

E-LEARNING AND MOBILITY PROJECT

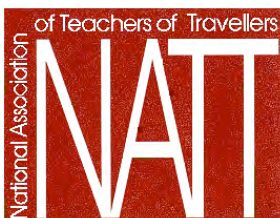
'Using ICT to enhance learning for mobile Traveller children'

MOBILE TRAVELLER CHILDREN: STEPS IN BRIDGING THE DIGITAL DIVIDE

An evaluation of the E-LAMP3 project

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May, 2006**

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Foreword and acknowledgments

For many years Traveller Education Services, parents and students have worked together to maintain, wherever possible, the continuity and consistency of education every student ought to expect. A system of distance learning, packs of books, worksheets and other learning materials, has become the norm for approximately 1,200 –1,500 highly mobile students nationally, who may be unable to access schools for periods of time due to their very frequent pattern of movement.

The E-learning and Mobility projects have sought to use ICT to address the issue of the fragmentation of education experienced by many highly mobile Travellers and provide a means whereby they might be in regular contact with their base school for encouragement, support and the exchange of work for monitoring and assessment.

The first phase of the project focused on Key Stage 2 students who have had a long experience of distance learning packs. The second phase consolidated this work, which is the subject of this report, included students in the secondary phase and those who had not previously engaged in distance learning.

The success we have enjoyed is due to the dedication and vision of a number of participants. We are indebted to the Department for Education and Skills for funding, the support of the Showman's Guild of Great Britain and the Circus Parents Association, colleagues in Traveller Education Services and mainstream schools, our wonderful students and of course the enthusiasm and commitment of Traveller parents to secure continuity of education for their children.

We are also indebted to the Nuffield Foundation for funding the evaluation of the second phase project, to those Traveller Education Services and schools which are listed in an appendix and which contributed directly to the evaluation by sharing their experiences, and to Becta for detailed advice and suggestions which have helped to shape the structure and content of this report.

I am personally grateful to South Gloucestershire's Department for Children and Young People and the Avon Consortium Traveller Education Service whose support enabled me to undertake this role.

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Executive summary

E-LAMP₃ is the third in a series of initiatives that have examined the potential of digital technology to support learners in mobile Traveller communities. Funded by the DfES, E-LAMP₃ was designed to consolidate the experience of the earlier projects and widen the focus to include secondary pupils, a broader range of Traveller pupils, and the issue of transition from primary to secondary school. It involved ten partners in different parts of the country and also proved a useful context for reviewing the use of home-school learning agreements in the distance learning context.

Typically, Traveller children travel for up to eight months of the year, only spending the winter months at a 'base' school. This has a significant impact on their schooling, and school-supported distance learning has become a potentially important part of provision, particularly within the Fairground and Circus communities. Traditionally, pupils have received learning packs which they could work through as they travelled, either supported by Traveller Education Support Services (TESS) or sending work back to their base school for marking and feedback.

There is clear potential for this distance learning to be supported, and indeed enabled, by ICT. Thus the former E-LAMP₂ and current E-LAMP₃ projects supplied pupils with laptops and datacards, devices which can link a laptop to the internet using GPRS (General Packet Radio Services) communication provided by mobile telephone companies. The intention was to provide the pupils with access to email messaging with their schools and to educational websites, including school websites and learning platforms where these were available. At the same time learners were encouraged to use educational CD-ROMs and presentation tools, and some were also provided with printing and scanning devices or digital cameras.

E-LAMP₃ took the school-based approach to secondary level, and ten schools were involved in the new pilot, with 25 families taking part. It was also widened to include Gypsy and other Travellers, and four Gypsy families and one Scottish Traveller family were supported during the 2005 working season. In this group, all the children were in the primary age range, supported by two schools and their local TESS. Compared with Fairground and Circus communities, these groups have more unpredictable travel patterns, making communication and work exchange even more challenging. The third focus area, transition, has traditionally been one of the biggest challenges faced by mobile Traveller children as pupils return at the end of the travelling season after the start of the school year, with new teachers and, in the case of the transition year, a new school. Fourteen transition pupils were included in this strand of the project. A total of fifteen families were also involved in the review of learning agreements.

Methodology

Each of the ten project secondary schools was asked to liaise with their local TESS to produce an outline of their support plans at the start of the travelling season (March 2005), and towards the end of the travelling season each of the families was asked about their experiences. This information was sought via a telephone questionnaire exercise, using a common format but in each case conducted by a known member of local TESS staff. At about the same time information was also collected from each school by means of a questionnaire. Four of the schools were also visited in order to explore issues in more depth. The families of the Gypsy and Scottish Traveller families were also visited along with their supporting schools. For the transition aspect of the project, the evaluation exercise was focused on the TESS perspective, asking staff to outline initial plans to support transition, to feed back on experience and to suggest ideas for the future. The TESS perspective was also used to assess the impact of learning agreements.

Findings

The technical context and technical issues

Email and internet access offer powerful new channels of communication between schools and their pupils. However, the options available to mobile families are limited to wireless communication, and currently the most practicable approach is to use GPRS datacards. One disadvantage, however, is the narrowband GPRS data transfer rate, and another is the occurrence of communication 'blackspots'. Several families reported some minor problems with local connectivity, but these were not a problem once schools and pupils were aware that occasional gaps could occur. There were more substantive problems where a particular school found itself in a blackspot which affected efforts to prepare pupils to use the equipment, or where a family was staying in one place for an extended period and connectivity was poor, and such possibilities need to be kept in mind for future practice.

Early problems with the laptop model chosen for the project put pressure on the time set aside to train pupils before they left to travel. In almost every case, however, the local TESS found ways to offer enough support and encouragement for pupils to use the equipment, and some children developed their own skills over time. After these early problems two of the partners also had significant difficulties when their internet portal was redesigned for broadband access. Narrowband speeds were inadequate to support the link and these pupils effectively lost contact until alternative arrangements could be made. Three partners were also affected by misunderstandings with the company providing their GPRS accounts, which led to their pupils being disconnected for

significant periods. Clearly these experiences had an impact on progress for those affected, in particular on the transition focus (see below).

Experience of supporting secondary pupils

In questionnaire responses, 22 of the 25 project families were positive about the impact of having a laptop and internet access, including the families of five lower-attaining pupils and two pupils with special needs. The 22 positive parental responses reflected a significant motivational impact and were mainly focused on the way in which the laptops engaged pupils and enabled them to explore and extend their knowledge and skills. Some parents reported pupils' increased self-confidence, and using their own initiative and imagination to extend their creativity. Parents also commented that pupils were doing more work than in previous years. The average total time spent on schoolwork was between 10 and 11 hours per week, and all but one of the children were spending more time with the laptop (an average 7 hours) than with the pack (4 hours on average). Parents commented on improved and reinforced skills in reading, writing and spelling as well as in drawing and design. Specific impact within other school subjects was variable and related to access to CD-ROMs, courseware and web-based materials which had been provided or recommended by teachers and schools.

In terms of bridging the home-school communication gap, the most common pattern was found to centre on some level of email contact with a named member of staff with a co-ordinating role within school and/or with known TESS staff. Families appreciated being kept in touch, with email offering a faster and more direct way of exchanging information about dates, requirements and deadlines. Fifteen of the pupils also exchanged emails with classmates or school friends, adding to the sense of being part of the school community. However, only five of the pupils who had been in regular contact reported successful links with specialist subject teachers. It was also disappointing that only seven families reported any exchange of work as attachments rather than by post, probably reflecting the earlier time pressures on training. Five other children were successfully using school learning platforms.

Feedback from the schools reflected the views of the families in terms of both positive general progress, and the variability of subject-specific support and email linkage with families. The nature of secondary schooling means that learners need to be supported by a number of subject specialists, increasing the complexity of supporting learners who are not just remote from the school but also mobile. Variability had therefore been anticipated during the pilot trial, and the project proved a useful context for exploring good practice in this respect as well as identifying issues at the secondary level.

