HAMPSHIRE RESEARCH WITH PRIMARY SCHOOLS:
Qualitative case studies of twelve schools: Background, Methods and Instruments

Contents

List of fieldwork instruments attached as Appendices

1   Background, Research Aims and Methodological Approach

This paper describes the approach, methodology and methods of a qualitative investigation of the relationships between school context and composition and school processes, undertaken as part of the broader ESRC-funded Hampshire Research with Primary Schools (HARPS) project.

The HARPS project overall investigates the effects of school context and composition on school processes and student progress in Hampshire primary schools. By composition we mean the mix of students in a school: their socio-economic status, gender, ethnicity, age and educational needs. Context is a broader term which includes composition but refines it, incorporating neighbourhood and broader labour market, social and environmental characteristics into an understanding of student characteristics. The broader term 'context' also allows for the possibility of direct influences of the locality on the school, in addition to its influence on composition. For example, high housing costs may make teacher recruitment difficult, or school budget may be diverted into site security or repairing vandalism if a school is located in high crime area.   The project aims to explore how (and how much) composition and context impact through pupil cultures classroom processes, including groupings, the school curriculum, teaching, organization and management.

To do this, we adopted a multi-disciplinary approach, working with a nested sample incorporating three distinct layers. At the top level, we collected and analysed pupil and school level data for a single cohort of pupils across all primary and junior schools in Hampshire – over 300 schools in total. For pupils who started primary school in September 2002, we collected data on attainment at baseline (age 4/5), Key Stage 1 (age 6/7) end of Year 3 (age 7/8), and end of Year 4 (age 8/9), gender, social class as measured by eligibility for a Free School Meal (FSM), ethnicity, age, postcode, special educational need (SEN) and whether English is an additional language (EAL). These data were analysed using quantitative methods to model the relationship between school and year group composition, defined in different ways, and the progress and attainment of different kinds of pupils.

At the middle level, we worked with a smaller sample of schools (46), in one school district in Hampshire, which we refer to as Greenwood. At this level, we conducted similar analyses but with the benefit of additional data on parental education and occupation, household composition and educational resources in the home, collected from a questionnaire completed by parents of 85% of the pupils in the relevant cohort (Year 3 (Y3) in 2004/5) – a sample of 1653 pupils. We also interviewed the headteachers of 44 of these schools during the summer term of 2004/5.

At the bottom level, which is the focus of this paper, we worked with twelve of the forty-six Greenwood schools, selected because of their varying composition, to understand the impact of school composition and context on school processes.   The qualitative work was designed to enable a fuller understanding of context, rather than simply composition, and to explore the ways in which different contexts impact on the minutiae of school life. A team of three researchers undertook twelve case studies, each exploring the interactions of the schools with their contexts.   The focus was on

classes in Year 4, corresponding to the relevant cohort of children followed throughout the study.

The number of schools is larger than is typically the case for in-depth qualitative work. We also had an explicitly comparative aim: to see how school practices and processes differed in different contexts. For both of these reasons, our case studies were not fully ethnographic, with researchers embedded in the life of individual schools for extended periods of time, and working initially and extensively from unstructured observations and fieldnotes. We adopted a more structured approach to much of the data collection, with the same set of semi-structured interviews carried out with corresponding individuals in each school, supported by collection of standard school documents, questionnaires to teachers and pupil work samples for a selected curriculum unit. We also drew on data collected for the quantitative element of the project: pupil-level and school level data from the national pupil database, data from the questionnaire to parents, and from the interview with the headteacher. Further statistical data about the neighbourhoods in which the schools were situated were collected from a variety of administrative sources.

However, although this was not a wholly ethnographic design, researchers were present in each of the case study schools during the course of a whole school year, and employed ethnographic methods for part of their work: classroom observations and general observations around the school and at assemblies, performances and visits, and informal conversations with staff and pupils.

In combination, the approach gives a very rich picture of the schools as cases, but also enables comparison between cases. To facilitate this comparative approach each researcher covered four schools of differing socio-economic composition, thus enabling each to make comparisons, as well as to compare with data collected by the other members of the team. Regular meetings of the research team were held to exchange and compare data from different schools.

The remainder of this document describes what we did in each school and provides detail of the fieldwork instruments.

2   Selection of and Access to Schools

To select the schools for inclusion in the qualitative sample, we used the standard school-level indicator (FSM) and our questionnaire data for the Y4 cohort, aiming to select twelve schools with a range of differing compositions.

Selected schools were allocated pseudonyms (all names of trees) and provisionally allocated to one of the three researchers, such that each had four schools to cover. Headteachers of selected schools were invited to meet with the research team to discuss the study and consider whether they wanted to take part, informed by a 'question and answer' document was sent in advance of the meeting (**Error! Reference source not found.**). Two of the selected schools declined to take part and a further two schools were substituted, matching as closely as possible the characteristics of the original schools.

The characteristics of the final selection of schools is shown in Table 1.

Table 1: The Social Composition of the Schools

	Occupation of Y4 parents (%) (from questionnaire)		Education of Y4 parents (%) (from questionnaire)		School % FSM 2005
	Professional	Working Class	Degree or Higher	Secondary up to 16	
Low SES					
Aspen	15	48	5	55	28.1
Beech[1]	0	31	8	46	46.1
Cedar	6	55	0	66	25.0
Willow	5	58	2	50	22.4
High SES					
Chestnut	60	7	36	12	2.4
Juniper	45	5	35	0	2.0
Rowan[1]	38	15	15	15	8.9
Mixed SES					
Ash	21	34	17	21	7.1
Hollybush	21	36	25	33	13.0
Fir	13	38	10	35	12.5
Ivy	13	38	4	41	6.1
Laburnam	23	26	23	33	11.1

Notes:
1.Number of Y4 pupils is less than 15 at both these schools, therefore questionnaire data has to be treated with caution

Four schools (Aspen, Beech, Cedar and Willow) had FSM significantly above the national average of 17% in 2005, and between one quarter and one third of pupils in Y4 whose parents were in working class occupations according to the questionnaire: personal and protective services, plant and machine operatives and sales.   Few Y4 parents (between 0% and 15%) were in professional occupations. 5% or fewer had degrees or higher qualifications and 50% or more had education only up to age 16. All of these schools are located within large social housing estates. We refer to them as the low SES schools.

Three schools (Chestnut, Juniper and Rowan), both serving villages in rural areas, had virtually no pupils eligible for FSM (around 2%). Between 40% and 60% of the Y4 parents were in professional occupations and no more than 2% in working class occupations. One third of Y4 parents had degrees or higher qualifications, and only 10% or less had compulsory education only. We refer to these as the high SES schools.

The remaining schools (Ash, Hollybush, Fir, Ivy and Laburnam) had relatively low FSM eligibility (between 6% and 13%), and a mix of parental occupations in Y4. Few Y4 parents (usually less than 15%) were in professional occupations, but equally few parents were in working class occupations. Typically up to one quarter had degree level qualifications, with about one-third having compulsory schooling only. We refer to these schools as the mixed SES schools, although it should be noted that they had considerable variation of local context, circumstance and composition. One

educated large numbers of military families. Two were close to traveler sites. One was in a large housing estate and had more families from social housing and on working tax credits than was typical for this group of schools. These schools particularly offered the opportunity to identify effects of these more nuanced elements of school composition as well as the more typically-examined social class differences.

3   The School Case Studies: Overall Approach

Work in the twelve schools took place throughout the school year 2005-6. The work throughout the year was structured in order to focus on different aspects of school process. Prior to visiting the schools, we collected publicly available data about the context and performance of the schools. We were also able to draw on data the headteacher interview conducted the previous term, data from the parent questionnaire and from the national pupil database.

In the first term, we focused on organisation, management and resources at the school level, principally through staff interviews. We also familiarised with the Year 4 classes and their teachers, piloted classroom observations, and identified the matched pupils who would provide the focus of our investigation. In the second term, we focused on classroom organisation and relationships, curriculum and pedagogy, principally through classroom observations. We also interviewed Y4 teachers and groups of pupils, and collected samples of work.   The third term was used to consolidate the first two terms' work, completing any outstanding interviews and data collection. We also collected detailed data on punctuality, absence and home/school interactions, and conducted further interviews with Y4 pupils and their teachers, as well as a concluding interview with the headteacher. The overall approach is set out in Table 2, and details of the specific methods and instruments follow in the remainder of this document. Inevitably, since we relied on the availability and goodwill of school staff, and because the schools differed in their organisational approaches, we were not able to collect all data in all cases. Summary tables showing the coverage of the data collection are included in Section 4.

Following Thrupp (1999) we also included another layer of comparison. Although instructional, organisational and management processes can be explored by examining teaching classes, groups or the student body of the school as a whole, we suggest that these can be given a sharper focus at times by examining the experiences of particular pupils exposed to these processes.   This might particularly be the case for reference group processes where the characteristics of a student's friends and contacts and the nature of their interactions can not be simply read off those of a entire teaching class. We therefore used the device of 'matched pupils', i.e. we followed specific pupils in each school, who were similar in prior attainment and socio-economic status, and observed their classes and groups. Details of the selection and characteristics of the matched pupils are also included in this document.

Table 2: Fieldwork Conducted in the Twelve Schools

	Focus	Methods
Prior	Familiarisation Profiling of school context	Collection of: - Interview with headteacher about the school - OFSTED report - Performance tables and associated background data including contextual data from the HARPs questionnaire to parents. - School roll trends and admissions data. - School budget allocation. - Constitution and membership of governing body. - Census and administrative data
Term 1	School-Level Organisation, Management and Resources	Interviews with a range of staff. Collection of policy/position/practice documents. General observations within the school. Initial interview with Y4 teachers. Selection of matched pupils
Term 2	Classroom organisation, relationships, curriculum and pedagogy	Classroom observations Y4 classes. Interviews with groups of pupils. Further interview with Y4 teachers and questionnaire about teaching experience. Questionnaire to Y4 teacher about approach to and experience of particular curriculum unit, and collection of pupil work samples. Collection of Y4 timetables for sample week.
Term 3	Consolidation and follow-up	Further interviews with pairs of pupils. Further interview with Y4 teacher. Collection of detailed data on absence, punctuality and home/school interaction. Concluding interview with headteacher.

3.1 Prior Work

Prior to beginning work in the schools, we collected background data in order to develop profiles of their context and outcomes, and to familiarise ourselves with them.

3.1.1 Interview with headteacher

An initial source of information about the school was the fully-transcribed structured interview with the headteacher that had been carried out by the HARPs team during the 2004/5 school year, as part of the mid-level, 46-school part of the project. This covered:

- Key challenges facing the school

- The nature of the area, and the school intake
- The head's overall view on the way in which the intake affects the work that the school does.
- Number of children on Free School Meals and the extent to which this reflects deprivation in the school
- The reputation of the school, the nature of the local market for schooling and the school's position in the market.
- Trends in the school roll and reasons for any changes
- Numbers of pupils with special educational needs, and the kinds of needs.
- Issues in working with parents, and the schools approach to this
- The level of pupil mobility, and the kind of mobility.
- The school's approach to grouping and setting.
- The school's approach to curriculum organisation, monitoring of pupil performance and preparation for standard tests.
- Use of classroom assistants.
- Issues in staff recruitment and retention and turnover
- The age/gender/experience profile of the staff
- Levels of staff morale.
- The impact of workforce remodelling and the school's approach.
- The fundraising activities of the school, the amount raised and what it is used for.
- The extent and type of extra-curricular activities
- The existence and nature of any extended services, such as breakfast clubs.

