflect the diversity of circumstances that may trigger movement within each category. I used Dobson's categories as a basis on which to categorise the 75 pupils in my research population. In this way, I was able to ascertain that I had access to pupil data relating to the range of causes of pupil mobility she had identified and that I could illustrate the diversity of experience associated with different causes of movement. Through in-depth investigation of the different experiences of pupils from within these categories, I was also able to explore the usefulness of categorising transient pupils in different ways for different purposes. Dobson acknowledged that 'the apparent simplicity of categories hides many more complex reasons for moving house' (1999, p.23), and underlined the

importance of recognising that different types of mobility present different challenges to schools. My criteria for selecting nine pupils for in-depth study therefore went beyond 'cause of movement ' to also include other factors. This combining of criteria, which cut across traditional migrational and educational categories, may be an important route to understanding the phenomenon of pupil mobility.

Dobson's research found that 'an average mobility rate of 10-20% across all primary schools was reported by diverse urban LEAs. Average levels in secondary schools were generally lower' (1999, p.vii). It also found that 'perceptions of 'high mobility' varied from area to area, although high mobility schools seemed to be associated with particular groups, situations and areas (1999, p.vi) (Coventry LEA, 1997). Dobson observed that certain high mobility such as 'children in care', 'have received specific attention during the last three years, and progress has been made in raising awareness of the problems involved and the action required (1999, p.100). Dobson's research purpose was 'to try and increase understanding of *all* types of pupil mobility and their policy implications, especially where schools have high rates of pupil movement' (2000, p.9). In focusing on a research population that included pupils from many of these groups, my own research had a similar aim, although its emphasis was on pupils' rather than schools' experiences. I did not seek to characterise the needs of one group as compared with another, but rather to illustrate how school induction and

support of late entrants should take account of pupils' different needs, as and when they are identified.

Research methods

Having briefly examined the main focus and context of Dobson's research, and examined its relationship to my own research, I now examine Dobson's four research objectives and methods, and some of her key findings. Dobson set out:

- 1) To review the current state of knowledge on child migration (international and internal), other causes of children moving between schools and the experience of pupil mobility by local education authorities and schools

- 2) To establish what is currently known about the implications of high mobility for the functioning of schools and strategies to raise attainment

- 3) To develop a better understanding of the incidence of high mobility in different types of local authority, the policy issues arising from it and the precise scale of 'high' and 'low' mobility at school level.

4) To develop a detailed picture of the scale and nature of pupil mobility in some high mobility schools and its implications for strategies to raise achievement. (Dobson, 2000, p.10)

The research methods used by Dobson's team yielded valuable data about the nature and causes of pupil mobility in schools and LEAs. They engaged a range of educationists, and others, in a productive national debate about its implications for raising achievement, especially in areas of high mobility.

Dobson's research took place over an eighteen-month period from January 1999 – June 2000, and was conducted in three phases. Phase one concentrated on the first two objectives and sought to develop a national picture of pupil mobility in the English education system. Research methods included a literature review, a postal survey of 150 English LEAs, which obtained an 87% response rate, and a request for information in response to project publicity in educational publications such as the Times Educational Supplement (TES). Analyses of DfEE, OFSTED and Qualifications and Curriculum Authority (QCA) data and documentation, and interviews with officials responsible for policy development and implementation in a variety of organisations, generated a significant body of data. Phase one research obtained 'fewer data ... about the secondary phase than about the primary phase' (1999, p.75).

Phases two and three involved case study investigations of six primary schools and six LEAs in order to fulfill the second two objectives. The case studies were intended to explore school differences and enable more detailed exploration of issues identified in Phase one. These included the nature and causes of mobility, the impact of mobility on schools' capacity to promote achievement, the impact of mobility on school performance, school factors and quality of education, the role of the LEA and national strategies to raise achievement. Case study research methods included a study of documentary and statistical sources, interviews with LEA and school staff, and a postal survey of schools at the highest and lowest ends of the mobility range in each authority. The response rate to this survey was 68%.

Dobson's methods provided a rich range of data, which was essential to exploration of this new area of research. Use of both quantitative and qualitative methods provided breadth and depth of insight into pupil mobility issues. The high response rate to postal surveys, from both schools and LEAs, helped to secure the reliability of the research, even though an analysis of the national picture was hampered by patchy data collection at national and local levels. The positive response to the team's range of data collection methods undoubtedly reflected both the timeliness of Dobson's research and its rigorous approach to investigating the unexpectedly complex issues that emerged throughout the three phases of the project. The induction and support of late entrants was one such issue that it was

beyond the scope of the study to research in greater depth. Coventry's KS3 project enabled me to do this, using methods to obtain data about secondary school pupils' perspectives and experiences that were not explored by Dobson's team.

Dobson's research findings covered rates of pupil mobility, causes and circumstances, patterns of movement, characteristics of high mobility schools, impact of high mobility and implications for strategies to raise achievement (2000, pp. 114 –118). These not only informed the focus of my research but also the design of my research instruments, and the interpretation of my data in both phases of my study. For example, I describe in Chapter Four how I used Dobson's findings to design a structured pupil background information record that covered all issues except one, found to be associated with pupil mobility in Dobson's study. In Chapter Five, I describe how I used Dobson's findings relating to school induction procedures (2000,p.83), alongside other literature, to design a framework for in-depth interviews which could be tailored to each of three groups of interviewees. I was also able to use Dobson's findings to help identify appropriate coding categories for my phase two interview data (2000, p.115).

Key research findings

In the final report, Dobson concluded that 'Good practice on induction, assessment and other actions necessary on arrival and departure of pupils at non-standard times should be identified, '(2000, p.117). I now explore the relationship between my study of pupils' experiences of late entry to KS3 and Dobson's research findings. In particular, I focus on Dobson's findings concerning characteristics and circumstances of pupils who transfer schools at non-standard times, the effects of transfer on these pupils and on school performance, and its implications for strategies to raise achievement. Where appropriate, I also refer to research literature concerning pupil transfer from primary to secondary school.

Characteristics and circumstances of pupils who transfer schools at non-standard times

My research study enabled me to investigate how causes and circumstances associated with pupil mobility in Dobson's research impacted on individual pupils when they joined their new school in KS3. Dobson's four categories of factors, identified earlier, that contribute to pupil mobility can be used to describe the following 'mobile' groups:

- 1) International migrants (labour/career movement, refugees/asylum seekers, people moving in or out of the country for permanent settlement, students with children);
- 2) Internal migrants (labour/career movement, people moving at different stages in their lives, short or long-distance moves for housing, environmental or schooling reasons and travellers);
- 3) Institutional movers (children permanently excluded, changing schools from choice, transferring between private and mainstream schools or between special and mainstream schools);
- 4) Individual movers (children in care or moving between adults after a family break up; unaccompanied child refugees).

By conducting in-depth interviews with nine pupils drawn from mobile groups across the above categories, I was able to explore similarities and differences in their experiences of late entry to school. This built on Dobson's recognition of the limitations of apparently static, simple categories. She reminded us that 'Current patterns of social and environmental change are interrelated with certain kinds of internal migration which in turn is having a significant impact on schools in some areas' (1999, p.23). My research study was able to explore the combination of factors – social, economic, geographical, affective, attitudinal – that accompany a child's mid- phase move from one school to another.

Many of the circumstances accompanying movement to a new school may constitute risk factors in individual pupils' capacity to successfully manage this transition, which is, in itself, a significant life change (Graber and Brooks-Gun, 1997). Some groups of children who share risk factors associated with their family, community or environment for example, may have greater difficulty than others in adjusting to the new school. My research with late entrants, drawn from a range of groups, was able to investigate factors influencing their adjustment to their new school, not only at the point of entry but also at different points during their first year in school. I was able to see whether late entrants experienced similar anxieties to those of pupils transferring from primary to secondary school. Hargreaves and Galton (1999) found that anxieties included making new relationships, keeping pace with demands of ability groupings, bullying, doing 'the right thing' and understanding new rules and procedures. They reported that, at this time too, 'there is decreased investment by pupils in academic activities and increased investment in non-academic activities (Anderman and Maehr cited in Galton, Gray and Ruddock, 1999, p.13). There appears to be a complex interplay between the range of risk factors in a child's life, their relationship with each other and more positive resilience factors. Thus, while multiple transitions can disrupt academic progress for some pupils, others may be at risk of developing mental health problems (DfES, 2001,1).

Galton, Gray and Ruddock, in their 'literature and effective practice review' reported in '*The Impact of School Transition and Transfer on Pupil's Attitudes to Learning and their Progress*' (1999, p.1), suggested that schools need more support in 'giving attention to pupils' accounts of why they disengage or under-perform at these critical moments.' They also said that schools 'need to recognise when and how different groups of pupils become at risk' (p.1). My research enabled me to explore pupils' perspectives on causes and circumstances associated with pupil mobility, highlighted in Dobson's research, which may jeopardise successful school transfer for late entrants. For example, Dobson's research found that 'family breakup' is the factor most widely cited as one of the contributory circumstances in pupil mobility' (2000, p.78). I could explore this factor with 18 pupils in phase one of my research and two pupils in phase two. Although the DfES identified this as a 'family risk factor' (DfES, 2001,1, p.4), and it was a disruptive experience for all pupils in my case study, many described it in terms of relative gains and losses, to which they were still adjusting at the time of interview. This finding was an important reminder of the danger of allowing researcher assumptions to impose meaning on research findings. I subsequently decided that 'changes in the family unit' rather than 'family break-up' was a more neutral descriptor of these circumstances.

Effects on pupils of transferring schools at non-standard times

One of the earliest studies of transfer and performance undertaken by Nisbet and Entwistle in 1969 (cited in Galton, Gray and Ruddock, 1999) found that students who had problems adjusting in the new school seemed to be less successful in their schoolwork. Later studies focused mainly on the personal, social and emotional aspects of transfer, looking at the development of self-identities (Measor and Woods, 1984) and friendships, for example (Beynon, 1985). Galton and Willcocks, by contrast, in the ORACLE study (1983) and its replication (Galton, Gray and Ruddock, 1999), investigated the impact of KS2-3 transfer on academic progress. The replication study suggested that transfer under present conditions resulted in up to two out of every five pupils failing to make expected progress during the year following change of schools. In the post-KS2 period, a substantial minority of the lowest achieving groups seemed to become increasingly disengaged. In seeking to explain the 'remarkable consistency in the patterns revealed in most of the (attainment) data' (1999,p.88), Dobson tried to ascertain whether the lower attainment of mobile pupils was a consequence of disruption to their schooling or associated with other characteristics and circumstances. My research study enabled me to further explore this question through interviews with mobile pupils whose characteristics Dobson identified as possibly contributing to their lower attainment. These included: lack of fluency in English; loss of weeks, months, even years of schooling (including

those with none); frequent changes of school; hurriedly planned mid-phase moves; emotional and behavioural difficulties; special educational needs; poor prior attainment; family/cultural background where schooling is not a priority; disrupted family life and poor housing conditions (1999, p.89).

Dobson also examined evidence showing that changing schools per se can interrupt progress, in the short-if not in the long-term. The above studies of primary-secondary transfer identified a number of factors as possible contributors to this dip in pupils' progress. These included: adapting to different teaching methods and organisation of teaching and learning; getting to grips with new subjects or a different syllabus; developing new social relationships and networks; learning about new rules, procedures and expectations; and finding the way around a large institution (Galton and Willcocks, 1983). My pupil interviews confirmed that all these features of primary-secondary transfer were also experienced by pupils making within-phase transfers in KS3. For these pupils, personal and academic adjustment and progress were intertwined in a way that was rarely coherently addressed by schools' pastoral and academic induction arrangements. Galton, Gray and Ruddock's review of KS2-3 induction programmes (1999) suggested that these programmes 'may have concentrated on the social aspects of transfer at the cost of establishing commitments to, and sound foundations for, academic learning' (p.3). This was confirmed by OFSTED's report of a survey of 32 primary schools and 16 partner secondary schools which

showed weaknesses in 'continuity in the curriculum and progression in learning as pupils move from primary to secondary schools (2002, 4, p.2).

One of the most obvious differences between primary-secondary transfer and mid-phase transfer is the relative isolation of the transfer process for the latter pupils. My research was able to explore pupils' experiences of circumstances identified by Dobson as compounding this isolation. For example, my interviewees included those whose language or background was different from the majority of non-mobile pupils in the school (Dobson, 1999, p.70). They also included pupils – and families- who were experiencing social isolation outside of school, resulting from moving areas, towns or countries. In some, but not all, cases, these pupils also brought with them, to their new school, negative past experiences. Dobson asserted that, for these pupils, personal attitudes and qualities such as self confidence and sociability, and support shown by peers, parents and school staff could become crucial to their successful transfer (1999, p.vii). My interviews with pupils, year heads and personal advisers were able to confirm that these were significant resilience factors in coping with the isolation of mid- phase transfers.

Dobson observed that 'in all the case study schools, staff commented on the adaptability of children and observed that the great majority settled in quickly and well. Whilst children themselves were not interviewed, there was no

evidence from parent surveys and parent governors or from observation that this was not the case' (2000, p.88). However, Catterall (cited in Galton, Gray and Ruddock, 1999, p.21) found that, in making judgments, teachers may operate at a level of generality that results in particular individuals or groups either being ignored or targeted.

My analysis of KS3 pupils' accounts of late entry to school was able to provide a more direct perspective on the settling-in process for secondary rather than primary pupils. I identified some of these pupils as more or less settled at different times within a nine-month period, suggesting the importance of rigorous individual needs analysis and progress monitoring over a sustained period of time. The ORACLE replication study (Galton, Gray and Ruddock, 1999) also pointed to waxing and waning of enthusiasm and motivation for learning during the first year of secondary school.

Dobson observed that, 'Clearly, in the case of all mobile groups, the effectiveness of schools in helping newcomers to settle quickly and make progress in their learning will have some relevance to eventual outcomes' (2000, p.95). Dobson observed that there are aspects of school curriculum, organisation and ethos, inter-school liaison and inter-agency liaison that can limit or exacerbate the disruption to children's progress and achievement caused by mobility. My research study was able to investigate these strategies from a pupil perspective and identify similarities and differences in

pupil need according to individual characteristics and circumstances. In her analysis of school case studies, Dobson observed the importance of identifying opportunities for late entrants to find things that pupils share with others to provide a sense of belonging 'such as similar current life circumstances'... ..'While pupils were astonishingly diverse in terms of ethnic background, there were common factors that cut across one another: some families had nationality in common, some race, some religion, some language' (2000, p.100).

Effects on school performance of pupils transferring schools at non-standard times

Dobson's exploration of the impact of pupil mobility on school performance, mainly looked at 'how the patterns and flows of children between schools and areas affect the composition of school communities, and change the cohorts of children who take tests and examinations at different times in different institutions and LEAs' (2000, p.91). But Dobson also acknowledged that 'there are obviously a range of other achievements which any school might wish to foster and a comprehensive assessment of whether changing schools affects achievement would need to explore all of them' (1999, p.83).

My research with KS3 late entrants was able to identify other facets of achievement, and approaches to their measurement, that need to be recognised in discussing the progress of pupils who have been in school for

less time than their peers. Some of these pupils, 'who have led unstable lives, or whose stable homes have suddenly been shattered, may need to achieve other things before they can begin to learn at school – self confidence, a sense of security, and the ability to concentrate for instance' (Dobson, 1999,p.83). My interviews with such pupils were able to confirm that there needs to be a more systematic approach to measuring their progress in personal development alongside attainment in learning, and to ensuring that they receive sufficient, regular feedback to motivate them towards longer-term goals.

Although evidence suggests that 'mobile pupils on average achieve less well in key stage tests and GCSE's'(Dobson and Henthorne, 1999, p.84), the final report warned that,'No conclusive evidence was found that changing schools per se meant that children achieved less well than their peers in tests and examinations' (2000, p.120). In considering the impact, if any, that mobility has in lowering achievement, Dobson pointed to the limits of current statistical definitions of pupil performance. Most statistics relating to mobility and achievement are able to furnish an assessment of: the national average level of achievement, the level determined by government that is to be expected of a child at a given age, and the average level of achievement of children at a given school or LEA. However, they do not provide an assessment of the level that each child is capable of achieving. Thus a child

may achieve less well than s/he could have done because of disrupted schooling and still perform better than average.

Dobson's report discussed how the interaction of mobile pupils with the rest of the school community could also disrupt the learning, and possibly affect the performance, of non-mobile pupils. My interviews with nine late entrants, their year heads and personal advisers, were able to explore in greater depth almost all of the following issues identified by Dobson.

'Pupil mobility has an impact on the whole school community – the non-mobile as well as the mobile. At the individual level (children and adults) it severs social relationships and necessitates the development of new ones. At the collective level, it can affect friendship groups, teaching groups, extra-curricular groups (in sport and music for example), parent organisations and governing bodies. It can introduce or remove, tension and conflict within the school community and disruption in the classroom. It can create, or eliminate, the need for language or learning support. It can, per se, be immensely demanding of staff time to the detriment of time spent on other things – or it can release staff time if difficult and demanding pupils leave the school. It may necessitate liaison with external agencies and generate expenditure of various kinds' (1999, p.8-9).

Dobson's research into the impact of pupil mobility on school performance also aimed to identify strategies to raise pupil achievement. My study of KS3 late entrants' responses to support they received on, and after, entry to their new school, was able to complement primary school data provided in Dobson's final report about raising achievement strategies. The structural differences between primary and secondary schools, probably more than the age differences of late entrants, inevitably require different strategies to be identified. For example, the primary class teacher can oversee pastoral and curriculum continuity for new pupils, whereas responsibilities for overseeing strategies for improving pupil performance in areas such as attendance (Dobson, 2000, p.116) and behaviour, as well as attainment, are less clearly co-ordinated in secondary schools. In my study I was able to identify issues raised by these structural differences, from pupils', year heads and personal advisers' perspectives.

Implications for strategies to raise achievement: 'managing mobility well'

The research studies outlined above identified a number of implications for school strategies for managing pupil mobility, particularly their induction and support programmes. My research with KS3 late entrants was able to investigate pupil experiences of some of these strategies and test some of

the following conclusions drawn from these studies from a secondary pupil perspective.

OFSTED's report, *Changing Schools: an evaluation of the effectiveness of transfer arrangements at age 11*' (2002, 4), identified a need for schools to 'evaluate more systematically the impact of transfer arrangements on the progress and attitudes of pupils'. Galton, Gray and Ruddock's investigations into KS2-3 transfer set out to clarify whether 'current arrangements used by schools to manage transfer and transition had a negative impact on academic progress' (1999, p.1). Their research found that the majority of interventions targeted at key stage transfer were bureaucratic or focused on social and personal adjustment rather than on curriculum continuity, pedagogy or individual management of learning (1999, p.24). They concluded that 'schools needed more support in achieving a better balance between academic and social concerns at various transition points (p.1). In year 7, 'most teachers in the transfer school began their lessons without any discussion with pupils about the work they had done in the previous school....' only by talking to pupils about what they find difficult in the new situation, can schools adjust their induction and support programmes to match pupils' concerns' (p.13).

Dobson's final report recommended that 'All schools need to do a number of things to induct new pupils and ensure that they start work at the appropriate

level, with whatever additional support may be needed. The problem for high mobility schools is the frequency and scale of the activity. In addition, many have to put a great deal of work into sustaining attendance, home-school relationships and a positive welcoming atmosphere for newcomers' (2000, p.89). In my research with KS3 pupils, I was able to explore some of the tensions these demands created for year heads and personal advisers, and how they tried to resolve them in relation to individual pupils. I was also able to investigate the impact of their strategies on pupils as illustrated by the following conversation with Gemma, a year 9 girl who had left her previous school as a result of bullying. In her new school, where there was a high level of transience, including large numbers of pupils from asylum seeking families, she was receiving additional support from Connexions personal advisers with whom she had formed a strong relationship.

Researcher What would happen if one day they just really didn't have the time? Would you understand that?

Gemma Yes, I would understand

Researcher I know they worry about not having enough time. You wouldn't feel that they had changed?

Gemma No, I can still speak to them and everything, I come here and they sit me down and calm me down, and then start talking to me.

One of the questions posed by Dobson's research team concerned 'the type of intensive support schools may need to provide for frequent movers from deprived backgrounds who fall seriously behind and for new arrivals from overseas' (2000, p.117). In my research, I did not attempt to profile the particular needs of different mobile groups, such as asylum seekers or 'frequent movers', nor did I quantify and rank in any way the scale and nature of change experienced by different pupils. The purpose of my research was not to assume a relationship between groups, their characteristics and their learning needs, but to investigate how personal advisers, in liaison with school staff, could assess the level of support needed by *all* late entrants at their point of entry to school.

Managing pupil mobility and raising achievement of late entrants to schools makes significant demands on a school's resources. Dobson's research found that 'substantial amounts of time (teaching and non-teaching) may have been spent managing mobility i.e. on enrolment, assessment, obtaining records, arranging SEN or language support, getting to know the parents, getting to know the child and generally helping the newcomer to settle in and start to learn at the appropriate level' (1999, p.102). In the final project report (2000), Dobson described how 'the needs and circumstances of the children who form the pupil component of that learning community are among the key determinants of a school's capacity to raise achievement and develop the potential of all within the resources available. The greater the aggregate needs of the children for concentrated attention to make up lost ground or to

overcome language barriers or learning difficulties or emotional and behavioural problems, the harder it becomes for a given number of teachers and support staff with a given number of hours in the day to raise achievement across the board (p.99). Sammons, Hillman and Mortimore (cited in Dobson and Henthorne, 1999) reported in their review of school effectiveness research that a number of measures of use of time in schools have been found to be positively correlated with pupil outcomes and behaviour (p.99).

In seeking to identify strategies for raising the achievement of mobile pupils, Dobson's final report concluded that 'Good practice on induction, assessment and other actions necessary on arrival and departure of pupils at non-standard times should be identified, as well as on record keeping and measurement of progress.'(2000, p.117). My study identified various examples of practice in Coventry secondary schools and was able to explore issues raised by Dobson with pupils, year heads and personal advisers. For example, interviews with year heads confirmed Dobson's finding that 'One common prescription for ensuring the child settles in quickly is for the teacher to find time for personal discussion of his or her progress and difficulties in the early weeks after arrival. This is easier to do if s/he is the only new arrival.'(1999, p.100).

Summary

My research drew on Dobson's research at all stages of the process, from formulating my research questions, through devising research instruments and interpreting data, to presenting my findings. However, I did not attempt to replicate the Nuffield project research outlined above. Dobson was primarily concerned with the impact of pupil mobility (both joiners and leavers) on schools and LEAs, which she explored through surveys and LEA/primary school case studies. I was primarily interested in late entrants' (joiners') experiences of mobility and their response to induction and support in their new schools, which I explored through a cohort of 75 late entrants to KS3. The secondary focus of my study and pupil accounts of school procedures and strategies for managing mobility and raising achievement were able to usefully complement Dobson's research as well as other related research into primary-secondary school transfer.

Some of my research findings echoed existing research findings related to the nature of school transfer and its impact on the progress and attainment of pupils who join their schools after the normal admission date. My research built on Dobson's findings by exploring, through individual pupils, the interaction of causes of movement and other circumstances and their impact on adjustment and achievement in their new school. Both studies were

concerned to highlight the widest possible range of causes and characteristics associated with pupil mobility, Dobson's through her selection of LEA and school case studies and mine through my case study of 75 pupils and in-depth research with nine pupils. Individual pupil performance, in the context of social and educational inclusion, has become more prominent on the national policy agenda since Dobson completed her study. The focus of my study on the effectiveness of support to late entrants provided by schools, especially through Connexions personal advisers, reflected this latest policy agenda and took forward Dobson's recommendation that 'good practice on the management of mobility needs to be studied and shared' (2000, p.117).

CHAPTER THREE

RESEARCH STRATEGY

In this chapter, I describe my research strategy and how it was developed in the context of my research questions and opportunities for data collection provided by the KS3 Induction and Support Project for Transient Pupils. I concentrate on overall design of the study, leaving detailed consideration of methodology for Chapters Four and Five. I start by describing the rationale for adopting a case study approach and using mixed methods to collect data. I then briefly describe the research population and the range of factors influencing my choice of procedures for data collection and analysis in each of the two phases of my research.

A case study approach

I needed to collect data that would enable me to effectively answer my research questions and achieve my main research purposes. I decided that a case study approach would be the most effective way to explore my research questions, and that the group of pupils who were supported by personal advisers in the KS3 project could constitute the case under investigation.

This approach seemed to be the most appropriate means of exploring the complex relationship between the circumstances of pupil mobility and the experiences of individual pupils who entered school at a later date than their peers. In considering alternatives, I thought that a pupil survey, for example, would not only obtain a poor response, due to the target group and schools' overloaded administrative systems, but also that data collected in this way would lack required depth. I also considered and rejected an action research approach, where personal advisers would not only undertake data collection but would also analyse findings, evaluate and revise their practices and carry out further evaluation. I thought that this approach, while meeting some research purposes, would make inappropriate demands on personal advisers and might result in research findings that could not be readily communicated to a wider audience.

However, I was confident that I could set up and administer case study procedures appropriate to my purposes (Robson, 1993, p.297), and that I could use methods that would yield both breadth and depth of data. I also thought that a case study, which drew on both quantitative and qualitative data about a group of KS3 late entrants, could present research in a particularly accessible form (Cohen and Manion, 1980, p.123). My experience of presenting earlier research about a group of KS4 transient pupils (Coventry LEA, 1998) to Her Majesty's Inspectorate (HMI), policy makers, practitioners and researchers, confirmed this view. The LEA

Research Group (LEARG) to whom I presented research findings in June 2000, particularly valued my case study approach, which used pupil interview data to complement the predominantly quantitative data collected by LEA research teams.

Stenhouse, cited in Bassey (1999) identified the following four sorts of case studies: ethnographic, evaluative, educational and action research. He defined an educational case study as one where researchers are 'concerned neither with social theory nor with evaluative judgement, but rather with the understanding of educational action. ... They are concerned to enrich the thinking and discourse of educators either by the development of educational theory or by refinement of prudence through the systematic and reflective documentation of evidence' (p.28).

Despite increasingly sophisticated and rigorous approaches to case study investigations, Yin, cited in Bassey (1999, p.100) recognised that, within the academic community, there is opposition to a case study approach on the grounds of 'lack of rigor' and 'little basis for scientific generalisation'. I believe that the majority of limitations popularly associated with case studies can be effectively addressed, and that some case study features cited in the literature as weaknesses are indeed strengths. For example, Helen Simons, in the *Paradox of case study* (1996), welcomed the paradox between the study of singularity and the search for generalisation, as follows:

'One of the advantages cited for case study research is its uniqueness, its capacity for understanding the complexity in particular contexts. A corresponding disadvantage often cited is the difficulty of generalising from a single case. Such an observation assumes a polarity and stems from a particular view of research. Looked at differently, from within a holistic perspective and direct perception, there is no disjunction. What we have is a paradox, which if acknowledged and explored in depth, yields both unique and universal understanding... (We need to) embrace the paradoxes inherent in the people, events and sites we study and explore rather than try to resolve the tensions embedded in them (p.225, pp. 237 – 238).

Mixed methods

I thought that my research questions pointed to the need to collect both qualitative and quantitative data about the group of KS3 late entrants in my case study. I now briefly discuss the arguments associated with this 'mixed methods' approach in relation to the focus of my study.

Qualitative research involves the gathering of evidence that reflects the experiences, feelings or judgments of individuals taking part in the investigation of a research problem or issue, whether as subjects or as observers of the scene. Qualitative approaches are associated with the interpretive paradigm where the researcher is concerned to gain insights into the subjects' perceptions of reality, the effects, rather than the causes, of phenomena. Qualitative methods therefore seemed to be a particularly useful means of exploring young people's perspectives and experiences, which were the major focus of this study. I wanted to obtain thick descriptive data (Miles and Huberman, 1994, p.2) that would represent the complex and distinctive experiences of transient pupils, whether this data was collected directly from pupils or from their year heads and personal advisers.

In contrast, quantitative research refers to any approach to data collection whose aim is to gather information that can be quantified. It can be counted or measured, and the data can be used as the basis for the presentation of

descriptive statistics or inferential statistical analysis. Quantitative approaches are associated with positivist paradigms, where research is concerned to establish an objective, universal truth about reality and the causes of reality. Although qualitative approaches seemed most appropriate to the majority of my research questions, one of the major purposes of my study was to raise wider questions with a variety of audiences about the needs of late entrants to schools. I therefore thought that I also needed data that related to other, mainly quantitative, research findings. If I could claim that my findings were at least typical of other pupils within the KS3 project cohort, I would probably have a stronger basis for making 'fuzzy generalisations' from which educational policy could be further explored (Bassey, 1999, pp. 51 – 54).