In particular there was evidence of the need to change and strengthen the traditional coordinating role for distance learning within schools, moving it from the 'single hub' model used with traditional packs towards a monitoring and

family back-up role, with specialist teaching staff having direct electronic contact with their pupils.

There was also evidence that successful future practice would require structured approaches within schools. It would be dependent on locating responsibility firmly within new or existing cross-curriculum mechanisms, as well as linking the challenge to developments such as learning platforms and independent learning initiatives. Targeted use of Inset would also be helpful here, with different curriculum areas becoming involved over time, and with suitable specialist input from TESS. Finally, it was encouraging that the project also prompted some schools to think about offering distance-learning support to other pupils in out-of-school contexts such as those with health problems and those who had been temporarily excluded. These are all pointers for future practice but the project also identified issues related to the capacity and priorities of individual schools.

Successful practice will also depend on the commitment of pupils and families. Project experience was that where both teachers and pupils were actively engaged, the electronic processes worked well and proved self-reinforcing. Where either staff or pupils failed to respond, the process lost momentum and caused frustration. Three of the schools involved in the project trialled home-school learning agreements which set targets for work to be completed, and for frequency of electronic contact. These were felt to have had a positive reinforcement impact on 13 of the 15 families concerned suggesting that they have an important part to play in future developments.

Supporting Gypsy and other Traveller families

The feedback from the families and staff involved with the four Gypsy families and the Scottish Traveller family was very similar to that from the secondary pupils. There was a very clear impact in terms of motivation and progress. One pupil is now much more likely to go on to take her GCSEs (the first member of her extended family to do so). Another, who travelled extensively, went up a set in English on her return rather than having to work to catch up with her peers as in previous years. Another showed reading-age gains of 18 months over a six month period. The pupils attending one school were also reported to have a new status as they were now seen by their peers as 'ICT experts'.

Unlike Fairground and Circus communities, these families do not have a tradition of using distance learning materials, although some pupils are provided with reinforcement work to take with them whilst away from school. TESS report that one of the reasons for lack of development in this area is the unpredictability of departure times and travel patterns and one of the most interesting outcomes of the project was a shift in thinking towards the use of the laptops throughout the year. Whilst the children are at school they can be encouraged to use the equipment for homework and school work and to keep up a pattern of use of email, whilst away they can extend use to supported distance learning activity.

Predictability becomes less of an issue and the integrated approach also has benefits in terms of working to establish a distance learning framework within communities which have no existing tradition.

The transition strand

There is clear potential to use email and Internet access to reinforce links between families and their new schools, and to reinforce the bridging role which TESS often play in this context. Here the main thrust of TESS planning was to create a direct link between families and a named member of staff in the new school and to explore ways of building on the link to ease transition. The other focus for some partners was to explore the use of 'transition projects', with pupils undertaking tasks either set by the new school or designed by TESS.

Unfortunately, most of the transition pupils were affected by connectivity problems during the critical July–September period but, in spite of the frustrations, the TESS reported the beginnings of a positive impact for families, and also within schools where the initiative acted as a catalyst for greater awareness and for exploring new ideas to support Traveller pupils. All the families appreciated the interest shown as well as the information shared through email or through school websites prior to the problems in July, and felt closer to the new schools. This was especially true where families had also met the co-ordinating member of staff in the new school, and TESS staff were keen to see the use of email and websites as an addition to normal transition mechanisms, not as a replacement for them.

Some families were also reported to have made more effort to adjust travel and work patterns in order to get back for key transition and induction events. In addition there were positive comments about using email to involve friends from the new school and 'buddies' – named classmates transferring to the same school. Where transition projects were introduced, there were promising signs about the value of such initiatives in the midst of the connectivity frustrations which many families faced.

The Broader context

The final, post script, section of this report notes that GPRS communication continued to prove an effective means of linking pupils to their schools and to the Internet and, provided planning takes account of its narrowband constraints, will provide a useful way of beginning to bridge the digital divide for Traveller pupils as well as enhancing their distance learning. It goes on to note the successful pointers for good practice for school transition and for the extension of the approach to whole-year provision where families have no tradition of returning work or remaining in contact with the winter base-school.

There is also an acknowledgement of success but variable experience across the ten secondary schools involved with the project, raising some questions about school capacity and school priorities. It is suggested that consideration may still need to be given to alternative (non school-based) approaches in contexts where these are felt likely to be more effective for secondary pupils.

The report concludes by raising important longer-term issues about 'attendance' and 'entitlement' which may affect the consolidation of distance learning provision for Traveller pupils.

Introduction

E-LAMP₃ is the third in a series of 'e-learning and mobility projects' examining how ICT can support the education of mobile Traveller children. Each project has been co-ordinated by the National Association for the Teachers of Travellers (NATT) and has had a research or evaluative input from the Department of Educational Studies at the University of Sheffield.

The first E-LAMP initiative took place from April 2003. It was funded by the Nuffield Foundation and took a detailed look at the challenge of using ICT to help bridge the learning gap between mobile Traveller children and their 'base schools' – normally the school attended in the winter¹. Typically these children travel for up to eight months of the year and this has a significant impact on their schooling, so school-supported distance learning has become a potentially important part of provision, particularly within the Fairground and (now very small) Circus communities. E-LAMP₂ was a follow up project which sought to explore the use of laptops and datacards² to link 20 primary-age children to their schools during the travelling season. Local Traveller Education Support Services (TESS) played an important part in this pilot which supported partner schools in four different English LAs. The initiative ran from late autumn 2003 until late 2004. It was primarily funded by the DfES and proved successful as a cost-effective way of improving communication and beginning to use ICT to enhance the work that the pupils were doing with traditional distance learning packs.³

Building on the experience of the first two projects, E-LAMP₃ was devised to evaluate the use of ICT to support:

- pupils from secondary schools
- a wider range of mobile Traveller families
- pupils at a transitional phase, e.g. from primary to secondary school.

The Project also provided the opportunity to assess home-school learning agreements intended to reinforce systematic commitment to home-based distance learning, and funding was provided by the DfES with an independent evaluation supported by the Nuffield Foundation.

¹ The report of the project is entitled *Traveller Education: changing times, changing technologies* and is published by Trentham Books

² A datacard is a device which can link a laptop to the internet using GPRS communication provided by mobile telephone companies.

³ An evaluation report was prepared for NATT and the DfES, and was distributed to all TESS. It is available from the NATT website: www.natt.org.uk

The context

Working with secondary school pupils

The continuing challenge of secondary schooling for Traveller pupils is well documented in Ofsted reports and impacts on both attendance and involvement with distance learning. In terms of distance learning this can be seen in the significant reduction of traditional distance or independent learning packs issued for this age group (see Appendix 1). The reduction may be partly due to changes in attendance patterns, but evidence from the Fairground community suggests that even where secondary pupils remain attached to base schools in the winter, they are less likely to take a pack with them when they travel. This probably relates, at least in part, to the relative complexity of the secondary situation. Primary pupils can continue to link to their class teacher during the travelling season, making for an integrated distance learning experience. At the secondary stage pupils need to link effectively with a range of subject-specialist teachers, a challenge for both schools and families. Certainly there are reports from TESS that pupils may start Key Stage 3 with good intentions but become discouraged by variable and disappointing distance learning experiences.

The complexity of the secondary context was discussed in the report of the original E-LAMP project and informed the initial decision to start by piloting the use of laptops and datacards with primary schools. The current project was therefore seen as an important opportunity to try out the school-based approach at secondary level, to look at its potential, to identify success factors and to highlight ongoing issues. Ten secondary schools were involved in the new pilot, and twenty five families agreed to participate.

Gypsy and other Travellers

TESS have worked with local schools to produce learning packs over a number of years and this practice is much more firmly established within the Fairground and Circus communities than with other travelling groups. This was reflected in the schools and TESS which became partners in the E-LAMP₂ project, with all the families drawn from these communities. E-LAMP₃ therefore gave some priority to prospective partners who had been using packs with children from the other traditional travelling communities. In the event, four Gypsy families and one Scottish Traveller family were supported during the 2005 working season. All the children were in the primary age range, supported by two schools and their local TESS.