A copy of the interview schedule is attached as Appendix B.

3.1.2 OFSTED reports

We downloaded the most recent OFSTED report for each school from the OFSTED website. These ranged from six years to one term prior to the fieldwork period. In some cases the schools were inspected during or immediately after the fieldwork period, and in these cases we also subsequently collected these reports, ion order to include OFSTED judgements about the quality of the school in our school profile.

3.1.3 Performance tables and associated background data (including contextual data from the HARPS questionnaire to parents)

Outcome data and contextual information and are published for all schools on the Department for Children, Schools and Families website[1], as part of the annual school performance tables, or 'league tables'. From this source, we collected the following data for the school year 2004/05:

Outcome data (attainment at Key Stage 2 – age 11):
- % of pupils achieving level 4 or above in **English**
- % of pupils achieving level 5 in **English**

---

[1] At the time of data collection, the Department for Education and Skills

- % of pupils absent or unable to access test in **English**
- % of pupils achieving level 4 or above in **mathematics**
- % of pupils achieving level 5 in **mathematics**
- % of pupils absent or unable to access test in **mathematics**
- % of pupils achieving level 4 or above in **science**
- % of pupils achieving level 5 in **science**
- % of pupils absent or unable to access test in **science**
- Average point score
- Aggregate across the three core subjects 2002, 2003,2004 and 2005
  School value-added (VA) measure and VA coverage indicator

Other outcome data:
- % authorised absence
- % unauthorised absence

Contextual data:
- School mobility indicator
- % of pupils with a statement of special educational needs
- % of pupils with special educational needs but without a statement

From the data collected for the broader HARPS project, we also pulled out for the 12 schools the following data for the cohort entering Y4 in 2005/6:

Outcome data: (from the national pupil database)
- Baseline and Key Stage 1 attainment

Contextual data (from the parent questionnaire)
- Household composition
- Home type and tenure
- Number of house moves children have experienced since birth
- Time at current address
- Mother's education
- Father's education
- Employment status of respondent and partner
- Occupational of respondent and partner
- Working Tax Credit Receipt
- Free School Meal Receipt
- English as first language
- Clubs and activities regularly attended by child
- Newspaper readership
- Number of books in home
- Internet access at home
- Ethnic origin

The full questionnaire is attached as Appendix C.

3.1.4 School roll trends and admissions data

From the local authority and national pupil database we collected the following data:

- Total number on school roll from spring 2001/02 (later updated to spring 05/06, to cover all years of the study)
- Standard admissions number and number of first preferences expressed by parents as a proportion of standard admissions number

3.1.5 School budget allocation

The local authority provides a detailed breakdown of its budget allocation to schools. Data under all budget headings was collected, for the initial budget for the 2005/6 school year. A sample of the budget document is attached as Appendix D. The following data were extracted for comparative analysis:

- Total LA budget allocation (and per pupil)
- % allocated on 'per pupil' basis and % allocated for 'other factors'
- Further grants (eg School Standards Grant)

3.1.6 Constitution and membership of governing body

From the local authority we also collected details of the constitution of each school's governing body (i.e. the number of governors it should have from the community, local authority, parents, staff, or any relevant foundation) and the number of positions vacant in each of these types.

3.1.7 Census and administrative data

We collected a variety of Census and administrative data relating to the social and economic composition of the neighbourhoods in which the schools are located, in order to profile the context of each school.

3.2 Term 1

3.2.1 Staff Interviews

In order to gather more detail about the practices and processes of the schools, structured interviews were carried out with a range of staff holding specific positions of responsibility, and with the Chair of Governors. Table 3 summarises the topics covered in the interviews. The full interview schedules are included as Appendix E. All interviews were recorded and fully transcribed.

Table 3: Staff Interviews and Main Topics Covered

Position	Topics

Office staff	Daily routines and parental involvement Issues with children: uniform, sickness, equipment Marketing Financial resources
Curriculum Leader	Curriculum organisation in general Grouping Core subjects vs broader curriculum Budget for different areas of curriculum Gifted and Talented provision Special Educational Needs provision Extra curricula activities Wider curriculum pressures eg SATs
Numeracy Leader	Approach to numeracy e.g. timetabling, grouping Emphasis given to numeracy and integration with other areas Monitoring progress Strategies for raising achievement
Literacy Leader	Approach to literacy e.g. timetabling, grouping Emphasis given to literacy and integration with other areas Monitoring progress Strategies for raising achievement
Deputy Head teacher	Behaviour and behaviour management policies, exclusions Emotional support, guidance and pupil welfare Attendance Parental involvement Staff morale Relationship with LEA and influence of national policy
Gifted and Talented Pupils Co-ordinator	Role and time allocated to it Number of gifted and talented pupils and how identified Provision made for gifted and talented pupils Local authority policy and support
Special Needs Co-ordinator	Role and time allocated to it Number of SEN pupils and how identified Provision made for SEN pupils Local authority policy and support
Chair of Governors	Composition of governing body and ease of recruitment School financial position and fundraising Staff recruitment and vacancies Marketing and promotion

3.2.2   Policy and Position Documents

To support the interview data, we collected a range of policy and position documents, as available in each school. These included external 'position' documents – such as the school prospectus and newsletters, and policy documents including behaviour policies, curriculum, literacy and numeracy policies, home-school agreements and SEN policies. A number of other documents providing evidence of school practices were collected on an ad-hoc basis, for examples, behaviour charts, letters to parents, lists of extra-curricular activities, and fundraising appeals. A guide to the kind of documents available is included as Appendix F.

3.2.3   General Observations

In between interviews, and before and after school, the researchers observed features of the organisation and management of the school and recorded these in fieldnotes, which were used in support of the interview data.   They worked with a guide covering eighteen items. However, they recorded what they saw/heard, rather than systematically attempting to cover all these items. Topics included in the guide were as follows. Further details are in Appendix G.

- Grouping of children
- Approach/focus on gifted and talented pupils
- Approach/focus on SEN
- Curriculum focus
- Approach to literacy/numeracy
- Extent and kind of extra-curricular activities
- Efficiency of daily routines
- Guidance and discipline
- Pressure on management
- Student characteristics
- Staffing issues
- Morale
- Marketing and promotion
- Fundraising
- Performance monitoring
- Planning
- Financial resources
- Board of Governors

3.2.4   Initial Interview with Year 4 Teachers

A brief familiarisation interview was conducted with each Y4 teacher to find out about the his/her experience of similar and different schools, and his/her overall impressions of the current school, its intake and the characteristics of the Y4 class. The interview schedule is attached as Appendix H. These interviews were taped and are stored as sound files.

3.2.5   Selection of Matched Pupils

The final piece of work conducted in the first term was to identify the pupils in the 'matched pupils' sample.   Parents of all pupils in Y4 at the case study schools were asked for their consent for pupils to be interviewed and for samples of their work to be collected. From those who agreed, we identified a group of similar pupils across the schools whom we refer to as the 'matched pupils'.

Clearly it is impossible to find identical pupils: everyone will bring to their learning experience a different combination of psycho-social resources, individual characteristics and motivations, prior knowledge and experiences, and family circumstances.   The aim of the matching, however, is not to control, in a quantitative sense, for all possible non-school variables in order to be able to isolate school

effects, nor even to study the effects of school on the individual pupils themselves, but simply to provide a focus for comparison between the processes of schools: do broadly similar pupils experience different forms of school organisation, different curriculum and pedagogies, and different peer groups, if they are educated in schools of different composition and in different contexts?

We decided to select the matched pupils on the basis of social class and prior attainment. First, we looked only at pupils whose SES category, according to the parent questionnaire, was 'average', thus excluding professional families and those of working class backgrounds. These are the middle class/lower middle class pupils who dominate the 'mixed SES' schools to which we referred earlier. Other work suggests that these middling pupils might be most affected by school mix. While professional families might have the cultural and economic capital to provide educational advantages beyond the school, working class pupils might face a range of material and social challenges that may mean that school mix is relatively less important or may even form a subculture resistant to school. No such theories have been advanced about pupils in the middle of the social class spectrum.

Our second selection variable was prior attainment. This was important because we might expect that pupils whose prior attainment was widely different might well be allocated to different groups and experience different curriculum and pedagogic approaches. Although general school processes were also being observed, focusing on lower attaining pupils in one school and higher attaining pupils in another might lead to partial and incomparable observations of classroom processes. Accordingly we aimed to include pupils with matching prior attainment. Using pupils' baseline assessment (the only score available to us at that time), we ranked average SES pupils in order of closeness to the median baseline score for average SES pupils in the Greenwood sample. In each school, we selected pupils whose attainment was closest to the median, until we had two in each class. This produced a sample of 41 matched pupils, between two and four in each school, of which 27 were girls and 14 were boys. Because of the prior attainment composition of the schools, some pupils who were closest to the median of all pupils in their school were a long way from the median for the Greenwood sample as a whole. We thus subdivided the sample into those who were between the 25th and 75th percentile for Greenwood (the 'average' pupils) and high and low outliers. Thirty-one pupils were 'average' at baseline, five high and five low.

Subsequently, KS1 data (at the start of Y3) for these pupils became available – a more accurate assessment of the pupil's current attainment level than the baseline data. We used this to identify pupils whose attainment remained average throughout KS1 and those who trajectory differed as they moved through school. Twenty two of the pupils remained 'average' throughout. Using this more refined breakdown, we were able where appropriate (eg for analysis of group placement) to engage in comparisons of particular pupils with their nearest match(es) in terms of attainment and KS1 progress in other schools.

Table 4 shows the matched pupils in each school. The names are pseudonyms selected by the pupils themselves. Those in low SES schools are marked in blue, and those in high SES schools in red.

Table 4: Matched Pupils

KS1 Score		Low	Ave	High
	High		Lucy (Willow) Tracey (Fir) Isabelle (Fir) Lapis (Ivy) Matthew (Laburnam) (5)	Jessica (Chestnut) (1)
	Ave	Fred (Aspen) Little Aid (Aspen) Charlie (Ash) (3)	CK7 (Aspen) Stacey (Cedar) Brianna (Cedar) Armando (Cedar) Megan (Willow) Katie (Willow) Sarah (Chestnut) Jasmine (Juniper) Chloe (Juniper) Leah (Rowan) Lassie (Rowan) Killer (Ash) Joselyn (Ash) Maria (Ash) Lauren (Hollybush) James (Hollybush) Chilla (Hollybush) Giggle (Fir) Michael (Fir) Hermione (Ivy) Gemma (Ivy) Ashley (Laburnam) (22)	Daniel (Beech) Emily (Chestnut) Flibidy (Hollybush) (3)
	Low	Clive (Aspen) Anthony(Laburnam) (2)	Tyler (Beech) Connor (Willow) Roxy (Ivy) Samantha (Laburnam) (4)	Hannah (Chestnut) (1)
		Low (5)	**Ave** (31)	**High** (10)
		Baseline Score		

3.3 Term 2

3.3.1 Classroom Observations

In each school, we observed Y4 classes in literacy, numeracy and other lessons. There were 23 Y4 classes across the 12 schools. Each of these was observed on average 4 or 5 times, giving a total of 105 observed lessons (an average of 9 per school), of which 35 were in literacy, 33 numeracy and 37 other subjects.