In considering using a mixed methods approach, I was aware of arguments against mixing methods that assume a correspondence between epistemology, theory and method. Blaikie (cited in Robson, 1993, p.291), for example, argued that 'it is inappropriate to combine methods based on different theoretical positions.' However, I thought that a combination of methods could achieve the breadth and depth that were needed in order to address my research questions at a multiplicity of levels and I did not believe that rigid adherence to polarised positions regarding methodological conventions would help to achieve this. Indeed, Cohen and Manion asserted that, 'such methodological innovation may be particularly important

in researching children and young people's perspectives' (1980, p.5).

Brannen argued that both quantitative and qualitative approaches 'need to be applied in combination, especially where investigations are carried out in social groups whose material situations and perspectives have been under or mis-represented in social research. While the qualitative approach may overcome some of the problems of giving a voice and a language to such groups, through which they may better express their experiences, the quantitative approach would serve to indicate the extent and the patterns of their inequality at particular historical junctures' (1992, p.22).

If, as Giddens argued (cited in Brannen, 1992), society can be theorised at both micro-structural and macro-structural levels, mixed methods may be a research strategy that recognises this duality of structure. By using this approach to analyse both the shared and highly individualised circumstances and experiences of late entrants, I hoped to explore implications at both micro- and macro-levels of the education system. As I planned to discuss my research findings with a range of audiences, I wanted data whose presentation would result in 'a greater willingness for a variety of audiences to engage in critical discussion about their implications' (Hillage, 1998, p.xi). As Firestone suggested (cited in Miles and Huberman, 1994, p.41), on the one hand quantitative studies persuade the reader through de-emphasising individual judgement and stressing the use of established procedures, leading to more precise and generalisable results. On the other hand,

qualitative research persuades through rich depiction and strategic comparison across cases, thereby overcoming ' the abstraction inherent in quantitative studies.'

Research population

The pupils in this study's research population attended 13 comprehensive schools, of which 11 were co-educational, one girls' and one boys'. During the school year in which this research took place, late entrants constituted an average of 3% of KS3 pupils (Coventry LEA, 2001, 1); comparable national figures were not available from the DfEE. Late entrants in Coventry's six other secondary schools were not included in this research study, either because their schools chose not to participate in the KS3 project or because staff did not feel in a position to undertake data collection.

The study's research population was drawn from 95 late entrants who attended induction interviews with personal advisers between December 1st 2000 and April 11th 2001, as part of the KS3 project. However, these 95 pupils did not constitute all KS3 late entrants in the 13 schools. This was because some late entrants were not referred by year heads to personal advisers for project interviews, and those pupils who were poor school attenders, or who did not turn up to interviews, did not participate in the project.

Phase One research population

The phase one research population consisted of 75 pupils drawn from the above 95 late entrants. 20 of these late entrants were excluded from the research population either because they were KS4 pupils or because the data collected about them lacked substance or clarity. Chapter Four includes a description of strategies used to retain in this research population as many as possible of the 95 pupils.

Phase Two research population

The phase two research population consisted of nine pupils and nine adults (the five year heads and four personal advisers who supported the nine pupils) from four schools. After early consultation with personal advisers and year heads, parents/ carers were not included in the research population due to time constraints and sensitivities associated with home – school relationships. The nine pupils were selected from the phase one research population of 75 pupils on the basis of criteria which were designed to ensure that the phase two research population reflected the breadth and diversity of circumstances, characteristics and experiences of the phase one population. These criteria and the pupil selection procedure are described in detail in Chapter Five.

Summary of overall research strategy

I now summarise my overall research strategy and describe the measures I took to address any methodological weaknesses and limitations that may be associated with it. These measures are described in more detail in Chapters Four and Five. I hope that the following description, alongside the detail of subsequent chapters, will address issues of replicability that are particularly important in demonstrating the reliability of case study research (Miles and Huberman, 1994, p.273).

Figures 3.1 and 3.2, below, show the two phases of my case study design. Phase one was designed to collect data relating mainly, but not exclusively, to my first three research questions. It was the descriptive and exploratory phase of the research whose findings informed the focus of, and approach to, phase two. In phase one, data was collected from pupils who attended induction interviews with school-based personal advisers, and from their schools. Phase two, which had a more explanatory emphasis, was designed to collect data relating mainly, but not exclusively, to research questions 4 – 7. In phase two, data was collected from nine pupils who constituted 12% of the phase one pupil population, selected to reflect the diversity of this population's circumstances, characteristics and experiences, and from their year heads and personal advisers. Table 3.3 (Appendix One) outlines the timetable within which both phases of the research were undertaken. It

shows how research issues inherent to the research strategy depicted in Figure 3.2 were addressed, and how circumstances associated with 'real world research' influenced strategy implementation (Robson, 1993).

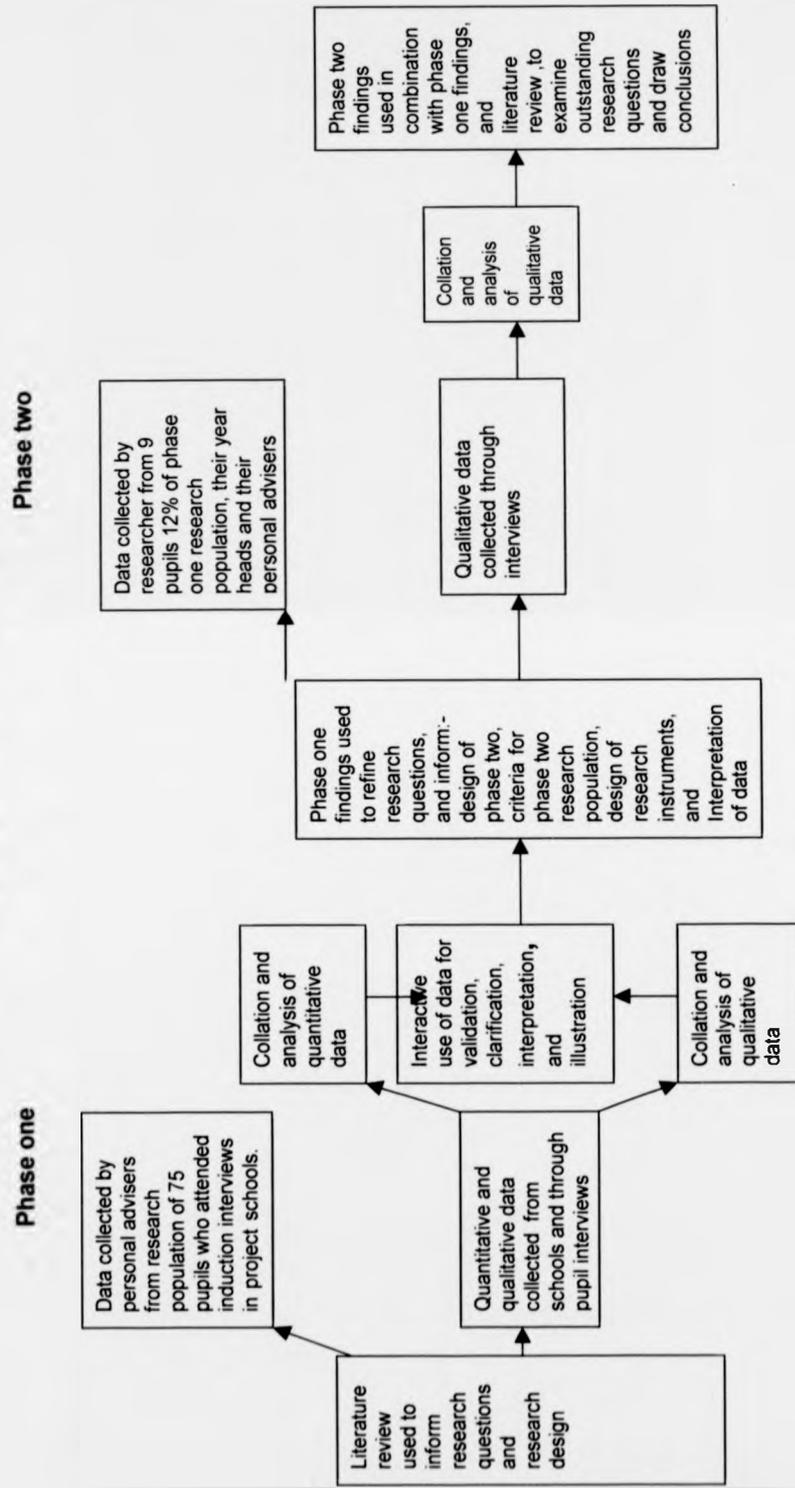
Figure 3.1 Case study design – research questions

Phase one **Phase two**

Note: this diagram shows that the focus of phase one data collection was mainly, but not exclusively, related to the first three research questions, while the focus of phase two data collection was mainly, but not exclusively, research questions 4 – 7.

1. Who are the late entrants at Key Stage 3?
What similarities and differences are there in the circumstances accompanying their late entry to a new school?
- 2a. How have pupils experienced late entry to school? To what have late entrants had to adjust in their new school? What similarities and differences have there been in pupils' experiences?
- 2b. How well have they settled in since they arrived? What similarities and differences have there been in pupils' experiences?
- 3a. What sorts of induction strategies have been used by late entrants and by existing pupils?
- 3c. What has been helpful and unhelpful to late entrants?
- 3b. What sorts of induction strategies have schools used?
How have schools used transfer information to inform induction strategies for individual pupils?
- 4a. What sort of on-going support have late entrants experienced since joining their new school? How have late entrants looked for support? How do pupils know how well they are progressing personally and academically?
- 4b. What sorts of support strategies have schools offered to late entrants? How have schools used transfer information, induction experience and professional judgements of teachers and support services to tailor support strategies for individual pupil need?
- 4c. What support and feedback has been helpful and unhelpful to the range of late entrants?
5. What role did the year head and other school staff play in informing and co-ordinating the school's induction and support strategy for late entrants? How did other support services and parents contribute to this strategy?
- 6a. How did the personal adviser contribute to the school's induction and support strategy for late entrants? In what ways did this help pupils? What were its limitations?
- 6b. What issues did this role raise for personal advisers?
7. What factors, including induction and support, may be significant elements in the personal, social and academic adjustment of late entrants to their new school?

Figure 3.2 Case study design



Methods of data collection

Although the focus of my research was on pupils' rather than schools' experiences of late entry, I thought that some school-generated data could usefully contribute to interpretation of pupil-generated data emerging from both phases of the research. However, given the subordinate importance of this data and the administrative pressures under which schools were operating, I decided not to seek it directly from schools, using a postal questionnaire for example. Instead, I decided to use data passed to personal advisers prior to pupil interviews in phase one, as well as data collected from phase two interviews with year heads, to help me interpret respective sets of pupil data. This decision to restrict collection of school-generated data meant that I would not be able to situate my findings in relation to evidence of the research population's ability range, attainment levels, attendance patterns, and tutor reports for example.

Although my decision to use a case study approach involving mixed methods of data collection was mainly determined by my research focus and questions, (Burgess cited in Brannen, 1992, p.11), my choice and use of methods was also influenced by the characteristics of the project cohort from which I drew the research population. Earlier quantitative research (Coventry LEA, 1997) had shown that many, although not all, transient pupils were characterised by low literacy levels, low self-esteem, poor attendance

and difficult relationships with peers and with adults associated with school. Earlier qualitative research showed that data collection methods needed to be responsive to personally sensitive circumstances associated with moving schools, and not dependent on high reading and writing ability. This effectively discounted the use of self-completion questionnaires, administered by telephone, post or through teachers.

These factors suggested the need for methods that encouraged pupils to see the relevance of participating, have trust in the process and have the skills to participate effectively. I thought that 1:1 semi-structured interviews could achieve this most effectively, and also enable pupils to identify issues of concern (Denscombe, 1998, p.111). I planned to ask personal advisers to collect data from pupils referred to them by year heads for induction interviews, and for me to conduct phase two interviews with a proportion of these pupils. The involvement of personal advisers in data collection had a number of advantages. First, I knew that they would have positive attitudes towards interviewees and the necessary skills to generate trust and motivation. Second, like me, they would not be perceived to be part of the school's authority structure, and finally, it would enable this study to include late entrants from up to 15 project schools.

Ethical issues

My choice and use of methods was also strongly influenced by ethical issues, most important of which was prioritisation of support for project pupils over the needs of this research study. This was stressed from the outset, and repeated regularly throughout the research process. The decision to embed data collection within late entrants' induction interviews posed challenges to this principle, which I judged could be successfully met through personal advisers' professionalism and high level skills. Thus, personal advisers included in induction interviews KS4 late entrants who needed support, although they would be excluded from this research study. They also exercised discretion in using research instruments with individual pupils and contributed to discussions about selecting pupils for phase two research.

I was committed to ensuring, as far as possible, that this research study supported personal advisers' work programmes. I aimed to manage this research in ways that did not add to stresses experienced as their roles underwent change. My study was designed to use research, recording and reporting methods that were congruent with their working practices. I planned to have regular contact with them in order to maintain their commitment, secure data collection, draw on their expertise and seek their

feedback. This contact, either directly, or through their managers, also gave me opportunities to appreciate their contribution to this study and to disseminate information that could support their work with pupils.

The research strategy was designed in the knowledge that positive working relationships between key parties involved in the research already existed. This was vital in a working environment where pressures were operating at every level. It was also essential to the research, to the project and to future opportunities for collaborative work, that good relationships were maintained, throughout the research process, between all people involved. This included the relationship between the LEA and the Connexions Service, the LEA and schools, the Connexions Service and schools, the personal advisers and teachers/ support staff, the teachers/ support staff and parents/ carers and, most importantly, the personal advisers and pupils, and the teachers/ support staff and pupils. The research strategy achieved this by identifying practices through which different parties were prepared for and supported before, during and after their contribution to the research. These practices were designed to show respect for and value individual contributions as well as give voice to different perspectives and experiences. Every effort was made to ensure that young people and adults alike were willing participants in this study (Masson, 2000, p.36).

Issues of manageability and reliability

I recognised that addressing these ethical issues would make substantial, complex demands on my management of the research process. Preserving my researcher role, alongside other roles and relationships, was important to the reliability of my research and required both vigilance and discipline. I also needed to support personal advisers in managing their dual role, and invest time in maintaining the integrity of the KS3 project alongside ensuring that data collection was systematic and reliable.

I needed to consider the demands of analysing data collected by personal advisers from up to 15 schools and from interviews with pupils whose numbers were unpredictable at the outset of this research. At the risk of losing some consistency of analysis, I decided to ask personal advisers to undertake initial sorting of individual interview data by completing, for all pupils, a structured background information record of mainly descriptive information that I could later use in quantitative analysis (Appendix Two). As they forwarded to me both their records of induction interviews and their pupil background information records, the remaining qualitative information was available to me for central analysis.

Data collection

While I was confident that personal advisers had the professional integrity, insights and skills to undertake data collection, I was aware that, allowing for ethical issues identified above, I needed to maximise consistency of practice across schools and across interviews. I hoped that the central design and piloting of a semi-structured interview schedule (Appendix Two), based on key topic areas with related questions and probes, would minimise interviewer or interviewee bias (Robson, 1993, p.238). The provision of detailed guidance folders and recording proformas, as well as regular progress review sessions with managers, was intended to help achieve consistency and reliability. However, my decision not to risk inhibiting pupils at their induction interviews by taping discussion meant that I had limited evidence against which this could be checked. Personal advisers' written records and their self-reports to managers were my only means of investigating the reliability of this data collection system and checking for the operation of researcher or interviewee bias (Denscombe 1998, pp. 116 - 117). At phase two, I was able to reflect on my own interview conduct by examining transcripts (Appendix Five) of my interviews with pupils, year heads and personal advisers. My power relationship was an important consideration in view of my LEA inspection role with schools and my LEA funding role of the KS3 project.

Data analysis

Phase one

Phase one yielded data that could be subjected to both quantitative and qualitative analysis. Individual pupil data recorded by personal advisers on the pupil background information record (Appendix Two) could be cross-referenced with pupil data recorded on the pupil interview record, thus providing a check on consistency of data recording and interpretation. This combination of data provided a useful opportunity to identify errors (Robson, 1993, p.291). Pupil background information records were initially analysed separately from induction interview records in order to facilitate appropriate interpretation of quantitative and qualitative data respectively and to guard against making inappropriate generalisations.

Pupil background information records were scrutinised individually and as a group, by examining response levels to different information categories and the reliability of the information source used in response to each category (school, personal adviser or pupil). Records of analysis of these two data sets were kept separately in order to facilitate retrospective inspection of these sources for data reliability. However, both analyses generated findings relevant to research questions, and induction interview data in particular was

expected to influence design of phase two research instruments. Time did not permit verification of data interpretation with individual pupils, although limited verification was undertaken at the end of phase one through discussions with personal advisers' managers.

Phase two

Phase two yielded data from pupils, year heads and personal advisers that underwent qualitative analysis. Interview data was analysed individually and by group so that perspectives on issues that characterised pupils, year heads and personal advisers could be identified. When grouped by school, pupil, year head and personal adviser, data related to similar areas of questioning could be subjected to triangulation. As researcher, in phase two, I was also able to undertake limited triangulation of pupil interviews conducted by personal advisers (Robson, 1993, p.383). Due to time constraints, I could not undertake verification of my analyses with individual interviewees or with groups of pupils or year heads. I could, however, seek limited verification of findings through the personal advisers' management team.

Outcomes of research strategy

The above research strategy resulted in findings that emerged from two inter-related phases of data collection. The two phases collected different sets of data that could be explored in a variety of ways, either separately or in relation to each other. These approaches could be used to both assess data reliability, through triangulation for example, and assist interpretation of findings, although care had to be taken when interpreting findings from distinctive data sets, using different research methods. The availability of quantitative and qualitative data provided opportunities to present findings in ways appropriate to a variety of purposes and audiences. In Chapters Four and Five, I describe in detail how phases one and two of my research strategy were undertaken, the methods I used to collect and analyse data, and the findings that emerged in relation to my research questions.

CHAPTER FOUR

PHASE ONE METHODOLOGY, DATA ANALYSIS AND FINDINGS

Introduction

In this chapter I describe the first phase of data collection and analysis, and how the research population was identified. This includes the design of phase one research instruments as well as preparations for, and management of, the data collection process that was undertaken through Connexions Service personal advisers. I then describe how data was analysed and I reflect critically on the reliability of the data collected. I conclude this chapter with a presentation of phase one findings.

Research Population

The phase one research population of 75 pupils was drawn from 95 late entrants who attended induction interviews with personal advisers in 13 schools between December 1st 2000 and April 11th 2001, as part of the KS3 Induction and Support Project for late entrants. The reasons for excluding 20 late entrants from the research population are described below in the context of the data collection process.

Phase One Data Collection : the Role of Personal Advisers

The Quality Careers Service (QCS) Connexions personal advisers, based in 15 project schools which were participating in the KS3 project, were responsible for collection of pupil data during phase one of this research study. Data collection was undertaken by one personal adviser in each of thirteen schools and shared by two personal advisers in two schools. They were managed by five managers, under the leadership of the Connexions Service manager.

The efficient and effective collection of data therefore depended on the commitment and skills of the personal advisers. As a result of my prior experience of working with personal advisers who had supported earlier projects for KS4 transient pupils (Coventry LEA, 1998,2), I was confident that they had the necessary skills and attitudes to undertake this role. Being at one step removed from school staff, they were likely to draw less biased responses from pupils about school experiences (Robson, 1993, p.67). They enjoyed working with young people, showing them understanding, respect and commitment.

However, I did not want to add to personal advisers' stress caused by the Connexions Service's imminent take over of traditional careers service functions, described in Chapter Two. It was important to provide them with

rigorous guidance (Miles and Huberman, 1994, p.46), not only to ensure maximum reliability of data collection but also to maintain a high quality professional service to their 'clients.' I now describe their skills, experience and the roles they undertook, and how I prepared and managed the research process.

Personal advisers have qualifications and experience from a range of professional backgrounds including careers education and guidance, teaching, social work and youth work. Their role is to help 13-19 year olds identify appropriate pathways through education and training and overcome barriers to learning and personal development, using a range of formal and informal methods. One personal adviser described his caseload as ' what we've got in the coming year is 50 pupils in year 11 who we're going to give a bit more support to and out of those 50, 20 who I am going to work with very intensively. In year 10 there are 35 who will get more support but not intensive support and then, in year 9, 30.'

The group of pupils considered most vulnerable usually included pupils who were late entrants to the school who had not settled well. One personal adviser, Simon Hughes, described how the KS3 project had given him early contact with a year 9 girl who was likely to be 'at risk' in KS4. He said, 'She originally lived in Coventry and went to School X and then she moved to Wakefield with her mum during year 7 because her parents had separated.

But she didn't settle well in Yorkshire so she returned to Coventry to live with her dad and come to Larkhall school. She did say that she had had some problems at school in Wakefield. She's year 9 now and I'll be talking to the year head as to whether she'll be 'at risk' in year 10.' In order to carry out their wide-ranging role, personal advisers needed the ability to make sophisticated professional judgments and use a variety of skills. These included skills identified by Robson as needed by case study investigators(1993, p.163) such as question-asking, good listening, adaptiveness and flexibility, and grasp of the issues. All new personal advisers undertook an accredited training programme covering these and other areas of related expertise, including issues of confidentiality and bias.

Personal advisers were asked to collect data from late entrants about their experience of induction and support during induction interviews with pupils referred to them by year heads in project schools during the autumn and spring terms 2000 – 2001. As described in Chapter Three, and further explored in Chapter Five, it was important for ethical reasons for the research design to enhance rather than impede their primary role of supporting late entrants. I did not want personal advisers to be 'left facing dilemmas concerning action' (Lewis and Lindsay, 2000, p.191). Outline project plans were discussed with personal advisers in the summer term, 2000, but detailed briefing was carried out by their managers in the autumn

term, at the same time that schools and LEA staff were briefed. This is described below in further detail.

Design and Use of Phase One Research Instruments

My main criterion for the design of effective research instruments was their capacity to collect data whose analysis would answer my research questions. Phase one instruments were mainly designed to collect descriptive data that would answer my first research question:

'Who are the late entrants to KS3? What similarities and differences are there in the circumstances accompanying their late entry to a new school?'

They were also designed to collect data relating to the following research questions, as a basis for more in-depth exploration in phase two:

'How have pupils experienced late entry to school? To what have late entrants had to adjust in their new school? What similarities and differences have there been in pupils' experiences?'

'How well have they settled in since they arrived? What similarities and differences have there been in pupils' experiences?'

'What sorts of induction strategies have been used by late entrants and by existing pupils?'

'What has been helpful and unhelpful to late entrants?'

I had to consider that these instruments would not be administered by myself but by up to 17 personal advisers. Despite their professional training, their wealth of relevant skills, insights and experience, and the guidance on data collection that they had received, they were not experienced researchers. These research instruments would be used with pupils during induction interviews, whose main purpose was to establish positive rapport between personal adviser and pupil so that pupils' induction and support needs could be identified and an appropriate programme put in place. In ethical terms, it was therefore vital that the collection and recording of pupil information did not subvert the interview's main purpose. I describe below how the instruments, accompanied by training and support, were designed to maintain the integrity of the induction interview while also achieving maximum data reliability. Given that personal advisers in up to 15 schools would be undertaking data collection, it was important to provide them with a common framework that could secure maximum consistency in approach and relevance of outcomes (Denscombe, 1998, p.113). It was also important, however, to enable them to use their professional judgment and skills in obtaining sensitive information in a variety of pupil and school contexts (Robson, 1993, p.231).

As personal advisers most often used semi-structured interviews with new clients of all ages, and therefore had expertise in using such tools, a semi-structured interview schedule seemed an appropriate data collection method. This also seemed the most sensitive instrument for collecting information about pupils' personal experiences, and for encouraging the emergence of issues for further investigation in phase two (Denscombe, 1998, p.111). Given the sensitivity of the interview content and the need for personal advisers to establish the basis for an ongoing relationship with pupils at this first interview, it was thought inappropriate to tape record interviews (Denscombe, 1998 p.122).

The interview schedule (Appendix Two), devised in consultation with personal advisers' managers, had the following four key headings which provided structure, focus and flexibility: A) Pupil background and characteristics; B) Experience of entering a new school; C) Personal Concerns and Interests; and D) Anything else. In preparation for each interview, personal advisers were asked to record school-generated factual data about pupils on a structured pupil background information record sheet (Appendix Two). During the induction interview they were asked to collect remaining pupil background information, under schedule heading A, as follows: 'This is an opportunity to find out background information that you do not already have and that will help you to complete the pupil background

sheet. You could prepare prompts based on the pupil background record sheet as a guide for your discussion. However, many of these areas will be sensitive for pupils and you may want to wait for them to choose to disclose this information to you.' Thus, the outcome of all induction interviews was a structured and semi-structured set of data about each pupil. As I had no taped record of the data collection process, I was not in a position to make judgements about the effect of potential methodological weaknesses associated with the interviewer-interviewee relationship for example (Thompson, 2000, p.139).

Semi-structured Induction Interview Schedule (Appendix Two)

The content and structure of the interview schedule was designed to meet the main purposes of the induction interview, namely to identify pupils' induction needs and to provide data relevant to this research study. The extent to which it was possible to achieve both these aims, without compromising either, is further discussed in Chapter Six, although the collection of data during an interview with a 'real life' purpose may have enhanced its validity (Kitwood, cited in Cohen and Manion, 1994, p.282). Examples of questions were included under each of the four key headings identified above (Robson, 1993, p.238), although personal advisers were asked to exercise discretion in using these and in adapting language and terminology to pupils' needs. They were provided with headed record sheets

on which to record pupil responses either during or after the interview. The schedule's structure, headings and exemplar questions were designed to minimise interviewer and interviewee bias (Robson, 1993, p.67). The questions were open-ended and exploratory so as not to close off valuable research data (Cohen and Manion, 1994, p.279). These were derived, in consultation with personal advisers' managers, from questions used in earlier research with late entrants, so that I had evidence of their effectiveness in obtaining relevant data (Coventry LEA, 1998, 2).

The first two headings, A and B, specifically sought information relevant to research questions concerning the transient pupil population and late entrants' experiences of entering school. The first 'pupil background' heading A was intended to enable the interviewee to talk about personal or educational experiences prior to school entry, which would provide the beginning of dialogue that would build mutual trust. Six prompt questions were included under the second key heading B, related to 'experiences of entering a new school' (Robson, 1993, p.234). The last two key headings, C and D, aimed mainly to assist the personal adviser in identifying the pupil's induction and support needs, and to provide the basis for future discussions. The open-ended 'Anything Else' heading D was intended to generate information relevant to research questions that had not been focused on earlier (Cohen and Manion, 1994, p.277), or which the schedule had omitted,

perhaps because of the limitations of my own researcher standpoint (Denzin, 1997, p.220).

Structured Record of Pupil Background Information (Appendix Two)

I describe below how Dobson's research findings (1999, 2000) informed the content of the pupil background information record (Appendix Two). I also describe how its purpose, and the method of its administration, informed its structure. The draft record was trialled by personal advisers' managers, as a result of which minor changes were made to instructions and terminology (Robson, 1993, p.301). As Yin asserts (cited in Robson, 1993, p.165), this helped 'refine their data collection plans with respect to the content of data and the procedures to be followed'. It was also a useful means of ascertaining its completion time.

Each completed record included the names of the school and personal adviser, and the pupil's name and code. School names were recorded in order to facilitate school-specific data analysis, and personal advisers' names were recorded to facilitate data follow-up. Pupil records were named by personal advisers and stored in their usual information systems. As described above, personal advisers were asked to complete this record on the basis of information provided by the school prior to interview as well as information obtained through induction interviews. The pupil record consisted

of eighteen information categories, each with between one and nine response categories, spread across three A4 pages. On the fourth page, personal advisers could record factual information about a pupil that did not fit the multiple-choice format. Each information category had an alphabetical label and personal advisers were asked to indicate whether they had used information supplied by the pupil (p), the school (s) or themselves (ca) to complete these categories. The information source was a means of ascertaining the relative reliability of the given information (Miles and Huberman, 1994, p.268), as well as indicating how much pupil information was supplied by schools.