TESS colleagues report that supporting these communities can be more difficult because of the relative unpredictability of departure times and travel patterns. Indeed, some TESS make a distinction between 'independent' learning packs and 'distance' learning packs. The former are normally designed to reinforce previous school work and to be returned at the end of the travelling season. They

are much more likely to be used where predictability is an issue, and contrast with modular distance-learning packs, designed with new work and exchange in mind, and more typical of the Fairground and Circus contexts.

One of the strengths of an ICT-based communications approach is that it is not time or location dependent, so a particular focus in this project was to see whether the use of datacards could shift the balance towards exchange as well as ensuring more regular contact with these families.

Transition

One of the biggest challenges faced by mobile Traveller children and those who work to support their education has always been the fact that pupils return after the start of the school year, with new teachers and, in the case of the transition year, a whole new school. Some of the pupils who had participated in E-LAMP₂ were in their last year at primary school, and some efforts were made to link them electronically to their new secondary schools and to find other ways of using ICT to bridge the learning experience between schools. These efforts suggested a third focus for the E-LAMP₃ pilot and again some priority was given to involving schools and TESS with pupils who would be attending new schools on their return in the autumn. Fourteen transition pupils were therefore included in project plans.

Home-school learning agreements

Learning agreements have been used in the past to underpin traditional distance learning with Traveller children. The new variants included targets for frequency of electronic contact. A total of fifteen pupils from three schools (two primary and one secondary) were involved in this aspect of the project

Project findings

A note on the technological context

The E-LAMP₃ approach was based on the use of laptops and electronic materials to enhance learning. It was also based on the use of GPRS datacards to link learners to Internet resources and to their base schools. This approach had proved relatively robust during the E-LAMP₂ initiative so that the current evaluation is mainly concerned with other aspects of experience. As with E-LAMP₂, several families reported some minor problems with local connectivity (localized communication 'blackspots') but these don't seem to have jeopardised progress. There were, however, more significant problems where a particular school found itself in a blackspot which affected efforts to prepare pupils to use the equipment, or where a family was staying in one place for an extended period and connectivity was poor. These problems had a small impact on the pilot as a whole but are important for future planning.

Other technical difficulties were relatively pilot-specific and are noted here mainly as they had some impact on the experiences of participants.

- (i) There was an interference fault with the laptop model chosen for the project which made it unsuitable for use with a datacard. The machines were replaced by the manufacturer but this put pressure on the training time set aside for pupils and families during the February/March pre-travel period. Fortunately local TESS seem to have found ways to provide a basic platform of skills for most of the children before they departed, but some partners felt that practice with the use of attachments had been a particular casualty.
- (ii) During the course of the project two of the partners were affected by changes to an agreed Internet portal which had been redesigned for broadband access. GPRS cards only support narrowband access and data transfer speeds were inadequate. Families effectively lost contact until alternative arrangements could be made. Three other partners had all their GPRS accounts suspended due to errors made by the mobile phone company concerned. Pupils were disconnected whilst the misunderstandings were resolved. Unfortunately both sets of circumstances hit the July-September period and impacted on plans to support school transition.

1 The secondary school context

As noted in the previous section, the E-LAMP₂ project was targeted at the primary sector whilst the new project gave more priority to partners who wanted to build from established, pack-based work with the secondary age group. There had already been some ground work using ICT and Internet communication with this age group in both Hertfordshire and Leicestershire, and the project set out to provide a platform for a wider exploration of both good practice and emergent issues.

In the event, ten schools provided feedback based on their pilot efforts. Four of these were supporting a single pupil and the others were supporting between two and six pupils each.⁴ All the schools were comprehensives and all had had previous experience of supporting mobile children with traditional distance-learning packs, seven substantially so.

Twenty-five families provided feedback on their experiences, 22 from the Fairground community and three from the Circus community. The table below indicates the gender and year group of the young participants (year groups are as at March 2005).

	Y7	Y8	Y9	Y10	Y11
Boys	3	1	2	2	--
Girls	7	3	5	2	--

It is interesting to note the preponderance of girls. This may have reflected decisions about participation in the project,⁵ although checks suggested that the gender weighting had also been influenced by the actual gender balance of Traveller pupils attached to the ten project schools.

At the start of the project period, most of these pupils were reported to have made reasonable to good progress in terms of indicators such as SATs results, although some were reported to be behind their peers owing to the gaps in their schooling. This was more likely to be the case with the pupils in Years 9 and 10, and was noted as a significant factor for five of the eleven pupils in these year groups. Two of the 25 pupils were also on their schools' SEN registers, one in Year 7 and one in Year 9.

⁴ One school was supporting additional pupils as part of a local project but these were not included in this evaluation.

⁵ One view expressed at the interim project evaluation conference (June 2005) was that boys were more likely to follow types of 'apprenticeship' model within their own communities which weakened the commitment to schooling, including use of packs. This may have influenced choices made by TESS as well as family decisions about participation in the new project.

The schools' initial perspective

Each of the ten schools was asked to liaise with their local TESS to produce an outline of their support plans at the start of the travelling season (March 2005). They were asked to identify key co-ordination roles which would underpin the project within school, and to explain the TESS role in monitoring and support. They were also asked for plans for messaging contact with families and exchanging work.

Seven of the schools indicated that they would have a single named co-ordinator, responsible for contact with all the project pupils and families. Five of these had a variety of teaching roles, all but one within learning support structures⁶, and the other two were learning support assistants. Another school was using a new 'house' structure, again with named staff to co-ordinate support. In the other two instances, the TESS was effectively taking on the main co-ordination and communication role for the project, as a step towards establishing the approach within school. One of these had regular time in school each week and the other intended to link with heads of department as necessary. All the other TESS were also intending to be working with the schools, and involved in joint monitoring and support, but to varying degrees. TESS staff were timetabled to work for up to a day a week in three of the eight schools which were taking the lead on co-ordination. Two other schools said they would have 'regular meetings' with TESS staff and the other three would liaise and meet on a flexible basis, once the project was under way. The variations in approach probably reflect different patterns, structures and priorities both within schools and TESS, as well as different stages in the development of working relationships and of experience with supporting distance learners.

There were also variations in plans for communication and the electronic exchange of learning materials and completed work. Seven of the school/TESS partnerships set out to maintain regular, normally weekly, messaging contact, and four TESS specified that they had follow-up plans if there were gaps in regular communication. The other three partnerships made general statements about the use of email to keep in touch with learners but had no target for frequency. Six partnerships had plans for some exchange of work as email attachments, while the other four were hoping to make some use of learning environments. Some partnerships were using the co-ordination role as the hub for all staff-family communication, whilst others were also encouraging a degree of independent and direct contact between pupils and specialist subject teachers as well as form tutors. Five of the responses also made explicit reference to encouraging contact with classmates and friends.

⁶ The exception was a head of the school ICT department.

Progress from the school perspective (questionnaire responses)

The questionnaire sent out in the autumn was intended to encourage schools and their partner TESS to comment on how their initial plans for support had worked out, and to seek ideas for improving and consolidating the approach. At the same time the questionnaire sought comment about general impressions of pupil motivation and progress.

It was interesting to note that all of the six school/TESS partnerships which had been supporting at least two pupils reported a positive start in terms of what they had set out to achieve, even though one school had been affected by connectivity problems at a critical time. In contrast, the other four, each supporting one pupil, gave relatively mixed feedback. All had experienced difficulties in keeping in contact with pupils, two for practical reasons⁷ and two because families didn't respond. Two of these schools also made comments about the need for more structured commitment, in terms of time and resources, within their institutions.

Most of the children being supported by the six relatively successful schools were in regular contact with key staff who had picked up clues suggesting increased enthusiasm and commitment. These pupils were more likely to be 'keeping up with their work', asking for help when stuck and becoming generally more proactive and confident. Some respondents also reported that pupils had returned more work, including more work by post, with clear improvements in quality, and that the exchange process had been especially useful for coursework support.