The aim of the classroom observations was to identify similarities and differences in pedagogic approaches, curriculum offerings and the social relations of the classroom in schools and classes of different composition. The researchers made notes about the organisation of the classroom (class size, grouping and seating arrangements, staff present and their roles) and the physical appearance of the classroom, including materials on display. They then made a record of the lesson, including the activities undertaken, the time spent on each, the engagement and behaviour of pupils at various points throughout the lesson, and the nature of interactions between pupils and teacher, and pupils and their peers. These notes were written up in full after the lesson and summary data from these observations was put into a summary sheet, to enable initial comparison (

Appendix H). Examples of work undertaken (for example worksheets) were collected where possible.

3.3.2 Pupil Group Interviews

Group interviews were conducted with each of the matched pupils and a group of three of their friends, an environment that we hoped would be comfortable and fun. To avoid drawing attention to the matched pupils themselves, we simply gave the teacher a list of the pupils we wanted to interview, based on our observation of the classes and friendship groups (and excluding children whose parents had not given permission for participation in the study). Children were allowed to decline to be interviewed if they wanted to. The main purpose of this interview was to learn about classroom dynamics from the perspective of the pupils. We aimed to cover three issues: peer groups; pupils' impressions of teacher/pupil interactions; and the nature of the learning environment of the classroom, particularly the extent to which it was cooperative or competitive. A copy of the interview schedule is attached as Appendix J . The interviews are stored as sound files and are being selectively transcribed to support particular analyses.

3.3.3 Second Interview with Y4 Teachers

A further interview with Year 4 teachers was undertaken to find out more about the characteristics and behaviours of the Y4 class, to find out how much teachers know about pupils' home backgrounds and the way in which they perceive these to impact on learning, and to learn about parental involvement with learning. These interviews were taped and are stored as sound files. The interview schedule is attached as Appendix K.**Error! Reference source not found.**

3.3.4 Curriculum Questionnaire and Work Samples

In order to be able to compare curriculum and pedagogic approaches more systematically than we could do through the classroom observations, we also asked teachers to describe and comment on their approach to a particular unit of the literacy curriculum

"To collaborate with others to write stories in chapters, using plans, with particular audiences in mind."

All the Y4 teachers were asked to complete a questionnaire describing their approach and any materials and technologies used, and commenting on why they chose the approach that they did and what worked well, or less well for their particular group. We also asked for samples of the work that children produced in the lesson. The questionnaire is attached as Appendix L.

3.3.5 Collection of Y4 Timetables

As a further indicator of the curricular approach and the priority given to different curriculum areas, we collected a weekly timetable for each class for the same week in the school year (Week commencing 20th March 2006)

3.4 Term 3

3.4.1 Pupil Pair Interviews

We conducted a further interview with the matched pupils, this time with just one of their friends in order to be able to hear more from the matched pupil themselves than had been possible in the group interview. This interview aimed to learn more detail about the composition of peer groups, both in and out of school and about the pupil's experience of the school. We asked about pupils' perceptions of their own progress and their perceptions of the teachers' view of them, and about their perceptions of the classes and groupings in y4 and why one might like to be in one class more than another. The interview schedule is attached as Appendix M. As with the first pupil interview, data is stored as sound files and selectively transcribed.

3.4.2 Third Interview with Y4 Teacher

We conducted short informal interviews with Y4 teachers about each of the matched pupils (for example, about their behaviour and progress), in order to provide context for the pupil interview data. Notes were taken of these interviews. The interview schedule is at Appendix N.

3.4.3 Collection of Selected School Records

Where schools were willing to assist and had records, we collected data on absence, punctuality and parental involvement in reading, in order to examine in detail differences in school process according to composition

Absence
For 2004/5)
- % of half days missed though a) authorized and b) unauthorized absence for whole school and for Y3
- For the second half of the second term in 2005/6, numbers of half days missed for each pupil in Y4 classes
- For one of the matched pupils classes, a fuller breakdown of absences for the same half term, included reasons for absence

Punctuality.
- Information from the school's late book for the second half of the second term in 2005/6, on punctuality in the matched pupils classes. Record sheets attached as Appendix O.

Home/school diaries/reading records
- For all pupils whose parents had given permission in one of the matched pupil's classes, information from home school diaries or home school reading records for one week (w/c March 20th 2006). Sample record sheet attached as Appendix P .

3.4.4   Concluding Interview with Headteacher

Finally, we conducted a closing interview with the headteacher, in which we asked specifically about the school's grouping practices, the number and deployment of teaching assistants and learning support assistants, and the head's opinion about the resource levels of the school. This interview was also used to clarify any other issues arising from the fieldwork, and for the head to ask any questions about the project. The interview schedule is at Appendix Q. The interviews were taped and are stored as sound files.

4   Summary of Data Collection

Inevitably, since we relied on the availability and goodwill of school staff, and because the schools differed in their organisational approaches, we were not able to collect all data in all cases. The following tables summarise the coverage of each school.

Data overview

	TERM 1				TERM 2							TERM 3				
	Docs[2]	Ints[3]	Y4 Teacher[4]	Class and group lists	Obs[5]	Group interviews	Y4 teacher interview[6]	Y4 Teacher questionnair...	Curriculum questionnaire	Work samples	Y4 timetable	Pair interviews	Punctuality	Absecne	Reading	Head interview[7]
Ash				Y	9	4		2	2	2	Y	2	Y	Y	Y	
Aspen				Y (1)	7	2		0	2	1		2	Y	Y		
Beech				Y	7	0		1	1	1	Y	0	Y	Y		
Cedar				Y	12	5		1	1	0		4	Y	Y	Y	
Chestnut				Y	9	4		1	1	0	Y	2	Y	Y		
Fir					9	5		1	1	1		2	Y	Y	Y	
Hollybush				Y	12	4		1	0	0		2	Y	Y		
Ivy				Y	12	4		1	1	4	Y	2	Y	Y	Y	
Juniper				Y	11	2		1	0	0	Y	3	Y	Y		
Laburnam				Y	5	2		3	2	4	Y	2	Y			
Rowan					6	3		0	1	1		1				
Willow				Y	6	4		1	2	2	Y	5	Y	Y		

---

[2] Listed separately in table named "document checklist"
[3] Listed separately in table named "staff transcript checklist"
[4] Taped but not transcribed.
[5] Listed separately in file named "class observations checklist"
[6] Taped but not transcribed
[7] Taped but not transcribed.

Document Checklist

Document	Ash	Aspen	Beech	Cedar	C'nut	Fir	Hbush	Ivy	Junpr	Labnm	Row	Wil
External Documents												
School prospectus	Y	y	y		Y			Y	Y	y		Y
Annual report to parents	Y					y		Y	Y		y	y
School newsletters	Y	y	y		Y		Y	Y	Y			
School Policies												
Discipline and behaviour policy	Y					y				y	y	
Policy on gifted and talented students											y	
Literacy policy	Y	y					Y	Y	Y		y	
Learning policy							Y			y		
Numeracy policy	Y	y							Y			
SEN Policy							Y	Y	Y	y	y	y
Inclusion policy	y					y						
Curriculum map/policy	Y					y			Y	y	y	
Attendance policy						y						
Charging policy									y	y		
Admissions policy										y		
Homework policy										y		
Collective worship policy										y		
Home-School		y					Y			y		

agreement												
Miscellaneous Documents												
Staff handbook	Y					y		Y	Y			
Minutes of staff meetings		y				y		Y	Y		y	
Governors minutes	Y					y	y	Y	Y			
Performance management documents		y				y						
Budget allowance documents	Y						Y	Y	Y	y		
List of extra-curricula activities					Y	y	Y	Y	y	y		y
Staff responsibility list						y		Y				y
SEN children on programmes	Y		y		Y	y	Y		y		y	y
List of children on G and T programmes					Y					Y		
Voluntary helpers handbook	Y								y			
Readers helpers handbook	Y											
SENCO timetable	Y					y			y			
External agencies list	Y	y										

Example of letter home for bad behaviur		y										
Child report proforma		y										
LSA timetable			y		Y							
Letters to parents re events												
Self evaluation document												
Behaviour and attendance audit												
Cost of swimming			y		y							
Charity appeal						y						
Notes of medium plan development						Y						
Ethnic and cultural school data						Y						
Minutes of community links meetings						Y						
SENCO roles						Y						
Class roles						Y						
School plan							Y	Y				
Competitions										y		
Fundraising brochure										y		
Governors annual programme										y		
Example of											y	

head award												
Reward certicificate												Y
Letter to parent re SEN												Y
Assessment cycle												Y
Pupil Behaviour chart												Y
Local area newsletter												Y

Cedar records incomplete

Staff Transcript Checklist

	Deputy	Office Staff	Curric Leader	Num Leader	Lit Leader	SENCO	G&T	Chair of Govs	Head1
Ash	Yes	Yes	yes	yes	yes	yes		Yes	yes
Aspen	yes	yes	yes	yes	yes	yes	yes		Yes
Beech	yes	yes		yes	yes	yes		Yes	Yes
Cedar	yes	yes			yes	yes	yes		Yes
Chestnut	yes	yes	yes	yes		yes	yes	Yes	Yes
Fir	yes	Yes	yes	yes	yes	yes			Yes
Hollybush	Yes	Yes	yes	Yes	yes	yes			Yes
Ivy	Yes	Yes	yes	yes	yes	Yes	yes	Yes	Yes
Juniper	yes	yes	yes	yes	Yes part 1	yes	yes	yes	Yes
Laburnum	yes	yes	yes	yes		yes		Yes	Yes
Rowan		yes	yes	yes	yes	Yes	yes		yes
Willow	yes	yes	yes		yes	yes		yes	Yes
	11	12	10	10	10	12	6	7	12

HARPS School Case Studies – Questions and Answers

What is HARPS?

'Hampshire Research With Primary Schools'. The HARPS research is investigating the effects of the make up of the pupil intake of schools (e.g. their socio-economic, gender, ethnic, SEN and age composition) on school processes and academic progress in Hampshire primary schools. It is exploring how these 'compositional effects' work by looking at pupil peer group cultures and the influence of pupil intake on school curriculum, teaching, organisation and management. The project also aims to look for school policies and practices that will help improve pupil progress in schools with particular kinds of pupil intakes. The study is concentrating on current Year 4 pupils - it started when they entered Year 3 and will follow their progress until the end of Year 4.

What does the project involve?

A large-scale statistical analysis of data from all Hampshire full primary and junior schools (achievement data was collected in the summer term 2005 while pupils were in Year 3 and will be again in Year 4); a study of a sub-sample of 46 schools in and around Greenwood and Deane; and more detailed case studies of 12 of these sub-sample schools.

Who is doing the HARPS research?

The project is a collaboration between London's Institute of Education (IOE), the University of Bath, Hampshire LEA and Hampshire primary schools. It is funded by the UK's Economic and Social Research Council and continues until March 2007.

What will the school case studies contribute to the overall HARPS research programme?

The case studies offer the best chance of explaining the compositional effects of pupils. This is because studying the day to day life of schools allows researchers to

look in detail at pupil peer group cultures, and also at the way in which pupil intake impacts on school curriculum, teaching, organisation and management. Previous research has indicated that these may all be mechanisms through which compositional effects work. The case study research also offers the best chance of identifying school policies and practices that can most help improve student progress in schools with particular kinds of pupil intakes.