Information categories A – R were based on research findings reported by Dobson (2000), and were designed to be analysed in a variety of ways, as outlined below. The only significant category of Dobson's that was omitted from this record was 'family attitudes to schooling' as it was not possible to obtain this information in this research study. I thought that either schools or pupils would provide information relevant to categories A – R, although I recognised that personally sensitive information might not be generated through this process. Those categories that were completed less often than others might indicate late entrants' fear of stigmatisation if they disclosed certain sensitive information (Crozier and Tracey, 2000, p.174).

Each response category within each information category had a numbered label of between one and nine. Personal advisers were asked to circle the number of the response category/ies that applied to each interviewee. Response categories for information category C were based on ethnicity categories used in the 2001 Census (Commission for Racial Equality, 1999). Four information categories, where the range of possible responses was wide or unknown, included an 'other' response category. Information categories D, E and N were designed to elicit more than one response, if appropriate. Although this variety of response categories made analysis time-consuming, it was an important means of ensuring that response categories were appropriate to the information being sought.

Conducting Phase One Induction Interviews and Recording Pupil Information

It was important that personal advisers conducted interviews in ways that built trust, co-operation and openness in their relationship with pupils (Denscombe, 1998, p.111). This was not only for ethical reasons but also in the interests of both the on-going project and this research study. Personal advisers were therefore asked to provide private and comfortable interview accommodation and start induction interviews by explaining their purpose (Robson, 1993, p.294), what support they could offer pupils, and how this would relate to school systems and support services. They were also asked to explain the code of confidentiality and clarify circumstances in which they

might have to share interview information (Cohen and Manion, 1994, pp 362 – 364). Advisers were asked to enable pupils, within the limits of the half to hour-long interview, to take a lead in identifying issues of interest and concern.

Briefing Project Schools, LEA Staff and Personal Advisers

It was important that all involved had a clear understanding of what would be expected of them in this research study and what they could expect in return (Miles and Huberman, 1994, p.47). It was also essential for them to feel that this study recognised their professional contexts and supported their core business. Personal advisers were therefore informed of project plans in the summer term of 2000, but detailed briefing was carried out by their managers in the autumn term 2000, at the same time that schools and LEA staff were briefed. This research timetable was an important means of managing the research process and planning my schedule of data analysis (Appendix One) (Robson, 1993, p. 300).

Briefing project schools and LEA staff

The briefing strategy aimed to ensure that data collection procedures were as transparent and effective as possible, and that there was strong and

coherent support for this work and for the pupils involved, from the LEA, schools and the Connexions Service

Details of the KS3 project were discussed with schools in the summer term, when their partnership agreements were negotiated with the Connexions Service, and again with headteachers early in the autumn term 2000. The relationship of this research study to project arrangements was described, and the participation of 15 of Coventry's 19 secondary schools was secured. A similar approach was adopted with KS3 year heads in the 15 schools and with personal advisers, each of whom received a guidance folder.

Briefing personal advisers

Personal advisers' briefing needed not only to secure their support for the KS3 project and associated research, but also ensure that they understood and had confidence in their data collection role. A briefing session was trialled with five personal advisers' managers in September 2000, who, in turn, used this approach to brief their teams. The trial briefing raised procedural and ethical issues, including confidentiality, which were clarified prior to briefing all personal advisers. These briefings took place in schools where individual contexts and questions could be most effectively addressed. Given my prior knowledge of most personal advisers, and the professionalism of their management team, I was confident that these

briefings, supported by guidance folders, would be sufficient preparation for data collection. The detail in the guidance folder, described below, was intended to achieve as much consistency as possible in the briefing process and provide an on-going reference source for personal advisers. Guidance covered areas of practice that were under the control of personal advisers. The Connexions- school partnership agreement already covered other procedural issues, such as the transfer of pupil information and confidentiality.

Personal advisers were asked to complete pupil records for all KS3 late entrants with whom they worked from November 2000 until July 2001. The purpose of the records was described as threefold:

- 1) to inform the 1:1 induction and support process
- 2) to record information that might identify further action (under the usual confidentiality procedures)
- 3) to facilitate city-wide (anonymous) analysis of the experiences of KS3 late entrants

I was careful, when designing pupil recording proformas, not to burden personal advisers with paperwork that either duplicated existing records or appeared intrusive, time-consuming or irrelevant. These proformas were welcomed by personal advisers as adding rigour to their work and the Connexions Service used them as a basis for new computerised record

keeping systems which included pupils from year 7 upwards. Personal advisers were asked to allocate each pupil a code and to use this code consistently on all pupil records, in order to preserve anonymity where necessary.

November was the start date for data collection, allowing the first half-term for new staff to become established and school routines to settle down. Citywide data showed few late entries during September and early October (Coventry LEA, 2001,4), so that this timetable did not make individual pupils unduly vulnerable. As the research study did not attempt to include a complete year's cohort of late entrants, this start date did not threaten its validity.

A *guidance folder* was produced for each personal adviser, which contained project background information, the research timetable with data collection deadlines, proformas of data collection schedules and pupil records, and guidance on the collection and recording of pupil data. This was designed to take account of Connexions Service 's current working practices. I included comment sheets in the folders which invited feedback from personal advisers and I also encouraged them to contact their line manager or myself with concerns and comments about the roles and methods that they were undertaking.

There were aspects of the process where procedures, relating to pupil referrals for example, varied from school to school. But every opportunity was taken to emphasise the importance of issues such as pupil preparation, confidentiality and obtaining pupil and parental/ carer consent. This was in line with the developing body of guidance concerning the ethics of involving children and young people in research that is discussed by authors in Lewis's and Lindsay's book *Researching Children's Perspectives* (2000). Jones and Tannock (2000, p.90) point out that, 'in spite of the apparent normality of the (school) situation, it was essential to gain informed consent from children and parents.' Cohen and Manion's suggestion (1994) that researchers should gain permission from first, the adults responsible for the children and second, the children themselves, was the approach adopted by most schools, with a few also seeking permission from parents.

Recording proformas

In order to speed up data collation and return, advisers were provided with a checklist of individual pupil data that they needed to collect, and sets of recording proformas for the estimated numbers of late entrants in their schools. The individual pupil recording proformas included:

- A pupil contact record for recording each sustained (rather than casual) individual contact that personal advisers had with pupils, plus occasions when pupils did not attend planned meetings.
- A record of pupil background information,
- A record of the induction interview.

Personal advisers were also provided with a proforma for listing *all* pupils who were referred to them for interviews. Coded versions of these pupil lists were intended to facilitate quick analysis of inter-school differences as well as patterns in entry dates and year group numbers.

Advisers were also provided with the following guidance and recording proformas for pupils who received follow-up support after their induction interview: Record of support programme (and details of other sources of pupil support); planning and reviewing individual activities record; support programme summative evaluation record. Each personal adviser was given a summary of Coventry LEA's *Background to the project*, guidance on *Different groups, different experiences*, (Coventry LEA, 1999, 2), and a copy of Dobson's *Pupil Mobility in Schools: Final report* (2000). These were an important means of sensitising personal advisers to the range of experiences associated with transient pupils.

Guidance on the collection and recording of pupil data

Detailed guidance, described below, was given on the use of each of the recording proformas contained in the guidance folder. This guidance was designed to achieve rigorous data collection from the least experienced personal adviser at the same time as enabling the most experienced advisers to apply it judiciously, alongside their core business of supporting late entrants in adjusting to school.

Guidance accompanying the pupil background information record described the purpose of collecting this information as helping to inform personal advisers' discussions with pupils as well as contributing, anonymously, to citywide data analysis. Personal advisers were asked to complete records using school-generated as well as pupil-generated information, indicating the information source alongside each response. They were told that 'you may sometimes choose to circle more than one number or letter. Please leave a gap if you cannot provide information or if the headings and categories are not relevant. Add written comments wherever you feel they offer clarification.' An example was given to illustrate record completion.

Guidance on the induction interview schedule and recording proforma underlined the research's ethical principles by explaining that the main purpose of the induction interview was 'to establish a positive 1:1 rapport

with newly arrived pupils so that they can more confidently adjust to their new school.' Illustrative prompt questions were provided, but advisers were urged to adopt an approach 'appropriate to individual pupils.' The guidance explained that the interview's secondary purpose was to collect data in order to 'gain a better understanding of the needs and experiences of pupils who enter school after the normal admission date.'

Management and Co-ordination of Phase One Data Collection

It was important for me to meet regularly with those who were managing the phase one data collection process in order to: obtain and give feedback about the process, identify and address any obstacles, maintain the data collection timetable, provide a central source for city-wide data collection when appropriate, provide a forum within which interpretation of data could be explored, and consult on my approach to phase two data collection. I saw these meetings as an important means of maximising the reliability of data collection and interpretation.

Following the November briefing of personal advisers, I arranged four bi-monthly progress review meetings (or 'case analysis' meetings, as described in Miles and Huberman, 1994, p.76) with personal advisers' managers (Table 4.5, Appendix One). A final debriefing of managers and personal advisers was held at a Connexions Service training day in August of the

following year (Robson, 1993, p.472). I describe these meetings below, highlighting research issues that emerged and illustrating opportunities and challenges inherent in undertaking research with young people in the 'real world' setting of a school-based induction and support project (Robson, 1993).

First progress review meeting

At the first review meeting, personal advisers' managers explained that, despite co-operation from most staff in most schools, there was already some research timetable slippage. This particularly happened where personal advisers had to meet the needs of higher than predicted numbers of late entrants, including pupils from asylum seeking families. Personal advisers found the guidance folders useful in preparing for interviews and the recording proformas helped them with their work within and beyond the project. Most advisers recorded school-generated information prior to interview at the same time as they prepared interview questions. Most also completed interview and background information records after, rather than during, the interview. Despite time pressures limiting some interviews to half an hour, most personal advisers reported positive interview experiences, although 'some pupils were in tears when talking about their experiences, while some had not attended' (Coventry LEA, 2001, 5, 23/01).

This progress review influenced the research process as follows. It was agreed that two of the 15 schools would not be able to collect data for this study, and that newly arrived children from asylum seeking families should not be included in the research population. This was because other forms of induction support, such as English as an additional language, were of higher priority than an interview with a personal adviser. Arrangements were made for personal advisers to return copies of completed pupil records by the agreed deadline of February 23rd. This date was chosen because it was at the end of the schools' half term week, and it was hoped that personal advisers would have more time in which to collate pupil records.

Second progress review meeting

The second progress review meeting (Coventry LEA, 2001, 5, 14/03) provided an important opportunity to thank personal advisers for pupil records that had been received by this date from thirteen schools, and to ask them to supply missing pupil data. Missing data was defined as pupil codes, year group and school entry dates, as well as pages that had not been photocopied (Miles and Huberman, 1994, p.242). I tried to speed up this process by listing each personal adviser's missing data on a faxable proforma to be returned to me by April 11th. It was agreed that new pupil records received after this date would be added to the central record collection but would not be included in this research study. This meeting was

also an opportunity to seek a response to proposals for phase two data collection involving interviews with year heads, personal advisers and pupils.

Third progress review meeting

I decided to use the third progress review meeting (Coventry LEA, 2001, 5, 24/05), to test my interpretation of my initial analysis of pupil background information and induction interview records. I explained why I would only include 75 returned records in this research study (see analysis below) and managers were asked to chase missing data for 15 of these. Discussion of my analysis prompted further consideration of various issues, some of which could be explored in phase two. Issues included: the disproportionate numbers of girls and boys; the lack of information given by schools to personal advisers prior to interview; factors affecting pupil induction procedures; formal and informal methods of pupil information transfer; the availability of specialist support, the role of the school as a 'safe place' for many pupils; the positive attitudes of most existing pupils towards late entrants; and, the impact of teacher mobility on school provision for late entrants.

I also used this meeting to ask managers to check with personal advisers whether any of the eight pupils I had selected from anonymous phase one records for phase two research might be unsuitable. I described the reasons

for their selection and the process through which interviews would be arranged with the school and pupils. One personal adviser contacted me after his meeting with his manager to express concerns about ethical issues related to pupil selection and confidentiality. This concern was addressed through approaches used in phase two data collection, and is further discussed in Chapter Five.

Fourth progress review meeting

The fourth meeting (Coventry LEA, 2001, 5,12/07) was my last chance to collect outstanding data before the summer holiday and to recognise the end of both phases of the data collection process. I used this opportunity to thank personal advisers for their contribution to the research, present some initial findings and discuss how research results could be used to enhance future support for late entrants. The latter discussion addressed the following issues: personal adviser, year head and pupil perspectives on the value of induction and support received; referral and information transfer procedures including confidentiality; the role and training needs of personal advisers, and implications for project continuation into the next school year. At the end of discussions, it was agreed that the Connexions Service would continue this data collection process in the project's second year and draw up guidance for personal advisers based on the outcomes of this research study. This commitment demonstrated the value of involving personal

advisers in the research process in schools, despite the challenges this sometimes presented to research management.

Collation and Analysis of Phase One Pupil Data

I describe below how data collected by personal advisers was collated and how information from individual pupil records was re-organised to facilitate cohort –wide analysis. The phase one data analysis timetable (Table 4.6, Appendix One) illustrates the difficulty of collecting data through a large research team. Although nearly all records were returned promptly, in the interests of maximum reliability I decided to chase all pupil data that was missing from records I received, except that which pupils appeared to have chosen not to provide. Thus I was still collecting a small amount of phase one data after completing the phase two interview timetable (Table 3.3, Appendix One).

Collation of pupil data

95 individual pupil records were received from personal advisers by the revised deadline of April 11th, 2001. They were numbered sequentially as they arrived and grouped, using pupil codes, by year group and by school. Data from all background information categories was entered on a spreadsheet so that quantitative data analysis could be undertaken. The

spreadsheet was designed to record single and multiple responses, as appropriate, to individual response categories and also to record whether the source of the response was school, pupil, personal adviser or unknown. For each information category it was also possible to record that no response had been given (Robson, 1993, p.316).

A matrix was designed for collating and analysing qualitative data emerging from induction interviews (Miles and Huberman, 1994, p 449). The matrix's layout facilitated easy cross-referencing with the spreadsheet so that pupil data from both sources could be interpreted together. Coding categories for analysing induction interview data were derived from a preliminary analysis of major issues raised by pupils across all induction interviews that lay outside the categories used in the pupil background information record. This approach ensured that the minimum of information generated by pupils was lost and that the recorded data remained as true to pupil-generated perceptions as possible (Robson, 1993, p.253).

When all data had been collated on the spreadsheet and interview matrix, each pupil's interview record and background information record were crosschecked for confirmatory or contradictory information. This was an important means of enhancing the validity of data collected (Denscombe, 1998, p.85). Any identified inconsistencies, queries, missing data such as pupil codes and school entry dates, or even missing pages, were followed up

with individual personal advisers. Scrutiny of personal advisers' records showed that personal advisers had misunderstood or mis-applied only one aspect of data collection; this was demonstrated through irregular recording of the source of response on the background information record. However, as there were no tape recordings of interviews, it was not possible to investigate interviewer bias in data collection or pupils' responses to interviews. The effect of the power relationship operating in the interview situation could not be ignored, given that interviewees were new to the school, new to the personal adviser and asked to discuss personally sensitive issues. As Costley states (2000, p.169), 'There are obvious difficulties when an adult is questioning children, including issues of status and position, perception of what the interviewer wants to hear and peer group pressure'.

A summary matrix of key pupil information from these two sources was produced, and information about attendance patterns at induction and follow-up interviews was added. No between-school differences, in the distribution of settled and unsettled pupils for example, were identified that merited immediate further investigation. This matrix was examined to ensure that all pupil records contained sufficient and appropriate data. As a result of this, 20 of the 95 pupil records received from 13 schools by the April deadline were excluded from this research population. This included seven boys and two girls who had not attended induction interviews, seven KS4 pupils, and four

pupils about whom there was very little data. Nearly all missing data from the remaining 75 pupils had been collected by the middle of April, and this provided the basis for a preliminary analysis of pupil data.

Preliminary analysis of pupil data

A preliminary analysis of data from both sources was undertaken, so that an interim case summary (Miles and Huberman, 1994, pp. 77 – 80) could be presented to personal advisers' managers at their third progress review meeting and to the LEA transience working group. These discussions provided an important opportunity to check out preliminary interpretation of findings, refine research questions and identify areas that merited deeper investigation, either immediately or in phase two. They also highlighted the need to change some reporting terminology, for example, from 'family breakdown' to 'changes in the family unit' as a less pejorative term.

One question identified for exploration in phase two related to the curriculum induction and progress tracking which accompanies pastoral induction and support of late entrants on entry to their new school. A suggestion for further analysis of existing data arose from the LEA analysis of late entrants' attainment which showed that pupils who start school at the beginning of year 7 do better than pupils who start later in the term. It was therefore decided to use both data sources available in this study to investigate

whether or not a start-of-term or mid-term entry date appeared to be associated with a pupil being settled or unsettled in the new school (see below). However, as LEA officers also observed that recording of pupil entry dates was sometimes delayed in schools for administrative convenience, the results of such an analysis would need to be treated cautiously. Discussions of preliminary findings also generated various explanations for the disproportionate numbers of girls as compared with boys who attended induction interviews. It was suggested that this could be further investigated through analysis of patterns of non-attendance at induction and follow-up interviews.

Final analysis of pupil data

Following these discussions, more detailed analysis of induction interview records and pupil background information records was undertaken. Induction interview record data was analysed both independently and in relation to pupil background information data. Detailed analysis of background information records examined responses to single- and multiple-choice information categories, and considered the extent to which the source of the response (school, pupil, personal adviser or unknown) influenced the reliability of the data (Miles and Huberman, 1994, p.268). I describe below how detailed analysis of pupil records was undertaken and how the analysis of data sources assisted interpretation of findings.

Analysis of induction interview record data

Coding categories were identified for data that emerged from pupil interviews and that lay outside of information categories used in the pupil background information record. These were: areas of concern, areas of interest, comments on academic progress, positive and negative factors associated with entry to the new school, and whether the pupil could be described as settled or unsettled in the new school or whether this could not be identified. While the first three categories were mainly descriptive, revealing no patterns of particular interest, data from the latter two was used to further explore factors, such as school entry date, that might be associated with settling in to a new school. Allocation of a 'settled' or 'unsettled' code to a pupil was based on the pupil's self – assessment, where given, or the personal adviser's assessment, supported by the relative balance of positive and negative comments when pupil responses were clustered (Miles and Huberman, 1994, p.249). Although this was a crude coding category, it provided the basis for further investigations as well as an important criterion for selecting pupils involved in phase two.

Any data that lay outside these categories, and outside the scope of the background information record, was also noted in order to assist interpretation of phase one data and as a possible focus for phase two. This

analysis of induction interview data underlined the value of qualitative data in identifying emergent issues that other methods might not have revealed. Reading notes of pupil accounts of their experiences of changing house, family, friends and school, not only highlighted the individualised nature of their experiences but also challenged possible researcher assumptions (Miles and Huberman, 1994, p.278) about the positive or negative impact on pupils of such changes. For some pupils, a change of family unit or a change of school was welcomed after a long period of difficulty. This data analysis also identified issues for further investigation in this or other research studies. Interview confidentiality was identified for further exploration in phase two, while other issues lay beyond the scope of this study. These included: the impact of out of school adjustments, such as climate, culture, new family, on in-school adjustments; pupils' use of coping strategies; and the impact of school factors such as extra-curricular sports, music and drama facilities.

Analysis of induction interview record data in relation pupil background information

Interpreting these two data sources alongside each other highlighted the potential of this approach for checking data reliability and for combining breadth and depth of data interpretation. Individual records had been crosschecked for confirmation, missing data or contradiction when they were

first collated centrally; there had been very little evidence of contradiction. In the final analysis, interview data stimulated further analysis of background information data relating to school location and school entry dates for example, although neither of these analyses resulted in significant findings. An analysis also looked for evidence of a relationship between a start-of-term or mid-term entry date and pupils who were defined in induction interviews as being settled into their new school. While mid-term entry data may be imprecise, due to unreliable school administrative procedures, it was judged unlikely that start-of-term entries are recorded mid-term and vice versa, and an exploration of this relationship was therefore considered worthwhile.

A number of response patterns were identified across interview records that suggested some pupil background information categories may be particularly unreliable, due to variation in respondents' interpretations of, for example, short-notice or advanced planning transfers (category R) or similarity of pupils' background to others (category M). Interview data also assisted interpretation of a low response rate to background information category D (family and social circumstances), where given categories may not have been broad enough to capture other relevant, although minority, circumstances that pupils identified in interviews. Although section N categories, about reasons for school transfer, were based on causes identified in Dobson's study (1999, 2000), about half of the pupils in this

research study identified 'other' as their response. The induction interview data provided insights into these other reasons, and confirmed the value of adapting Dobson's categories, especially when analysing data generated by pupils, rather than by schools and teachers.

Analysis of pupil background information records

The purpose of identifying three possible data sources, -the pupil, the school and the personal adviser - was to obtain the maximum amount of data about each pupil, recognising that availability of data would vary from pupil to pupil, from school to school, from personal adviser to personal adviser. This was felt to be a valid approach, provided that the information source could be identified so that separate analysis of data generated by different sources could take place if appropriate (Miles and Huberman, 1994, p.268). When pupil record data was analysed, the information source, or lack of it, for each response was noted. Information source analysis was used to identify individual records, or information categories across all records, whose data source appeared unreliable.

Analysis of sources used to complete information categories

On the few occasions where more than one information source was cited for the same response, it was the pupil response that was included in analysis

rather than the personal adviser's, as it was thought likely to be more reliable in relation to my research questions. The exception to this was categories H, I, O and P where school information was considered more reliable and was therefore given priority. However, there was such little information provided by schools about H, 'date of leaving previous school' that this category was excluded from this analysis. Thus, it was not possible to analyse the length of pupils' 'between schools' time. There was also a lack of school information about categories O and P, regarding academic achievement level relative to age group and attendance level at previous school within 5% bands above 80%. These categories were considered dependent for accuracy on schools' provision of factual information rather than pupils' or careers' advisers' estimates, and the information contained in these categories was therefore not considered reliable.

Table 4.1 contains an analysis of data sources relating to information categories where only a single response was given.

Table 4.1 Analysis of sources used to complete information categories where only a single response was given

Note: Date of birth data (category A) which was used to cross-check pupil identification, and school entry date (category I), are not included in this table

Information category	B Gender	C Ethnicity	F No. school changes	G Prev. school	J Year grp On entry	K Alone? With sibling?	L First time in school?	O Acad. Achiev?	P % Attendance?	Q EAL?	R Trans. Planning?	Total
% pupils about whom information was given	100%	97%	97%	95%	100%	93%	95%	73%	60%	91%	87%	
No. of pupils about whom information was given	75	73	73	71	75	70	71	55	45	68	65	741
No. of responses to category where school was source of information	4	3	0	0	7	1	3	6	2	0	1	27 (4%)
No. of responses to category where pupil was source of information	17	23	50	50	41	40	40	12	9	33	31	346 (47%)
No. of responses to category where personal adviser was source of information	23	16	5	4	7	6	7	13	14	13	12	120 (16%)
No of responses to category where source of information is not known	31	31	18	17	20	23	21	24	20	22	21	248 (33%)

For each of the above nine categories where only a single response was given (excluding O and P), information was generated for at least 85% of pupils in the research population. Category K data includes those pupils who not only joined the new school with a sibling, but also had a sibling already in the school. This category was broadened, as a result of personal advisers' annotations and induction interview data, to include the range of definitions of sibling used by respondents (usually meaning a blood relative of the same generation). 'Forced choice' responses used on this record, involved

respondents in giving best-fit as opposed to exact responses (Robson, 1993, p.249). Although inviting personal advisers to annotate responses demanded additional analysis, it proved to be helpful in increasing the reliability of data analysis. Personal advisers also annotated responses to category Q, to indicate, for example, that although a pupil's first language was English, s/he sometimes spoke another language equally fluently.

Although, on average, the source of a third of responses could not be attributed, this was not thought to challenge the reliability of the pupil data. However, it did appear to signify the lack of importance attached by personal advisers to recording this data as compared with actual responses to information categories, resulting, perhaps, from this being given inadequate emphasis in their preparation. For seven of the above categories, at least 47% of responses were pupil generated, with possibly more being included amongst responses with an unknown information source. Pupils' responses to these categories were considered likely to be reliable. Pupil-generated information was lower than average in response to categories B and C concerning gender and ethnicity, although these were also categories where the information source was least often specified. It is possible that personal advisers thought it unnecessary to seek pupil information in response to these categories or that they were reluctant to ask pupils' about their ethnicity, or both. While this might raise questions about the reliability of ethnicity data, where self-classification is usually viewed as the most

accurate source, logically, although unlikely in practice, the same question could be posed about gender! Personal adviser information was generally considered the least reliable source, as it might be speculative. Table 4.2, below, analyses information sources that were used to complete four information categories where multiple responses were given. These categories related to a pupil's family and social circumstances, housing and economic circumstances, background in relation to other pupils and reasons for transfer to this school. As the given responses to each category were not mutually exclusive of each other, information had to be analysed differently. Response frequency could generate interesting findings, but reliability had to be considered in relation to the numbers of pupils with whom these responses were associated. This could be determined by subtracting from the total research population the numbers of pupils about whom information was not given in each category.

Table 4.2 Analysis of sources used to complete information categories where multiple responses were given

Information category	D Fam. & soc.circa	E Hous. & econ. circa	M Pupil's back ground	N Reason for transfer	Total
% pupils about whom information was given	57%	88%	93%	99%	
Number of pupils about whom information was given	43	66	70	74	253
Number of responses to category where school was source of information	0	1	0	3	4 (2%)
Number of responses to category where pupil was source of information.	36	47	27	43	153 (60%)
Number of responses to category where personal adviser was source of information	2	5	19	13	39 (15%)
Number of responses to category where source of information is not known	11	18	24	26	79 (31%)

The overall relative use of school, pupil and personal adviser as sources of information in Table 4.2. was similar to that attached to the nine information categories analysed in table 4.1 above. There was, however, more use made in categories D, E and N of pupil-generated data, possibly because these were areas that could least easily be deduced from other information. Despite the high response rate to category M concerning the pupil's relative similarity to other pupils within the schools, this data was not considered reliable. When responses to this question were examined across the 75 pupil records, the numbers of multiple responses indicated a lack of clarity in what had been designed as three mutually exclusive response categories. Personal advisers' notes indicated that pupil background had been interpreted in a wide range of ways to mean social class, family unit, or ethnicity for example. Although category M findings could raise interesting questions about actual versus perceived difference between late entrants and the resident school population, conclusions could not be drawn from this data. It was important to note the relatively low % of pupils about whom information was given in category D concerning family and social circumstances. Reference to induction interview records showed that the given categories may have been too narrow to capture other relevant circumstances and that many pupils may have preferred not to disclose this information.

Issues raised by analysis of information sources

The pupil background information record sought to explore most factors identified in Dobson's research on pupil mobility and to build as complete profiles of late entrants as possible. The inclusion of single- and multiple-response information categories in the same record reflected this attempt at breadth and coverage, and, although this combination made data analysis more complex, it achieved its aim. The analysis of information collected from three different sources showed that personal advisers received little information from schools prior to interview. Personal advisers generated about 15% of the data, but its reliability was questionable. It therefore appeared that it would have saved time, without cost to the quality of data collected, if personal advisers had been asked to only record pupil-generated information.

Summary of pupil data analysis

Pupil background information from records of 75 pupils were categorised and analysed. Information was collected through responses to multiple-choice statements in 18 categories, the following three of which could include more than one response – D: family and social circumstances; E: housing and economic circumstances, and N: reason for transfer to this school (Appendix Two). 73 of these 75 records were accompanied by notes

of pupil responses, during an induction interview, to open-ended questions about the following three areas: experience of entering a new school; personal concerns and interests; anything else.

Analysis of induction interview data and pupil background information, both independently and together, generated findings described below that were rich in breadth and depth, and yielded the combination of unique and wider understandings referred to by Simons in her discussion of the *Paradox of Case Study* (1996, pp.225). They were not only of interest in themselves, but they also pointed to issues and approaches for further research. The design of research instruments facilitated an assessment of the reliability of both sets of data. Data collected in background information categories H, O, and P, was considered unreliable and was therefore excluded from research findings. Although data from background information categories C, I, K, M, Q, and R, was considered less reliable than the remaining data, it was included in research findings, with appropriate caution attached to interpretation. Data analysis also identified aspects of research instruments and their application, such as data sources on the background information record, that could be improved in further studies.