There was also some interesting feedback on the challenge of involving individual subject specialist class teachers within such a tight timescale. Some schools had tried special meetings and other initiatives to involve staff, but much of the limited progress made was reported to be dependent on the enthusiasms, priorities and skills of individual teachers. Contributions had mainly included the suggestion of ideas for software and websites, and these enhancements were felt by respondents to have had a positive impact on individual learner progress. A small number of staff had also offered to take on a more direct role in messaging support and the exchange of materials, and the returns from families suggest that this proved very successful for the five children involved (see below).

⁷ There had been minimal or no email contact with these families. In one instance the problem had been GPRS connectivity and in the other, technical problems at the school end. In both instances the children had remained positive and were reported to have made good use of the laptops with improvements in the amount and quality of work completed. The TESS had been able to step in and provide a channel of communication for one family, and the other pupil had returned significantly more work by post and with a much quicker turnaround of materials.

Asked about recommendations for improvement, some schools responded in terms of consolidation: ironing out connectivity problems, tightening up on guidance to learners and their teachers, reinforcing basic ICT skills for staff and students, and generally encouraging more staff involvement, as well as identifying additional existing electronic resources which could complement the distance-learning experience.

Some respondents also focused on institutional recommendations, highlighting the need for structured Inset and support for subject-based staff so that they could develop both awareness and skills, and encouraging an holistic school approach to the challenge of providing materials which were designed for independent learning and distance-learning exchanges.

Views of the families

This information was sought during the autumn term, via a telephone questionnaire administered by local TESS. The questionnaire asked families to note any particular issues, including technical issues, which had affected the children's progress. The questionnaire went on to ask parents for information and views about work done, use of the internet and electronic messaging, motivation and learning. There was also a question about family use of equipment as this had been encouraged by some partners, and a final question asking parents about their recommendations for improvements for the following year.

The practical difficulties reported by families reflected the squeeze on timescales as a consequence of the need to exchange the laptops, and the problems with GPRS connectivity part way through the project period. These issues have already been noted, but the responses also indicated that four of the families had been affected by more significant early problems related to equipment not functioning properly or inadequate GPRS coverage. Two of the pupils were reported to have lost momentum and motivation, but the other two seem to have overcome these setbacks and their families reported relatively positive experiences as a whole.

In the event, the responses of 22 of the 25 project families were positive about the impact of having a laptop and internet access, including the families of all five lower-attaining pupils and both pupils with special needs. [Apart from the two pupils who lost their early enthusiasm because of protracted practical problems, the laptop didn't capture the interest of one Year 9 pupil, although it had been used extensively by her younger sibling.]

The 22 positive parental responses reflected a significant motivational impact and were mainly focused on the way in which the laptops engaged pupils and enabled them to explore and extend their knowledge and skills. Parents felt the children were much more interested in schoolwork and had better concentration. They were also felt to be enjoying school tasks more, with some developing increased self-confidence as learners and others displaying more consistency of

effort, more pride in presentation or a changed attitude to working at home. Other comments highlighted the way in which pupils could ‘...look things up if we can’t help’, could explore topics ‘way beyond what they could have done from books’ and could make much more use of their own initiative and imagination to extend their creativity.

The general impression from parental comment was that pupils were also doing more work than when relying solely on packs. Nineteen of the twenty two families provided information about the total amount of time spent on distance learning each week, and 13 of these gave a breakdown between work centred on the laptop and work with the traditional pack. The average total time spent on schoolwork was between 10 and 11 hours (within a range from 5 to 20 hours per week). Where a breakdown was given, all but one of the children were spending more time with the laptop (average 7 hours: range 4 – 12 hours) than with the pack (average 4 hours: range 2 – 8 hours). The exception was a Circus pupil who was spending about 12 hours a week with the pack and just 4 hours a week with the laptop.

Where parents commented directly on progress they were, once again, positive although three wanted to reserve judgement and wait to see what the school had to say when their children returned later in the autumn. A total of 18 of the 22 also responded to a question about which school subjects had benefited most from having an added ICT dimension. There was considerable variability, but 12 families highlighted English, with History, Maths and Science also scoring relatively well (mentioned 6 – 7 times). Other subjects noted included Art, Business Studies, Geography, French and German.

There were general parental comments about the way in which the whole experience had improved and reinforced skills in reading, writing and spelling as well as in drawing and design. As would be expected, however, specific impact within subjects seems to have been related to suggestions made by teachers together with access to recommended CD-ROMs, courseware and web-based materials. These were reported to have included BBC sites and options like ‘Learning Pathways’ and ‘SAM learning’ where available via school links.

Tasks set by teachers involving web-based search/research activities were also mentioned, particularly in relation to project or topic work in English, History and Art, and web research seems to have had a broader impact for many of these young learners, becoming part of their own initiatives and explorations. As one parent put it, the internet had encouraged an “I’ll find out” orientation and completely changed her daughter’s attitude to learning. Most of the pupils had also supported their parents and families in seeking information from the Web, the most popular uses being related to the family business (mentioned in 15 responses) or parental interests and hobbies (10 responses).

Parental responses about email and messaging

As noted above, frequency of contact was an issue for the four schools which were each supporting just one pupil. Families supported by the other six schools had established and maintained better links, although with some exceptions.

The most common pattern reported centred on some level of email contact with a named member of staff with a co-ordinating role within school (16 responses) and/or with known TESS staff (13 responses). This was consistent with the returns noted from schools, and about two thirds of the pupils seem to have been in fairly regular contact, except when affected by connectivity problems. These families made it clear that they had appreciated being kept in touch, with email offering a much faster means of keeping in contact, and a 'more direct' way of exchanging information about dates, requirements and deadlines. In addition there were a number of comments about pupils 'feeling less isolated', 'remaining part of the school' and being more positive about their return in the autumn. There were further comments about the way in which emails from staff kept pupils 'on their toes', and allowed them to seek immediate advice when children 'got stuck'. Fifteen of the pupils had also exchanged some emails with classmates or school friends, again adding to the sense of being part of the school community. Those affected by connectivity problems over the summer also noted the loss of email contact at the start of the autumn term as a major frustration.

The evidence clearly suggests that general email contact with schools and TESS played an important part in reinforcing distance learning. Only five pupils had, however, been in direct and regular contact with one or more specialist subject teachers. These families highlighted such contact as a very significant factor for both motivation and progress, but some noted that this had been with particular teachers and that the lack of response from other specialist staff had been a major disappointment. It was also disappointing that only seven families reported any exchange of work as attachments rather than by post, probably reflecting the earlier pressures on training, although five other children were successfully using learning environments.

Parental thoughts about improving the E-LAMP approach

The most common recommendation expressed by parents was that contact with specialist teachers needed to be extended and improved. Where this level of communication had worked, it had proved significant in terms of motivation and progress, but these successes had also served to highlight disappointing gaps, especially where pupils had sent emails, and sometimes work, but never had a response.

Other important threads were highlighted by smaller numbers of parents:

- Instructions, deadlines and other distance-learning guidance needed to be clearer, and updated in the light of electronic options
- Work sometimes needed to be designed in smaller chunks and structured to take account of internet communication
- More emphasis should be put on providing suitable, subject-specific CD-ROMs
- More teachers should provide advice on suitable subject-specific websites
- Schools should give more priority to supporting vocational options
- TESS across the country should be made more aware of the new approach so that they could, where appropriate, modify their support for mobile families
- There was scope for 'project work' to span the six-week summer gap.

More detailed feedback from the schools visited

The four schools visited were all comprehensives, varying in size from 850 to 1,400 and each drawing from a mixed catchment area. All were committed to establishing this new dimension of supportive provision and all shared some important features:

- Grounded experience of traditional distance-learning support for Traveller pupils
- A strong emphasis on inclusion
- An active interest in using ICT to enhance learning within school
- A willingness to explore new ideas to support Traveller children
- A commitment to the new approach at Senior Management Team level.