Who will undertake the case study research in our school?

The research will mostly be done by one of 3 fulltime researchers based at the IOE: Ceri Brown, Frances Castle and Amelia Hempel-Jorgensen. One of these researchers will be allocated to each school and will undertake most of the research there. However, on occasion, two other researchers from the IOE team will be involved: Ruth Lupton who is supervising this part of the research programme and Martin Thrupp who leads the HARPS project. The IOE team has considerable experience in undertaking detailed qualitative research in schools. All have been CRB checked.

Why has our school been selected?

The 12 case study schools have been selected to represent a range of socio-economic compositions in the Greenwood and Deane area. Family socio-economic status and education levels, pupil prior achievement, the proportion of pupils on free school meals and the proportion of parents eligible for Working Tax Credits have all been used as criteria in selecting the schools. Other element of composition such as SEN and ethnicity will be studied within the selected schools. Schools have not been selected on the basis of their test results, Ofsted inspections or local reputation.

How often will researchers be in our school?

The allocated researcher will spend approximately 24 days in the school - one 4-6 day block in the autumn term, and one 8-10 day block in both the spring and summer terms. They will also be helped by other members of the team, for not more than 10 days over the school year.

How will the research progress?

The research will progress in stages, term by term. In the autumn we will be finding out about the school in general and gaining some initial insights into Year 4 classes and peer relations. In the spring we will go deeper into classroom processes and peer relations while the summer term will be reserved for following up earlier findings and also carrying out some activities which provide comparative insights between the 12 case study schools.

What will researchers be doing in our school?

Classroom observation, informal discussion with staff, interviews with staff, group interviews with Year 4 children and looking at school documents and student work. Researchers will mostly undertake the research themselves but occasionally staff may be involved, for instance teachers could be asked to assess the suitability of work being done by children in other schools for use in their own school. We would also like to discuss the feasibility of teacher volunteers exchanging with teachers at another school so that we can record their understandings of how that school's culture compares to their own. It is important to note that while the research approach is wide-ranging, the research programme will be carefully planned to fit in with the school, make best use of limited researcher time and ensure comparability of approach across researchers and schools.

What will the research require of the school leadership team and governors?

As well as asking senior staff to endorse and support the research within the school in a general sense, we will be asking to attend some leadership team, staff, and governors meetings and may want to follow-up with informal discussion. There will also be requests for a taped interview with individual members of the leadership team and the chair of governors.

What will the research require of teachers, assistants and subject heads?

Those working with Year 4 pupils can expect researchers to be present in their classrooms for a good part of the time they are in the school. The researcher may sometimes want to ask questions about the lesson afterwards and may ask teachers to participate in at least one taped interview. Teachers and assistants will also be

asked for teaching materials and assessment documents and to help us collect samples of pupil work. As noted above we may also ask teachers to look at work samples and swap with staff at another school for a short period. Subject heads will be asked about the approach taken to their subject within the school and may also be asked for documentation, for instance on the resources used in their subject in the school. All teachers in the school will be asked to fill in a questionnaire.

What will the research require of the school's administrative staff?

Administrative staff will play a key role in helping us to communicate with staff and may also be asked to provide some documentation, for instance minutes of meetings, policy and financial documents, timetables, absence registers, newsletters and staff handbooks.

What will the research require of the Year 4 pupils?

They will sometimes be asked questions by the researcher in the classroom or playground, for instance to allow the researcher to assess understanding of a lesson or to find out about relationships between children. A small number of children will also be asked to participate in group interviews with the researcher. Children will never be interviewed on their own.

What will the research require of parents?

We don't expect to ask anything of parents apart from the consent for their children to be involved. This will be arranged by sending home an information sheet with a return slip allowing parents to exclude their child from specific elements of the research, such as group interviews, if they wish. Parents have already contributed to the HARPS project by filling in a questionnaire.

How will disruption and extra workload be minimised?

The research team recognises schools are under considerable pressure and will plan all activities to ensure minimal disruption. In particular researchers will take great care not to disrupt the usual flow of the classroom and there will be considerable

flexibility as to timing of interviews or informal discussion with staff. Research will also be planned to make only reasonable demands on staff, for example in the length of interviews or the amount of documentation we request. More generally, there is no expectation that by agreeing to participate as a case study school, the school agrees to all research activities at the outset: we expect to continue to consult with relevant staff and negotiate research activities throughout the year.

What about ethical issues?

The ethical guidelines of the British Educational Research Association will be adhered to throughout the research. Confidentiality will be maintained for individuals within the school and for the school in relation to the LEA, parents and the general public. As noted above, parents will be sent a letter explaining the research and allowing the option of excluding their child from particular research activities.

How will the research be disseminated?

The research findings will be presented locally at PATCH and LEA seminars as well as at national and international policy and academic seminars. The findings will also be written up as reports, journal articles and probably a book. In all of these individual and school confidentiality will be maintained by using pseudonyms and omitting identifying detail. The team is very proficient at this and at keeping discussion focussed on the general lessons of the research.

What will our school gain for its participation?

The research team will share their findings will each case study school involved after discussion with the school about what would be most useful and in what format. Staff may also have the satisfaction of 'speaking back' to education policy and helping to make a major contribution to the national and international understanding of schooling processes.

How would the research start?

Once we have agreement to proceed, we will allocate a researcher to the school and they will agree dates for the autumn fieldwork. It would also be helpful for each school to allocate a contact person for the research team. This person could be a member of the leadership team, a teacher of Year 4 pupils or a member of the administrative staff, but they need to be willing to help us advance the research and make the necessary arrangements.

The HARPS case studies team:

Ceri Brown (C.Brown@ioe.ac.uk) 020 7612 6971, Researcher

Frances Castle (F.Castle@ioe.ac.uk) 020 7612 6938, Researcher

Amelia Hempel-Jorgensen (A.Hempel-Jorgensen@ioe.ac.uk) 020 7612 6545, Researcher

Dr Ruth Lupton (R.Lupton@ioe.ac.uk) 020 7612 6385, Research Supervisor

Dr Martin Thrupp (M.Thrupp@ioe.ac.uk) 020 7612 6634 or 01962 868098, Principal Researcher

Appendix B: Headteacher Interview Schedule

1. An opening question - what issues are you finding most challenging at the moment? [prompt if not obvious -is this a continuing issue?]

2. Can you tell me about this school's reputation in the community compared to other schools? Are there schools you 'lose' local children to or cases where families bypass other schools to send their child to this school?. Why - what are the issues? How does this impact on the school? What is the role of county or national policy in all this?

3. Can you describe the culture of the children/families/school community here?(attitudes, expectations, resources). What do teachers do in response to this culture, does it affect their expectations?

4. We are interested in the number of children on Free School Meals. What is your current % FSM? How accurately do you this reflects the proportion of children from deprived backgrounds? Do you use any strategies to make sure eligible families claim for FSM?

5. Does the number of children arriving or leaving during the year (turbulence) cause problems at this school, if so how?. Do you have any policies relating to these children? If so could you tell us about them? [If relevant ask about use of county-provided funding].

6. How typical is your Year 3 typical of the school's intake overall?

7. How easy is it to recruit staff here? What age are the teachers you typically recruit? How is the morale of teachers here at present?

8. Can I ask you a bit about how children are grouped here. How are they grouped and what rationale informs this grouping? (clarification of information about Year 3 grouping sent to us earlier).

9. How is the school approaching the issue of workforce remodelling? How are classroom assistants being used across the school as a whole? What about in Year 3 classes (need specifics for any group which includes year 3 pupils?)

10. How long before KS2 SATs do you start preparing children for the tests? What form does this preparation take? Do you feel this preparation compromises the curriculum you would otherwise offer?

11. Can you tell me about any funds raised by the school or parents - roughly what amount is raised each year and and what are these funds used for?

12. Does the school provide any extended services to the school community, eg breakfast club, after school club, other?

13. Finally - what do you think are the main ways the nature of the pupil intake affects this school, for instance makes it different from schools with a different kind of intake?

The HARPS Project
Hampshire Research with Primary Schools

This questionnaire is to be completed by a parent or carer who is responsible for _____. For some of the questions please tick one or more boxes and for other questions please write in the space provided.

1. What is your relationship to _____?

Mother ☐   Female carer ☐

Father ☐   Male carer   ☐

2. Please tick all the people in your household

_____   ☐

_____'s brother(s) sister(s)   ☐

Spouse/ Partner   ☐

Other family member(s)   ☐

Other   ☐ (describe briefly) -

_____

3. How many brothers and sisters does _____have, (including step/half)?

Number of *older* brothers _____ *older* sisters _____

Number of *younger* brothers _____ *younger* sisters _____

Number of *same age* brothers _____ *same age* sisters _____ (e.g. twins, triplets)

4. After school who is it that looks after _____ most often?

You or another Parent/Carer ☐

Another adult family member ☐

A paid child-minder ☐

An after school care club ☐

Other ☐ (describe briefly)

_____

5. About how many books are there in your home? Please include all kinds of books . _____

6. Do you have Internet access at home?

Yes ☐   No ☐

7. Do you regularly read any newspapers?

Yes ☐   No ☐

If so, which newspaper(s) do you regularly read?
_____

_____
_____

8. Which of these best describes your present home?

House ☐   Flat or apartment ☐   Caravan or mobile home
☐

Other ☐ (describe briefly)

_____

9. Do you own or rent your home?

Own ☐ Rent ☐

Other ☐ (describe briefly)

_____

10. Including current home, how many addresses has _____ lived at since

birth? _____

11. How long has _____lived at your present home address?

Years _____ Months _____

13. What is your highest level of education?

Secondary education up to 16 ☐

Secondary education 16-19 ☐

Further or vocational education ☐

University graduate ☐

University postgraduate ☐

For the next few questions about work, please fill in for you and your spouse/ partner (if applicable).

14. Are you and your partner in paid work at the moment?

	You		Partner	
Yes full time	☐		☐	
Yes, part time	☐		☐	
Yes, self employed	☐		☐	
No, homemaker	☐		☐	
No, incapacity benefit	☐		☐	
No, other (describe briefly)	☐	_____	☐	_____

15. If you or your partner are in paid work at the moment, please tick the box(es) below that describes the kind of work that you do.

Job Category Number/Description	You	Partner
Skilled Craftsman e.g. electrician, bricklayer, mechanic	☐	☐
2 **Personal and Protective Services** e.g. hairdresser, traffic warden, nursery nurse, police officer (sergeant & below), security officer	☐	☐
Associate professional / **Technical** e.g. computer programmer, nurse, journalist, youth worker	☐	☐
Clerical and Secretarial e.g. e.g. P.A., clerical worker, secretary, receptionist	☐	☐
Managers / **Administrators** e.g. manager / administrator, for a large company	☐	☐
6 **Plant and Machine Operative** e.g. bus conductor, bus / lorry / taxi driver, packer, assembly-line worker`	☐	☐
Sales e.g. sales rep. / assistant, marketing, retail, check-out operator	☐	☐
Professional e.g. teachers, solicitor, vicar, social worker, medical practitioner, architect, pilot	☐	☐
Other (Describe briefly)	☐	☐

We are also interested in the work you did prior to your current job or period out

of paid work. Using the table above, please enter the job category number for you

or your partner's **previous job**?