Phase One Research Findings

I describe below findings resulting from my analysis of phase one data, which take account of reservations about data reliability identified above. Where appropriate, these findings are presented in the context of local and national research findings relating to late entrants to secondary school. I start by describing the LEA context for these research findings.

LEA context

Analysis of data relating to this research population was, where possible, interpreted in the context of data for the KS3 pupil cohort for the same group of thirteen schools in the same school year 2000-2001. Where this data was unavailable, data for the equivalent cohort in the previous school year (2000-01) was used. Where KS3 -specific pupil data was not available, data was used from whole secondary school pupil populations. Where individual school data was not available to enable data analysis that related only to the thirteen schools, citywide secondary school data was used to provide a context for analysis.

There was no comparative data available either at LEA or national level that broke secondary school transience figures down by gender or ethnicity. There was no national data available relating to KS3 transience. Indeed,

there was no nationally agreed definition of transience which provided distinct information about late entrants and early leavers or transience benchmarks which could provide a national context in which individual school and LEA data could be meaningfully analysed.

Who were the transient pupils in this study?

Year groups

The study comprised 75 pupils, 41 (55%) of whom were in year 9, 20 (27%) pupils in year 8 and 14 (19%) pupils in year 7. These figures did not reflect transience in these year groups in this group of schools during the school year 2000 – 01. In- year transience figures for all Coventry secondary schools totalled 242 including 108 (45%) for year 9, 78 (32%) for year 8 and 56(23%) for year 7. The research population was composed of pupils who were referred for support by their year heads. The research study did not have data about pupils who did not attend. The research population also included pupils who had entered schools during the previous school year.

Gender

45(60%) of pupils receiving induction support were girls and 30 (40%) were boys. The proportions of girls and boys in the current citywide KS3 cohort were roughly equal. The gender breakdowns by year were as follows:

24 (58%) of year 9 were girls and 17 (42%) were boys.

15 (75%) of year 8 were girls and 5(25%) were boys.

6 (43%) of year 7 were girls and 8 (57%) were boys.

The disproportionately high number of girls compared with boys could not be accounted for by numbers of pupils from single-sex schools. If the ten girls from the girls' school and the seven boys from the boys' school were excluded from the figures, the relative percentages remained at 60% girls and 40% boys. Other explanations might include disproportionate numbers of girls being referred by year heads or disproportionate number of boys not attending interviews. There was no indication from earlier research (Coventry LEA, 1997) that girls outnumbered boys in the transient pupil population.

An analysis of interview attendance showed no gender differences in frequency of attendance by individual pupils. However, seven boys and two girls from the original 95 pupils who were referred to personal advisers were excluded from this research study because they did not turn up for induction interviews. 11 (37%) boys and four (9%) girls from the project population of

75 failed to attend induction or follow-up interviews on at least one occasion. This could indicate an attitudinal difference towards interviews between girls and boys that merited further investigation. However, personal adviser records of non-attendance might not be reliable. Not all pupils were called for follow-up interviews, and records only registered formal contact with pupils within the limited period of data collection. They therefore did not necessarily reflect the relative support received by boys and girls.

Ethnicity and English as an Additional Language (EAL)

Research findings concerning the ethnicity of this research population had to take account of the fact that pupil categorisation by ethnicity was not considered reliable, and that minority ethnic group numbers were small. Categorisation by EAL was also flawed, compounded by the decision to exclude from the project all but two recently arrived pupils from asylum seeking families. This was because it was thought more appropriate for this group of pupils to receive induction and support from an adult who spoke their own language than from a personal adviser without these language skills.

In addition to flaws in ethnic categorisation, there was no LEA pupil cohort with which its ethnic composition could be directly compared. For example, the LEA population figures for 2000 included KS3, 4 and 5 pupils in the

thirteen secondary schools, rather than only KS3. Coventry LEA data categories for 2000 were not the same as those used in the 2001 census on which this background information record was based. There was no LEA data for in-year transience broken down by ethnicity against which this data could be compared, either for the current school year or for previous school years.

Despite the unreliability of this data, an analysis of pupils who spoke EAL and of pupils' ethnicity was undertaken in order to ensure that the diverse experiences of KS3 late entrants from different ethnic groups was explored in this research. Criteria for selecting pupils to participate in phase two research on the basis of their ethnicity and their language were derived from the following analysis:

56(74%) pupils in this study were white (64% white British, 5% white Irish, 5% other white)); eight (11%) were Asian or Asian British (7% Indian, 1% Pakistani, 3% other Asian); four (5%) 'mixed' (1% white and black Caribbean, 3% white and black African, 1% other mixed); four (5%) black or black British (4% Caribbean, 1% African) one (1%) was from another ethnic group and five (7%) were unknown. Of the 68 pupils who responded to the question concerning language, 58 (77%) spoke English as their first or only language and English was an additional language for 9 (12%) pupils. One pupil spoke no English.

Where did these transient pupils come from and why did they move schools?

Research into pupil transience in Coventry LEA (1997) demonstrated the difficulty of accurately identifying reasons for transfer. Headteachers' and teachers' perceptions of reasons were often at variance with parents'/ carers' and pupils' perceptions. There was often more than one reason for moving, and the given reason sometimes obscured a hidden reason. Consistencies and contradictions between teachers' and pupils' accounts of moving into a new school needed to be explored.

Phase one data concerning reasons for moving schools reflected pupils' perceptions. Eight pupils did not identify any reason for transferring schools. 46 (67%) of the remaining pupils identified one or more of six given reasons. 14 pupils (19%) said that they transferred because this school was nearer home; nine (12%) because it was perceived to have higher standards; nine (12%) because of alleged bullying at the previous school; six (8%) because of home school conflict at the previous school; four (5%) because they had been excluded from their previous school and four (5%) who had moved to join or accompany siblings. 28 (26%) of these responses could be characterised as reflecting dissatisfaction with the previous school.

39 (45%) of the 85 pupil responses to the question concerning reasons for transfer fell into the 'other' category. An analysis of responses to section D (below), concerning family and social circumstances, combined with an analysis of induction interview data, suggested that the following circumstances could constitute reasons for transfer that were not identified in the background information record but might need to be included in future research instruments:

The provision of more specialist SEN support at new school; space for more than one sibling; family bereavement/ breakdown/ change and movement to new house, moving into local authority care, parent/s moving for job or educational reasons etc., having to travel too far to previous school, moving to a larger house, moving to be closer to family, general unhappiness at previous school, moving to live or go to school in a safer place (from within or outside the UK), preferring a church school, failure in exams at a private school, failure to secure a place in first choice school and delayed entry to this school by appeal,

While only a small number of pupils' reasons for transfer might fit into each of these additional categories, it was important to acknowledge that this range of reasons applied to just under half of this pupil population. This confirmed Dobson's assertion that 'the apparent simplicity of categories

hides many more complex reasons' (1999,p.23) and confirmed the value of using research instruments that could respond to such data.

Table 4.3 below, shows how findings about my pupil cohort fitted into Dobson's four causes of mobility categories. While this provided a useful framework within which to make sense of patterns of pupil mobility, different frameworks and categories may need to be developed in order to understand mobile pupils' experiences. For example, while pupils' perceptions of reasons for transfer were not necessarily more accurate than others', the wide range of categories used by them might be an important reminder of what distinguished one pupil's experience from another's.

Table 4.3 Analysis of causes of mobility of 75 pupils in research population, using Dobson's categories

Note: Causes of transience given by 62 pupils were identified through examination of responses to either the 'reasons for transfer' section of the questionnaire or 'circumstances associated with the move.' Causes of transience for the remaining 13 pupils were ascertained through reference to induction interview notes.

	Cohort
International migration	Total = 4
Labour/career cycle	1
Refugees	1
Settlement	
Students	2
Internal migration	Total = 41
Labour/career cycle	15
Life cycle	14
Housing/environment	11
Schooling	
Travellers	
Institutional movement	Total = 29
Exclusions	3
Voluntary transfer	25
Private/ state school transfer	1
Special/mainstream transfer	
Individual movement	Total = 1
Children in care	
Fragmentation of families	1

Of the 71 pupils for whom there was data about previous school location, 41 (55%) had attended their previous school in Coventry, 24 (32%) elsewhere in the UK and 6 (8%) overseas. Of the 73 pupils who answered the question concerning the number of school changes made during KS3, 55 (73%) said

that this was their first change of school, 16 (21%) said they had made two changes and two had made three changes.

What family, social and economic circumstances were associated with pupils' transfer to a new school?

32 (43%) pupils did not answer this question, possibly because the nine identified circumstances were not relevant to them or because they chose not to disclose this information.

Pupils who responded to this question might have experienced more than one of nine circumstances. Of 49 responses given to the question about family and social circumstance, 17 (23%) pupils said that their parents had moved for job reasons and 18 (24%) said that their family unit had 'broken up' and recently undergone significant change. Dobson's study found that both these factors were significant contributors to pupil mobility (Dobson, 2000, pp. 77 -79). In my study, most changes in the family unit resulted from the separation of pupils' parents. These pupils were usually living with one parent, plus a stepparent and step-brothers/-sisters, or with a relative. They were therefore adjusting not only to loss of close contact with certain relatives (although, for some, this was welcomed) but also to the building of new family relationships (which, for some, was also welcomed). For a few pupils, this change was accompanied by family bereavement, such as a

parent's suicide, or it resulted in a move from one foster parent to another. For some, it meant taking on new domestic responsibilities, becoming the main family carer for example. Pupils' experiences of their new family unit and their relationships to the parent and siblings from whom they were separated varied. While some reported being happy in their new situation, others reported finding it a source of worry.

No pupils reported that they had moved schools because of both a job change and a change in the family unit. Of the 63 responses to the question about housing and economic circumstances, 40 (53%) pupils said that their school transfer had been accompanied by moving to new housing. 20 (27%) pupils did not answer this question, possibly because they felt that it was irrelevant or personally intrusive. Of the 41 (55%) pupils whose change of school was accompanied by a change of house, 28 (68%) moved house because of changes of job or family unit. 15 (88%) pupils whose parent/s moved job also moved house and 13 (72%) pupils whose family units underwent change also moved house. (See N, Appendix Two)

Only eight pupils (11%) were identified as eligible for free school meals and the source of this information was rarely identified. In 2000-01, 20% of pupils from these thirteen schools were eligible for free school meals (Coventry LEA, 2001,3, n.p.) It therefore seemed likely that many schools did not provide personal advisers with this information along with other pupil

background information such as academic attainment levels and attendance rates. Personal advisers might have chosen, in their first meeting with pupils, not to probe potentially sensitive areas of questioning such as free school meal entitlement, even though this information could help them identify induction and support needs.

Data concerning family, social and economic circumstances confirmed that, for most pupils, late entry to school required a number of school-related adjustments which included new friends, new teachers and teaching styles, new length of lessons, new facilities, new school ethos, new school rules and discipline. For some, the personal changes were greater and involved travelling longer distances to school or learning in a new language. Despite reports of 'settling in' well, some pupils experienced periods of loneliness and isolation: 'Sometimes I feel lonely as everyone else has known each other for a long time.'

However, adjusting to the new school was only one of a number of minor or major changes in their lives to which most late entrants had to adjust. These visible geographical and physical changes were accompanied by emotional responses that contained positive and negative elements of varying intensity. This research population contained pupils who had moved to escape violence in another country, another neighbourhood, in their home or in another school. One pupil, excluded from his previous school, was afraid of

being excluded from his new school because, by 'halfway through the day he gets hot, bothered and starts shaking.' There were also pupils who, although they might not have been in control of changes associated with a parent's new job or their aspirations for a better education, brought different emotional experiences with them. Within this pupil population, the number of changes, the nature of changes, the timing and scale of change, and the positive or negative impact of change was inextricably bound up with pupils' experience of school transfer and their adjustment to their new school. As Dobson found, 'there are aspects of pupil mobility which are so varied that they make a significant difference to the way in which it is experienced, both by schools and by individual pupils' (1999, p.3). While late entrants to school undoubtedly had some shared experiences, individual constellations of circumstances and individual responses to change appeared to influence how these changes impacted on individual psyches and behaviour (Reiss, 2000, pp.152 – 156). Key factors associated solely with late entry to school become difficult to distinguish, let alone quantify, despite the fact that, as a group, late entrants consistently attain less well than their peers at the end of both KS3 and KS4 (Coventry LEA, 2001, 2). This may suggest that induction, support and tracking strategies for late entrants need to be individually tailored to their needs and experiences.

How were these pupils prepared for and supported on arrival in their new school?

70 of 71 respondents (93%)) said they were attending this school for the first time. Table 4.4 presents an analysis of recorded pupil entry dates by term, year and time of entry.

Table 4.4 Analysis of pupil entry dates

	Autumn term (total = 44)		Spring term (total = 22)		Summer term (total = 6)	
	Start of term entry	Mid term entry	Start of term entry	Mid term entry	Start of term entry	Mid term entry
Year 7		12	3	3	0	3
Year 8	1	10	5	3	1	2
Year 9	7	14	6	2	0	0
	8	36	14	8	1	5

Of the 65 pupils who answered the question relating to planning their change of schools, 37 (49%) said their move was planned well in advance and 23 (31%) said they moved schools at short notice. Of the 17 pupils who moved for job reasons, 71% said that the move was planned in advance, 18% said that they moved at short notice, and two pupils did not answer this question. Of the 18 pupils who moved because of changes in their family unit, five (28%) said that the move was planned in advance, ten (56%) said that it was at short notice and three pupils did not answer this question.

There was no given definition of 'well in advance' or 'short notice', and responses were not consistently associated with particular circumstances. For example, one refugee and one excludee described the move as 'planned

well in advance'. As other pupils who moved for these reasons said it was at 'short notice', it could be inferred that pupil responses reflected their experience rather than a defined time period. Pupil experience might still, however, be a significant factor in their adjustment to the new school, as it appeared, for example, that more pupils moving because of job rather than family changes felt prepared for the move.

Evidence from induction interviews and annotated background information records showed that respondents describing their entry to school as alone or with a sibling defined sibling in a wide range of ways including already having a relative in their new school. The following findings were therefore inclusive of data using this wider definition. Of the 70 pupils who answered this question, 52 (69%) entered school alone and 18 (24%) either had a relation already in the school or were accompanied by one. There may, of course, have been other pupils who already had a sibling or relative in the school for whom the background information category was not amended. However, relevant information was also generated through induction interviews, which showed that many pupils also already had friends in their new school. If interview record data was combined with background information record data, it showed that 22(30%) late entrants already had friends or relations in the school. Given that having or making new friends emerged from induction interviews as important criteria for feeling positive about their new school, it was likely that those who already had friends or

relatives in school found this helped them to adjust. However, there were exceptions to this experience, which included a twin whose sister adjusted better than her leaving her with a sense of isolation and failure, and a girl who was deserted by her friend during her first few weeks of school.

The question concerning the perceived similarity or difference of a pupil's background to other pupils already in this school aimed to gain insight into a late entrant's experience of feeling an outsider to an established community, as identified in Dobson's research (1999, p.7). It was intended to explore the premise that it may be easier to join a new community where there are identifiable points of contact with those who already belong. Of the 70 pupils for whom there was a response to this question, 35 (47%) were perceived to be similar to the majority of pupils in the school, 14 (19%) were perceived to be similar to a significant majority, and 21 (28%) were perceived to be different from nearly all other pupils in the school. However, an examination of response sources revealed that only 36% of responses were pupils', while 26% were personal advisers' and 31% were unknown. In addition, an examination of induction interview data, indicated that ethnicity, dialect/accents, social class, being a 'late entrant', family circumstances and social/ cultural/ behavioural values and norms, were all used as criteria of similarity or difference. While these findings therefore pointed to interesting aspects of identity through which pupils located themselves – and were located by others - in their new school communities, the data was not

sufficiently reliable to draw conclusions about self-perceptions of this research population.

How well did pupils feel that they 'settled in' to their new school?

Of the 60 pupils for whom school entry date was recorded, the average period in school prior to interview was approximately five months including school holidays. These estimates were rounded up or down to the nearest week and were not seen as reliable due to observations made earlier concerning school entry date recording. There was therefore no investigation of a relationship between length of time in school and being settled or unsettled. Approximate time in school for individual pupils appeared to range from two to 105 weeks.

Of the 73 pupils who had induction interviews, 51 (70%) reported a majority of positive comments concerning their new school and could therefore be described as 'settled'. The high proportion of late entrants who appeared in their induction interviews to have settled in well raised questions about those pupils who were not included in this research population because they were not referred for interview, did not turn up for appointments or had already left their new school. As it was likely that a number of them would have fitted into the unsettled category, this provided an important reminder not to claim

inappropriate generalisations from findings generated only by those included in this research population.

Despite this relatively crude measure of a complex phenomenon, 'settling in' was a term widely used by teachers in Dobson's research (2000, p.88) to describe late entrants who appeared to have made a successful transition to their new school. It therefore seemed important to explore it further in this study from a pupil perspective. The following findings confirmed the view that there was probably no single identifiable factor associated with being settled or unsettled. It was clearly a simple term to describe a complex, evolving and subjective state that could not be accounted for by school or individual factors alone. It was based on individuals' interactions with their new circumstances and demonstrated through a multiplicity of internal and external responses to experiences. For 41 (80%) pupils characterised as settled in their new school, this was their first school move in KS3. However, for seven (14%) of those described as settled, it was their second move and for two pupils it was their third move.

12 (16%) could be described as unsettled. For six (50%) of these pupils, this was their first KS3 move. For six (50%), this was their second KS3 move; or, to put it another way, 41 (73%) pupils for whom this was a first move were settled, and seven (47%) pupils for whom this was a second move were settled. Both pupils for whom it was their third move were settled. Nine pupils

were difficult to categorise as settled or unsettled and one pupil had moved to another school.

Those pupils characterised as unsettled were spread across six of the thirteen schools; when these were combined with pupils who were difficult to categorise, only two schools had pupils who could all be described as settled. One school had six out of ten pupils who could be described as unsettled i.e. 46% of the unsettled pupils in this study. For three of these pupils, it was their second KS3 move, for three, it was their first move. However, one of the settled pupils in this school had moved three times and another twice.

In the analysis of the relationship between date of school entry data and pupils who appeared 'settled' in their new school, twice as many of the 12 who appeared unsettled entered school mid-term as compared with at the start of term. However, as this mirrored the pattern of entry dates for the whole research population, it did not appear to be a significant determinant of settling in well or badly and therefore did not merit further investigation.

What did pupils identify as positive or negative features of their experience in their new school?

22 (30%) late entrants already had friends or relations in the school. School systems for pupil induction varied from formal buddying or mentoring systems, which were highly valued by pupils, to informal support from form tutor, teachers and peer group. Pupils who appeared to have settled well commented on the friendliness of both pupils and staff. Making new friends was most often cited as the indication of settling in well. Many pupils mentioned sports and extra-curricular facilities and school trips as a positive feature of their new school. Six pupils cited size of school as significant, smaller always being preferable. Both pupils who had moved from mixed to single sex schools preferred their former school. Some pupils mentioned concerns about SATs and option choices and having to catch up in certain subjects, especially modern foreign languages where they often had to learn a different language from that learnt in their previous school.

17 (23%) pupils reported being bullied, picked on, being called names or being socially isolated when they joined the school. For three, this appeared to be due to language difficulties. Some of these pupils had left their previous school due to alleged bullying, one of whom had been recently hospitalised for this reason. While bullying was causing some pupils to continue to feel unsettled in their new school, others had used a variety of

strategies for dealing with it and now felt positive about their new school. However, one dual heritage pupil, with significant family problems, who said that he enjoyed school and thought his new school was 'a good school', had experienced both racism and bullying since joining. The personal adviser who interviewed him commented, 'He has come across racism while here but takes this as okay as he came across it at his other school too. He has almost 'normalised' this!' Late entrants' criteria for evaluating experiences in their new school clearly included a comparison with previous schools.

Five (23%) year 8 late entrants in this study experienced bullying when they joined their new school. This could be compared with experiences reported by pupils in two surveys undertaken in Coventry LEA in order to explore the conditions and frequency of bullying and whether particular groups of pupils were affected. In School A, Larkhall, (Coventry LEA, 1998,1,) all year 8 and year 10 pupils were surveyed. 83% of the pupil population was white, with slightly fewer boys than girls. Of the 203 year 8 students, 5% of pupils reported being bullied every day and 20% 'quite often' (table 6). In school B, Green Park, (Coventry LEA, 1999,1,) all pupils in year 7 –13 were surveyed. 79% of the pupil population was white, with approximately equal numbers of girls and boys. 28% of year 7, 37% of year 8 and 34% of year 9 responded positively to the question 'Have you ever been bullied?' but there was no breakdown of responses indicating frequency and severity. It was not clear from this data whether late entrants were more likely to experience bullying

in the period after joining the school than their peers who joined the school as a cohort in year 7. More importantly, it gave no indication of how incidents of bullying involving late entrants might be identified and responded to; additional investigation into this is needed outside of this study.

Summary of findings

The methods used in phase one research generated meaningful findings concerning the circumstances and experiences of the research population. This research population did not represent the total 2000-2001 cohort of KS3 late entrants to project schools. Although data collected from pupils in this study reflected many of the causes and circumstances found to be associated with pupil mobility in Dobson's study (1999, 2000), some groups, such as asylum seekers and excluded pupils, were under-represented. Also excluded were pupils whom year heads did not refer for personal adviser support, those who asked not to be referred and those who did not attend interviews. The lack of access to school-generated pupil data, concerning attendance, free school meals and attainment for example, limited, but did not invalidate, answers to research questions that phase one was designed to answer.

The use of open-ended interviews generated data that demonstrated how the interaction of causes of mobility with individual characteristics and

circumstances could affect a pupil's experience of 'settling in' to a new school. This suggested that different frameworks and mobility categories might need to be developed for different purposes, particularly when exploring pupil-generated data concerning pupil mobility.

Phase two of this research provided an opportunity to explore in greater depth the following issues identified in phase one: the reasons for the disproportionate number of girls and boys constituting this research population; features associated with 'settling in' to a new school; issues of confidentiality for both pupils and personal advisers; ethical issues including the extent to which the research process compromised the pupil induction and support process, and ways in which both pastoral and curriculum induction and support processes can be tailored to meet individual need.

CHAPTER FIVE

PHASE TWO METHODOLOGY, DATA ANALYSIS AND FINDINGS

Introduction

In this chapter I describe how I undertook phase two of this research and the findings that emerged. I start by describing how phase one research findings informed my research questions and my approach to phase two, including identification of the research population. I then describe my research methodology including the design of interview schedules and the interview process. This is followed by a description of data transcription and analysis, and the collection of a further data set. Findings emerging from phase two data analysis are presented at the end of the chapter, prior to a summary of phases one and two findings.

Refining the Research Questions (Appendix Three)

I undertook phase two research about a year after I first drafted my research questions. These draft questions, described in Chapter One, were refined in the light of phase one findings and an analysis of their relationship to Dobson's research (Miles and Huberman, 1984, p.25). They were

accompanied by supplementary questions derived from analysis of research literature, to inform design of phase two research instruments.

The revised research questions (Appendix Three), reflected both greater precision in individual questions and a wider ranging focus of the questions as a whole. Greater precision was reflected in language and in supplementary questions, which looked, for example, at similarities and differences in pupils' circumstances and experiences. It was also reflected in a more precise distinction between induction and support, and in the respective roles of pupils, personal advisers, schools, parents/ carers and support services in accessing and providing support. There was greater acknowledgement of pupils' active role in seeking as well as receiving support. New questions concerning settling-in and academic support were derived directly from phase one research findings.

Phase Two Research Population

The phase two pupil research population was identified on the basis of criteria derived from phase one findings and from those research questions that had been insufficiently explored in phase one. I planned to use phase two not only to cross-check the reliability of some pupil interviews conducted by personal advisers in phase one but also to further investigate pupil perspectives on a wider range of areas. I also wanted to gain insights into

year heads', personal advisers' and, possibly, parents'/ carers' perspectives on aspects of late entrants' induction and support which were highlighted in research questions.

Through induction interviews, personal advisers gained an important perspective on the experiences of late entrants. Although based on school sites, they also had a semi-outsider's view of the day-to-day operation of school systems. A parental/ carer perspective on late entrants' experiences would have similar value. Although year heads might know individual pupils less well than form tutors, their responsibility for induction and support seemed to make them best placed to provide information relevant to research questions.

I thought that this range of perspectives would not only complement Dobson's research but would also generate findings and conclusions that appropriately reflected the complexity of issues. In addition, obtaining data from this multi-faceted research population enabled me to seek maximum reliability. This could be achieved through combining perspectives of similar groups from different schools and through undertaking triangulation of data obtained from pupils, year heads, parents/ carers and personal advisers within the same school. I weighed the advantages of this approach against the time demands of collecting data from four different groups and decided

that this could be managed by limiting the phase two pupil population to about 10% of the phase one population.

The phase two research population therefore consisted of nine pupils and nine adults (five year heads and four personal advisers) from four schools. After early consultation with personal advisers and year heads, parents/carers were not included in the research population due to time constraints and sensitivities associated with home – school relationships. The nine pupils were drawn from the phase one research population, which was 75 KS3 late entrants who had attended induction interviews with Connexions personal advisers in 13 schools. I now describe the phase two research population in more detail and the process through which it was identified.

Identifying criteria for the selection of the phase two pupil population

I identified three criteria as a basis for selecting phase two pupils. While two of these were pupil-focused and were applied solely on the basis of research data, a third, concerning research access to schools, drew on my professional knowledge of schools.

The three selection criteria

I decided that 'length of time in school' should be one selection criterion, so that phase two pupils were those who had entered school within the past academic year, i.e. since September 2000, and were still in the early stages of 'settling in'. Application of this criterion reduced the number of potential pupils from 75 to 60.

My second criterion was 'research access' to pupils, personal advisers and year heads for interview purposes (Robson, 1993, p.297). I needed to select pupils about whom I could gain the maximum amount of reliable information including that generated by phase one research. Having examined the 60 phase one pupil records identified above, and considered data reliability and school access issues, I decided to draw the phase two research population from 31 pupils in six schools.

My third criterion 'diversity of pupil characteristics and experiences of transience' reflected the importance of representing the diversity of late entrants that had been identified in phase one. From the 31 pupils who met the first two criteria, I therefore wanted to select pupils who broadly represented the phase one population in terms of gender, ethnicity, EAL and year group, as well as in the range of factors associated with their change of school.

Identifying pupils that met the criteria

I constructed table 5.1, below, to help me consider how far my third criterion, concerning characteristics, circumstances and experiences, could be explored through the 31 pupils who met my first and second criteria.

Table 5.1 Identifying pupils that met the criteria

Y indicates criterion met by pupils; * indicates pupils selected for phase two research

6 schs	31 pup no.	Characteristics				Factors assoc. with move					Exper. New sch.		
		Ge	Eth	EAL	Year	Job	Fm	Hs	Prev.sc	No.	Fr/f	Bull	Sett?
Sch	Pup no.	See appendix two for definition of ethnic groups; EAL = pupils with English as an additional language				b	B/d	Dissat.	mov.	am			
E	3	F	WhB		9				1	Y	Y	?	
E	4	M	WhB		9				1	Y	Y	S	
E	5	F	WhB		9				1	Y	Y	S	
E	6	M	WhB		9				1			S	
E	7	F	WhB		9				1	Y		S	
E	8	M	WhO		9				1		Y	S	
F	10	F			8				1	Y		S	
F	12	F			8				1		Y	S	
F	13	M			8		Y		1		Y	?	
C St. Joseph's	17	F	WhB		8		Y		1			S	
C St. Joseph's	18	F	WhO		9				2			S	
C St. Joseph's	19	F	AO	Y	8	Y		Y	1			S	
C St. Joseph's	20	F	WhB		8	Y		Y	2			S	
D St. Teresa'a	24	F	WhB		7				1	Y		S	
D St. Teresa'a	25	M	Whl		7			Y	1	Y	Y	S	
D St. Teresa'a	26	F	Bl/Afr		9	Y		Y	1	Y	Y	S?	
A Larkhall	27	F	WhB		7		Y		1			S	
A Larkhall	28	F	Mxd		7	Y	Y		1		Y	S?	

Deciding on the phase two pupil research population (indicated by * in table 5.1)

The schools

On the basis of the above factors, as well as school entry date, I identified eight pupils for possible inclusion in phase two, which constituted just over 10% of the phase one research population. These pupils came from four of the six schools. Although two of these schools were Roman Catholic schools, I decided that, as the case study was the pupil group rather than the school group, pupil-related factors should take precedence.