Such factors are likely to be central to success for any school taking on a similar challenge. The main purpose of the visits was therefore to look at some particular aspects of experience in more detail, to relate these to themes emerging from the questionnaires, and to look at other issues which the schools and TESS regarded as significant.

The four schools were supporting a total of 14 of the pupils involved with the project (in the range 2 – 6 pupils supported) and in each case a member of school, rather than TESS, staff had acted in the key contact/communication role. Ten of the pupils had travelled fairly extensively on a regional or national basis, but the working patterns of the other four families meant that they were attending school much more regularly than in previous years. Here the use of some distance learning or project tasks was encouraged, but the equipment also became part of the pattern of regular schoolwork and homework tasks during the main travelling season.

Discussions were audio-recorded and the summaries used as sources for this subsection were each checked with the school concerned. The experiences, ideas and insights most relevant to this commentary are outlined below.

Co-ordination, communication and exchanges of work

The most common approach to co-ordinating traditional distance learning for Traveller pupils has centred on a designated member of school-based staff, normally with close support from the local TESS. E-LAMP₂ experience suggests that ICT enhancement to this approach transfers fairly readily in the primary school context, with linkage to individual class teachers.

The question was whether this model would work in a secondary context, with pupils taught by a range of subject specialists. During the project year, three of the secondary schools visited had continued to use a named co-ordinator as the hub of activity. These members of staff had roles which involved learning support for Traveller pupils throughout the year, but with a particular focus on the distance learning process: chasing teachers for suitable work, preparing pupils and families, and then acting as the focal point for contact and the exchange of materials. In each case the local TESS was closely involved.

The fourth school opted to co-ordinate preparation and support through its new house structure, with deans of house taking responsibility but intended to play more of a monitoring role, and with more reliance on direct contact between subject teachers and their mobile pupils. Again the local TESS was closely involved. This approach, with its reliance on subject-based teachers, has the potential for a more natural fit with the workflow facilitated by electronic communication, whether in terms of emails and attachments or of learning environments.⁸ However, it is also more dependent on the continuous involvement of staff, rather than the discrete inputs they may previously have been encouraged to make in terms of preparing, exchanging and marking modules within a normal pack.

Over the pilot year, the traditional 'single hub' co-ordination model seems to have been more effective in terms of keeping up a basic pattern of regular messaging contact and support; each of these schools having a target of weekly checks, with mechanisms for follow-up where there were gaps in communication. On the other hand, each of these three 'single hub' co-ordinators noted that electronic exchange had begun to shift the balance towards encouraging direct contact between pupils and specialist teaching staff wherever practicable, bringing their own roles closer to the monitoring model.

The combined experiences of the four partners suggest the need to draw from the strengths of both approaches with named staff focusing on regular

⁸ Two of the schools visited were moving to an approach based on learning environments for 2006 and the other two had plans to move in a similar direction in future.

exchanges of whole-school and family information and acting as a back-up, whilst trying to encourage direct involvement from more specialist teachers and acting in a monitoring capacity. Co-ordinating staff were also very clear about the potential of electronic communication. It was easier to plan for regular contact and felt to be a much more positive form of communication with pupils and families; as one respondent put it, telephone contact had always felt like 'chasing the families'.

Respondents also stressed that monitoring systems needed to be kept simple and to avoid additional pressures on other staff. One co-ordinator had already requested copy emails of all correspondence between pupils and their teachers, another was considering monitoring frequency of messaging and work exchanges, and another was thinking in terms of a simple 'alert' system to be used by teachers or families when they were concerned about gaps in communication.

Involving subject-specialist teachers

As noted above, the questionnaire responses suggest that where specialist teachers had been directly involved in recommending ICT enhancements to the normal workpack approach, this had an impact on pupil motivation and progress. Similarly, simple email contact acted as an important reinforcement.

Where regular work exchange and messaging were combined, the impact was even more significant, as highlighted by a Maths teacher in one school visited and an English teacher in another. In both cases the teacher made sure that work for the traditional pack was divided into sections parallel to the work which would be set for classmates. Both then encouraged their pupils to schedule their work and return batches regularly, offering both postal and electronic mechanisms, and both had kept in regular email contact to offer support, encouragement and feedback as well as responding to queries. This pattern had worked well, both pupils were reported to have kept in step with their classmates and made very good progress. It also worked well in terms of teacher time, marking and feedback loads being broadly in parallel with assessment for the rest of the class. Both teachers intended to reinforce the process for the following year, one using CD-ROMs and recommended websites and the other also looking to the use of the school learning environment for exchange of materials and messaging.

These examples demonstrate what can be done, but there was also emerging evidence of a virtuous/vicious circle. When exchanges were working smoothly staff were able to keep up a momentum and this reinforced the working relationship. On the other hand pupils were frustrated when they didn't get replies from staff, but equally staff were disheartened when pupils failed to respond; as one teacher put it, some of her efforts felt like "communicating into the void." A structured approach to communication which allows for some connectivity gaps is clearly needed, but the message here seems to be one about reinforcing

commitment within families as well as encouraging more teachers to be actively involved.

Teacher involvement came across as a critical factor within discussions. Specialist staff had always varied in the time and effort put into their contributions to traditional workpacks, and both co-ordinators and TESS staff had sometimes helped with modifications to make work more suitable. Regular electronic exchange called for a new level of commitment, as well as new expertise and, in some schools, better access to staff computers. All four schools had recognised this as perhaps the major challenge, and each had had positive ideas for the future including:

- careful choices about phasing those parts of the curriculum to be supported electronically and building up expertise over time
- targeted support for staff and in-service training (with co-ordinators and sometimes TESS staff playing key roles)
- structuring responsibility for developments into the work of existing cross-curriculum structures, and widening the brief to cover distance learning to support other children in out-of-school contexts
- linking developments to school-based independent learning initiatives which already existed or were being planned.

Learning agreements

The visits had also raised the important issue of pupil/family commitment to an enhanced process. If schools are to invest more effort to support distance learners, concerns such as regularity of contact and return of completed work will be critical. In this context, one of the schools visited was trying out a home-school learning agreement, as was a neighbouring feeder school which also served the Fairground community and a partner primary school in another part of the country. The agreements covered amounts and types of work to be completed and returned as well as targets for regular email communication. In the case of the school visited, they had proved a positive focus for discussion with individual families before the children left for the working season. The families were actively encouraged to contribute to thinking about learning and communication targets, and the school intended to use these as the basis for review when families returned in the autumn term. Both school and families had signed up to their negotiated agreements before the pupils departed. Two pupils were reported to have been working well and within the spirit of their agreements, but experience with two others had been disappointing. Both were older pupils who had already shown signs of loss of commitment to schooling.

It was interesting to note that feedback about the 11 primary pupils whose families had trialled agreements was generally positive. The view emerging from the two TESS involved with this aspect of the trials suggests that agreements can play a positive part in reinforcing existing pupil and family commitment but will not be effective where motivation is already questionable. Here it was felt that the main use of agreements would be in enabling a clear, criterion-based review when the families returned so that other options could be explored.

Changing roles for TESS

Another area of discussion which emerged during visits concerned the potential impact of ICT enhancement on relationships between schools and TESS. Here the view emerging from visits was that TESS would continue to have an essential supportive role but that electronic developments would, over time, require a clearer lead role within schools. This echoed discussion at the project workshops held for participants in June 2005. There was a need for TESS to encourage the right kind of structures, and to support school staff who have to adapt, or take on, co-ordinating roles for e-learning. TESS colleagues were also felt to be well placed to contribute to Inset and to support individual teachers, drawing from their distance-learning expertise and their knowledge of families and communities. Coordination and implementation, however, would need to become school-based.

TESS flexibility and direct contact with families would remain vital when there were technical problems, or where families needed prompting to keep in regular email contact with their schools. Traditional TESS school–community outreach and bridging roles would, it was felt, be expanded to take on an ‘e-bridging’ dimension; not simply encouraging attendance but underpinning the distance learning process as well. The challenge of the long summer break, allied to transition in year grouping, was another area where there was felt to be scope for longer-term flexibility and creative TESS partnership with schools. The positive evidence from TESS work with one of the two SEN pupils involved with the project was also felt to suggest a distinctive TESS–school partnership role for pupils with special needs.