You   ___   Partner   ___

17. Do you get Working Tax Credit?

Yes   ☐   No   ☐   Don't know   ☐

18. Does _____have free school meals?

Yes   ☐   No   ☐

19. Is English your first language?

Yes ☐   No ☐

20. Was _____'s school your first choice?

Yes ☐   No ☐

21. Of the children _____ plays with when not in school, how many attend the same school?

All ☐   More than half ☐   About half ☐   Less than half ☐

None ☐   Other ☐ (describe briefly) _____

In a typical term time week, please tick any clubs and activities _____
regularly attends. **Please do not include those run by the school.**

Swimming	☐	Football	☐	Rugby	☐
Horse-riding	☐	Other sport (individual) ☐		Other sport (team)	☐
Brownies	☐	Beavers/Cubs	☐	Drama (of some kind)	☐
Art (of some kind)	☐	Dance (modern or tap) ☐		Ballet	☐
Choir or singing	☐	I.T./ Computer	☐	Foreign language	☐
Music lessons (instrument of any kind)		☐		None of the above	☐

Other ☐ (describe briefly) _____

23. Which of the categories below best describe your ethnic background? Choose

ONE section from A to E, then tick the appropriate box to indicate your background

A.
White

British
☐   English
☐   Scottish
☐   Welsh
☐   Other, please write in

_____
___

☐ **Irish**

☐ **Any other**   White background, please write in

_____
___

B. Mixed

☐ White and Black Caribbean
☐ White and Black African
☐ White and Asian
☐ Any other Mixed background, please write in

_____
___

C. Asian, Asian British, Asian English, Asian Scottish, or Asian Welsh

☐ Indian
☐ Pakistani
☐ Bangladeshi
☐ Any other Asian background, please write in

_____
___

D. Black, Black British, Black English, Black Scottish, or Black Welsh

☐ Caribbean
☐ African
☐ Any other Black background, please write in

_____
___

E. Chinese, Chinese British, Chinese English, Chinese Scottish, Chinese Welsh, or Other ethnic group

☐ Chinese

☐ Any other background, please write in

_____
___

24. If you have any other comments related to the topics covered in this questionnaire, please write below.

_____

_____

_____

_____

_____

_____

Thank you for completing this questionnaire. Please return it in the attached envelope to school or if you prefer you can mail it directly to us at the address below.

Ceri Brown (Research Officer)
HARPS Project
EFPS
Institute of Education
20 Bedford Way
London
WC1H 0AL

Appendix D: Sample Budget Information
(this example is for a school not included in the sample)

A. Number on Roll *(including pupils in SEN Resourced Provision)*

	Academic Year 2004/05	Academic Year 2005/06	Financial Year 2005/06
	Column 1	Column 2	Column 3 (5/12 Col.1 + 7/12 Col.2)
Reception			
Year 1			
Year 2			
Year 3	142	151	147.25
Year 4	178	143	157.58
Year 5	153	180	168.75
Year 6	169	152	159.08
Totals	**642**	**626**	**632.66**
Nursery Unit Places			0.00
Totals incl Nursery	**642**	**626**	**632.66**

B. Staffing

	Per pupil element £	Other factors £	Total £
a) Teacher staffing	893,126	10,933	904,059
b) Split site / Federated teaching		0	0
c) Small school factor		0	0
d) New school allowance		0	0
e) Small school salary adjustment		0	0
Teacher staffing subtotals	*893,126*	*10,933*	*904,059*
f) Nursery Unit funding	0		0
g) Support and administrative staff	69,276	3,095	72,371
h) Minority ethnic weighting		502	502
i) Split site / Federated non-teaching		0	0
j) Early years class assistants	0	0	0
k) Caretaking and cleaning	27,742	31,613	59,355
l) Midday supervision	25,895	1,637	27,532
Other staffing subtotals	*122,913*	*36,847*	*159,760*
Staffing totals	**1,016,039**	**47,780**	**1,063,819**

C. Premises	Per pupil element £	Other factors £	Total £
a) Grounds maintenance	16,277	0	16,277
b) Energy	7,377	8,096	15,473
c) Rents		0	0
d) Rates		7,007	7,007
e) Water	2,720		2,720
f) Sewerage	6,029		6,029
g) Refuse	588		588
h) Repairs and maintenance	3,549	3,885	7,434
Subtotal excluding rates	*36,540*	*11,981*	*48,521*
Premises totals including rates	**36,540**	**18,988**	**55,528**

D. Supplies and Services	Per pupil element £	Other factors £	Total £
a) Main purchasing allowance	49,814	2,543	52,357
b) Educational visits	2,292		2,292
c) Free school meals and Minority ethnic supplement		911	911
d) Initial equipping allowance		0	0
e) Reorganisation allowance		0	0
f) Temporary classroom allowance		0	0
g) Split site / Federated allowance		0	0
h) Telephones	1,196	165	1,361
i) Staff travel and recruitment	1,310		1,310
j) Swimming programme	2,973		2,973
k) Other travel		0	0
l) Support staff training	196	70	266
m) School Improvement	11,635	564	12,199
n) Bank A/C interest deduction		0	0
Supplies and services totals	**69,416**	**4,253**	**73,669**

E. Special and Additional Educational Needs	Per pupil element £	Other factors £	Total £
a) SEN Staffing (all pupils)	3,416	49,936	53,352
b) SEN Resourced Provision		0	0
c) Social Deprivation Funding		0	0
d) Turbulence - no supplement		0	0
Special and additional educational needs total	**3,416**	**49,936**	**53,352**

Appendix E: Term 1 Interview Schedules

<u>Discussion with Office Staff</u>

<u>Daily routines and parental involvement</u>
1) I'm interested in how children and parents co-operate in bringing in money for school trips or activities.
    • What is the procedure for gathering in money for school activities or trips?
    • Does it take much time to gather in money?
    • Are there children for whom this system doesn't work well?
    • Are these the same children?
    • What do you attribute this lateness to?
    • What about with year 4 children specifically?
2) I'm also interested as to how parents co-operate in returning general forms.
    • What is the procedure for generating a response from parents to school documents, e.g. permission letters?
    • Does the school have any incentives to encourage parents/ children to return forms?
3) I'm interested as to how the how the school liaises with parents over concerns with their child.
    • What is the procedure for contacting parents to discuss concerns with their child?
    • Is there a parent liaison officer? (Describe their role)
    • How do parents respond to this form of liaison?
4) I'd like to ask a bit about fundraising in the school.
    • What kind of profile do fundraising events have?
    • What are the most popular fundraising events?
    • How supportive are parents of fund raising events?
    • What about year 4 parents?
    • Do parents support the school in other ways?

<u>Issues with the children</u>
5) I'd like to ask about the uniform policy and how children adhere to it?
    • Does the school have a clear policy on uniform?
    • Do all children comply with it?
    • In what ways do children not conform to the uniform policy?
    • Why do you think this is?
    • How does the school enforce uniform requirements?
    • What about the children in year 4?
6) I'd like to ask about lateness, sickness and absenteeism.
    • What is the procedure when children are late in to school?
    • What proportion of children are frequently late?
    • What about in year 4?
    • What are the reasons given by parents to frequent lateness?
    • How does the school respond to this?
    • What is the school's procedure for monitoring absenteeism?

- How many children are frequently absent?
- What about in year 4?
- What are the reasons usually given by parents for their child being absent?
- How does the school respond to absenteeism?
- How time consuming is this for office staff?
- How common is it for children to be sent home from school due to sickness?
- Who deals with sickness in school?
- What sort of ailments do you frequently have to contend with?
- How often are unwell children unable to go home?
- How time consuming is sickness for office staff?

7) I'd like to ask about children who come in to school unprepared.
- How common is it for children to come in to school without the necessary money or equipment needed for the day?
- How do you respond when children are unprepared?
- How time consuming are unprepared children for office staff?

Marketing problems
8) I'm interested as to the efforts the school puts into raising its profile.
- Does the school put much impetus into promoting itself to attract children in to the school? (Describe)
- What efforts does the school make to promote itself in the local community?
- What links does the school have with the local community?

Financial resources
9) I'm interested as to any financial difficulties the school experiences.
- What causes financial difficulties in the school?
- How well does the school manage to stick to its budget?
- How does the school deal with financial difficulties?

Interview Schedule for the Curriculum Leader

Organisation
1) Could you tell me a bit about curriculum organisation?
• How is responsibility for the curriculum organised in this school?
• Who is in charge of co-ordinating the KS2 curriculum?
• Who is in charge of the year 4 curriculum?

Key Stage 2 decisions and considerations
2) As you may know we are interested in Key Stage 2 and year 4 classes in particular.
• Could you tell about the major considerations decisions made with regards to organising KS2 and year 4 curriculum this year?
• What, if anything, do you think would be distinctive about this school's curriculum at KS2 and year 4 compared to other schools.

I'd like to go into a few things in more detail now.

Grouping Children
3) I'm interested as to the strategy the school takes in terms of grouping children. (refer to head interview)
   • How do you group children for different subjects?
   • What about for year 4?
   • What informs this decision?

Core subjects vs. broader curriculum
4) I'm interested in the priority which you accord to different curriculum subjects.
      • Could you take me through the process by which you draw up the time-table for the year?
      • Do different subject areas gain/ lose priority for different year groups/ classes?
      • In particular could you explain the priorities for year 4?
5) I'm interested as to how you organise the teaching of different areas of the curriculum. For example;
      • Do you compartmentalise activities related to numeracy or literacy, or do you build them into theme or topic work?
      • What informs this decision?
6) Could you tell me about how the school approaches the broader curriculum?
(Prompt activities/arts week, guest speakers, links with other schools, activities in the local community etc)
      • How much emphasis is put on non-academic curriculum- spiritual, moral and cultural activities?
      • What sorts of things do you do?
      • Why is this important/ not important to the school?
      • Is it easy to accommodate the broader curriculum alongside the academic curriculum or are there tensions and conflicts?

Budget

7) Here I'd like to find out about budget allocation for the curriculum and the sorts of resources purchased for different curriculum areas.
- How is the budget divided between each area of the curriculum?
- Does this vary for each year group/ class?
- How is the budget used for each area of the curriculum?
- What about for the year 4 classes in particular?

Gifted and Talented and SEN children
6) I'm interested as to the additional provision the school makes for G and T children and those with additional educational needs.
- Do the percentage of children in each category vary significantly from year to year?
- What about for your current year 4,
- What percentage falls into each category?
- What effects do these figures have upon the provision made for each category?

Extra-curricula activities
7) Last term we spoke to (head) about the extra-curricula activities (school) offers. He/ She mentioned… (list from head interview).
- Are there any additional/ different activities on offer this term?
- When do they take place?
- What's on offer for year 4?
- What determines these activities being offered?
- What sort of take up do these activities attract?

The school and wider curriculum pressures
8) I'd like to talk about SATs
- How much is the curriculum influenced by SATs?
- Can you please explain this?
- In particular how does this effect year 4?
9) How is the school's curriculum provision supported by the LEA/ Children's services dept.?
- What about the year 4 curriculum?
10) Could you tell me about the new primary strategy- 'Excellence and Enjoyment'?
- Is this making much difference in the school?
- What about for year 4?
11) Are there any further comments you'd like to add regarding any of the topics covered here?