The pupils

I had to decide which were the most important pupil characteristics on which to base my selection of phase two pupils. I therefore referred to the proportions of the phase one cohort of 75 pupils which shared each of the characteristics, circumstances and experiences identified in Table 5.1, and I tried to reflect these proportions in the group of pupils selected for phase two. I checked with personal advisers and year heads that my selection was appropriate and that there were no reasons why these pupils should not be included.

In practice, I interviewed nine rather than eight pupils, six of whom were originally selected, two of whom were replacements selected from the phase one cohort, and one of whom was a last-minute addition who had only

recently entered the school. I cross-checked replacements' characteristics against those of pupils who were unavailable on the day of interview, in order to ensure that these changes did not result in important characteristics being omitted from pupil interview data. Experience of exclusion was the only factor that was missing from replacement pupils' experience, and this could be investigated indirectly through the absent pupil's year head and personal adviser. I was therefore satisfied that changes to the pupil research population did not invalidate the interview data and its relevance to the research questions.

The year heads

Four of the eight pupils' year heads were female and one was male. None were from minority ethnic groups. They had all taken their year group through the school from the beginning of year 7. Their experience in the job ranged from one year to thirty years, and they had subject teaching responsibilities in addition to management responsibilities for a tutor team and year group of between 120 and 280 pupils.

The personal advisers

Three of the four selected schools had one personal adviser, two female and one male, all of whom were experienced careers advisers prior to becoming

personal advisers. The fourth school had an experienced male personal adviser of African Caribbean origin and a new female personal adviser who was being inducted into her post.

Summary of phase two research population

Table 5.2 below summarises the phase two research population, using fictitious names for schools, pupils, year heads and personal advisers which will be referred to in this chapter's description of research findings.

Table 5.2 Research population summary			
School	Pupl/s	Year head	Personal adviser
A. Larkhall	Menna, year 7 Max, year 9	Mrs. Janes Mrs.King	Simon Hughes
B. Green Park	Gemma, year 9 Sarah, year 9 Alfie, year 9	Mr. Young	Jane Waring
C. St. Joseph's	Tracey, year 8 Ragini, year 8 Errol, year 8	Mrs. Pepper	Lynda Robbins
D. St Teresa's	Parissa, year 9	Mrs. Lombard	Pearl Maton

Phase two data collection

My main criterion for the selection and design of research instruments was their capacity to collect qualitative data that could enrich phase one findings related to questions 1 – 3 and could provide answers to research questions 4 –7. My research instruments needed to secure maximum consistency of approach and reliability of outcomes, and they needed to obtain insights into these questions from the different perspectives of the diverse pupil population, their year heads and personal advisers. It was also important that my research instruments took account of ethical issues; I wanted the research population to see the relevance of this research to their own lives and to feel that talking about their perceptions and actions could improve future policy and practice.

Having considered a range of methods, interviews seemed to be the most sensitive instrument for securing rich and relevant data from all three groups (Denscombe, 1998,p.113). I thought that semi- structured interviews, using common headings and questions targeted at each group, would combine consistency of approach with flexibility for both interviewer and respondent (Denscombe, 1998, p.111). The pupil population already had experience of this approach, through interviews with personal advisers, and I thought that this method would therefore re-inforce rather than undermine the aims of the

KS3 project. I could build on language and questions previously used by personal advisers, and also probe areas in greater depth than could be achieved through other methods.

Research instruments: design of interview schedules (Appendix Four)

A framework for a common interview schedule

I needed to devise interview schedules for pupils, year heads and personal advisers, which addressed the revised research questions and provided me with reliable data about their various perspectives and experiences. I therefore started by constructing a framework for a common interview schedule based on the revised research questions listed and supplementary questions (Appendix Three) that had been informed by published research (Robson, 1993, pp. 243 & 238). The framework also addressed the following issues arising from phase one research: impact of different pupil characteristics and circumstances on experiences of induction and support e.g. gender; coherence of induction and support across pastoral and academic provision; the effect of school entry date on pupil adjustment; progress tracking, including a definition of 'being settled; and, confidentiality. This framework was designed to ensure coverage of data that I wanted to gather from all three groups as well as provide consistency of focus and approach within and across groups. This approach also helped to minimise

interview bias that might arise from my LEA advisory role (Robson, 1993, p.238).

Key issues in designing schedules for pupils, year heads and personal advisers

I consulted with the personal advisers' management team on the common interview framework before using its headings to construct a schedule for each of the three groups (Appendix Four). In view of this consultation and my earlier experience of designing interview schedules for late entrants (Coventry LEA, 1998, 2), I decided not to pilot these schedules before using them (Robson, 1993, p.301). My prime concern was to obtain data from each group that was reliable and relevant and reflected their particular insights and perspectives. Thus, although the same research questions and ethical principles informed each schedule, they varied in question content, terminology, language and approach.

Introduction and conclusion to schedules

The introductory section of all schedules aimed to establish an interview format and ethos that would not only generate high quality data but would also enable interviewees to feel positive about participating in research. It prompted me to explain how interviewees were chosen, and briefly refer to

factual, pupil-specific information drawn from phase one records. I did this to demonstrate the significance of the interviews and my familiarity with pupils and schools, as well as to encourage year heads' and personal advisers to focus on individual pupils' experiences. However, care was needed not to reveal sensitive personal information provided confidentially in earlier interviews.

Despite the introduction to each group's schedule having a similar purpose and approach, it usually had a different emphasis. Each schedule's introductory section included headings that prompted me to clarify the research purpose and context, and demonstrate its relevance to each group, so that interviewees would want to actively participate. I also needed to explain my LEA role, and my relationship as researcher to pupils, their year heads and personal advisers. I particularly needed to allay interviewees' fears that I might use individual interview data to report on their work.

The schedules' introductory sections also explained the proposed interview format and invited interviewees to air comments, questions and concerns before and during the interview. I wanted to build trust and encourage maximum openness so that they felt able to present a realistic rather than an idealistic picture of school practices. I also wanted to ascertain that pupils were willing participants in the research and felt empowered to influence the interview process, so I checked that they felt comfortable with its location, its

focus and procedures for providing confidentiality. (Cohen and Manion, 1994, p.367). During the introduction, interviewees were also asked for permission to tape record interviews, on the basis that the recording and its transcript would only be used by me to conduct data analysis, and that reference to its contents would remain anonymous in research reports (Denscombe, 1998, p.122). In contrast with phase one data collection, where personal advisers were collecting data as part of an ongoing programme of induction and support, I thought that taping interviews would not interfere with pupil support programmes, and would enhance data reliability.

The main body of the interview schedules

The main body of all schedules contained two or three key headings related to 'Joining and adjusting to a new school'; 'Meetings with the personal adviser' and 'Progress since joining / current experience /future progress expected.' Associated subheadings, questions and thematic and pupil-specific prompts enabled these to be tailored to different groups of interviewees. Pupil-specific prompts were most often used to probe deeper responses, concerning a pupil's adjustment to school, for example, but their use demanded skill and vigilance so that confidentiality was maintained and personal sensitivities were not threatened.

Questions in all schedules were open-ended in order to encourage interviewees to shape individual responses. In general, questions seeking descriptive data were positioned earlier in the schedules, when respondents might be feeling less confident. Questions demanding reflective and analytical responses came later, when relationship and dialogue were more strongly established. However, the question order could be adapted in response to interviewees, and questions that were not considered appropriate, to individual pupils for example, might be omitted altogether. I was helped in tailoring wording and terminology to different interviewee groups by referring to earlier research I had conducted with late entrants (Coventry LEA, 1998.). For example, pupils' questions were short, straightforward and accessible to pupils with language or communication difficulties. Breadth and depth of response was achieved through the use of prompts, in order to broaden discussion from pastoral to curriculum experiences, for example. My end- of- interview summary questions, which were designed to stimulate thinking about future policy and practice, and provide an opportunity to expand on issues of their choice, also needed to be tailored to pupils, year heads and personal advisers.

Arranging Interviews

It was important for interview arrangements to reflect the rigour and ethical principles that underlined the whole research process, so that pupils, year

heads and personal advisers were willing and informed participants. I aimed to interview year heads first, so that they could alert me to individual pupil sensitivities, and personal advisers last, so that I had prior knowledge of pupil and year head perspectives about support they gave pupils.

I first secured the support of schools' and Connexions Service' senior managers. Then I wrote to year heads and personal advisers explaining the research context, purpose and length of my proposed interviews with them and with pupils, and asking for their support. Personal advisers were asked to supply year heads with names of pupils I had selected from the coded phase one records. I underlined the importance of securing pupil and parent/carer support and attached to my letter a research summary, which could be used for this purpose. They were asked to confirm their participation, and indicate preferred dates, venue, and their views on interviewing parents and on tape recording interviews.

Three of the four personal advisers agreed promptly to be interviewed, but the fourth expressed concerns about using confidential phase one records to select phase two pupils. My conversation with him, which re-assured him of the measures I was taking to respect confidentiality, secured his co-operation. It also served as a useful reminder of ethical issues related to research with this pupil group, and of the complexities of a data collection process, which depended on a large number of people. Obtaining

confirmation from year heads required persistent but sensitive telephone calls, faxes and visits. Although the second half of the summer term offered them some flexibility, staff were still working under enormous pressure. I was unable to arrange an interview with one year head and pupil, despite attempts at contact over a five-week period.

Preparing for interviews

As I wanted to make minimum demands on interviewees, no preparation was required of them beyond confirming that they were clear about the purpose of the research and were happy about contributing to it. They all received written confirmation of interview arrangements and an outline of key interview topics; year heads were asked to ensure that pupils understood the interview focus and process.

My own preparation involved familiarisation with interviewees' names and circumstances, with the interview schedule and with individual schedule annotations, so that I could pursue issues responsively with interviewees, rather than rely solely on the schedule. Prior to each interview, I read relevant summaries of phase one pupil data and reflected on my knowledge of the school context so that I could note prompts on each schedule related to individual pupils or themes, such as bullying, which needed further exploration. I also considered data that I had already collected through

earlier phase two interviews. For example, if I was interviewing a pupil from Larkhall, and had already interviewed pupils from Green Park and St. Joseph's, and the personal adviser from Larkhall, I would note from earlier interview transcripts any data or issues needing particular scrutiny.

Impact of variations in interview sequence, time and location

I thought that it was important to assess the impact of interview circumstances on the quality of data that I collected from the eighteen interviews, lasting over fifteen hours, which took place within a three-week period in the summer term, 2001. While the timetable generally ran smoothly, I was concerned that changes in interview circumstances might result in loss of depth, breadth and reliability of data. These included two shortened interviews that were not tape recorded (Robson, 1993, p.297), changes to my planned interview sequence of year head, pupil and personal adviser, and changes to the planned research population. Fortunately, my research timetable had made allowances for waiting time, interview interruptions and changed arrangements (Grady and Wallston, 1998, p28), and the spare tapes, interview schedules, and background documentation, which I took on all school visits, enabled me to identify appropriate replacements for absent pupils. I noted all changes in interview circumstances, so that I could update my pupil records, pursue issues with

other interviewees where necessary, and later analyse the impact of changes on the quality of data.

When investigating the impact of these changes through an examination of interview transcripts, I found that interview sequence was less significant than expected, perhaps because phase one data enabled me to undertake such through preparation. Similarly, variation in interview length, averaging 50 minutes excluding introductions and conclusions, appeared to make little impact, provided that the interview was focused and the interviewee was actively engaged. However, lack of preparation of three pupils for interviews appeared to diminish data quality and quantity despite skilful interview management. Interview location only seemed significant when there were distractions and interruptions that interfered with dialogue.

Conducting Interviews

Interview preparation and schedules enabled me, despite unforeseen circumstances, to adopt a consistent approach to all interviews and to support a focused and fluent dialogue. Introductory discussions were important to achieving a mutual understanding of the interview process and the research agenda (Robson, 1993, p.294), negotiating arrangements for recording and establishing the basis upon which information was shared. Key headings, questions and pupil –specific prompts were an effective

means of drawing out information from less prepared or less communicative interviewees. These also provided parameters when interviewees moved beyond the scope of the interview, seeking my advice or talking about family circumstances for example, although I felt ethically bound to respond as positively as possible.

Transcribing interview records (Appendix Five)

I transcribed the interviews myself, on the same day as interviews where possible, or within a few days. All interview transcripts were completed within two weeks of finishing interviews. My personal role in transcription, and its immediacy, added significantly to the reliability of both the data and its interpretation, and enabled me to be sensitive to changes in tone or pace of interviewee response. For example, when Sarah, who had been cooperative but passive throughout her interview, suddenly became enthusiastic and expansive about a project for which she had been chosen to represent Green Park School. All transcripts recorded my understanding (Arksey and Knight, 1999, p.141) of all researcher and interviewee dialogue, rather than all interviewees' utterances (Rubin and Rubin, 1995, p.86), so that I had the fullest possible context in which to interpret the meaning of interviewee data.

On completion of interview transcripts, I examined them in order to identify issues that needed to be followed up in later interviews. I also noted inconsistencies within two transcripts of which I needed to be aware in my final data analysis. The late addition of two pupils in one school and a third in another school, and irregular interview sequences, meant that I was not always able to cross reference interviews relating to individual pupils and I was sometimes unable to prepare individual interview prompts. A third of pupil accounts could not also be viewed in the context of both personal advisers and year heads accounts. Transcript analysis also revealed occasional dilemmas in interview management, having to choose between depth and breadth, or between issue and pupil, or between one pupil and another, for example. In addition, all year heads and personal advisers referred to late entrants who lay outside of this research population. Where these pupils raised issues critical to the research, I judged that this was a good use of interview time.

Examination of all transcripts also enabled me to reflect on my pattern of interview conduct and on interviewees' responses, both of which might have implications for the reliability of my data interpretation. Interview transcripts varied in length from 434 words to 5044 words and totalled 43417 words, but, despite variations in length, transcripts showed that, in all but two interviews, I effectively covered key headings and questions. I also appropriately tailored my terminology, language and register to different

groups (Lewis and Lindsay, 2000, p.46). Personal advisers made most consistent use of the flexibility offered by a semi-structured interview, while timetable constraints limited discussion with most year heads. Pupils' responsiveness varied from two, who wanted to talk extensively about wide-ranging topics, to two who gave minimal responses. Open-ended questions appeared to have successfully encouraged them to express themselves in their own terms, even where they showed some reluctance to participate (Denscombe, 1998, pp.101). This reluctance was often a result of inadequate interview preparation.

Transcripts showed that my own preparation had enabled me to conduct interviews in an enabling yet focused manner. I appeared to succeed, for example, in using pupil-specific prompts to inform open-ended questions without breaching confidentiality. My knowledge of contextual issues helped me to capture emergent data, although this was where my professional and researcher roles merged most obviously. My use of praise, both to motivate further dialogue but also to acknowledge individual achievement, was another illustration of merging roles. Although this did not appear to lessen data reliability, it did make additional demands on interview and transcription time.

My on-going transcript analysis proved invaluable in my schedule annotation prior to subsequent interviews. This enabled me to identify themes that

needed further probing with other interviewees, either within the same school or within the same interviewee group. This was particularly important when issues, such as a pupil's experience of racism, emerged in early interviews that had not been included in the schedules' key headings or questions. It was also an important means of gaining insights into different perspectives on a single situation, such as pupil accounts of bullying. Transcripts showed that most interviewees took opportunities to respond positively to my request for honesty and openness. This was particularly evident in year heads' criticisms of their management of late entrants' induction and support, in personal advisers' comments on project weaknesses and in most pupils' acknowledgement of personal difficulties and vulnerabilities.

Following up interviews

I followed up interviews at both individual and organisational levels. I posted thank-you letters to all interviewees within three days of interviews. Mr. Young, whom I interviewed two weeks after his pupils, said that Green Park pupils were delighted with their letters and he asked 'Are these letters able to go into their record of achievement folder?' Just under a year later, I wrote again to individuals to tell them what I had learnt from my data analysis and what had resulted from dissemination of my findings. At organisational level, I thanked secondary school heads and personal advisers' managers at their respective meetings, and involved individual heads and managers in

discussing interim findings at headteachers' meetings and Connexions Service local management committee meetings.

Undertaking further data collection from personal advisers

Six weeks after interviews and transcriptions were completed and I had undertaken a preliminary data analysis, an unexpected opportunity arose to collect further data from personal advisers at a training day. I decided to collect data about themes emerging from my phase two interviews concerning procedures and systems for supporting late entrants. I thought that this would help me interpret my findings and assess their reliability.

Questionnaire design and administration (Appendix Four)

I decided to use a self-completion questionnaire for three reasons (Denscombe, 1998, p.88). First, I wanted individual responses, unbiased by personal advisers who participated in phase two interviews. Second, I wanted to take up as little time as possible from their training day. Finally, as this data was mainly for confirmatory purposes, I wanted data that I could analyse quickly. The questionnaires were designed with two major purposes in mind. First, to seek information about the phase one data collection process and the implications of asking personal advisers to play a research

role. Second, to see whether some themes that emerged in the four personal advisers' interviews were reflected in others' experiences.

The questionnaire was designed quickly, with no opportunity for consultation or piloting. It contained 28 questions sequenced under the following headings: Setting up initial interviews; Conducting initial interviews; Interview follow-up with pupil; Interview follow-up with school; and Response of pupils. 26 questions provided 'forced-choice' response categories based on information generated by interviews, 17 of which invited further comment if appropriate. Categories attached to nine questions were designed to include all possible responses. Personal advisers were asked to 'underline or tick the phrases that most accurately describe aspects of (your) project experience.' While it was appropriate to make only one response to some questions, for other questions individual advisers ticked a number of response categories (Appendix Four).

Twelve personal advisers (three of whom were phase two interviewees), based in twelve of the thirteen project schools, took up to twenty minutes to complete questionnaires, following a brief reminder of their research role, phase one recording proformas and my thanks for their contribution. Although questionnaire anonymity was an important means of encouraging open responses, it meant that I could not separately examine interviewees' from non-interviewees' responses.

Phase Two Data Analysis

Timetable pressures meant that I undertook data analysis in two stages. First, I undertook a limited analysis in order to outline preliminary research findings to personal advisers, the Connexions Service and secondary headteachers in September, prior to implementation of the second year of the KS3 project. Later in the autumn term, I conducted a final, full data analysis with the sole purpose of addressing my research questions. This is what I describe below.

My analysis of phase two questionnaire and interview data sought answers to research questions from the perspective of pupils, year heads and personal advisers. I was interested in gaining a collective perspective as well as identifying similarities and differences in perspectives of different groups. I wanted to illustrate aspects of phase one findings as well as further explore issues that I identified in phase one. These included: the impact of different pupil characteristics and circumstances on their experiences of induction and support e.g. gender; coherence of induction and support across pastoral and academic provision; the effect of school entry date on pupil adjustment; progress tracking including a definition of 'being settled'; and, confidentiality.

Data triangulation

Phase two interviews yielded rich qualitative data from pupils, year heads and personal advisers. I was able to test its reliability through data triangulation prior to undertaking in-depth analysis to seek answers to my research questions. Data triangulation could also be used to aid overall interpretation of complementary data sets. I triangulated the data in three ways, to see whether different data sets were confirmatory or contradictory. First, I triangulated interview data that I collected from eight pupils in phase two with interview data collected from these pupils by personal advisers in phase one (Robson, 1993, p.383). Second, I compared phase two interview data obtained from individual pupils, their year heads and personal advisers, that related to the same themes. Third, I examined the relationship between data generated through questionnaires and interviews by personal advisers.

Analysis of phase two interview data

I wanted to organise data from my 18 interview transcripts in ways that facilitated a multi-faceted approach to data analysis. First, I kept a coded copy of all transcripts so that I could undertake triangulation of individual interviewee data. Then I selected a different typescript for each interviewee group (i.e. pupils, year heads and personal advisers) and a different

coloured paper for each school, so that I could quickly recognise the source of transcript data when it was re-allocated to coding categories.

I wanted to address my research questions from both the collective and different perspectives of pupils, year heads and personal advisers. I therefore began by identifying data coding categories derived from the common interview framework, which was based on my research questions and was used to design interview schedules. This approach identified seven categories under which I re-organised extracts from all the transcript data. Data extracts were labeled with interviewees' code names so that these could be traced back to original transcripts, in order to check the interview context for meaning, for example. I then undertook a cross-analysis of transcript data in order to identify sub-categories, listed in Table 5.3, below, around which I could begin to interpret interviewees' experiences. The range of emergent sub-categories illustrated the value of using semi – structured interviews to capture data that was not specified in my original interview framework (Cohen and Manion, 1994, p.279), perhaps because of the limitations of my own researcher standpoint (Denzin, 1997, p.220.) This process also ensured that the minimum of data generated by interviewees was lost (Robson, 1993, p. 253) .

Coding categories	Coding sub-categories
1. Reasons for moving	a)Effects of moving; b)uncertainty about future
2. Adjusting to new school	a)Time of entry; b)similarities and differences in education system; c)making friends; d)bullying and racism; e)communication; f)school size, layout, roles and responsibilities; g)travel to school; h)factors affecting adjustment e.g. significant others, success
3. Strategies used by new pupils	a)Making friends; b)seeking help from peers; c)seeking help from adults; d)standing up for yourself; e)being self sufficient; f)catching up; g)fitting in / belonging
4. School strategies for admission, induction and support	a)Admissions process; b)information transfer; c)allocation to pastoral and subject groups; d)assessment of pupil learning and support needs; e)pastoral induction and support; f)indicators of settling in and making progress; g)school support and feedback strategies
5. Pastoral support: the role of the year head and tutor	a)Use of pupil information; b)contact with parents; c)progress checking; d)problem solving; e)referrals to other agencies including personal advisers
6. Support given by the personal adviser	a)Setting up initial interviews; b)obtaining pupil information; c)support strategies following initial interviews; d)confidentiality; e)roles undertaken
7. Future policies and procedures	

I allocated all transcript data to one of the categories identified above, recognising that there was unevenness in spread of data, some overlap between categories and that some data was less relevant than others to the categories to which they had been allocated. In each sub-category, I then examined data emerging from pupils, year heads and personal advisers for evidence of frequency, similarity or difference. I noted illustrative quotations and evidence relevant to areas of focus, such as impact of school entry dates, which cut across the coding categories. Some of these observations

informed my final presentation of research findings, under headings that better represented the significance of emerging themes.

Analysis of phase two questionnaire data

My analysis of the twelve personal advisers' questionnaire responses also enabled me to identify data that appeared unreliable and should be treated cautiously when interpreting findings. First, I recorded the numbers of responses in each category in the 26 questions that asked for 'forced-choice' responses. I then recorded all comments attached to 17 of these questions that invited personal advisers to specify an additional response. These comments were either allocated to an existing category, to an extended category or to a new category, created to accommodate emergent data. I also created response categories for the two open-ended questions. I then counted the responses attached to each category under each of the 28 questions and noted questions where responses indicated a need for careful interpretation, where responses to questions eight and ten contained apparent contradictions for example. This process revealed flaws in the design of the first two questions that resulted from hurried questionnaire construction. While most advisers had interpreted and responded to these questions as intended, a few showed that they had not understood the relationship between different response categories.

Results of phase two data triangulation

Triangulation of eight pupils' interview data from phases one and two

My first way of triangulating data was to compare interview data that I collected from eight pupils in phase two with my summary of interview data that personal advisers had collected during phase one, about five months earlier. It should be noted that Errol, number 76, the ninth phase two pupil, was not included in phase one and is therefore not included in Table 5.4. below. I particularly looked for confirmation or contradiction in relation to: pupil characteristics, factors associated with the move and experience of a new school (Robson, 1993, p.383).

Table 5.4 Triangulation of phase one and phase two pupil data

School	Pupil	Characteristics					Factors associated with move					Experience of new sch.		
		Month of entry; gender; ethnicity (see Appendix Two); pupils with English as an additional language (EAL); year group					Job; family breakdown; house move; dissatisfaction with previous school; numbers of KS3 school moves					Friends/ family in sch.; bullied; Settled/ unsettled/ ? = unclear		
School name	Pupil number & name	Ent. Mth	Ge	Eth	EAL	Yr.	Job	Fm B/d	Hs	Diss	No. mov	Fr/ Fam	Bu	S ?
St. Joseph's	19 Ragini	Sep	F	AO	Y	8	Y		Y	Y	1			S
St. Joseph's	20 Tracey	Oct	F	WhB		8		Y	Y		2			S
St. Teresa's	26 Parissa	Nov	F	Bl/Afr		9	Y			Y	1	Y	Y	S ?
Larkhall	28 Menna	Jan	F	Mxd		7	Y		Y		1		Y	S ?
Larkhall	30 Max	Sep	M	WhB		9		Y			1	Y		S
Green Park	62 Sarah	Jan	F	WhB		9								U S
Green Park	59 Gemma	Jan	F	WhB		9					1		Y	U S ?
Green Park	63 Alfie	Dec	M	ChO	Y	9			Y		1		Y	U S

I found that information gained in phase two interviews confirmed all phase one pupil characteristics, factors associated with moving schools and having friends/ family in their new school. There were apparent contradictions, however, in phase one and two data relating to two pupils' experiences of bullying and the extent to which five pupils were judged to have settled into their new school, as defined by the balance between positive and negative comments. Although these findings strongly enhanced the validity of pupil data, this triangulation process also pointed to the need to interrogate year head and personal adviser data concerning bullying and settling in. While bullying might be an issue that pupils were reluctant to discuss, the latter data suggested that judgements about 'settling in' needed to be regularly reviewed throughout pupils' first year in a new school.

Triangulation of thematic data covered by individual pupils, their year heads and personal advisers in phase two interviews

My second approach to data triangulation involved comparing sets of interview transcripts to see if there were any contradictions or inconsistencies in accounts of common themes covered by individual pupils, their year heads and their personal advisers. First I examined those transcripts where my interview notes indicated evidence of contradiction. Then I undertook a thorough analysis of all transcripts, looking for

inconsistencies evident in pupils', year heads' and personal advisers' response categories.

Contradictions identified in interview notes

My original interview notes recorded three possible contradictions within coding categories covered by the same group of interviewees. When I scrutinised transcripts, only one of these, relating to Gemma's and her year head, Mr Young's, reported contact with parents, revealed contradictory evidence, as follows:

Gemma's account

- Gemma Mr. Young used to do home visits for the first two months.
- Researcher He went to see your mum?
- Gemma Yes, twice every week, to show her my work for my maths and English and all my subjects, he used to show, like my PE teacher had to do a report on me, all my teachers had to do a report on me.
- Researcher You knew that? And did you know what they were saying about you?
- Gemma No, not at all, I was locked out of the house. He came down and I got kicked out.

Mr. Young's account

- Researcher You've made quite a lot of home visits, haven't you?

- Mr. Young No, no I haven't been round at all,
- Researcher Then you haven't made home visits to Gemma have you?
- Mr. Young No, no
- Researcher Did anybody else make any home visits?
- Mr. Young No, I've phoned a number of times, I took her home once after a trip, but that's the only time.

Further examination of Gemma's transcript alerted me to a number of internal inconsistencies, which, in the context of her manner and behaviour, suggested not that she was deliberately lying but rather that her story-telling was exaggerated (Lewis and Lindsay, 2000, p.196). Mr. Young confirmed this, although I was not able to seek further verification through Gemma or through her personal adviser.

Comparison of response categories in all interview transcripts

I compared response categories through the construction of a grid of coding and sub-coding categories for each pupil, and then noting those areas that were referred to by them, their year head and personal adviser. I was able to compare pupil, year head and personal adviser accounts for five pupils, as well as pupil and year head accounts for two pupils, and pupil and personal adviser accounts for two pupils. By analysing individual transcripts, I listed in Table 5.5, below, those coding categories that been covered in individual interviews. Where there was possible overlap between sub-categories such

as 'making friends', for example, I judged from the interview context which sub-category the text most closely fitted.

For each pupil, I then identified coding sub-categories that were also covered by the year head or personal adviser, as all interviews did not generate data on all themes. From these, I selected two sub-categories, Bullying and racism and Assessment of pupil learning and support needs, that were subject to variation in response between interviewees. For contrast, I also selected two widely used sub-categories where I did not detect response variations, namely Factors affecting adjustment and Setting up initial interviews. I scrutinised interviewees' transcripts for confirmatory, complementary or contradictory evidence relating to these four sub-categories.