2 Involving Gypsy and other traditional Traveller families

Evidence from the 2004 survey (Appendix 1) showed that the use of traditional learning packs is much more firmly established for mobile Fairground pupils and within the small Circus community than within the other main historic Traveller cultures. The survey was undertaken during the 2004 travelling season and showed that approximately 500 (about three quarters) of mobile primary-age Fairground pupils travel with a pack whilst about 300 (just under 50 per cent) of secondary-age pupils were supported in this way.

The comparable figures for the other Traveller cultures show a completely different picture with national totals of only some 400 packs issued for the primary age group and less than 100 at the secondary level. It is not possible to give an accurate figure for children within these communities whose schooling is affected by mobility, but historical returns and other information from TESS suggest around 15,000, which indicates that pack-based support is the exception rather than the rule. Many of these children will travel in patterns which would allow for some attendance at local schools en route, where, for example, the family is involved in seasonal work. However, others have a pattern which is much closer to that of the Fairground and Circus communities and typified by frequent movement during parts of the year. Distance-learning support clearly has critical potential for the continuity of learning experiences.

The lack of development in this area seems partly related to the strength of relationships between families and schools, and judgements about the usefulness of packs. However, it is also felt to be partly due to practical considerations such as the unpredictability of departure times and travel patterns, which makes support for families problematic and the exchange of work almost impossible. These practical problems have also contributed to an emphasis on independent learning packs issued for the whole season, rather than distance-learning packs designed for the exchange of modules.

It was therefore particularly pleasing that five families became involved with E-LAMP₃. Three of these families were from Northumberland and two from Northamptonshire. Four were from the Gypsy community and the other from the Scottish Traveller community. Three of the families travelled extensively during the project period, all with relatively early departure affecting preparation, but the other two had an atypical year due to a family bereavement, only being away for periods of about six weeks. Here the children continued to use the laptops and datacards to reinforce their school work whilst in the yard.

In terms of evaluation, four of the five families were visited during the autumn of 2005 (the fifth family were away but passed on information via the local TESS). The visits also included discussions with respective TESS and schools. Interviews were audio-recorded and summaries checked with the families involved. Subsequently each of the children wrote a paragraph about their own experiences and these make a good starting point for assessment.

The voices of the children

Two of the pupils were in Year 4 at the start of the project period, and in Year 5 when they wrote about their experiences:

Courtney: I was very happy when they said I could borrow a computer from traveller education. It gave me and my family the opportunity to get a lot better at going on the internet and sending the e-mails also, the printer is great fun. It is a great

computer to get used to and it has improved my computer skills a lot. I used 'google' website the most to help me find information. IT WAS A BRILLIANT EXPERIMENT !

Jim: I felt happy and excited when I was getting a laptop. I was going on E-Lamp 3 and the plan was keeping in touch with the school and sending e-mails back to the school. I can do the same work as the children and get it marked.

I got my laptop in January but it went wrong so I had to get a new one in February. I could not get on the internet until May because there was no signal at home or at school. When I get home from school I helped my dad by going on the Auto Trader and I helped my grandad buy going on the web and getting some things about horses that is for sale. I helped my cousins by getting pictures about boxing. Mrs XXXX (*member of local TESS staff*) helped me to find out about Victorians for History. I wrote an e-mail and attached my work about chimney sweeps for school.

The other three children were all in Year 6 at the start of the project and wrote about their experiences during the subsequent school year:

Carly: I was pleased when I was told by the traveller education lady that I was going to get a brand new laptop to take away with me for the summer while we travelled around. It meant that I could keep in touch with school and keep up to date with my school work. It was really good for sending emails to my friends who I missed while I was away. It was nice that we were trusted by the school to look after the computer. I think it was a good idea to help travelling children to learn about computers and have extra help while travelling.

Chantelle: My name is Chantelle and I have been given a laptop for a year by the E-Lamp3 project but I am trying to get it for another year. Last year everything did not go to plan like the air card stopped so I couldn't get on the internet. I then got back on about November so I haven't had had much time on the internet.

The laptop has helped me and my family in so many ways e.g. it has helped me do my homework and improve my spelling. I am typing faster and using my two hands to type and it's given me more ICT skills e.g. I am able to help other kids when they ask for help. The laptop made it possible for me to browse the internet freely. It helped my aunt and cousin Mary with her (*driving*) theory test, it made it possible for my granddad to print letters and things out. My granny usually likes to look on eBay and so do my mam and all my aunts. But they don't really know how to work it so I have got to be there to help them with it. I helped my cousin use his laptop to e-mail his work to school and I have sent e-mails to my teacher and attached my work.

When I travelled away I met some cousins and children on different sites and showed them how to use it. I use my laptop all the time and do much more work on it than I did before. This year I have used the laptop to type up the minutes of a meeting I went to for the Traveller Children's Advocacy Project and e-mailed them to XXXX (*one of the advocacy team*).

Tammy: I was very pleased when I heard I was getting a laptop because I was asking for a computer for a long time before I found out about it. When I got my laptop I went on many sites and I mostly learnt as I went along. The first thing I learnt before I left was how to send an E-mail. My family left the site early in February before we finished all of the training. I went to lot of places on my travels such as:

- Spain - We stayed in 3 sites and I went on the internet in Barcelona to find a map and places to stay and I tried to send an e-mail.
- France – We stayed in 2 sites and typed up things about Spain.
- London - We stayed in 3 camps and I showed kids on the camp how to use the laptop.
- Hull – We stayed in 1 site and I met my friend Tammy and we used the laptop. I showed my brother how to find Auto Trader.
- Scotland We stayed in 3 sites. One was Upperskelmerley but that was when the internet was off so I just went on Microsoft and games.
- Coventry – We stayed in 1 camp and I used a Wellington Square disc from school.
- Carlisle – We stayed in 1 site and this is when I showed my mam’s friends how to get on eBay.
- Penrith – We stayed in a Christian mission
- Appleby – We stayed on the fair but I could not get on the internet so I went on other programs because I like using the laptop. After a few week’s Yahoo was turned off and we could not send any E-mails. I had to get another account.

I helped my dad to go on to Auto trader and my sister Tricia to find a driving test site. My sister Emma likes to copy images of fashion from the internet
It will be great keeping the laptop for another year because when I go on sites or camps my friends and other kids are very interested in it. I hope to do revision for my year 7 SATs.

These varied contributions give an interesting flavour of experiences from the children’s perspectives. They reflect some of the connectivity problems which affected the project⁹, but they also reflect positive uses of the laptop and of family involvement, as well as the beginnings of contact with school and friends and the impact on schoolwork.

Views from parents

Meetings and supplementary information from parents again confirmed some of the difficulties caused by early technical problems and by connectivity issues during part of the travel season. However, there had clearly been enough positive experience for parents to begin to see an impact on children’s motivation to learn and on progress.

All five families were committed to primary, and in the case of Northumberland middle, schooling, and all the children had experience of attending schools which had some history of preparing independent learning workpacks. In the past there had been no attempt to exchange materials or completed exercises during the season and the only support or feedback available had been through occasional and unpredictable contact with Traveller teachers in different parts of the country. When asked about the amount of time their children had previously spent on pack-based work, responses varied from ‘not a lot’ and ‘half an hour per day

⁹ One of the school-TESS partnerships was affected by the problem with the O₂ accounts and the other by the change to a portal designed for broadband traffic.

before bedtime', to 'up to two hours a day including reading'. The families had all welcomed having a pack but the children found them 'boring', and some of the parents faced a dilemma in encouraging a more significant and regular pattern of study.