Interview schedule, Numeracy leader

The school's numeracy approach
1. Could you tell me about the school's approach to numeracy?
    • How are pupils grouped for numeracy work?
    • When is numeracy timetabled?
    • How is the teaching of numeracy organised?
    • Who has responsibility for organising numeracy work?
    • How, as far as you are aware, does the school's approach to numeracy work compare with that of other schools?
2. Can you tell me about the school's targets?
    • Has the school been meeting its targets?
3. What are the school's views on SATS?
4. How much importance is placed on SATS results in the school?

Emphasis on numeracy in school curriculum
5. How much of timetabled time is used for numeracy work?
6. How does this compare to other subjects?
7. What role does numeracy play in the teaching of other subjects, i.e. science, art, etc?
8. How, if at all, does numeracy play a role in cross-curricula activities, e.g. arts or science weeks?

Progressing numeracy work
9. How do you make sure children are making progress in numeracy?
    • How is this done with different groups of children, i.e. those who are more able and those who are struggling?
10. What is the school's strategy for raising SATS results?
11. How does this translate in the classroom?
12. Can you tell me about any extra measures put in place to boost SATS results?
13. How are parents involved in numeracy work?
14. Is there anything else about the school's numeracy work you would like to add?

Interview schedule, literacy leaders

The school's literacy approach
1. Could you tell me about the school's approach to literacy?
   • How are pupils grouped for literacy work?
   • When is literacy timetabled?
   • How is the teaching of literacy organised?
   • Who has responsibility for organising literacy work?
   • How, as far as you are aware, does the school's approach to literacy work compare with that of other schools?
2. Can you tell me about the school's targets?
   • Has the school been meeting its targets?
3. What are the school's views on SATS?
4. How much importance is placed on SATS results in the school?

Emphasis on literacy in school curriculum
5. How much of timetabled time is used for literacy work?
6. How does this compare to other subjects?
7. What role does literacy play in the teaching of other subjects, i.e. science, art, etc?
8. How, if at all, does literacy play a role in cross-curricula activities, e.g. arts or science weeks?

Progressing literacy work
9. How do you make sure children are making progress in literacy?
   • How is this done with different groups of children, i.e. those who are more able and those who are struggling?
10. What is the school's strategy for raising SATS results?
11. How does this translate in the classroom?
12. Can you tell me about any extra measures put in place to boost SATS results?
13. How are parents involved in literacy work? (e.g. reading, homework)
14. Is there anything else about the school's literacy work you would like to add?

Interview with deputy head

The first thing is behaviour.

1. What is the school's approach to managing behaviour?
2. How much of an issue would you say behaviour management is for the school? (and in yr 4 specifically)
3. Do you have any specific projects or initiatives at the moment?
4. How many children in the school would you describe as having serious behaviour problems? And in Yr 4?
5. Do you have any specific strategies for these, apart from the ones you've already mentioned?
6. How many exclusions did you have last year?
   - permanent?
   - Fixed term (may need to get these figures from records). Record number of children excluded as well as no of exclusions
7. Was that a typical number for the school?
8. What would you say is the school's overall policy on exclusions?

Next, emotional support and guidance and overall pupil welfare
9. How much emphasis would you say the school puts on giving emotional support and guidance, and on supporting pupil's overall welfare?
10. How do you do that?
11. Do you have any specific projects or initiatives at the moment to support pupil welfare?
12. How many children are in local authority care at the moment? (and in yr 4?)
13. How many, other than these, are on the child protection register? (and in yr 4?)
14. Is there a child protection co-ordinator (who?)
15. Approximately how many others would you say have very troubled home backgrounds (for example, suffering emotional or physical neglect or trauma)?
16. How do you go about meeting their needs?
17. Do you involve any other organizations in supporting children's welfare (if so, who, what do they do, and which members of staff are involved in working with them?)

Next, a few questions about attendance
18. What was the overall attendance figure last year? *(ask where can get attendance figures*
19. It would be useful to get an idea whats causing non-attendance. How significant are each of these factors?

	Very significant	Fairly significant	Not at all significant
Children's illness Parents keeping children at home for other reasons (eg family events, shopping) Parents taking children out of school for holidays or extended visits to family overseas Children playing truant			

Then I wanted to ask a bit about parents:
20. In general, how supportive would you say parents are of the school?
21. What evidence do you see of that? (support or lack of support?)
22. What proportion of the parents (roughly), attend:
    - parents meetings relating to their children?
    - Parents meetings relating to school matters generally
    - School events
23. Are any parents involved as volunteers in the school?
24. How does the school go about building good relationships with parents?
25. Does the school offer any more general support to parents – for example, running classes for parents, or talking to them about non-school worries?

Then a few questions about the staff
26. How good is the morale of the staff at the moment?
27. What would you say are main factors affecting morale?
28. How much staff absence do you have (find out whether can get accurate figures)

And finally, just a couple of questions about the wider context:

29. How would you describe the school's relationship with LEA, and is there anything specific about LEA policy that makes life easier or harder for the school at the moment?

30. Is there anything about national policy that makes life easier or harder to the school at the moment?

Gifted and Talented Co-ordinator INTERVIEW

Role
1. Can you please tell me a bit about your role as G & T co-ordinator
   • Do you have a specific allocation of time for this? If so, how much?
   • What does the G&T role involve –eg regular commitment to a group of pupils, curriculum adaptation, leading the staff, attending meetings?
   • How do you do these? Is cover made available for you?
   • What else do you do ?– class teaching, curriculum responsibility etc
   • Is part of your G&T role to support other teachers/parents? –if so, how do you do this?

Organisation
2. How many pupils in the school are considered to be G&T? What about Y4 in particular?
3. How are G & T pupils identified?
4. What subjects are they identified in?
5. How is provision made for them? Eg regular enrichment sessions within the school, outside the school, curriculum adaptation?
6. Do you think there is anything distinctive about the way G&T is handled in this school compared to other schools?
7. Do you have access to specialist resources or a budget for them? Are there any special funding initiatives that provide support for these pupils?
8. Are other members of school staff involved in provision for G&T pupils? If so, who and how?

Local authority/ Children's Services dept
9. What, if any, external help is available eg Is there any regular help? Are there workers with a specific role for G&T pupils and what do they do? Are there any other organisations involved with the school in supporting these pupils?
10. What is the authority policy on G&T pupils – does it make cross school provision ie provision for ALL schools and how does this impact on your school?
11. Is there an EAZ/ Excellence Cluster which includes a G&T strand?

G&T co-ordinator views
12. Are you happy with the G&T provision being made in the school? Are staff generally happy that appropriate provision is being made for G&T pupils?
13. Is there anything you would like to change?
14. Is there anything else you would like to say?

Special Educational Needs Coordinator INTERVIEW

<u>Role</u>
1. Can you please tell me a bit about your role and any training you have had for it
    • What proportion of your time is allocated to the role of SENCO?
    • What else do you do ?– class teaching, curriculum responsibility etc
    • Is part of your role to support other teachers/parents? – how do you do this?
    • Is part of your role to manage others – if so, who do you manage and how?

<u>Organisation</u>
2. How many pupils/ what percentage are on the SEN register? What about inY4?
3. How many pupils have statements? What about in Y4?
4. What is the range of SEN in the school? Eg literacy difficulties to (autistic spectrum disorder)ASD
5. Are pupils with SEN spread fairly evenly across year groups and classes? What is the situation in Y4?
6. How much does SEN reflect or interact with issues of social deprivation in this school?
7. How is SEN provision organised and pupils supported within the school generally? –eg LSAs in every classroom, withdrawal/small group teaching, differentiated resources
8. Do you have a budget for this?
9. How is SEN provision organised within classrooms? How are pupils grouped? Is there any streaming?
10. What provision is made for pupils with statements within the school?
11. Do you think there is anything distinctive about the way SEN is handled in this school compared to other schools?

<u>Local authority/ Childrens Services dept</u>
12. What, if any, external help is available eg other agencies. Is there any regular help for pupils/ teachers (eg courses)? Are any other organisations involved with the school in supporting these pupils?
13. What is the authority policy on inclusion and how does this impact on the school?

<u>SENCO views</u>
14. Are you happy with the SEN provision you are making in the school?
15. Is there anything you would like to change?
16. Is there anything else you would like to say?

Interview with chair of governors

First I'd like to ask about <u>the composition of the governing body</u>.

1. How many positions are there on the governing body and how is that made up between the different types of governors?

	Positions	Vacant
LEA governors		
Staff governors		
Community governors		
Parent governors		
Foundation governors (vol aided and controlled schools only)		
Sponsor governors		

2. Are any vacant at the moment?
3. Could you comment generally on how easy or difficult it is to get school governors here and why?
4. Schools tend to differ in the professional skills and contacts that they can draw on in the governing body. Could you run through the governors in your head and just give me an idea of any particular skills and contacts that they bring
    Eg one is a marketing manager, one is bank manager

5. Have these skills and contacts been useful to the school? *(prompt for examples)*
6. In what ways are governors involved in the life of the school, if at all, apart from attending governing body meetings?

And now to try and get an overview of the <u>school's financial position</u>

7. Which of these statements would describe the school's operating budget in the last financial year?

    Ran at a serious deficit
    Ran at a slight deficit
    About broke even
    Ran at a slight surplus
    Ran at a big surplus

8. What is the approximate state of the balances?
9. Briefly, what accounts for the schools budget position?
10. I've got a list here of sources of funds that some schools access in addition to their delegated budget. Can you give me a very rough idea of how much, if any, the school raised from these in the last financial year? If you don't know the actual numbers, an idea of whether it was a lot or a little would be a great starting point (and ask how you might get the actual numbers)

	Approx Amount
School events (eg fairs, jumble sales	

Routine donations from parents (eg for equipment, trips)	
One-off gifts/legacies from parents or former pupils	
Business sponsorships/donations	
Specific appeals (eg new playground)	
Other	

Now, some questions on staffing.

11. How many vacant staff positions are there at the moment
12. Is that usual for the school?
13. How easy or difficult is it to recruit suitably qualified and experienced staff to the school?
14. What factors do you think account for that?

Now a few questions on marketing and promotion

15. How much importance does the school give to promoting itself to prospective parents or in the wider community?
16. Why is this seen as important/unimportant?
17. What sort of things do you do?
18. Would this be additional work for staff – or does it have to be done at the expense of anything else (if so what)

And finally, just a couple of questions about the **wider context:**

19. How would you describe the school's relationship with LEA, and is there anything specific about LEA policy that makes life easier or harder for the school at the moment?
20. Is there anything about national policy that makes life easier or harder to the school at the moment?

Appendix F: Document checklist

Documents can be collected as opportunity arises (eg as part of discussions with staff or when you have spare time).