Table 5.5 Thematic data triangulation of pupils', year heads' and personal advisers' transcripts

Pupil number and name	19 Ragini	20 Tracey	76 Errol	26 Parfisa	28 Menna	30 Max	62 Sarah	59 Gemma	63 Alfie
P= pupil YH= year head PA= personal adviser	P Y H	Y P H A	Y P H	Y P H A	Y P H A	Y P H A	Y P H A	Y H P	Y H P A
1. Reasons for moving	*								
a) Effects of moving	*	*	*	*	*	*	*	*	*
b) Uncertainty of future	*	*	*	*	*	*	*	*	*
2. Adjusting to new School									
a) Time of entry	*	*	*	*	*	*	*	*	*
b) Similarities and differences in Education system;	*	*	*	*	*	*	*	*	*
c) Making friends;	*	*	*	*	*	*	*	*	*
d) Bullying and racism;	*	*	*	*	*	*	*	*	*
e) Communication;	*	*	*	*	*	*	*	*	*
f) School size, layout, roles and responsibilities;	*	*	*	*	*	*	*	*	*
g) Travel to school;	*	*	*	*	*	*	*	*	*
h) Factors affecting adjustment e.g. significant others, success	*	*	*	*	*	*	*	*	*
3. Strategies used by new pupils									
a) Making friends;	*	*	*	*	*	*	*	*	*
b) Seeking help from peers;	*	*	*	*	*	*	*	*	*
c) Seeking help from adults;	*	*	*	*	*	*	*	*	*
d) Standing up for yourself;	*	*	*	*	*	*	*	*	*
e) Being self sufficient;	*	*	*	*	*	*	*	*	*
f) Catching up;	*	*	*	*	*	*	*	*	*
g) Fitting in / belonging	*	*	*	*	*	*	*	*	*

Triangulation of data in four sub-categories

I was able to explore variations in accounts relating to Bullying and racism in transcripts belonging to five interviewee groups. In four of these, similar accounts were given by all involved, and in the fifth case the issue was omitted rather than contradicted. Although my comparison of accounts of Assessment of pupil learning and support needs identified inconsistencies in three groups of interviewees, these seemed to reflect either their lack of significance for pupils or their lack of consistent application within the school. My examination of transcripts belonging to six interviewee groups in relation to their accounts of Factors affecting adjustment revealed no contradictions or inconsistencies but a shared view of key factors affecting pupils. Finally I examined transcripts belonging to six groups in relation to Setting up initial interviews. There were examples of one contradiction and one inconsistency in two of these groups, which could be accounted for by forgetfulness or misunderstanding.

Results of thematic data triangulation

Table 5.5 identifies the large number of themes that were reported in interviews by individual pupils, their year heads and personal advisers. My scrutiny of a sample of these themes uncovered a majority of complementary and shared perceptions, two contradictions and some inconsistencies, the explanations for which cannot be verified. The latter do

not invalidate the former, and are to be expected in collecting retrospective data (Roberts, 2002, pp.147 -148), much of which concerned judgments and perceptions based on individual and group standpoints. As the purpose of this research was to explore this range of judgments and perceptions, it seemed sensible not to discard potentially unreliable data, but rather to remain aware of it when interpreting and reporting findings, and to guard against making inappropriate generalisations (Bassey, 1999, p.12).

Triangulation of group data: personal adviser questionnaires and interviews

My third approach to data triangulation involved examining the relationship between a questionnaire data set generated by 12 personal advisers involved in phase one research and a data set generated by four personal advisers involved in phase two interviews. I was not trying to triangulate questionnaire responses and interview responses of individual personal advisers, as questionnaire anonymity made this impossible. However, I thought that this triangulation could indicate whether phase two interview data might be broadly 'typical' of personal advisers who worked with the phase one research population. I scanned each of the four interview transcripts for evidence relating to the 28 categories on the personal adviser questionnaire and I recorded each piece of interview evidence adjacent to the relevant questionnaire response category. On completion, I had evidence from all four interviewees in 20 categories. I then compared

interviewee responses with questionnaire responses in order to see if, as a group, they were confirmatory or contradictory.

I found that questionnaire responses broadly confirmed interview responses in 15 categories, although five categories revealed differences. Further analysis of these differences showed that phase two personal adviser interview data did not always reflect personal adviser practices across the range of schools from which phase one pupils were drawn. This was to be expected, given that pupil criteria rather than school criteria formed the basis of phase two interviewee selection. It served as a useful reminder that, when combining findings from different data sets, inappropriate generalisations cannot be made.

Summary of findings from phase two data triangulation

Using three methods of data triangulation, I was able to demonstrate enhanced validity of phase one and phase two pupil data. The intra-school group data triangulation also enhanced validity of accounts of many areas of school practice concerning late entrants' induction and support. However, some inconsistencies needed to be acknowledged when interpreting findings derived from this data, and particular care needed to be taken when combining interpretation of findings from different data sets.

Phase Two research findings

Phase two data analysis sought answers to research questions from the perspective of pupils, year heads and personal advisers. I was interested in gaining a collective perspective as well as identifying similarities and differences in groups' perspectives. I now describe my phase two findings, taking into account issues of data reliability identified above

Questionnaire findings

Questionnaire findings mainly related to systems and procedures for providing induction and support for late entrants, and pupils' responses to these. Where appropriate, I related these findings to pupil, year head and personal adviser interview data. Where flaws in questionnaire design were revealed, these areas were omitted from this analysis.

The role of advisers in collecting pupil data

Three quarters of personal advisers involved in collecting phase one pupil background information found the process useful in providing a focus and structure to induction interviews. Three advisers expressed concerns about interfering with the way that they supported pupils. Although this echoed the concerns of one of the personal advisers interviewed, pupil interviews

provided no evidence to support this, and further research would be needed to clarify this.

Setting up the initial interviews

Personal advisers played a leading role in ensuring that late entrants attended induction interviews or 'chats.' The little pupil information they generally received prior to interviews was mainly about the previous school and key dates. Information about attendance, ability or reasons for moving school was rarely provided. Before induction interviews, only one adviser had contact with parents, in order to seek support for the pupils' attendance. One adviser had contact with support services, where the year head had identified attendance and behaviour problems.

Conducting and following up initial interviews

Although patterns of, and procedures for, personal advisers' contact with pupils varied between pupils and schools, this was generally arranged in liaison with tutorial staff, both before and following induction interviews. Seven advisers chased up pupils who did not attend their first interview. Where they saw pupils more than once, personal advisers made a variety of arrangements for follow-up. Three quarters of advisers gave feedback to school staff after initial meetings, mostly around issues needing parents' or

support services' involvement, but sometimes about school systems and procedures. Eight advisers said that school staff had responded positively to feedback and no advisers reported a negative response.

Response of pupils

Personal advisers tailored support for late entrants to individual needs. They reported a diversity of follow-up roles, of which emotional support and counselling re. in-school experiences was considered most important. All personal advisers carried out the following roles with late entrants: giving them re-assurance; boosting their self-confidence; empowering them to take action themselves; giving advice and guidance; providing a stable point of contact when needed; providing a welcoming and safe place to come to; providing information; making time and space for them; taking an interest in their progress; giving feedback, and introducing themselves and their role.

Interview findings

I present interview findings thematically, including perspectives of different groups of interviewees under each thematic heading. I attribute quotations from interviewees to the fictitious names given to pupils, year heads and personal advisers, as listed in table 5.2. Where Gemma's perspectives are included in this analysis, account is taken of their potential unreliability.

Where the pupil perspective is also informed by interviewees' references to pupils who were not part of this research population, these references are asterisked. Where appropriate, I relate these findings to the results of the personal advisers' questionnaire analysis.

Circumstances accompanying change of school

Phase two interview data provided illustrations of phase one findings concerning the variety of circumstances accompanying pupils' late entry to school. Most moves were initiated by parents/ carers, who generally went to some lengths to obtain a place in their preferred school. No pupil questioned their parents' decision; Jenna said 'that's the way it is because it's my mum and dad's choice, what they wanted to do'. Pupils were aware of the move's impact on their parents/ carers as well as on themselves, especially when they were in a new house, town or country. Reasons for moving school included a change of parent's job or course of study, bereavement, seeking asylum in UK, making a fresh start at a new school, preference for a Roman Catholic school and changes in the family unit. For Max, this meant that 'he changed his name when he got to his new school'. Mrs. Lombard, a St. Teresa's year head, commented that one boy* 'was in another world because he was so concerned with the rest of his background, and then he's gone to live with his father so he has moved area again.'

Impact of circumstances

The constellation of circumstances accompanying each pupil's school move, and their complex impact on pupil experience of late entry, featured strongly in interview data. One pupil* was described as 'very very reticent, particularly on the subject of why he had come to this school.' For most pupils, there were gains and losses, of friends, family, place, and identity. But there was no singular response pattern that could be predicted by scale or nature of change, with a pupil's personality, self-confidence, access to support and previous experience of change, all playing a part in their adjustment. Pupils, such as Alfie and Parissa, for whom a new school was part of massive life changes, sometimes showed less difficulty in adjusting to school than others who moved locally. When comparing two late entrants, St. Teresa's personal adviser, Pearl Maton, said 'With Parissa, I think she just assumed she'd fit in because she'd never had a bad experience. But with him*, he came with more fears of not believing that he could fit in... I suppose, what happens is, something goes wrong at school, then they're plonked in another school but the situation hasn't been dealt with in between and they've brought it with them.' Some pupils were affected not only by past experiences but also by their uncertain future. Tracey said, 'I wouldn't want them to know I've got problems in this school (St. Joseph's) because they might think, oh no, she's got to go again. Like I'm supposed to be moving away in two months.'

Gemma, who settled well into Green Park school but whose family was moving to a new town, said, ' I don't really want to go because down there they've got nothing like this and it would be like throwing it all away. '

Admission to the new school

During KS3, entry date seemed as significant as year group in determining a pupil's experience of joining a new school. Comparisons of experiences of five pupils who started at a beginning of term with four who entered mid-term showed that different entry times could affect access to induction and support, friendship groupings, understanding of ground rules and of different teachers' working practices, needs assessment, group allocations and reporting procedures. Year heads said that managing one late entrant at a time was difficult, but, 'if you've got more than one, you tend to be more organised.'

Although pupils were involved with their parents/ carers in visiting the school prior to admission, no pupil reported taking an active part in the admissions process. Deputy heads usually showed them around, either on their own or with other late entrants, gave parents/ carers school brochures, and asked them for background information and sometimes to sign a home-school agreement. The timing of this meeting took account of availability of school places and sensitivity to individual circumstances. For example, Mrs.

Pepper, a St. Joseph's year head, explained that Errol's admission date to year 8 was delayed because 'this space was a result of a girl dying. A new pupil wouldn't have stood a chance if there hadn't been a delay in admission. '

Year heads began collecting information about new pupils soon after receiving notification of admission. This was obtained from the previous school, via phone calls and the pupil transfer form and file, as well as directly from parents/ carers and pupils. Many year heads were frustrated by receiving inaccurate and incomplete information, or receiving pupils' files weeks after admission, when it was too late to inform allocation to tutorial and teaching groups or additional support on entry to school. For example, Mrs. Lombard said, 'If we think it is necessary we do give them time with an education assistant to start with, to go through the timetable and point them in the right direction.'

Allocation to tutor groups and teaching groups

Tutor groups

Sensitive tutor group placements made a significant difference to pupils, particularly in enabling them to establish supportive relationships with peers.

Where possible, year heads, in discussion with tutors, matched their knowledge of pupil needs to tutor expertise and tutor group dynamics. Sometimes late entrants were placed with pupils they already knew, or with pupils who were receptive to them or with whom they could identify at the level of language, culture, prior experience or timing of school entry. Mrs. Janes, a Larkhall year head said, 'Of the year 7 tutor groups available, some of them seemed inappropriate because it was already full of a tight group of girls who said we don't want anyone else. So we put Menna where we thought she'd be welcomed by girls but by boys as well.'

When year heads had very little information about late entrants, they had to make their own assessment of pupil ability and pupil support needs. Alfie started off in a discrete group in the language centre. Mr. Young, a Green Park year head, said, 'We didn't have transfer forms, it was very rough. The information we had was minimal. It did come eventually but initially it was purely trying to place him in a mainstream tutor group where there were others who spoke the same language.'

Teaching groups

National Curriculum programmes of study offered a formal framework for curriculum continuity for late entrants in all subjects except modern foreign languages, where they sometimes had to start learning a new language.

Despite this formal framework, some new pupils experienced problems in their new teaching groups, having to catch up on missed work and adjust to new teaching styles. Some spent most of their first year in inappropriate ability groups.

Year heads asked subject heads to allocate pupils to groups on the basis of information they collected, this being easier where groups were mixed ability rather than setted or streamed. Some subject departments administered their own tests to assess pupils' ability, although year heads were unable to describe these arrangements in detail. Most pupils were unclear whether or not they had done tests that were used as a basis for allocating them to teaching groups. This may reflect the lack of clarity and consistency in school procedures identified in earlier data triangulation. Parissa said, 'When I came here (St. Teresa's) at first, Mr. X (deputy head) said that he was going to give me some tests to see if I was good, but I don't think I really did the tests, no, cos I got on well.' This pupil had, with the agreement of her parents, been placed in year 9 although they said that she had already followed the year 9 curriculum in Ghana.

Parissa, Tracey and Gemma, were found to be in inappropriate sets by the end of their first year in school. All year heads described how pupils were moved between sets if they were wrongly allocated on entry to school. Mr. Young described how he went 'around to see the groups so that if I feel that

someone might have been placed in the wrong group we talk about it.' In discussing Gemma, who struggled in the top maths set for the whole of her first year, he said, 'I hoped it was more a confidence thing, a settling in thing, but, speaking to her, she would rather be in a group when she's at the top end, so I think the best thing now is to move her.' Mr. Young and Mrs. Pepper described how they postponed moving pupils to more appropriate teaching groups until the new school year, because 'lots of people will be moving next year.' Mrs. Janes described how she tried to ensure that late entrants' were in the same bands as 'pupils they have buddied with since arriving.' All year 9 pupils, and one year 8 pupil, had discussions with year heads about their teaching groups for the coming year.

Induction

For some pupils, everything about their new school was different – distance from home, language, curriculum, pedagogy, buildings, size, ethos and peer attitudes to education. For other pupils, their new school was similar to their old school; even for some pupils from overseas who had previously followed the English National Curriculum. Three pupils who had recently arrived from overseas, Parissa, Alfie and Ragini, contrasted their positive attitudes to learning with that of many peers in their new school. Many new pupils were particularly appreciative of computer, sporting and arts facilities.

St Joseph's was the only one of the four schools that appeared to have a systematic induction strategy for late entrants, and, in this school, an interview with Lynda Robbins, the personal adviser, was part of the pupil's induction programme. In other schools, pupils were left to find their way around school with the help of a timetable and other pupils, allocated to them by their year head. Gemma said that her tutor's arrangements for pupil introductions during tutor time 'means you feel more confident.' All pupils felt nervous on their first day, mostly because of 'worrying about making friends and finding their way around.' Some also had individual concerns, associated with speech and language difficulties for example, which were often recognised and addressed by year heads and tutors. All pupil interviewees commented that they had received a friendly welcome from most pupils and teachers.

Mrs. Janes commented that it was harder for late entrants to establish friendships, even pupils who only missed the first week of year 7, 'They wanted to make a bee-line for the children they did know but those children had already started to form friendships. For some of them it worked quite well because they were an addition, but in others they were an excluded child...Other late entrants were sometimes targeted by pupils who had not yet made friends and whose friendships did not prove suitable.' In the longer term, many pupils retained friends whom they knew when they started

school or made during the first few weeks, some of whom were allocated to them as 'buddies'. Others made new friends.

Even where late entrants already had siblings in school, friends played a key role in helping them to adjust to school routines, catch up in subjects, understand instructions (especially where new pupils had language or learning difficulties), and solve problems, both in and out of school. Tracey, who found it hard to concentrate because of family circumstances that accompanied her late entry to St. Joseph's, said, 'I spoke to them and they try to cheer me up...and then, when it goes quiet again and there's no-one talking, then it will be on my mind again.'

Strategies used by new pupils

A common and striking feature of all interviews was the wide range of strategies used by late entrants. These included: seeking prior information about the school e.g. through friends or siblings, building and managing changes in friendships; ignoring provocation and fitting in with others; seeking help from peers and adults inside and outside school; and catching up on what they had missed through extra homework, for example.

School induction and support programmes appeared to be most effective when pupils could use them as and when needed, seeking help from

whichever adult they thought appropriate. While many pupils were comfortable with talking to year head and tutor, others such as Gemma, said 'I can come and speak to (the personal adviser) and she'd listen, but mostly the teachers are busy and say it will blow over.' They also used family and friends outside of school to help them resolve school problems.

Many pupils wanted to be able to access adult support discreetly and to use this support to try to solve problems for themselves. Parissa said, 'I try myself, I do everything. The teacher, they can't come speaking to me personally... It's kind of the way I have been brought up to be because you never know who might be there and who might not be there so you have to learn to do stuff on your own.' But Tracey acknowledged that sticking up for herself got her into trouble. 'It's when the teacher said something and I know it's wrong, that's what gets me into trouble... I just sit there and shout it out instead of Sir, can I just say something?'

Catching up

Most pupils said that they had to 'catch up' in subjects, although this was not always recognised by teachers. Sarah, a year 9 Green Park pupil commented 'When I first come, science, maths and humanities were really quite hard 'cos we hadn't done that work in my school.' Catching up was easier when entering at the start of the school year because 'we all started

new topics,' but mid- term entrants had to catch up on their own. N advised other late entrants 'to study on their own, go find out from your friends what you're doing and put those pieces together and get information from the teachers as well.' Jane Waring, Green Park personal adviser voiced the same view as Pearl Maton, that 'although pupils are saying that they have caught up, when you delve a bit further, sometimes they haven't as much as they say they have.' For some pupils, difficulty in catching up was a result of being allocated to inappropriate ability groups.

Progress reviews

All pupils had a sense of the progress they were making, although this was usually based on general comments rather than on specific feedback from subject teachers and pastoral staff. Late entrants particularly valued feedback that enabled them to compare their attainment and achievement with that of their previous school's. All year heads acknowledged that they were unable to give late entrants the attention they needed following their admission. Mrs. Pepper said, 'It is tough coming into a new school at a different time from others and pupils could do with extra help... it is the good pupils who get the least attention.' She said that my interview with Ragini was probably the most adult attention she had received since joining St. Joseph's five months earlier. Mrs. King, Larkhall year head (year 9) said,

'Yes, they just sink or swim, and you can only do so much as a year head or tutor.'

In most schools, arrangements for tracking late entrants' progress depended on entry dates. Mrs. King commented, 'Arriving in year 9, he was very quickly into assessment because they got reports in the Christmas term'. Mrs. Lombard said, 'They have just done their SATs so we are now going to have some yardsticks to measure by 'cos she missed the initial monitoring that we always do with year 9 in October.' In the post- entry period, the progress of late entrants was mainly tracked informally by year heads. Mr. Young described his system as follows: ' I like direct contact more than indirect. Obviously I have the academic, the key stage 2 results, the key stage 3 predictions, test results and so on, but personally and socially it tends to be quite direct. I use most of my non-contact time to go around year 9 lessons and, obviously, if there are new students, I direct myself towards them.' Mrs. Lombard identified a variety of informal approaches: ' I do lunchtime duty and I'm posted by the girls' toilets and I do so much pastoral work down there. I say to Parissa, Is everything okay? And she says, oh yes Miss, and I say, you will tell me, and she is absolutely fine, I am confident about that.' Although Parissa was a pupil who settled in well, she said in her interview that ' Sometimes you don't feel really comfortable talking to Mrs. Lombard. She has a lot of people to deal with 'cos most of the time there's people in some kind of trouble so I don't really like to bother her.'

Being settled

'Being settled' was a term used by many year heads, personal advisers and pupils, who seemed to have a shared view of whether or not late entrants were settled in their new school. Seven of the nine pupils appeared settled, although their attitudes to school ranged from enthusiasm to Max's approach of 'not really thinking about it.' However some, who appeared settled, were still resolving difficulties inside and outside school, and earlier triangulation of phase one data with phase two data, collected at least five months later, showed how experiences and perceptions of being settled could change over time. Lynda Robbins, St. Joseph personal adviser, commented on pupils 'who weren't having problems that manifested themselves, but there were things that they needed help with, 'for example, a girl* who was here for a year with her father from another country. Although she hadn't got problems at school, she felt very lonely outside of school and was very concerned about the difference in qualifications from the country she was going back to.' Lynda's view was supported by Pearl Maton who said that 'although almost everyone said yes I feel settled now, they still also said that they never felt exactly the same.' There is no evidence as to whether pupils who had apparently settled in well were achieving their fullest potential.

Pupils mainly defined 'being settled' in terms of making friends, catching up, doing well in subjects and increased self-confidence. Menna said, 'At first I

was quiet because I moved and all the people are different...but now I am more confident, I've caught up now.' For a number of pupils, achieving early success in at least one aspect of school life, whether personal, social or academic, was a significant indicator of having settled into their new school. Year heads used a variety of criteria for defining a settled pupil including positive comments from subject teachers, evidence of positive attitudes and hard work, attendance, an ability to forge friendships and no obvious behavioural problems. However, Mrs. King described Max, who had settled well into his new school as 'a child that can sometimes behave inappropriately, but we had that on record from this previous school so what we have experienced is normal'. Errol and Tracey, who were not settled but attending school regularly, acknowledged that they were behaving disruptively, and year heads were using a variety of strategies to support them. This research population did not include pupils whose inability to settle had either led to exclusion or absenteeism.

Mrs. Lombard said that late entrants 'are tested out and that very often other kids will target those who look as if they are going to be hardworking.' Half of the pupils interviewed said that they had experienced bullying in their new schools, although, in all cases, this appeared to have been successfully resolved, with the help of school staff or the personal adviser. Earlier data triangulation showed, however, that pupils might prefer not to elaborate on these experiences. Some interviewees gave accounts of other late entrants

who had been bullied and had become long-term absentees. One girl*, whose attendance was 100% at her previous school but had moved to another part of Coventry, had told her Green Park personal adviser, Jane Waring that 'there was cliques and she was an outsider all the time and she didn't want to come to school.' When three pupils from minority ethnic groups were asked if they had experienced name-calling or racism in the school, Parissa and Ragini said that they had not. However, Alfie said that racism had stopped him learning when he first arrived. He said, ' Me, I'm solved, but some other students, my friends, have problems.'

Late entrants who were slow to settle could also unsettle other pupils. Mrs. Janes said, 'There can be resentment on the children's part who are being told that we have to accommodate someone new'. Mrs. Lombard described a boy* who ' caused a lot of trouble for us and the form didn't like him, he was setting one against another and did it very quickly...and, to be very honest, and being very selfish, I'm quite glad he's moved on. My latest recommendation was, in my log here, that he had special needs and we had arranged an assessment. It could have been that he needed more input, more help with his work, and his attendance wasn't good.'

Contact with parents/ carers and support services

Parents/ carers made little contact with school once they felt that their children were settled. Mr. Young systematically contacted parents/ carers immediately after pupil entry, to report on how they were settling in. After that, he said, 'it tends to be a report each term....and there's the parents' evenings and so on. And obviously parents know that they can contact me at any time and I will phone them back.' Other year heads relied on established systems of parents' evenings and reports, unless a cause for concern arose which required earlier contact. Parissa, who had moved to St. Teresa's from a school in Ghana, said, 'They're pleased because they thought I wasn't going to settle well, they weren't really happy about me, mixing with everyone you know, but they are happy now that I've settled.'

All year heads welcomed support from a range of support services specialising in personal advice, guidance and counselling (e.g. Connexions Service, Relate); special educational needs; English as an additional language support; interpretation; education welfare and attendance and behaviour management. They generally trusted support service staff to make appropriate professional judgments on behalf of pupils and to liaise with them or tutors where necessary. Mr. Young, who routinely referred all late entrants to Connexions personal advisers, said, 'I feel that the sorts of reasons why pupils would talk to personal advisers would affect their school

life, and therefore I feel I would need to know, but if one of them had a need for something, say counseling, that would be a different role. ' However St. Joseph's was the only school in which the year head and personal adviser knew of formal policies on pupil referral and support. Current procedures were not necessarily consistent across each school and appeared to be based on custom and practice.

Support given by personal advisers

Personal advisers described the range of roles they undertook within a broad framework of guidance and support, where they were principally concerned with helping late entrants to adjust positively to their new school and to effectively overcome obstacles to learning and personal development. The Connexions Service had only recently placed personal advisers in secondary schools to work with 13 – 19 year olds, and some advisers felt that, in future, they needed to be more proactive in their relationships with school staff. The KS3 project involved them in working with younger 'at risk' pupils where parameters, policies and procedures needed to be developed, in liaison with schools, beyond traditional boundaries. Jane Waring described her approach in Green Park as follows; 'My first avenue would be to try to empower them to do something about it, but if I felt they hadn't got the skills or the confidence, then I would broach it with somebody in school.'

Induction interviews with personal advisers

Personal advisers were very positive about the value of induction interviews with late entrants. Lynda Robbins said, 'It was a terribly good exercise and I don't know why we don't do it all the time, why we haven't done it before, something so simple, just being part of the induction process when someone comes into school.' Although not typical of all schools, all personal advisers interviewed received notification, from the year head or school office, of all late entrants to years 7, 8 and 9 and invited them to interview. Personal advisers thought that interview attendance levels were partly determined by school ethos, Simon Hughes, Larkhall, commenting that 'if something is arranged for someone there is an expectation that they will turn up.' Younger pupils and girls were reported as having higher attendance levels, with Simon saying, 'Girls will turn up for interviews but lads need a bit more follow-up.' Pearl Maton finally got six out of nine late entrants to attend induction interviews by contacting their parents/ carers, who generally welcomed the extra support. By investigating non-attendees with the school's Education Welfare Officer (EWO), she found that 'two of them were almost never in school, and the third one was the one whose Mum said that it would be too traumatic. So they would be the three* who most needed referrals. I would have needed a lot of time for them.' In other schools, personal advisers relied on year heads to contact parents/ carers when necessary.

Personal advisers whom I interviewed wrote directly to late entrants, while in some other project schools, year heads and tutors arranged pupils' interviews. While some personal advisers sent late entrants an interview appointment card designed for older pupils, others wrote letters inviting them to 'talk about their experiences of joining a new school.' The effectiveness of different approaches seemed to depend on the context within which invitations were received. Mrs. Janes, who discussed the meeting with Menna, felt that the formal interview card 'made her feel important and significant'. However, Pearl Maton thought that in St. Teresa's 'where quite often things that don't seem central to what they are doing are sidelined', thought that sending appointments cards had been a mistake: 'They didn't attend, and we found that ...they didn't know what they were coming to. One said, that it must have been a mistake, even though we told the year head, it hadn't filtered through to the tutor.'

Professional communication networks

Communication networks between all involved, including support services, were of prime importance in assessing, supporting and monitoring the progress of late entrants. This was underlined by the 'misunderstanding' between a personal adviser and year head, uncovered in interview data triangulation. Although positive about additional support from Simon Hughes for Max, Mrs. King said, 'I knew that he was seeing pupils that were late, but

...I haven't had any notes about it afterwards...I feel in the dark about it really.' Some personal advisers were unclear how to follow up issues raised in pupil interviews that might imply criticism of school policies and procedures. Pearl Maton said, 'In a review meeting with senior staff, I asked what would be the format of me giving feedback to the school, and I think she said something like, well, you've talked to us and to year heads- it doesn't really raise issues like monitoring, does it?'

Although, in all schools, there was evidence of mutual professional respect and trust between year heads and personal advisers, and effective use of informal communication systems, dependence on these sometimes resulted in lack of clarity in relative roles and responsibilities, and inappropriately targeted pupil support. This was particularly evident in pupil information transfer, where Pearl Maton found out, through contacting a parent about his son's non-attendance at interview, that the boy had a stammering problem. Pearl said, 'If I had known, I would not have sent him a cold invitation to interview through the class register, which obviously petrified him.' Most personal advisers only wanted prior notification of areas of particular concern, preferring to 'start from scratch' with pupils and to form an assessment of their needs, independent of the year heads'.

Both year heads and personal advisers recognised that the relative independence of their roles and the complementary nature of their support

for pupils were probably key to its effectiveness. Mrs. Janes said, 'They can wonder why a teacher wants to talk to them. The personal adviser can say I'm not a teacher but I'm interested in pupils and I want to know how you are getting on because you came a bit later.' Mrs. Lombard saw the value of the personal adviser's base as 'being very safe and welcoming and sited on the edge of the school' which gave it independence. The significance of the separation of personal adviser/ teacher role was underlined by a number of pupils. Tracey said, 'The teachers are strict, whereas with Lynda it's relaxing, like talking to a normal person.'