In contrast, access to laptops was reported to have provided much more stimulus, with parents using phrases such as 'they don't lose interest in the same way', 'a big step forward; fastens up the brain', and 'working things out for themselves'. In the parents' view there were particular gains in reading, writing, spelling and ICT skills with some mentioning improvements in Maths work (the latter using web-based materials). As reflected in the children's comments, there was also evidence of the supportive value of emailing teachers and friends, but only the beginnings of some exchanges of work. The parents also confirmed the sorts of activities which some of the children refer to in their own accounts.

Parents reported that children had worked more regularly, with some marked changes in commitment, and the perceptions of direct learning gains are encouraging, as is the role that some of the children had taken in the development of ICT skills within their own families. The way that these pupils were reported to be taking their own initiatives and following up their own interests was also quite striking. One pupil had, for example, always liked writing stories and exploring design. The laptop had given her a powerful tool which she was using to good effect, and the internet had opened the way to sources and ideas. Three of the parents also commented on the changed attitudes of their children about returning to school after being away. They all mentioned that they had, as children themselves, 'dreaded the first day back' and they could all see a positive change in their own children since they had had the equipment.

Some of the families had been hesitant about taking part in the initiative because it meant using computers and partly because the laptops belonged to the TESS, even though they were insured against loss and damage. By the end of the project the laptops had become accepted 'as part of the furniture, just like the television'. Perhaps more significantly, all the parents had a clear view about the potential of the approach to improve their children's education and were very concerned that the scheme should continue. One parent added that her child would be 'devastated' if the laptop were withdrawn and this comment probably reflects the views of all the families.

The school and TESS perspectives

The two schools involved with the project were both supportive and key staff within each school had taken proactive roles. Both school-TESS partnerships were affected by early technical problems which put pressure on preparation and the training process and both were affected by connectivity problems during part of the project period. However, respondents' comments mirrored those of parents in terms of learning gains and motivation. It was also pleasing to hear that one

pupil is now much more likely to go on to take her GCSEs (the first member of her family to do so) and another, who travelled extensively, has actually gone up a set in English rather than having to work to catch up with her peers as in previous years. Another had shown reading gains of 18 months over a six month period. Some of the pupils were also reported to have a new status in school as they are seen by peers as 'ICT experts' and able to help the others.

The way in which the Northumberland partnership decided to work with the two pupils who were only away for a relatively short period also suggested a more radical approach to the needs of mobile children from the traditional communities. They were encouraged to use the equipment from the outset, using it for both schoolwork and homework. In a sense this was parallel to what happened with some of the fairground children who, as already noted, had also had reduced travel patterns, but here the children were more deliberately encouraged in order to enable practice. The children then used the equipment whilst travelling but also continued to use it on their return. The pupil who had travelled extensively was also encouraged to do this, so the new approach was embedded within the whole school year. The Northamptonshire partnership was thinking about a similar embedded, whole-year approach for future development.

Families from the traditional communities arguably have further to go in terms of keeping in contact whilst away, and then establishing ideas about exchanging work rather than returning it all in the autumn. This whole-year, embedded approach is one way of helping to address the unpredictability of departures, and could play an important part in establishing both more effective provision and in strengthened working relationships between schools and families.

3 School transition

As noted above, one of the biggest challenges faced by mobile Traveller children and their schools is that the normal working season spreads across two school years. Where children are in a transition year they typically depart from their feeder school by Easter, part way through their final year, and return to their new school during mid or late autumn.

The potential to use messaging and internet access to reinforce links between families and their new schools seems clear, as is the singular bridging role which TESS often play in this context. The evaluation exercise was therefore focused on the TESS perspective, asking staff to outline initial plans to support transition, to feed back on experience and to suggest ideas for the future. As well as using a questionnaire exercise, information was collated from the workshop event held in June, 2005, and from three of the visits to partner secondary schools.

Nine of the ten partners had at least one pupil in a transition year, with a total of eleven pupils moving from primary to secondary schools, one from first to middle

and two from middle to upper. Each pupil had a set of equipment and internet access so that they could be supported by their existing school, with back-up from their TESS, until the end of the summer term. Half the pupils were then transferring to schools which were already supporting other E-LAMP3 pupils, but the other half were moving on to schools where TESS needed to broker and support the move towards electronic communication between schools and families.

A considerable amount of groundwork was undertaken but, unfortunately, no less than six of the nine partners were affected by the connectivity problems noted earlier and these problems affected the critical July–September period, leaving both staff and families very frustrated. One partner was also involved with trying to organise transition for two pupils across county boundaries, and again this proved a frustrating experience as the other school was not responsive in spite of efforts by the local TESS.¹⁰ In spite of these setbacks, TESS came up with some valuable ideas and provided some useful feedback which will hopefully inform future practice.

Initial TESS plans

The use of email and messaging was central to the early planning undertaken by all TESS partners. TESS set out to encourage exchanges between children and their existing schools throughout the summer term, but also looked to establish family links with the new schools, as well as establishing a channel of communication for school information and family queries. Where appropriate, families were also encouraged to make use of school websites. The intention was to continue to use, and build on, these links during the autumn term until pupils arrived in school at the end of the travel season.

Most respondents made it clear that they wanted to see the use of electronic messaging to reinforce existing processes rather than replace them. School letters should still be sent. TESS should still offer traditional forms of support to families, and check and monitor transfer progress. Families would still be encouraged to try to get back to school for events such as intake or induction days and would be asked to try to take part in initiatives aimed at all transferring pupils.

The main thrust of planning was therefore to reinforce these processes by creating a direct link between families and a named member of staff in the new school: a head of year, the form tutor, the SENCO or a dean of house. Some partners also had plans to try to involve other pupils, either existing classmates who were transferring to the same school, or older friends from the new schools, or even pupils from new form groups once these were established in the autumn term. In addition some TESS made it clear that they would remain in back-up email contact with pupils until their families returned and were settled into their new schools in the autumn.

¹⁰ This TESS was not directly involved in the project.

The other main focus within the plans of some partners was to explore the use of what might be called 'transition projects', and in two instances schools were known to have suitable options aimed at all transferring pupils. These involved using web-based materials and/or asking pupils to work on a presentation exercise which could include a PowerPoint input. Three other partners intended to discuss possible projects and learning reinforcement materials with the schools concerned, with a mixture of input and support from both feeder and new schools.

Transition experiences

Only three of the 12 pupils who were transferring to a school within their own LEA were totally unaffected by connectivity issues over the critical part of the transfer period. End feedback here was certainly encouraging as it included comments like '...felt more confident and at ease in the new school' and 'felt more like being part of the school'. Fortunately the process had at least started with the other nine pupils, and some were back in contact with their new schools by early October. In spite of the frustrations, these TESS respondents were also able to report the beginnings of a positive impact for families and also within schools, where the new initiative seems to have acted as a catalyst for greater awareness and for exploring new ideas to support Traveller pupils.

Aggregating the feedback related to all 12 pupils it is also possible to comment on some useful experiences, and to offer some pointers for future practice. In particular, having a named person within school seems to have worked well for families, although some respondents stressed that it took time to set up the link and that it was important to invest TESS effort as early as possible. All the families had begun to appreciate the interest shown as well as the information shared through email, and had begun to feel closer to their new schools. This was especially true where families had also met the co-ordinating member of staff in the new school at some stage. Some co-ordinators had also been able to reinforce relationships by beginning to involve form tutors, or other key staff, in messaging correspondence during the autumn term. Two had even gone on to encourage an exchange of photos with the new form group.

The collated experiences also suggested that co-ordinators needed to be aware of *all* information going out to feeder school families, and *all* transfer initiatives, so that they could plan creatively with TESS and try to keep Traveller families informed and involved. One school had, for example, successfully arranged for copies of all letters about transfer to be sent to families by email attachment as well. Another used its website to share aspects of transfer information with feeder school and families, and here the co-ordinator went out of her way to email the Traveller family to alert them to updates. Experience also suggested that co-ordinators needed to think about information which didn't normally go out to families but was useful for these pupils, such as their prospective timetables and details of form groupings.

