

Appendix 2 - Case Studies

1. **Student A** is male and from Romania. He is of Roma heritage and speaks Romanis as well as Romanian. He arrived in the UK in September 2014 but the family had difficulty enrolling him at a school. He eventually was referred to the Fair Access Panel in February 2015. As a result he started at IDEAL in February 2015 as a Year 10 pupil.

At this stage his experience and knowledge of English was very limited. From February to June, A made good progress in English, mathematics and ICT. By July he had achieved;

- Entry Level 1 in ESOL
- Entry Level 3 in mathematics
- Entry Level 2 in ICT.

His attainment in mathematics and ICT was particularly notable because of the level of reading English required to understand the questions and instructions in these subjects. As Student A was in Year 10, he was told that he could continue at IDEAL in September. However, during the summer holiday, his family decided to return to Romania due to difficulties finding work and Student A did not start school again in September.

In March 2016 Student A's family returned to Nottingham from Romania. Consequently, he was offered a place at IDEAL and he started again at the end of April. Despite being out of education for nearly 9 months he had retained much of his previous learning and he again was able to make progress in a very short period of time (2 months). In June 2016 he passed;

- Entry Level 2 in Reading and Writing Functional English.
- Level 1 in Functional Mathematics
- Entry Level 3 in Functional ICT.

This will enable Student A to attend college in September, take further courses in English and mathematics and begin studying a vocational subject.

Given the circumstances of Student A's family and their mobility, it is likely that without the IDEAL provision he would have either not have accessed education or have attended a school without achieving any qualifications.

2. **Student Y** joined us at the end of February this year. He came from Afghanistan as a 15 year old unaccompanied asylum seeker; he endured great hardship during his journey to the U.K. He was able to speak Pashtu but unable to read and write. Moreover, he had received no previous schooling in Afghanistan where he lived and worked as a goatherd.

He was a popular member of the class and formed positive relationships with both staff and students. He was always willing to help others and displayed an excellent sense of humour.

Student Y was not afraid to ask questions and is inquisitive and eager to learn. These are skills and qualities which will serve him well as he begins his Post 16 pathway.

When Student Y joined us at IDEAL at the end of February he had very little English. However, he has left us having recently achieved several Functional Skills qualifications within the term. He has achieved Entry Level 1 in English Reading and ICT and Entry Level 2 in Mathematics. This is testament to his excellent attitude towards learning and an excellent, supportive foster placement. His experienced foster carers are clear that he would not have achieved these qualifications were it not for the IDEAL Year 11 provision as they have had previous foster placements from a similar background who have struggled in mainstream, or even to access a school place.

3. **Student R** arrived from Poland in November 2014; there was a considerable delay in securing a school place as the family were confused by the system. At the initial assessment meeting she was very nervous and felt under a lot of pressure; her mum talked about her having learning difficulties in Poland and mentioned her being dyslexic, however no evidence was identified to support this and in fact it turned out that her decoding skills were very good and it seemed that she was academically able and would make rapid progress. She was eventually offered a Year 11 school place in October 2015 and started attending IDEAL soon after, with provision for four days, one day in mainstream. She had studied a little English back in Poland but there were many gaps in her vocabulary.

She demonstrated a very strong character, settled in quickly and established friendships with other students, most of whom had also come from Poland; she, however, had many social issues to deal with and this would manifest itself in her behaviour, at times being defiant, challenging and disruptive, making teaching difficult. In December she made a safeguarding disclosure to the teacher at IDEAL and her mental health and wellbeing became a concern; this was an historical event that we then became aware had involved the police and Social Care services.

Student R became pregnant at about the same time, again disclosing to the IDEAL teaching staff, so Social Care and the Teenage Pregnancy Unit became increasingly involved in order for her to receive the best support possible. Staff at IDEAL and her base school also made sure that additional emotional and pastoral support was put in place for her. Initially, her attendance became poor and we were concerned about the impact of this on her future chances.

In March, she passed Entry Level 3 in Functional Maths and Entry Level 2 in Functional ICT. In the summer term, Student R appeared to have a completely changed attitude to her studies and began to make a determined effort to achieve the best she could this year. Her progress in English was also evident as she had become the spokesperson for newly arrived students and was often interpreting the instructions for her Polish classmates. Her writing improved rapidly and teachers were preparing extra work for her as she was getting through class work at such a fast pace. She was much more settled now, grew in confidence and maturity and had won over all staff with her exceptionally positive attitude and commitment to learning.

By the end of the year she had achieved Entry Level 3 in Functional Skills English and ICT and Level 1 in Mathematics. She also sat the Polish GCSE at her mainstream school. Moreover she was selected as one of our students to attend the IntoUniversity Open Day and is aware that she has the academic potential to pursue a university pathway in the future.

Student R wants to continue her studies next year once the baby is born and has achieved a good set of qualifications. She has overcome many barriers to learning and benefited from having specialist teaching in a safe and caring environment. We are very proud of her strength and achievements.

4. **Student Z** is female and from Romania. She is of Roma heritage and speaks Romanis as well as Romanian. She arrived in the UK in September 2014 but the family had problems finding her a school place mainly because they had difficulty with the procedure for applications. She eventually was offered a Year 10 school place in April 2015 and started attending school. However, by this time Student Z was pregnant and expecting the baby in October. She did not want to return to school in September.

By December 2015, Student Z was ready to go back into education. She did not want to return to the school she had previously attended because she felt that the lessons she'd had were insufficiently challenging in helping her to learn English. Therefore she was referred to IDEAL by an Education Support Worker. As a result she started at IDEAL in February 2016. Student Z's ability to speak and understand English was very limited but she was keen to learn and she tried hard in all her lessons. By April she had passed Entry Level 2 in Functional Maths. This showed that she had made progress with English as well as mathematics because of the comprehension needed to understand the functional maths questions.

During the Summer Term she continued to work hard at improving her English and mathematics. By June she had passed;

Entry Level 2 in Functional English Reading

Entry Level 3 in Functional Maths

Entry Level 1 in Functional ICT

Student Z felt that she had learnt a great deal while at IDEAL and had enjoyed the experience very much. She was very conscientious, attended regularly and managed her dual responsibilities as a student and parent with maturity. The work, whilst suitably challenging, was pitched at the right level for her developing acquisition of English. Her motivation to continue in education is now very strong. She has a place at college in September to study ESOL and to get a higher level in mathematics. This will enable her to access vocational courses the following year. Without the opportunity to study at IDEAL, it is likely that she would not have returned to education in Year 11 following the birth of her child.