Confidentiality

Confidentiality of pupil information posed dilemmas for some personal advisers. School codes of confidentiality for KS3 pupils did not necessarily match the Connexions Service code, where pupil information would not be shared without their knowledge. Most personal advisers exercised limited confidentiality, telling pupils, at the start of interviews, that they might have to share disclosed information with school or support service staff. In many cases, like teachers, they had to exercise their professional judgment, but they all expressed concern about the possible impact on pupils of sharing personal information. Lynda Robbins said, 'Afterwards, I spoke to the EWO to see what might be behind this, but if you get someone in and you've clearly talked to the school about them, sometimes it's quite off-putting.'

None of the pupil interviewees indicated that their trust had been betrayed by inappropriate sharing of information. However, late entrants not included in this research might report a different experience.

Support following induction interviews

Where inter- professional communication systems were effective, pupils received appropriate support and year heads were able to monitor their progress in relation to concerns highlighted by personal advisers. Simon Hughes cited Menna who ' was enjoying school but there was something going on somewhere and, the more we talked, the more comfortable she felt and it came out that she was being bullied. I felt I had an obligation to ensure that Mrs. Janes was going to do something about it.' With Menna's agreement, he talked to Mrs. Janes who was aware of the bullying but not of its severity. She consequently made some 'low key interventions that helped Menna to resolve the problem by making new friends.'

Follow up support, after induction interviews, was of importance to late entrants for whom ' there was something urgent to sort out or where a plan of action was needed to sort out problems.' Personal advisers interviewed undertook more follow up work than colleagues in other schools, arranging this either directly with pupils or through year heads. Year heads acknowledged the difference that follow- up support could make to pupils,

although for those with extreme needs, Mr. Young said, 'it might help them settle for a while, but even then, it may not be enough to keep them in school.' Some pupils requested follow up meetings or dropped in to see personal advisers when needed. Tracey said, 'If the court case coming up for my little sister got on top of me, then I would probably ask Mrs. Pepper if she could make a meeting with Lynda (the personal adviser). If everything is okay, I wouldn't bother.' Contact patterns were difficult to record in schools where informal contact was the norm, or where there were high numbers of late entrants, including those with multiple support needs. Jane Waring said, 'I feel I'm just scratching the surface, then I say bye, I'm not giving as much support as I could have if I saw them more regularly.' When Gemma was asked what she would do if Jane did not have time to see her when needed, she said, 'I would understand. I would just come here and stay calm.'

Pupil responses to personal adviser support

All pupils were positive about their induction interviews with personal advisers, although some were unclear about their purpose. This included three pupils who seemed settled and did not attend follow up interviews. Pearl Maton described her approach to 'settled' pupils as follows: 'I think, even if you've coped well with change, it is still re-assuring to have someone actively taking an interest, then, if things went downhill, you would hope that they remember that there was someone that they could go to.'

Four of the six remaining pupils who attended more than one meeting with the personal adviser because they seemed unsettled at their induction interview, had since become settled in school. These four particularly valued the interest that personal advisers showed in them, and their ability to listen to pupils' problems and help them identify solutions. Personal advisers were surprised at pupils' openness about their problems. Parissa, who attended two follow up meetings with Pearl despite settling well on entry to school, said, 'It was good to talk to someone, to tell them I was getting on okay. She suggested advice and ideas when you've got a problem and stuff like that. But a teacher hasn't got much time, always got to run somewhere and I prefer talking to her much more, so I would go back any day.'

Summary of phase two research findings

My analysis of interview data showed that all pupils in this research population, irrespective of personal circumstance, shared some experiences of adjusting to their new school, which they addressed with resilience and ingenuity. Within this group, however, there were a variety of reasons for moving schools, and a range of individual experiences and circumstances, that mirrored those identified in the phase one research population. Their circumstances could not predict how well they would settle into their new school, and they could be more or less settled at different times throughout their first year.

Although these pupils were mostly happy in their new schools and said that they were well received by teachers and pupils, there were inconsistent in-school approaches to their induction and support, and a lack of coherence between pastoral and curriculum procedures for needs assessment and progress monitoring. This resulted, at times, in insufficient recognition of individual need, with possible consequences for pupils' self-esteem and academic attainment levels. Vulnerable pupils, with acute learning or personal development needs, or unresolved problems, could feel uncertain and isolated, particularly when they entered school in the middle of a term.

All pupils, irrespective of personal circumstance, valued early contact with their personal advisers, who, in liaison with school staff, played an important role in their induction. My analysis of personal adviser questionnaire data, which complemented the interview data, illustrated the range of roles described by personal advisers in interviews, and also highlighted the variety of induction and support systems that were operating across the thirteen project schools. On-going personal adviser support for pupils who were slower to settle in, was seen by pupils, personal advisers and year heads, to make a significant contribution to their successful adjustment and raised achievement.

Summary of phase one and phase two research findings

In keeping with the ethical principles underlying this research, these findings were widely disseminated to all who contributed to this research and to those who had policy interests in pupil mobility within and beyond Coventry LEA.

Phase one research generated findings concerning the circumstances and experiences of 75 KS3 late entrants in 13 Coventry schools. As this research population did not represent the total 2000-2001 cohort of KS3 late entrants to Coventry or even to project schools, and therefore excluded a few pupil groups whose circumstances are found to be associated with pupil mobility (Dobson, 1999, 2000), it is not possible generalise these findings beyond those pupil groups included in this research population. The use of pupil interviews to complement quantitative analysis of pupil background information (Robson, p.291), did however, provide meaningful answers to research questions concerning the relationship between causes and circumstances of mobility and these pupils' experiences of 'settling in' to a new school.

Phase two research was designed to further explore this relationship, focusing on research questions that addressed school systems of pupil induction and support, in particular the role of the personal adviser. The phase two research population was a group of nine pupils, with their

personal advisers and year heads, who were selected to facilitate in-depth exploration of aspects of pupil experience highlighted in phase one findings. Open-ended interviews were conducted with all interviewee groups, and questionnaires were administered to a larger group of personal advisers. Triangulation of phase one interview data with phase two interview data, and triangulation of different data sources within phase two, not only facilitated the exploration of apparently contradictory data but also provided substantive confirmatory data that strongly enhanced the reliability of research findings.

This research provided evidence of the range of circumstances associated with pupil mobility as well as the impact of these circumstances on many aspects of pupils' experience in their new school. Although late entrants shared many experiences of joining a school mid-year, or mid-term, their experience of school induction systems could differ, depending on time of entry for example, and their pattern of adjustment to school varied from pupil to pupil. School procedures for their induction, needs assessment, support and progress review were not consistently implemented within schools. Although many late entrants appeared to adjust well, and benefit from a range of support including that of the school's personal adviser, triangulation of phase one data with phase two data, collected from the same pupils up to seven months later, raised questions about the degree to which some were settled in their new schools. Despite the richness of self-report data collected

through interview, the pressures on pupils and schools to be positive about the new situation should be acknowledged. Longitudinal pupil attainment and achievement data would need to be analysed in order to establish the extent to which long-term settling-in is sustained and results in individuals achieving to their fullest potential. In addition, unanswered questions remain about late entrants who were not included in this research population, due to absence for example, and who might not have received the support they needed.

CHAPTER SIX

CONCLUSIONS

In this chapter I present conclusions drawn from my research into the induction and support experiences of late entrants to KS3. I start by summarising key findings concerning the characteristics, circumstances and experiences of case study pupils. I then consider the implications of these findings for school-based provision of their induction and support. I reflect on the outcomes and limitations of my research study and suggest areas for further research. Finally, I describe policy developments in pupil mobility since I started planning this research study, and identify the benefits of researchers, practitioners and policy makers working collaboratively in the interests of young people who move between secondary schools at least once during KS3 and KS4.

Key findings: the characteristics, circumstances and experiences of late entrants to KS3

My case study pupils comprised 75 KS3 late entrants, from 13 of Coventry's 19 secondary schools, who were referred by year heads to personal advisers for induction interviews. Although year heads were asked to refer all late entrants, they did not all attend interviews. My case study findings therefore did not reflect experiences of the full range of transient pupils, in

particular those who were reluctant to attend interviews or whose attendance at school was irregular. Boys, for example, appeared to be underrepresented.

My findings resulted from a two-phase research process in which both quantitative and qualitative data were collected and analysed. While analysis of quantitative data generated useful descriptive findings concerning pupils' characteristics and circumstances, analysis of qualitative data demonstrated the complex inter-relationship of these factors with their experience of entering and adjusting to a new school. Although this study was able to demonstrate the complex inter-relationship of multiple factors which could impact on pupils' experiences of moving schools, it was not able to identify the impact of late entry, per se, on pupils' adjustment to their new school. These findings showed that case study pupils, despite their shared experience of late entry to a new school during KS3, had highly individualised experiences. Their needs and their adjustment could not be predicted solely on the basis of reasons for moving school, and could not be characterised in purely positive or negative terms. While categorising these pupils may, at times, provide helpful descriptors, different categories need to be developed for different purposes, with a recognition that pupils can be assigned to multiple categories, can move between categories and may have a different view from adults about the categories to which they belong. There are likely to be differences, for example, in pupils', parents'/carers'

and teachers' accounts of reasons for moving schools, and in their perception of this as a positive or negative experience.

My study's focus on KS3 pupils usefully complemented earlier research on pupil mobility predominantly undertaken in English primary schools where there are significant differences in organisation, structure and, often, ethos. This secondary school focus was also important because 11-14 year old pupils' responses to moving schools may be significantly affected by their concurrent transition to adolescence (Graber and Brooks-Gunn, 1997). This points to the importance of a multi-faceted approach to the management of pupil mobility in schools, including the recognition of mental health issues (DfES, 2001).

Case study pupils, whose change of school was accompanied by a wide range of circumstances, expressed positive attitudes to their new school and to the opportunities that it provided, and they reported that both staff and pupils made them welcome. These pupils, whose attendance at interview probably reflected positive expectations of the support they would receive, brought rich experiences and personal resources to their new schools, not least as a consequence of managing complex transitions and multi-faceted changes in their lives. Although early experiences in their new school were not always unproblematic, suffering name-calling, bullying or racism for example, they demonstrated a variety of effective active or internal coping

strategies which helped them to make successful transitions (Seiffge-Krenke, 1995).

My two-phase research strategy enabled me to explore the extent to which late entrants were settled in their new school at two different points within a five-month period. 'Settling in' was a phrase commonly used by teachers, pupils and personal advisers to describe the extent of pupils' adjustment to their new school. Although these groups usually had similar perceptions at any one point in time, and the majority of pupils had settled well into their new school, some pupils who appeared to have settled in well early on, became less settled later, and vice versa. Although 'settling in' implied successful adjustment to all, or the majority of, aspects of school life, the phrase was generally used intuitively, to indicate predominantly personal and social rather than academic adjustment. Further investigation is needed into the extent to which late entrants make appropriate progress in their academic learning and realise their full potential.

Implications for school based provision of Induction and support for late entrants

Findings derived from pupil interview data provided important insights into school-based provision of induction and support for late entrants. 'As consumers of the educational process they have points of view about what

works well or badly for them that providers of education need to take into account' (Crozier and Tracey, 2000, p.174). My case study pupil data was derived from induction interviews conducted by personal advisers with 75 KS3 late entrants, and my own in-depth interviews with nine pupils, their year heads and personal advisers. I wanted to emphasise the pupil perspective on moving schools, in order to counterbalance the more widely documented school perspective which often characterises mobile pupils as 'problems' who are expected to make additional demands on staff and disrupt existing pupils' learning. Year heads in my study often wanted to talk about their stereotypical late entrant, who was a disturbed excludee from a neighbouring school, rather than focus on less dramatic and more typical examples of other late entrants to their year groups. It was these latter pupils whose range of experiences and perceptions informed conclusions about appropriate school provision outlined below.

Dobson's research identified school leadership as a key factor in determining 'whether the whole school population is or is not regarded as 'us'' (2000, p.98). A sense of belonging to the new school community was a major element of 'settling in' for case study pupils, and this was achieved through their own efforts as well as those of the school and other pupils. They valued a school ethos that welcomed newcomers, where teachers had high expectations of them and enabled them to achieve early success in building new relationships with peers and staff, and in doing well in lessons. Although

these pupils had some shared needs associated with late entry to their new school, they were most positive about induction and support programmes that recognised their individual circumstances and experiences, enabled them to forge their own connections with aspects of school life and solve their own problems.

School managers not only need to create a welcoming ethos for late entrants, but also school systems that guarantee an appropriate programme of induction and support, irrespective of when pupils enter the school and which year group they join. An important element of this programme is the opportunity to build a strong relationship with at least one adult who has time to listen to them. Case study pupils valued the time they spent with personal advisers in induction interviews. For some, it was an opportunity to build an early 1:1 relationship with an adult on whom they could rely for on-going support; it is well-documented that this sort of relationship is a significant factor to underlie resilience at times of change (Coleman and Roker, 1998, p.595). For others, it was an opportunity to be listened to by an adult in a school where teachers were too busy to find time for this. These findings pointed to the importance of all schools establishing effective listening systems for new pupils and supporting them in building sound relationships with peers and adults in the first few weeks and months at their new school.

Another important element of school induction programmes is accessible and pupil-friendly information about school policies and procedures. This study found little evidence of induction programmes that effectively met pupils' need for information about their new school, and that enabled academic and pastoral needs to be assessed and addressed in a co-ordinated manner. Although 'the evident tension and antagonism between the pastoral and the academic' is not peculiar to induction and support systems for these pupils (Power, 1996, p.133), a planned and integrated approach to supporting late entrants in their first few weeks and months in school may greatly assist their successful transition. Such programmes need to ensure that late entrants receive and understand information and guidance about subject schemes of work and catch up strategies, for example, as well information concerning school procedures and policies relating to issues such as bullying and racism.

My study found variation in school systems for assessing late entrants' pastoral and learning needs when they entered school. A more rigorous and co-ordinated whole-school approach to needs assessment of late entrants seems particularly important given the lack of information that traditionally accompanies their arrival and the circumstances surrounding their transfer that may constitute significant risk factors. OFSTED's survey of pupil mobility found that 'Some children arriving at school are emotionally unsettled and need exceptional levels of support '(2002,2, p.4). Pupils and year heads in

my case study expressed little understanding of how late entrants' learning needs in different subjects were assessed, and what curriculum induction strategies were used. Despite the existence of the National Curriculum, ensuring curriculum continuity for late entrants in secondary schools is difficult in the face of increasing curriculum flexibility. Although my study was unable to explore this further, through interviews with subject teachers for example, my findings raised questions that had resonance with a recent OFSTED report on school arrangements for pupil transition between KS2 and KS3. This report stated that: 'the pastoral aspects of transfer appear to have worked well...but while there were useful developments in the curricular aspects of transfer...they were isolated' (2002,1,p.10). OFSTED's report of a primary and secondary school survey, *Managing Pupil Mobility* (2002,2), underlined the importance of curriculum induction and learning needs assessment as follows: 'Making adequate assessment of pupils' educational experience and attainment is a key task. The most common complaints made by pupils interviewed in this survey were that they had done work before or that they did not know what was going on in particular subjects. Even when records and samples of work are available, teachers still need to assess pupils individually. When pupils arrive at very short notice, the need to settle them in quickly can work against the process required to get the provision right. A false start can have serious consequences, both for the pupils concerned and for the groups they join' (p.5).

Individual assessment, on entry to the new school, may identify a pupil's need for additional academic or pastoral support, over a short or long-term period. The results of this assessment and proposed support programme need to be disseminated promptly to appropriate subject and pastoral staff. My study found that a range of sources of support was available to case study pupils, and that this was welcomed not only by pupils but also by pastoral staff who felt that they had neither the time nor the specialisms to meet some pupils' needs. Schools increasingly use adults other than teachers to provide specialist support for pupils with learning and emotional or behavioural difficulties for example. In this study, use of various sources of support appeared to work well, where all concerned were clear about their purpose and parameters, and how they related to other provision, in terms of sharing information for example. My study found evidence of high levels of trust between year heads, Special Educational Needs Co-ordinators (SENCOs), and partner organisations such as education welfare officers, personal advisers, and RELATE counsellors. They were strongly committed to providing collective support for individual pupils and showed respect for each other's professional judgements. Secondary school management systems, however, still have some way to go in developing structures that facilitate co-ordination of multi-agency support for pupils (Sutton, 2000, p. 215).

Late entrants' progress needs to be systematically monitored by everyone who contributes to their induction and support programmes, and arrangements need to be put in place for regular progress reviews. These should continue until such time as secure judgements can be made both about pupils' adjustment to school and their progress in relation to their capabilities. My study found that intuitive judgements about 'settling in' were sometimes made prematurely and were based on insufficient evidence. Pupils should be actively involved in these progress reviews, and, where possible, their parents/carers too. Late entrants need feedback on how they are progressing in their new school. As Munby asserted (1995, p.147), 'the provision of feedback to students is a fundamental issue not only for the subject teacher but for the personal tutor too. It is too often the case that, in spite of the existence of tutorial groups and pastoral care systems, students do not receive coherent and integrated feedback concerning their learning and development at school'.

Late entrants also need recognition of early success in their new school, which can act as a strong motivator in overcoming transitional barriers that they experience. Sarah, a Green Park pupil who was not forthcoming in talking about her new school, became suddenly animated when she described how she had been chosen to represent her school, with other pupils, in a citywide peer education project:

- Sarah We're doing it in the expressive arts studio, there are quite a few of us working with S and J who are teaching us stuff about sex education. It's me and my friends K and P in the group.
- Researcher Which age group pupils are you working with? Year 7?
- Sarah We didn't do it.
- Researcher Why not?
- Sarah Don't know
- Researcher It just didn't happen?
- Sarah Mr. Young said we're not going to do it.
- Researcher You enjoyed that, did you?
- Sarah Yes, it's good, 'cos we learn new games to do, how to solve problems, how to do like brainstorm stuff.

Sadly, Sarah's expectations were dashed by the unexpected and unexplained cessation of the project, and, without the opportunity to talk about her disappointment, staff who worked with her probably remained unaware of its effect on her motivation. Although the establishment of more systematic approaches to induction, support, progress tracking and review of late entrants, cannot guarantee smooth and successful transitions for them, it can assist early identification of individual problems and needs which may otherwise remain undetected. My study consistently identified frustrations experienced by committed year heads and personal advisers who had to make rapid and complex professional judgements about late entrants in

highly pressurised circumstances. School structures and systems can never take the place of professional experience and insights. But they may make a difference to whether, as one year head put it, 'these kids coming in just sink or swim.'

Research implications

My research findings pointed to aspects of school provision that can help late entrants to secondary schools make more successful transitions. The complex experiences of case study pupils demanded complex responses from schools, and my analysis of quantitative and qualitative data shed light on some of these complexities and their implications. My research population and my methodology enabled me to directly reflect the experiences and perspectives of a wide range of late entrants to KS3. My methodology also provided a variety of means of ascertaining data reliability so that insights derived from these perspectives were strongly grounded.

It is possible that improvements in school induction and support programmes for late entrants could narrow the attainment gap between transient and non-transient pupils, but further research is needed in order to investigate this. OFSTED's report, *Managing Pupil Mobility* pointed out that '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.' (2002,2, p.1)

Further research is also needed into the experiences and perspectives of the KS3 late entrants who were not included in this case study because they did not attend induction interviews. Different research methods may be needed to investigate the experiences of transient pupils who do not speak English, who have severe mental health problems or who do not attend school. Crozier and Tracey (2000, p.174) reminded us that ' Unsuccessful pupils, those who fail or are failed by the education system, are, as a group in a marginal position. In an era of league tables, their contribution to schools is either negligible or negative. This low status excludes them from participation'.

This study illustrated the challenges and rewards inherent in 'real world research' (Robson, 1993) particularly when the research population is young people managing changes in their lives which many adults would find daunting. Although 'researching sensitive topics can make substantial demands on the researcher' (Jones and Tannock in Lewis and Lindsay, 2000, p. 95), it is vital that researchers find ways of giving voice to these young people's experiences.

The pressurised context of schools made data access and collection difficult, and the two-stage research strategy, with its emphasis on qualitative data, meant that data analysis was time consuming. Some of these methodological difficulties were eased, however, by my multiple roles of researcher, project manager and LEA adviser. I had already established relationships and networks that gave me credibility and put me in a strong position to assess the credibility of others. Thus, schools were willing to cooperate with my research, largely on the basis of earlier work I had undertaken with them to improve provision for young people. My prior work with Connexions Service personal advisers' enabled me to involve them effectively in collecting data from pupils. I had access to earlier research undertaken within Coventry LEA, which meant that this study could directly build on earlier findings.

I have demonstrated in this report some of the tensions involved in being a practitioner-researcher (Robson, 1993, pp. 446- 450), and how my research methodology tried to minimise possible bias arising from my multiple roles and the responses of interviewees to these. The greatest challenges posed by multiple roles were ethical dilemmas arising from the relationship between project management and research activities. Throughout the study, I took measures to ensure that the interests of project pupils took precedence over research interests, and that relationships between all concerned were strengthened rather than damaged by the research process. For example,

interesting though it would have been to include children from asylum seeking families in this research population, I judged it to be inappropriate in all but two cases. The role of personal advisers in data collection, although professionally enriching, faced them with similar dilemmas when collecting data in induction interviews, which some of them were better equipped to handle than others. My main strategy for managing such tensions, and for enabling others to manage them, was a strong and explicit ethical position, meticulous attention to detail, clear and regular two-way communication, and on-going support for all involved in the research.

Policy developments

National

The national context for my research has changed significantly since I started planning this study in 2000. In September 2001, Janet Dobson reflected in a Times Educational Supplement article (TES, 28/9/01, p.21) how much had changed in the three years since she first wrote about pupil mobility in the TES in October 1998. Dobson provided a variety of illustrations of how, at national level, 'there has been a growing recognition that pupil mobility...affects most schools to some degree and needs to be considered in a variety of contexts to do with raising achievement and measuring success.'

Whereas in 1997, the White Paper *Excellence in Schools* (HMSO) carried no mention of pupil mobility, *Excellence in Cities (EiC)* (HMSO, 1999) noted its potentially disruptive effects for both children and schools, and some of the beneficiaries of Excellence in Cities funding since then have been high mobility schools and their pupils. The White Paper, *Schools Achieving Success* (DfEE, 2001) proposed a pilot project for secondary schools in the most challenging circumstances, including pupil turnover. Consultation documents on many different topics, such as school admissions and performance tables, have considered mobility aspects, and guidance on Educational Development Plans from 2002 gave explicit recognition to the difficulties of target setting where children come and go. OFSTED has also shown an increasing awareness of these issues. Since January 2000, pre-inspection data has been collected on the mobility of pupils, and an electronic common transfer form has been available to schools to ensure that a minimum set of information is transferred when a pupil changes school (OFSTED, 2002,4). In Spring 2002, OFSTED issued guidance to school inspectors requiring them to explore reasons for high levels of mobility and take it into account when judging quality and standards, particularly 'how well the school is led and managed so as to minimise any disruption of pupils' learning' (2002, 3, p.12). It also published guidance that was developed with reference to a survey of mobility and attainment in over 3000 primary schools and nearly 1000 secondary schools (2002,2).

Local

Greater awareness at national level has given recognition to work that schools and LEAs have been undertaking to address pupil mobility, and, in some cases, has also provided funding. In Coventry, my multiple roles of LEA adviser, KS3 project manager and researcher, have enabled me to use my research findings to inform local and national developments. Coventry and Warwickshire Connexions Service has published guidance to personal advisers on supporting transient pupils and has identified transience as one of the 'at risk' criteria for targeting work with KS4 pupils in schools. This guidance will provide the basis for a DfES training programme for induction mentors in schools facing challenging circumstances. 13 Coventry schools have received EiC funding for their work on 'managing transitions,' including transience.

Coventry LEA, in collaboration with Connexions, continues to run the KS3 Induction and Support Project for Late Entrants, which was the focus of this research study, in four secondary schools. Since February 2002, these four schools have also received funding from the DfES to pilot strategies aimed at improving curriculum access and raising achievement of transient pupils. Coventry LEA is supporting and monitoring this work and has commissioned research with 30 pupils to take place during the school year 2002- 2003. While some case study pupils will be those who move schools during this

school year, others will be those who took part in this research study. This further research will provide longitudinal data about KS3 late entrants' experiences since receiving induction interviews as part of the KS3 2000-2001 project cohort and will involve pupils in research design and implementation in an attempt to gain maximum insight into their perspectives (Warren, 2000, p.122- 134).

Conclusion

A year ago, Janet Dobson concluded her TES article by saying that 'education ministers should be congratulated on listening to what schools, LEAs and researchers have been saying about pupil mobility. However there is still some way to go on policy (TES, 28/9/01, p.21).' This can be echoed at local level where, despite the heightened level of activity around transience, a Coventry secondary headteacher of a school with a transience level of 4% said, on receiving my research report, 'this is all very worthy, but frankly transience isn't a priority for my school.' In a world where pupil mobility impacts on local educational provision, no school can afford to ignore the variable nature of school communities in terms of their membership and stability. For the sake of transient pupils, and our schools, there has to be a concerted focus on effective management of pupil mobility which draws on a wide range of disciplines and specialist expertise, from that of town planners through educationalists to child and adolescent mental health services. I

believe that a major reason for the recent surge of interest in pupil mobility has been the debate that has been stimulated by open dialogue between university and LEA research teams, politicians, policy makers and school practitioners, through the educational press and through multi-disciplinary conferences. This is an important way forward, not only for future work on pupil mobility, but other key educational issues too. Indeed, pupil mobility must be addressed as part of, rather than marginal to, wider forthcoming debates on raising standards in secondary schools.

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APPENDIX ONE

Table 3.3 Phase one and phase two research timetable		
Research issue	Date	Activity
Support was needed for data access and involvement of personnel from key organisations	May 2000	Senior managers from LEA, Quality Careers Service (QCS) and Connexions Service agreed to support the research
Phase one of the research strategy needed to be well-planned so that all involved in data collection could be thoroughly prepared	July–August 2000	Phase One of the research strategy was further developed and a research timetable was drawn up
Support was needed from those responsible for phase one data collection. Their managers needed to understand the research context and be consulted on the proposed methodology	September 2000	Agreement was reached with the Connexions personal advisers' management team on procedures for phase one collection of data from Key Stage 3 late entrants to whom they were offering additional induction and support
Given the numbers of personal advisers (minimum 12) involved in data collection, consistent use of rigorous research instruments was essential to data reliability	September – October 2000	Research instruments and guidance folders were developed for personal advisers' use and trialled with personal advisers' management team
Before data collection started, it was important that all involved in the research had a shared understanding of its purpose, its context and its methodology	November 2000	Schools and their personal advisers were reminded of additional induction and support procedures for late entrants to Key Stage 3, and briefed on data collection methods and timetable.
Although the above briefings resulted in delaying the start of data collection, it was important to start this in the autumn term so as to include pupils who had arrived from September onwards	December 2000	Pupil data collection was started by personal advisers

Table 3.3 continued		
It was essential to maintain the momentum and rigour of data collection, through regular meetings with personal advisers' managers and their teams	January 2001	First progress review meeting was held with personal advisers' management team (23/01)
Regular meetings were needed with personal advisers and their managers to ensure on-going rigorous data collection	February 2001	Personal advisers were reminded to complete recording of pupil data by the deadline of 23/02 and send it in for central collation. 95 pupil records were received
	March/April 2001	Second progress review meeting was held with personal advisers' management team (14/03). Missing pupil data was chased. A preliminary analysis of data was undertaken
Phase two research, which was designed on the basis of the preliminary analysis of phase one data, needed to be undertaken during the second half of the summer term. Prior agreement needed to be secured from all involved	May 2001	Third progress review meeting was held with personal advisers' management team (08/05). Outstanding phase one data was chased and analysis continued. Phase two research instruments were developed. The phase two research population was contacted and briefed, and an interview timetable was arranged.
All interviews needed to be carried out during a five week period in the second half of term; interviews needed to be transcribed immediately afterwards to increase reliability of data interpretation	June 2001	Interviews were undertaken, with amendments being made to the timetable and pupil population as and when needed. Interview recordings were transcribed and examined for issues that needed further exploration. On-going data analysis was undertaken.