Some particularly handy things to watch out for :
1. In many schools the head will write a report for governors prior to each governors meeting, this should be included in governors minutes and will often be informative.
2. Backcopies of minutes and newsletters will give a sense of issues in the school over time (suggest in general you just go back a year or two)
3. The S4 (name may have changed) background document for Ofsted provides an overview of the school, written by the school

Also:
1. *Grouping of children -* lists of yr 4 pupils in different groups or sets. Any documents related to grouping policies or practices
2. *Extent to which they cater for gifted and talented.* Lists or numbers of year 4 children involved in extension activities. Any documents relating to school approach to gifted and talented
3. *Extent to which they cater for SEN and how.* Lists or numbers of year 4 children considered to have SEN at different levels. Any documents relating to school approach to SEN
4. *Extent to which the curriculum focusses on the basics (numeracy and literacy) compared to the 'frills' (everything else)* Timetable for classes with Year 4 pupils. Curriculum documents. Target setting documents.
5. *How literacy and numeracy is progressed* School policy documents on their approach to numeracy and literacy. Examples of any certificates or other forms of pupil motivation or recognition of targets
6. *The extent and kind of extracurricular activities offered* School newsletter will probably list these.
7. *The efficiency of daily routines.* School newsletter (backcopies). Staff handbook. Minutes of staff meetings. School prospectus. Sign in book for late students.
8. *The pressure on guidance and discipline systems. Levels of pupils compliance. Number of very difficult guidance/discipline cases. Policy documents.* Staff handbook. Minutes of staff meetings.Governors minutes. Material for pupils - eg consequences charts on classroom walls
9. *General pressure on management* May not be documented
10. *Student-related issues* Staff handbook. Minutes of staff meetings.Governors minutes
11. *Staffing issues.* School newsletter (backcopies) Governors minutes
12. *Morale issues.* Minutes of staff meetings.Governors minutes. Reports of staff inservice days
13. *Marketing and promotion issues.* Governors minutes.prospectus
14. *Fundraising issues* Governors minutes.School newsletter
15. *Monitoring performance* Governors minutes. Performance management documents
16. *Planning* Governors minutes. School plan
17. *Financial resources* Governors minutes. Minutes of staff meetings

18. *Pressure on Board of Governors. Value of qualifications/contacts* Governors minutes. Annual report to parents.

Appendix G: General Observations

Observation Guide

These may include what can be seen visually, overheard, or raised in casual discussion with staff in classrooms, staffroom and around the school. Note that the following is just intended to sensitise you to what we are interested in. Its less a case of going looking for observational evidence than recognising when something you see or hear could be of interest to the project. Also note that in lots of cases (eg staffing problems) observation may not be the main way to research the issue - but it can help confirm what people are telling us in more formal, taped discussions

1   *Grouping of children* - Any obvious groupings within or between classes? Are children allowed to sit where they want or is there a seating plan related to grouping? Possibly some mentions of grouping in staff meetings or similar? Lists displayed in classrooms or in staffroom?

2   *Extent to which they cater for gifted and talented.* Any mention of special classes in staff meeting? Any small groups being pulled out of class to do interesting or creative extension work. Any relevant wall displays

3   *Extent to which they cater for SEN and how.* Any staffroom discussion about particular cases? Any obvious cases of SEN children and how their needs are being met?

4   *Extent to which the curriculum focuses on the basics (numeracy and literacy) compared to the 'frills' (everything else)* What is the emphasis of school and classroom wall displays? What can be observed in classrooms? What is the discussion in staff meetings or similar?

5   *How literacy and numeracy is progressed* What can be observed in classrooms, staffroom, wall displays? Is there visual or discussed evidence of certificates, charts, forms of motivation or target-setting?

6   *The extent and kind of extracurricular activities offered* What do teachers do at lunchtimes and after school? Any evidence of clubs or activities? Staffroom discussion?

7   *The efficiency of daily routines.* Observing in the school vestibule - may give a sense of the extent of problem schools have with lateness, collecting in money etc? Do teachers interactions with children give clues as to homework (getting it in) and loaning of books and equipment? Do staff briefings indicate matters of relevant concern, frustration or satisfaction?

8   *The pressure on guidance and discipline systems. Levels of pupils compliance. Number of very difficult guidance/discipline cases* Does attending to pastoral issues seem to be taking up a lot of time for staff? Does it delay or interrupt lessons, make staff give apologies for meetings they would otherwise go to or lead to complaining or concern in staffroom? How do the pupils generally seem to respond to staff? Any evidence that the staff struggle with children not complying to their demands or to school rules more generally?Any evidence of children being punished, eg having to stand in a particular place, being kept in .Any discussion or more direct observation of very difficult pupils?

9   *General pressure on management* - Do the senior staff seem under pressure or fairly relaxed? Any anecdotal evidence?

10   S*tudent-related issues* Any discussion by staff of student characteristics (eg turbulence, EAL) causing problems, challenges or advantages ?

11   S*taffing issues* - any evidence of this, eg presence of long term supply teachers, discussion of failing to fill a post or having numerous applicants, staff calling in absent, staff having to cover, short term supply, teacher turnover?

12   *Morale issues* Any evidence of high or low morale or efforts to counter low morale? What is the culture of the staffroom like? Does staffroom discussion suggest staff like working at the school?

13   *Marketing and promotion issues.* Any mention of competition with other schools? Any mention of declining or increasing rolls, media coverage ?

14   F*undraising issues* - Any mention of current campaigns, problems or success? Evidence of strong financial support from parents eg sets of expensive laptops

15   *Monitoring performance* Any evidence of school struggling to find time for this or is limited time not really an issue, staff discussions about 'paperwork'; monitoring or target-setting meetings; time taken in other staff meetings?

16   *Planning* Any evidence of school struggling to find time for this or is limited time not really an issue?

17   F*inancial resources* Is the school well maintained or is there evidence of money needing to be spent, quantity/quality of IT equipment/playground equipment?

18   *Pressure on Board of Governors. Value of qualifications/contacts* Do the governors seem to have a presence in the school? What are staff saying about the governors?

Documents Checklist

Documents can be collected as opportunity arises (eg as part of discussions with staff or when you have spare time).

Some particularly handy things to watch out for :
4. In many schools the head will write a report for governors prior to each governors meeting, this should be included in governors minutes and will often be informative.
5. Backcopies of minutes and newsletters will give a sense of issues in the school over time (suggest in general you just go back a year or two)
6. The S4 (name may have changed) background document for Ofsted provides an overview of the school, written by the school

Also:
19. *Grouping of children -* lists of yr 4 pupils in different groups or sets. Any documents related to grouping policies or practices
20. *Extent to which they cater for gifted and talented.* Lists or numbers of year 4 children involved in extension activities. Any documents relating to school approach to gifted and talented
21. *Extent to which they cater for SEN and how.* Lists or numbers of year 4 children considered to have SEN at different levels. Any documents relating to school approach to SEN
22. *Extent to which the curriculum focusses on the basics (numeracy and literacy) compared to the 'frills' (everything else)* Timetable for classes with Year 4 pupils. Curriculum documents. Target setting documents.
23. *How literacy and numeracy is progressed* School policy documents on their approach to numeracy and literacy. Examples of any certificates or other forms of pupil motivation or recognition of targets
24. *The extent and kind of extracurricular activities offered* School newsletter will probably list these.
25. *The efficiency of daily routines.* School newsletter (backcopies). Staff handbook. Minutes of staff meetings. School prospectus. Sign in book for late students.
26. *The pressure on guidance and discipline systems. Levels of pupils compliance. Number of very difficult guidance/discipline cases. Policy documents.* Staff handbook. Minutes of staff meetings.Governors minutes. Material for pupils - eg consequences charts on classroom walls
27. *General pressure on management* May not be documented
28. *Student-related issues* Staff handbook. Minutes of staff meetings.Governors minutes
29. *Staffing issues.* School newsletter (backcopies) Governors minutes
30. *Morale issues.* Minutes of staff meetings.Governors minutes. Reports of staff inservice days
31. *Marketing and promotion issues.* Governors minutes.prospectus
32. *Fundraising issues* Governors minutes.School newsletter
33. *Monitoring performance* Governors minutes. Performance management documents
34. *Planning* Governors minutes. School plan
35. *Financial resources* Governors minutes. Minutes of staff meetings

36. *Pressure on Board of Governors. Value of qualifications/contacts* Governors minutes. Annual report to parents.

Appendix H: Term 1 interview with Y4 teacher

1. Can we talk a bit about your background and how you came to be teaching here.
- How long have you been teaching?
- What schools have you taught at?
- What were they like compared to this school?
- What brought you to this school?

2. Let's talk a bit about this school now.
- Can you tell me a bit about the school, general impressions. What you think are its strengths and weaknesses/What it's like to teach here.
- Do you like teaching here?
- Do you want to keep teaching here?
- How would you like to teach at the other schools around here?

3. Can we talk a bit about the children at this school?
- What are they like? Impressions - can you talk about them?
- Do you think this school caters for some students better than others?

4. Can we talk now about (the year 4 class you are observing) more specifically.
- What are they like?
- How would you describe your teaching approach with them?
- Can you give me a summary of what you have done with them so far this year?

Appendix I: Cover Sheet For Classroom Observation

School	
Class name	
Date	
Time From and To	
Subject	
Staff present and their roles (note if this is normal)	
Number of pupils (note if this is normal)	
Matched pupils in this class	
Ability grouping and seating arrangements	
Position of matched pupils in ability group or seating arrangements	
General pedagogic approaches and main activities	
Level of difficulty	
Intensity	
On task/off task	
Independent questions	
Formal curriculum time v. other activities	
Interaction of matched pupils	
Engagement of matched pupils	

Appendix J: Harps Pupil Group Interviews Term 2

Thankyou for agreeing to talk to me.   I'm from a project called HARPS, which is spending a year in 12 different primary schools in this area. We're looking the differences between these schools, and which kinds of differences matter to the pupils (because some things might not matter much at all, but others might be really important).

So I've been sitting in your lessons to see what happens in this school, but obviously the most important thing is to find out what the pupils think!   So I've got a list of questions to ask you. Its not a test, there aren't any right or wrong answers – its just to know what you think, and everyone's answer is just as good as everyone else's.

I usually tape record these conversations - just to help me when I write up my notes. We don't let anyone else have it, like your teachers or parents. The only time I will have to tell someone is if you say something that makes me think you or someone else might be in danger.

Just to make sure no-one finds out, when we write it down, we actually change your names so no one can tell that it was you that said things. Is that OK with everyone?

Great, so a good place to start would be to make up some names for ourselves (kids make up names they want to be called)

1. **OK so what lessons do you four all do together ?**

2. (if mixed aged classes) **Some of the children are in Y3/5 aren't they?   What's that like?**

3. **Ok lets think about those lessons. In (eg maths), is it usual for children to help each other with work?**
   (probe) Why/not ?
   (prompt? Because teacher doesn't think it's a good idea, because people don't need help)
   Probe (if they have not talked about English or maths) **What about in other lessons, like maths or English?**

4. **Do you help each other?**
   If YES, (probe) what do you do?
   (probe again) **and are there any other ways?**

5. **Would you like to help each other more, or not?**

6. **Now I'd like to ask about the teacher in those lessons (where you're together) - can you tell me what he/she is like?**

7. What pleases him/her most?

8. What makes him/her most unhappy?

9. What about how h/she talks – how does h/she talk to the pupils?

10. Does he/she talk to all children in the same way?
(prompt if necessary)
If not, which children does he/she talk to differently? In what way?

11. In which situations does he/she talk to pupils differently?

12. **DO NOT ASK IF THERE IS A NEW BOY/GIRL IN THE GROUP.**

This is a slightly longer question so you need to listen carefully.

What sort of person do you think your teacher would like to have if a new boy or girl came to your class?
Prompts, if necessary, to get them going
- How would he or she behave?
- What would they be like at school work?
- How would they get on with other children in the class?

13. And now a question about lessons generally. If you had a chance to sit with anyone you liked, who would you sit with? (ask each pupil)
(probe) Why?

14. Do you get a chance to sit with that person or not?

15. **And one question about other schools. Have you all been in this school since the beginning of yr 3** (if junior)/ **reception?** (if primary)

a) **Where else have you gone to school?**
Prompt: school(s) name and area

b) **Can you tell me one thing that sticks out about your last school?**

16. Finally I just want to come back to that question of how your teacher talks. I thought I could give you some

situations and some of you might want to act out being the teacher ? (if not, just ask the question)

- someone is naughty
- someone behaves well/is "good"
- someone doesn't know the answer to a question
- people don't finish the work as fast as she/he hopes

OK, we're finished. Thankyou very much.
(if you want to finish with a bit of advice about who they can tell, it could go here)

Appendix K: Interview schedule for Yr 4 teacher: Term Two

First of all, I'd like to ask more about your Year 4 class

We talked last term about what the class is like. Can we return to some specific things? (just ask about the ones you don't feel you have covered already)

behaviour,
academic ability,
level of engagement,
relationships with teacher and each other,
attendance
gender mix
age mix

- How do you think they see school?

- Any particular kids you would point to that stand out in the group for one reason or another?

- Are there any noticeable friendship groups in the class? Who? Do they stay the same or fluctuate a lot? Do you think friendships and the social interactions in the group matter at all? In what ways?

One of our main interests in this project is the social composition of schools and classes, so I'd like to find out a bit about that:

- How much do you tend to know about the kids home backgrounds?

- Is there anything about their home backgrounds that you would say impacts on their learning

What about **parents**? In what ways do you as a class teacher expect support from parents?
Do you get it?

- Is there a home/school contact book, or diary, or anything like that? How well does that tend to work?

- Have you had a parents evening yet this year? How many of the parents attended from your class? (if not, how many usually attend)?

- Are kids expected to bring any equipment to school for lessons? (probe pencils, books, PE kit) Do they tend to have it?
- Do you ever need to collect money from them for trips or events or resources? How does that work out?

- Whats their response to homework? Do they do it, and how well resourced and supported would you say they to do work at home?

Finally, can we return to a couple of general questions about the school and about teaching here

- We've noticed that the twelve schools we're working in have very different approaches to pupil grouping in Year 4, and we're keen to explore if they make a difference to pupil outcomes. Do you have any thoughts on the grouping strategy here and how it impacts on pupils' learning?

- Do you think you spend your time on anything different in this school than you would/have in any other school.

Thanks and ask the teachers if they would mind filling in the brief questionnaire with some questions about themselves.

Appendix L: Questionnaire on Curriculum Unit

HAMPSHIRE RESEARCH WITH PRIMARY SCHOOLS (HARPS)

Class Composition, Curriculum and Pedagogy

Dear

The HARPs work is nearly over, and as a final piece of research, to support or challenge our own observations, we would like to learn more from teachers about how pupil composition affects curriculum content and pedagogical approaches.

We realise that this is not a great time of year to be asking this of you, and we apologise for this. We just think that your observations will add enormously to our understanding of compositional effects, and this is the last chance before the pupils go on into Y5! We have selected just **one** topic from the National Literacy Strategy Objectives for Term 2 of Year 4 and hope that you might be able to spare the time to answer the questions overleaf, explaining how you tackled this objective, given the particular composition of your class. We also request that you send us a copy of the work that the following pupil (s) completed in relation to this objective.

We would be extremely grateful if you are able to help us. If you can, please return the form and the work to us in the SAE provided, by **Monday 14th August.**

Many thanks once again for your help this year. It has been enormously appreciated and I'm sure it will be worthwhile.

Research Officer
HARPS project

Name of School:

Name of Teacher:

Class/Set Taught:

(these details will not be revealed in any reports/publications)

CURRICULUM OBJECTIVE:

To collaborate with others to write stories in chapters, using plans, with particular audiences in mind.

QUESTIONS

1. If you did not address this topic with the class this year, please briefly explain why not and return the form.   If you did, please answer the other questions.

2. Please give a very brief description of how you approached this topic and what the children were asked to produce.
   (e.g. I talked to the children about how to plan a story. They then worked in groups on their plans, then each wrote a chapter, then they put the chapters together in a book).

3. How many lessons did you take to cover this work?

4. Did you teach it as a discrete topic, or integrate it with other curriculum areas? If the latter, please explain.

5. How did you organise the collaboration aspect of this task? (i.e, which aspects did they collaborate over, how were groups or pairs chosen?).

6. Was the work differentiated at all? If so how?

7. Who chose the audience for the stories? What was it? What were the reasons for this choice?

8. How long were the stories expected to be?

9. How, if at all, did the composition of your class affect how you approached this topic? *(you might like to think about social class composition, attainment levels, age, gender or ethnic groups)*

10. How, if at all, did the composition of your class affect the standard of work that was produced? *(we are referring here to the group effect - the ways in which pupils might have influenced each other or you, not to the more obvious idea that groups with lower prior attainment will usually produce a lower standard of work)*

11. Did you have any support from teaching assistants? If so, what did they do? Was any specific pupil or group targeted for support with this task?

12. Was any technology used (eg computers, interactive whiteboard). If so, what and how?

13. Did the children's learning on this topic go as well as expected?   If not, what do you think would enhance their learning?

14. Specifically, would any additional resources, human or otherwise, have enhanced their learning?   If so, please say what.

15.   Please attach copies of all work (notes, plans and completed stories) produced by the following pupils:
      Please feel free to comment on this work (eg how typical)

16. It would also be helpful if you could attach any other information that might help us understand what you did e.g. handouts, examples, lesson plans, references to on-line resources.

THANKYOU VERY MUCH INDEED

Appendix M: Harps Pupil Interviews Term 3

Thankyou for agreeing to talk to me again.   What you told me last time was really helpful so I thought it would be good if you could help me with a few more questions about the school.

Like last time, there aren't any right or wrong answers – its just to know what you think. Everyone's answer is just as good as everyone else's. And just to remind you that, unless you really object, I'll have the tape recorder on so I don't have to write everything down, but it's only me and my colleagues that listen to it – we don't give it to the school or your parents or anyone else that knows you. And I'll be using your made up names again when I write it up in my report – can you remember what they were??

OK lets start.

1. **First I wanted to ask you about your friends in school. Tell me about them**
   a) Who are they?
   b) What are they like?
   c) Why do you get on well together?
   d) Do you get to sit with them in lessons?

2. **So who are your friends in class?**

3. **Who are your friends in the playground?**(if different to class friends why?)

4. **What sort of things do you do at break and lunchtime?**

5. **Do you do any clubs, either at lunchtime or after school?**
   (If yes, who else from your class does those clubs?)

6. **Do you play with other children outside of school?**
   Prompt
   a) Who?
   b) What school do they go to? (if same school why don't they play in school)
   c) Do you see your school friends out of school? Why/why not?

7. **What do you think about the other children in Year 4- how do you get on with them?**
   Prompt
     b) Is there anyone you don't get on with?

Now I want to ask some questions about how you're getting on at school.

8. **Why do you come to school?**

9. **How do you think you're doing at school?**
   Prompt: What things are you good at?
   How do you know?

10. **How does your teacher think you're doing?**
    (if different from own view, why)

11. **Have you got any targets you're working to, and if so what?**

12. **How important do you think it is to reach the target?** (find out why)

13. **What things do you find help you to do well at school?**

14. **What things make it harder?**

I'm interested in how you find different classes. I thought we could compare numeracy/maths with design/technology. (confirm with pupils which classes they are in for these lessons)

15. **How do the two classes compare?**
    - **Probe how do the pupils behave?**
    - **How does the teacher get the class to work?**
    - **Which of these two classes do you like best and why?**

And now a bit more about your numeracy lessons:

16. **What group are you in for numeracy?**

17. **Why are you in that (those) group (s)?**

18. **Which group would it be best to be in?**

19. **Is it possible to move groups?**

20. **How would you feel about being in another group?**

21. **Last time we talked about children helping at school. Do you like helping others in lessons?**

22. **Why (not?)?**

23. **Do you help in any other ways in school or in your class?**

24. **What sort of help do you think is most important?**

25. **Why?**

Appendix N: Teacher informal interview re matched pupils

Can you tell me a bit about [matched] child?

- How are they positioned in class in numeracy/literacy/other subjects?
- Are they progressing as you would expect?
- Any particular issues that help them progress? (eg home situation, friends, specific learning diffs, personality)
- Any particular issues that hinder?
- How would you describe their behaviour?
- How do they get on socially in school ?
- Do they have any specific roles (eg School Council rep) or notable achievements (best speller in school)

Appendix O: Record Sheets for Extracting Information from School Late Book

PUNCTUALITY
Name of School:
Time Expected at School:
Dates sampled:

Pupil name	Class	Time of arrival	Reason

Pupil Punctuality Summary Sheet
School
Class:

Number of latenesses in period:

<15 mins	
30min to 1 hour	
15-30 mins	
Longer than 1 hour	

Number of pupils late in each period:

	Number	Names
Late once only		
Late 2-3 times		
Late 4-5 times		
Late more than 5 times		

Appendix P: Home-School Diary/Reading Book

School:
Class:

Name of pupil	Signed by parent (yes/no if weekly expected, no of times if daily)	No of times read at home	Comments from teacher (paraphrase)	Comments from parent (paraphrase)

Appendix Q: Interview with Headteacher: Term 3

1. We've been very interested to see the different grouping practices adopted in the 12 schools, so I just wanted to explore that a bit more:

   a. Who decides about the overall approach to grouping in Y4 – is it you, or the curriculum leaders for each subject, or the teachers themselves?
   b. What criteria do you use to assign pupils to groups?
   c. Are there any types of children whom you expect to benefit particularly from your grouping approach?
   d. Have there been any unintended consequences eg some pupils doing less well than hoped.
   e. Is your current grouping arrangement what you've always done? If not – when did it change and why?

2. Next we wanted to know a bit more about resources and how you have prioritised.
   a. How well equipped would you say the school is in terms of computers and other learning technologies?
   b. How well equipped would you say the school is in terms of books?
   c. How well equipped would you say the school is in terms of basic equipment – pens and pencils, paper, shapes, measures, stopwatches, calculators and so on?
   d. How well resourced would you say you are in terms of support staff?
   e. What accounts for the resource situation you have just described? (probe how they have decided on any trade-offs)

3. I'd like to ask a bit more about teaching assistants and LSAs.

   a. As I understand it, the situation here is (eg one per class)   Is that correct?   So that would be xxx teaching assistants in total?
   b. Given the composition of this particular school, what are the pros and cons of the way you have decided to organise the teaching assistants and LSAs.

   c. In an ideal world, given the composition of the school, what would be the ideal situation - how many teaching assistants and doing what?

4. *Any specific qs the ROs want to ask – eg mixed age arrangements, how PPA time has worked, any upcoming changes and how being dealt with.*

   Once we really get into analysing the data, there will probably be various other bits and pieces I realise I don't know. Would it be OK to ask you these by email early next term?

5. Finally, if you had a magic wand and could change anything to enhance the learning of pupils at this school, what would it be?