Outstanding data had to be collected before the start of the summer holiday. Personal advisers needed to discuss plans for continuing the Key Stage Three project from September	July 2001	Fourth progress review meeting was held with personal advisers' management team (12/07). Outstanding phase one data was collected and final phase one analysis undertaken. Preliminary analysis of phase two interview data was presented. Personal advisers agreed to address research findings in the project's second year
Analysis of phase two data needed to be undertaken in preparation for presentations to key groups involved in the project	August 2001	Time allowed for a further analysis of phase two data. Initial feedback was given to personal advisers at their training day and further data was collected from those advisers who had not been interviewed in phase two
Presentations of research findings were requested by headteachers and the Connexions Service local management board	September 2001	Presentations of preliminary research findings were made; detailed analysis of phase two data continued
In depth data analysis needed to be completed and research findings written up	October 2001 onwards	The process of writing up the research began. Contact was maintained with the second year of the Key Stage 3 project, and guidance was drawn up on the basis of research findings

Briefing meeting	November 7 th , 2000
First meeting	January 23 rd , 2001
Second meeting	March 14 th , 2001
Third meeting	May 24 th , 2001
Fourth meeting	July 12 th , 2001

Table 4.6 Phase one data analysis timetable		
December 2000	Pupil data collection started by personal advisers	
February 2001	Deadline for personal advisers to complete recording of pupil data (23/02).	
March/April 2001	95 pupil records received by revised deadline (11/04) were collated. Missing pupil data chased. 20 pupil records excluded from research study. Preliminary analysis undertaken of data relating to 75 pupils.	
May 2001	Continued chasing of missing pupil data. Further data analysis undertaken and discussed with personal advisers' management team and LEA transience group. Preliminary data analysis used to design phase two research instruments.	
June 2001	Phase two research undertaken.	
July 2001	Phase one data collection completed. Final data analysis undertaken.	

APPENDIX TWO

PHASE ONE INDUCTION INTERVIEW SCHEDULE including guidance for personal advisers

(An anonymous copy of this record will need to be sent in for citywide analysis at the end of this phase of the project)

NAME OF SCHOOL
NAME OF PERSONAL ADVISER

PUPIL NAME
(This can be removed when pupil information is forwarded for citywide analysis)
PUPIL CODE
(This will be used to preserve confidentiality when citywide data is analysed)

A. PUPIL BACKGROUND AND CHARACTERISTICS

Could you tell me a bit about yourself and your experiences before coming to this school?

(This is an opportunity to find out background information that you do not already have and that will help you to complete the pupil background record. You could prepare prompts based on the Pupil Background record sheet as a guide for your discussion. However, many of these areas will be sensitive for pupils and you may want to wait for them to choose to disclose this information to you).

B. EXPERIENCE OF ENTERING A NEW SCHOOL

Could you tell me how you think you are settling in to this school? What have you found difficult about coming to this school? What have you found good about this school? What sorts of things have helped you to settle in? What are you looking forward to during the next few weeks? What are you worried about during the next few weeks?

C. PERSONAL CONCERNS AND INTERESTS

What school subjects are you good at / do you like? What school subjects do you find difficult/ do you dislike?

What would you like to achieve during your time at this school?

What do you think you will need extra help with at school? (*Not just subjects*)

What do you spend your time doing out of school? What do you most enjoy doing, on your own or with other people?

Are there any sorts of job or work that you know something about or that you would like to know more about?

D. ANYTHING ELSE

Is there anything else that you would like to talk about or any questions you would like to ask me?

PHASE ONE RECORD OF PUPIL BACKGROUND INFORMATION

NAME OF SCHOOL

NAME OF PERSONAL ADVISER

PUPIL NAME

(This can be removed when pupil information is forwarded for citywide analysis)

PUPIL CODE

(This will be used to preserve confidentiality when citywide data is analysed)

- A. S/P/CA Date of birth
- B. S/P/CA Gender
1. Male
2. Female
- C. S/P/CA Ethnicity (suggested 2001 census categories)
White
1. White British
2. White Irish
3. Any other white background
Mixed
4. White and Black Caribbean
5. White and Black African
6. White and Asian
7. Any other mixed background
Asian or Asian British
8. Indian
9. Pakistani
10. Bangladeshi
11. Any other Asian background
Black or Black British
12. Caribbean
11. African
13. Any other Black background
Chinese or Other ethnic group
14. Chinese
15. Any other ethnic group

Record of Pupil Background Information, p.2

Family and Social circumstances

- D. S/P/CA
1. Parents/carers are refugees or asylum seekers
 2. Parents/carers are overseas migrants (work or family)
 3. Parents/carers are overseas students
 4. Parents/carers have moved for job reasons
 5. Parents/carers belong to travelling community
 6. Family unit has recently broken up /changed
 7. Parents/carers have moved to a safer environment
 8. Pupil is in the care of the local authority
 9. Pupil has returned from extended stay abroad

Housing and Economic circumstances

- E. S/P/CA
1. Pupil is eligible for free school meals
 2. Pupil's transfer to this school has been accompanied by moving to new housing
 3. Pupil is in temporary housing situation
 4. Pupil is living in the same house as when attending previous school

The Pupil's experience

- F. S/P/CA this
- Number of school changes in Key Stage 3 (including one)
1. One
 2. Two
 3. Three
 4. Other
- G. S/P/CA
- Location of previous school
1. In Coventry
 2. Elsewhere in the UK
 3. Overseas
- H. S/P/CA
- Date of leaving previous school
- I. S/P/CA
- Date of entering this school.....
- J. S/P/CA
- Year group on entry to this school
1. Year 7
 2. Year 8
 3. Year 9

Record of Pupil Background Information p.3

- K. S/P/CA
1. Pupil entered school alone
 2. Pupil entered school with sibling
- L. S/P/CA
1. This is the first time pupil has attended this school
 2. Pupil has attended this school before
- M. S/P/CA
1. Pupil's background is similar to majority of pupils in new school
 2. Pupil's background is similar to a significant minority of pupils in new school
 3. Pupil's background is different from nearly all other pupils in new school
- N. S/P/CA
- Reason for transfer to this school
1. Home-school conflict at previous school
 2. Alleged bullying at previous school
 3. Excluded from previous school
 4. Accompanied sibling to this school
 5. This school is nearer home
 6. This school is perceived to have higher standards
 7. Other
- O. S/P/CA
1. Academic achievement level is above expected level for age group at time of move
 2. Academic achievement level is at expected level for age group at time of move
 3. Academic achievement level is below expected level for age group at time of move
- P. S/P/CA
1. Attendance at previous school was 95% - 100%
 2. Attendance at previous school was 90 - 95%
 3. Attendance at previous school was 85 - 90%
 4. Attendance at previous school was below 80%-85%
 5. Attendance at previous school was below 80%
- Q. S/P/CA
1. English is first / only language
 2. English is additional language
 3. No English
- R. S/P/CA
- Planning of transfer
1. Planned well in advance
 2. Joined school at short notice
 3. Other

Record of Pupil Background Information p.4

ANY OTHER OBSERVATIONS / INFORMATION

APPENDIX THREE

Revised phase two research questions including supplementary questions (*italicised below*) used in designing research instruments

1. Characteristics of late entrants

Who are late entrants to Key Stage 3? What similarities and differences are there in the circumstances accompanying their late entry to a new school? (*Different groups? 4 categories of causes of mobility? Positive-negative or push-pull factors? Social/ economic/ geographical/ affective/ attitudinal factors? Typicality of research population?*)

2. Pupils' experiences of late entry to school

A) How have pupils experienced late entry to school? To what have late entrants had to adjust in their new school? What similarities and differences have there been in pupils' experiences (*Boys and girls? Different ethnic groups? Different year groups? Pupils who arrived at the start of term or mid-term? Other groups?*)

B) How well have they settled in since they arrived? (*Criteria? Whose perspectives – year heads, personal advisers, pupils? Pastoral and academic evidence? Physical /social /emotional / educational indicators incl. relationships and bullying?*) What similarities and differences have there been in pupils' experiences? (*Boys and girls? Different ethnic groups? Different year groups? Pupils who arrived at the start of term or mid-term? Isolation vs. belonging?*)

3. Induction strategies used by pupils and by schools

A) What sorts of induction strategies have been used by late entrants and by existing pupils? (*Who has access? All pupils? High risk pupils?*)

B) What sorts of induction strategies have schools used? How have schools used transfer information to inform induction strategies for individual pupils? (*Formal vs. Informal? (Clarification of school roles and responsibilities? Personal, social, academic? Allocation to pastoral and subject groups?)*)

C) What has been helpful and unhelpful to late entrants?

4. Support strategies for late entrants

A) What sort of on-going support have late entrants experienced since joining their new schools? How have late entrants looked for support? How do pupils know how well they are progressing personally and academically?

B) What sorts of support strategies have schools offered to late entrants? How have schools used school transfer information, induction experience and professional judgements of teachers and support services to tailor support strategies to individual pupil need?

C) What support and feedback has been helpful and unhelpful to the range of late entrants?

5. The role of school staff, support services and parents in supporting late entrants

What role did the year head and other school staff play in informing and co-ordinating the schools' induction and support strategy for late entrants? How did other support services and parents contribute to this strategy? (*Tutors/ subject teachers- needs assessment/deputies/careers co-ordinators? Use of academic and pastoral pupil transfer information? Record keeping and progress monitoring information? Reporting to pupils & parents? Referrals to support agencies including personal advisers?*)

6. The role of the personal adviser in supporting late entrants

A) How did the personal adviser contribute to the schools' induction and support strategy for late entrants? (*Pattern of contact? Focus of contact/activities*) In what ways did this help pupils? (*Different responses of different pupil groups? parents?*) What were its limitations?

B) What issues did this role raise for personal advisers? (*Different roles played and different support provided? Parameters? Training implications? Protocols e.g. re. information sharing? Relationship to support offered by schools and other agencies?*)

7. Factors contributing to the effective adjustment of late entrants to the new school

What factors, including induction and support, may be significant elements in the personal, social and academic adjustment of late entrants to their new school? (*in-school including school size, facilities, time, pressures etc; out of school incl. parents*)

APPENDIX FOUR PHASE TWO INTERVIEW SCHEDULES

PHASE TWO PERSONAL ADVISERS' INTERVIEW SCHEDULE AND PROMPTS

Introduction

Thanks for participating; basis of selection

Purpose of interview (refer to background letter- LEA work on transience), my role as PILOT project manager, LEA adviser, researcher- national policy context- also ref.

Connexions/learning mentors

Focus of interview (selected pupil/s)

Use of information collected, confidentiality,

Format of interview (time available)- same themes with pupils and year heads

Recording of interview

Follow-up of school, year head, pupil background information already collected, if appropriate

Any questions?

Additional support

Can you describe how arrangements were first made with the year head and with X (the *pupil*) for you to meet with him/her?

What information did you receive about X prior to your first meeting?

Can you describe the pattern of contact you have had with X and how you have spent your time with her/him?

What do you think have been the main adjustments X has had to make in moving to this school (*both in school and out of school*)?

What factors- in school or out of school – do you think have contributed most significantly to X's adjustment to this school?

What sorts of support do you think X has needed? How has the support you have offered been complementary to or different from the support offered by the school?

In what ways do you think your support has helped X? Is there any additional support that X needed that you were unable to offer?

What sort of information have you and X's year head shared with each other since you have met with X?

Do you have any comments about the records that you have been asked to complete for these pupils?

Pupil's progress since joining and in the future?

How do you think X will get on next year? Will s/he need extra help of any sort?

How might your early meetings with X in Key Stage 3 help support him/her as she moves into Key Stage 4?

Summary and Conclusion

Do you think that there is anything we can learn from your contact with Key Stage 3 late entrants that is of relevance to the Connexions service?

If this support is available to Key Stage 3 late entrants during the next school year, have you any suggestions or recommendations for improving the project?

Re-affirm confidentiality and use of research findings.

PHASE TWO YEAR HEADS' INTERVIEW SCHEDULE AND PROMPTS

Introduction

Thanks for participating; basis of selection

Purpose of interview (refer to background letter- LEA work on transience), my role as project manager, LEA adviser, researcher- national policy context

Focus of interview (selected pupil/s; practice not theory- recognition of pressures)- careers adviser support plus wider induction and support provision,

Use of information collected, confidentiality,

Format of interview (time available)- same themes with pupils and personal advisers

Recording of interview

Follow up of background information already collected, if appropriate

Confirm pupil start date; refer to short or advance notice

Any questions?

Joining and adjusting to the new school (pre-arrival/ arrival/ first term/ since then?)

Can you describe the process of admitting X to the school and what help s/he (parents?) was given on arrival and in his/her first few weeks (information & personal contact, pastoral /academic?)

Was the help given to X different in any way from help you would give to other late entrants?

Would the help available to late entrants arriving in the middle of term be the same or different as to those arriving at the start of a term? If different, how?

What information did you already have about X and how was this used? (pastoral/ academic?)

Did you or any colleagues collect any further information about her to help identify her learning and support needs? (E.g. tests? Interviews? Specialist staff?)

On what basis was X allocated to the tutor group and to subject groups/sets?

How well do you think X has adjusted to the school? (personally? academically? response of other pupils?) What have been the signs of his/ her adjustment?

What do you think are the biggest adjustments s/he he has had to make (in or out of school) and how has the school tried to help with this?

How have you monitored her progress – personally and socially? In subject areas?

Have you had any discussions with her (her parents?) about her progress?

Support from personal adviser

(confirm date of first meeting)

How did you first hear about the possibility of additional personal adviser support for late entrants?

How did you think that X might benefit from meeting with the personal adviser?

What sort of support has X been given by the personal adviser?

What sort of feedback have you had from X or the personal adviser about these meetings and do you think they have been helpful?

If so, in what ways?

Are there other late entrants who you decided not to refer? Why not?

If this support is available in the future is there any way that it could be made more effective?

Pupil's progress since joining and in the future?

How well is X doing now? (*personally, socially and subject attainment?*)

How do you think X will get on next year? Will s/he need extra help of any sort?

What attainment would you predict for X at the end of key stage 3?

Summary

What factors- in school or out of school – do you think have contributed most significantly to X's adjustment to this school?

Do you think that school support for late entrants could be improved in any ways, either through pastoral or subject provision? If so, how could this be achieved?

Conclusion

Arrangements for interviewing pupil/s, personal adviser, parent/carer?
Re-affirm confidentiality and use of research findings.

PHASE TWO PUPILS' INTERVIEW SCHEDULE AND PROMPTS

Individual context

Personal adviser information, why chosen for interview,

Introduction to interview

Purpose of interview (opinions and experiences, not right answers), use of information collected, format of interview, recording interview, confidentiality, and other people I will interview. Confirm start date at school

Any questions?

Joining and adjusting to the new school (pre-arrival / arrival/ first term/ since then)

(Expectations? Difficulties? Personal strategies? school support? Careers adviser support? Parents?)

Can you tell me what happened when you first joined this school to help you get to know the school? For example, what school information you were given, who you met, what help you were given? *(pastoral/academic)*

What have been the most difficult things to get used to in this school?
(pastoral/academic)

What has been most helpful to you in settling into this school? *(pastoral /academic)*

There were a lot of changes you were getting used to in your life outside school when you moved to this school? Did these other changes affect the way you settled into school in any way?

Meetings with personal adviser

(confirm date of first meeting)

Can you describe to me what has happened in your meetings with the personal adviser?

How have these meetings helped you? How do you think they might help you in the future?

Progress since joining and current experience of school?

(length of settling in period? pastoral/ academic?)

How do you think you have got on at school since your early settling in period?
(pastoral/academic)

How do you (your parents/carers) know what the teachers think about how you have got on since coming to this school?
(Pastoral? Academic?)

How do you think you will get on during the new school year starting in September? Is there anything you think you may need extra help with? Who would you ask for help from if you had any difficulties?

Advice to other late entrants and to school?

What advice would you give to a pupil joining the school in the middle of a school term or a school year to help them settle in successfully?

Is there anything the school could do to improve the help it gives to new students?

Thank you
(re-affirm confidentiality; interview with parents?)

PHASE TWO PERSONAL ADVISER QUESTIONNAIRE

Please underline or tick the phrases that most accurately describe aspects of your project experience. Please add your own comments where necessary. Thanks.

Setting up initial interviews

- 1a) Did you have to ask for the names of new entrants to key stage 3?
- 1b) Were you sent the names of new entrants?
- 1c) Did you have a different arrangement? (Please specify)

2. Did you receive the names of:
 - a) All late entrants?
 - b) Most late entrants?
 - c) Late entrants for whom the support seemed appropriate?
 - d) Late entrants from year seven/eight/nine only?
 - e) Other? (please specify)

3. Did you receive the names of late entrants from:
 - a) The school office?
 - b) The heads of year?
 - c) The form tutors?
 - d) The senior management team?
 - e) The Careers co-ordinator?
 - f) Other? (please specify)

4. Of late entrants who you have interviewed in the last two terms, roughly what proportion of names do you think you received within the first month of their arrival?
 - a) all
 - b) most
 - c) some
 - d) a few
 - e) none?

5. Were your initial interviews with late entrants arranged:
 - a) By your speaking directly to them or writing to them?
 - b) By someone else e.g. a year head, tutor or careers co-ordinator?
 - c) Other? (please specify)

6. Did you describe your initial session with the pupils as:
 - a) An interview?
 - b) A meeting?
 - c) A chat?
 - d) Other (please specify)

7. Did you describe the focus of your first meetings as:
 - a) Careers?

- b) Settling into school?
- c) Transience?
- d) Other? (please specify)

8. Did you usually receive any information about pupils from pastoral staff prior to interview? a) Yes b) No

9. Did you usually ask for prior information or was it sent to you?
a) Asked for b) sent

10. If you usually received prior information, was this given to you orally or in writing?
a) Orally b) in writing

11. What was the main sort of information you received? (Please specify)

12. Did you have any contact about pupils before their interviews with:
- a) parents,
 - b) Support services (Education Welfare Officer, Minority Group Support Service, Relate, Behaviour Support Service, Learning Support Service, Youth Service, Special projects, other?)

If yes, please specify reasons.

Conducting Initial interviews

13. If you had background information from the school, did you use it to inform your first conversation with pupils?
a) Yes b) No.

14. If you did, did you use it as:
- a) A conversation starter?
 - b) an indication of topics to probe further
 - c) an indication of areas of sensitivity
 - d) A means of avoiding time wasting duplication of information?
 - e) Other? (please specify)

15. Did you find the process of collecting and recording project background information about individual pupils?
a) Helpful to your initial interviews? Please say why.

b) Unhelpful to your initial interviews? Please say why.

16. Which sections of the attached background information were most relevant to your interviews with late entrants?

- a) All?
- b) A,B,C,D,E,F,G,H,I,J,K,L,M,N,O,P,Q,R?
- c) None?

17. What did you learn about late entrants that is helpful to your role as personal adviser? Please specify.

Interview follow-up with pupil

18. What proportion of pupils did you see more than once?

- a) None?
- b) About 10%?
- c) About 50%?
- d) Other? Please specify.

19. Where you saw pupils more than once, which of the following approaches were used?

- a) Arranged follow-up interview at first meeting?
- b) Recalled pupil at a later date?
- c) Follow-up referral from school pastoral staff?
- d) Follow-up referral from school subject teachers?
- e) Pupil request for second meeting?
- f) Pupil drop-in?
- g) Group work?
- h) Informal contact on school site?
- i) Other? (please specify)

20. Did you chase up non-attenders? Yes? No?

If so, did you do this via:

- a) The year head?
- b) The tutor?
- c) The careers co-ordinator?
- d) The parents?
- e) One of the support services?
- f) Other?

Interview follow-up with school

21. Did you give any feedback to school staff after interviews? Yes? No?

If so, which of the following did you give feedback to?

- a) Year head?
- b) Tutor?
- c) SENCO?
- d) Careers co-ordinator?
- e) PSE co-ordinator?

- f) Senior management team?
- g) Subject teachers?
- h) Other? (please specify)

22. Did you give feedback about:

- a) All pupils?
- b) Some pupils?
- c) A few pupils?

23. Was this feedback most often about:

- a) General issues of induction, support and progress
- b) Specific areas of concern about individual pupils?
- c) Concerns about school policies & procedures
- d) Other? Please specify

24. Was staff response to your feedback generally:

- a) Positive?
- b) Neutral?
- c) Negative?

25. After your interviews, did you have any contact about pupils with:

- a) Parents?
- b) Support services?

If yes, what was the purpose of this contact?

Response of pupils

26. Please delete any of the following that you do not think describe the role you carried out with late entrants

- A) showing them around the school
- B) listening carefully to their interests and concerns
- C) giving them re-assurance
- D) boosting their self-confidence
- E) taking action on their behalf
- F) empowering them to take action themselves
- G) giving advice and guidance
- H) providing a stable point of contact when needed
- I) helping them work out how to solve problems in school
- J) helping them work out how to solve problems out of school
- K) providing a welcoming and safe place to come to
- L) providing information about school systems, roles and responsibilities
- M) providing information about other support for young people or adults
- N) providing information about other things e.g. careers, qualifications, subject structures
- O) offering emotional support or counselling re. in-school experiences

- P)offering emotional support or counselling re. out of school experiences
- Q)making time and space for them
- R)taking an interest in their progress
- S)giving feedback
- T)giving support to a friend
- U)introducing yourself and your role
- V)helping early identification of problems and difficulties in school
- W)other (please specify)

27. Which three of the above best describe the time you spent with pupils who you interviewed once?(please indicate by letter)

28. Which of the above best describe the time you spent with pupils who you interviewed more than once?

APPENDIX FIVE

Transcript of Pupil Interview with St.T9 (Parissa), June 26th, 2001

So you came to St.T's in November. Did you come to the school before you started? Did you visit the school?

Yes I visited the school quite a few times because the headmaster, he was away so I got to see Mr. X and so I saw him, my parents talked to him and gave him a pack, my reports

Oh, so you had some reports with you, did you? I'll just hold this up (*the microphone*). Do you mind if I put this a bit closer to you because you've got quite a soft voice and I don't want to miss anything? Carry on.

Um, gave them my reports and he said it was all right. I came on a Thursday and he wanted me to start the next day

Oh goodness!

(Laughs)

But I wasn't really prepared so I told him I'd start on Monday, so the next Monday I was in school. Okay.

Do you remember your first day?

Yeah

Tell me what happened.

It was kind of ...my dad, my dad had a friend, um, a black friend,

Yeah

From Coventry University and she had a daughter who was already here so she was my friend. I didn't know her before but she became my friend. And Mrs. L. arranged it so that I could be in the same class as her

Excellent, was that nice?

Yes that was nice 'cos she already had some friends and she introduced me to them and the tutor, Mr. G. was very nice

That's your tutor, what do you find helpful about Mr. G. in particular?

He helps me with a lot of things when I'm not used to them, something, he helps, me, yeah and he's really nice and he helps me with everything

And you could ask him anything you wanted?

Yeah,

What about the other pupils, what were they like? Have you had any difficulties at all, with other pupils at the beginning?

No, everyone was really friendly, really nice to me; it was okay, very nice, people from other classes as well talked to me and asked me if I was a new girl

It's a mainly white school here. In Ghana was it all black pupils or was it a mixture of people?

A mixture

So you're used to mixing with people. You haven't felt any white people who have been racist towards you for example?

No

You obviously get on well with people generally. Have you made new friends?

Yes, I've made new friends.

And in your subjects, Mrs. L. said that you did some tests to see how you were getting on in English and maths and so on?

Yeah, yeah

Did you do tests in all subjects?

When I first came here, Mr X said that he was going to give me some tests to see if I was good, but I don't think I really did the tests, no, 'cos I got on well

So they would only test you to see how you were getting on, right, and do you feel you're learning enough new things?

Yes,

You're going fast enough are you, you're not getting bored in your lessons?

No, I'm not getting bored, no,

That's good, and um what about your parents? Are they sort of quite happy with how you're doing?

Yeah, they're pleased because they thought I wasn't going to settle well, they weren't really happy about me, mixing with everyone, you know but they are happy now that I've settled

You've done well then – are you pleased?

Yeah, I'm very pleased.

Yes you should be. And you've been meeting with Mrs. M the personal adviser? How did you, did Mrs. L arrange...how did that happen?

She, Mrs. M sent me a note and asked me, she wanted to see me to talk about everything that had gone on and we had a chat about careers as well, what I wanted to be when I grow up and things like that. I saw her twice I think. I saw her during the Christmas before the Christmas holiday and a few months afterwards

Did she send for you again or did you choose?

Yes, she sent for me again and she asked me how I was getting on and everything so I went back again

Did you find it useful to talk to her?

Yeah, it was good 'cos, it was good (laughs) to talk to someone to tell them I was getting on okay. She suggested advice and ideas when you've got a problem and stuff like that. But a teacher hasn't got much time. Always got to run somewhere and I prefer talking to her much more, so I would go back any day

That's what I am trying to find out. That's what I'm interested in because my job in Coventry is to help make that extra time available to the personal adviser and that's what I wanted to know really um because otherwise, if you come in new, however nice people are if they are always busy you don't feel that they have got time to deal with quite small things and she had the time, um would you go back? Do you think you have to wait for an appointment? I mean if you felt that there was just something you wanted to talk over with somebody would you go back and see her?

Yeah I would go back 'cos we have fixed days for different year groups to go in the careers office

Oh right

So if I wanted to talk to her I could go there in that day, I could go back and talk to her

Are all the teachers very busy?

Not all of them, but you don't really get, sometimes you don't really feel comfortable talking to Mrs. L. She has a lot of people to deal with 'cos most of the time there's people in some kind of trouble to I don't really like to bother her but Mrs.M is there, something like that

Yes, and although you get on well with your tutor are there some things that you wouldn't talk to him about? I suppose, there's just different people you talk to about different things?

Yeah

Are there any subjects that you're not getting on so well in?

Yeah, I would say art, I'm not very good at art, I've never liked drawing

You're not that good at it?

Yeah, because I know I'm not good at it I try very hard but it still never comes out as good as I expect so

And then it's disappointing isn't it?

Yes I try very hard but sometimes I think I'm better than most people in the class

Right, even though you're not up to your high standards really! How, do you know how well you're doing in your subjects? How do you know, do the teachers?

Um, the teachers sometimes compliment me

Do you get grades or do you

I get grades and I get merits as well. I usually get merit and I get grades that tell me I'm doing well

And when you first started, if you think back to say November, um did any of the teachers make an extra effort to check on your work because you were new, do you think and were there some teachers who did that more than others?

Yes, I think they all did it equally, they all asked me if I was getting on okay if the work was similar to what I had done before and yes it was

So you think they did check on that and they went on checking until they were sure you were doing all right?

Yeah,

Was there anything that could have made it even easier for you? Can you think of anything?

No not really 'cos I came a bit later I think I came very late and they were all different topics so I had to make things easier for myself.

So how did you do that? What advice, if somebody else came in the way that you did, what advice would you give them as to how to manage it?

Yeah I would just tell them to study on your own, go find out from your friends what you're doing and put those pieces together and try and study that on your own, and get information from the teachers as well and do stuff and you get on

So you think it's very much your responsibility and I guess that's how you've been brought up perhaps? When you were in Ghana then was that a boarding school, you were living with relatives were you

Yeah, I was living with my grandparents

You sound like you're quite independent although you've got a very close family?

Um, um, yeah it's kind of the way I've been brought up to be because you never know who might be there and who might not be there so you have to learn to do stuff on your own

So is that your experience that has taught you that?

Yeah

Really

Yeah

So what's going to happen, you're in year 9 at the moment. You were in a different year group or something?

Yeah I'm meant to be in year 10 but I'm in year 9

Are you happy about that?

Yeah

I suppose it doesn't make a lot of difference, you're with who you're with and you're learning what you're learning and you're quite happy with that?

Yeah, nobody really makes a fuss about it

So you'll see what happens. Are you going to stay in this country? Are your parents students?

My Dad is studying psychology

Oh I studied psychology, where is he doing it?

At Coventry University.

And will he hope to stay over here and work? You're not likely to go back to Ghana?

We might go back for holidays

But not to live there?

No

And do you miss, are you in touch with, you must still be in touch with relatives and friends?

Yeah I have friends I have left behind, but a lot of my friends are here because they have also moved over

So there's other people from Ghana. Whereabouts do you live, round here do you?

Around B...G....

And how do you get on?

Okay

I think that's it, shall I switch it off for a minute?

...

Thanks ever so much, I enjoyed that. Bye bye.