It was not surprising to find some additional feedback about the need for coordinators to be fully aware of any problems with connectivity and electronic correspondence so that they could work with TESS to maintain contact with families. In this context respondents also mentioned an awareness of GPRS blackspots and their temporary impact on families, as well as keeping families informed of any changes in email addresses or school communication mechanisms.

In spite of the problems, the enhanced flow of communication seemed to have had a positive, and potentially significant, effect. It was also interesting that some families were reported to have made more effort to adjust travel and work patterns in order to get back for key transition and induction events. There were also positive comments about involving friends from the new school and 'buddies'¹¹, and those partners encouraging this type of contact felt that it had added positively to the process by giving Traveller pupils a different perspective on the new school and the transfer itself. One buddy had, for example, taken on the task of sending her thoughts about an induction day which the pupil had had to miss.

Where transition projects were introduced, they were generally aimed at encouraging work late in the summer term and through the holiday. Those dependent on internet access were all badly affected by the connectivity problem. Fortunately, some had involved offline work, either aimed at reinforcing key aspects of learning or producing PowerPoint presentations to be shared at school, and these were reported to have been useful exercises (with TESS sometimes stepping in at the start of the autumn term to send outcomes back to schools). Again, there were promising signs about the value of such initiatives in the midst of the frustrations which many families faced.

Other future transition pointers

TESS staff were also asked to share other thoughts which had emerged from their experiences, and two main themes emerged.

Some respondents reiterated the point about needing to start the process as early as possible in the school year, especially where the linkage between feeder and transition schools had not been particularly effective for Traveller pupils in the past. This meant work on awareness raising as well as specific discussion and training related to using ICT. Establishing email communication with families was an important part of this process but thought also needed to be given to transition projects, as well as to designing training for pupils whilst still at their feeder schools, so they could use facilities such as websites and learning environments provided by their new schools. There was a further, related point about the value of TESS working with both the feeder and destination schools concerned to produce a structured transition pack, an approach already used

¹¹ A named classmate from the original school who was transferring to the same school.

within one TESS team and which could be redesigned to complement, or be part of, the new electronic options.

The other area highlighted by some respondents related to schoolwork during the early part of the autumn term. Transition projects for the summer period were felt to be important in terms of keeping up some learning momentum, a view shared by many parents. However, it was then especially challenging for the new schools to provide some distance learning work for the autumn term. The main success of the current project has been to begin to reinforce communication, and it was felt to have demonstrated the potential for closing the psychological gap between home and (new) school as well as for information exchange. More work was still needed on transition projects, but the next priority for TESS was felt to be to work more closely with the new schools to introduce or consolidate autumn term programmes for their mobile pupils. Such work might be subject based, small amounts of targeted work from agreed parts of the curriculum, or it could involve further projects designed to reinforce key skills. Suitable software could be provided, websites recommended and some work exchanged. Whatever the approach, the underlying point was that ICT has the potential to play a very important part in perhaps the most challenging 'gap' faced by Traveller pupils learning at a distance: the first term in a new school. In this respect the reported evidence of increased involvement in induction events is also encouraging and one respondent suggested that the next steps should include an emphasis on persuading parents to try to modify work patterns so that their children could attend on a number of days at the start of the autumn term. This would enable meetings with key staff and allow families to have a more direct involvement in agreeing plans for work to be completed before their return later in the term.

Summary of findings

The secondary strand of research

The main purpose of this part of the evaluation exercise was to look at attempts to embed the new approach within secondary schools and in particular the challenges of co-ordination and of linking pupils with a range of subject-specialist teachers. The intention was to highlight positive and promising developments as well as drawing attention to ongoing issues. Some 25 families had agreed to be involved, all drawn from the Fairground and Circus communities, and 22 secondary pupils were actually involved, to varying degrees, throughout the travelling season.

In spite of some setbacks with connectivity and communication, the experiences of these pupils and families were generally positive in terms of both improved motivation and progress, a view confirmed in feedback from most of the schools and families. In particular parents commented on improved learning engagement and self-confidence, more positive attitudes to schoolwork, extended creativity and, as one parent put it, an “I’ll find out” attitude when they were stuck with a task. In this respect internet search activity seems to have been a particular stimulus, whether related to project work or to pupils following up their own and family interests. Pupils were also reported to be doing more distance learning work than in previous years (averaging 10 to 11 hours per week) and with the laptop playing a significant part alongside normal pack work. Parents were particularly pleased with improvements in reading, writing and spelling skills, and with improved presentation skills.

Approximately two thirds of the pupils and families kept up reasonably regular patterns of email contact with their schools, and these parents reported that they appreciated exchanges of information, felt closer to school, could see the impact in terms of keeping pupils ‘on their toes’ and were pleased that their children could seek immediate help if stuck with a task. However, only 12 of the children had exchanged work with teachers, either as attachments or via a learning platform. This was reported to relate to pressures on the time available to encourage pupils to practise before the start of the travelling season.

The other disappointment, also partly related to time pressures at the start of the project, was the variable involvement of specialist subject teachers. Where they had been involved in suggesting ICT resources such as CD-ROMs or particular websites, or in setting projects requiring internet searches, parents reported a positive impact on the children’s work. Some had also kept in email contact to support normal pack work, and again this input was appreciated by pupils and families. However, only five families reported systematic exchanges of work and messages with staff. Where this happened the impact was very significant, with children reported to be keeping up with their classmates at school.

Given the pilot nature of E-LAMP3, some variability was to be expected, but the differences in commitment and skills of teachers, as well as the differing pressures on their time, were reported to have been crucial to their involvement.

Another key issue highlighted by schools and TESS was the importance, but potentially changing nature, of the school-based co-ordinating and family-contact role. Each of the project schools had named staff in this role¹², building on established practice with traditional distance-learning packs. In terms of family communication, this worked best where co-ordinators were proactive with emails and had follow-up plans involving TESS where there were gaps in communication. This traditional family-contact aspect of the role will continue to be crucial in order to underpin the distance-learning process. There was, however, some evidence suggesting the need to change the balance of another part of the role, where co-ordinators have often played a relatively direct part in acting as the hub of preparation and exchange of materials. Here there was a recognition that the nature of electronic communication reinforces the need to involve subject teachers more directly and consistently, giving them more responsibility and moving the co-ordination role towards monitoring and support within school.

Given the variability evident in the pilot, the more direct involvement of specialist staff therefore emerged as the most critical challenge if enhanced ICT approaches to distance learning are to be effectively supported by secondary schools. However, the challenge cannot be separated from another issue, the commitment of families and pupils. Where both teachers and pupils had been actively engaged, the electronic processes worked well and proved self-reinforcing. Where either party failed to gain a response, they felt frustrated and disheartened. In this context it was helpful that three of the schools involved (one secondary and two primary) had trialled home-school learning agreements, which covered the travelling season and set targets for work to be completed, as well as for frequency of electronic contact. These agreements were reported to have had a positive impact on 13 of the 15 families concerned.

Such agreements could act to consolidate school-supported distance learning, and partners also offered other ideas for consolidation. These included better preparation for families and the development of phased and structured approaches within schools. Targeted use of Inset was also suggested, with different curriculum areas becoming involved over time, and with suitable input from TESS. They also included ideas for embedding responsibility in new or existing cross-curriculum mechanisms and for linking the challenge to related developments such as school intranets and independent learning initiatives. In terms of consolidation, it was also encouraging that the project acted as a

¹² In two instances TESS were taking on this role for the purposes of the project but with a view to encouraging the development of a school-based role as part of future consolidation of the approach.

catalyst for thinking about offering distance-learning support to other pupils in out-of-school contexts, such as children with health problems and those temporarily excluded.

One other aspect of the project should be mentioned. There was a marked difference in the experiences of the four schools who were supporting just one family and the other six partners. These four schools, and the families they were attempting to support, seem to have had a disproportionate number of problems. The reasons for this were partly localized. However, they also highlight a general dilemma for schools and TESS who are supporting the occasional Traveller family rather than being linked with larger local communities. The issue is discussed further in the concluding section of this report.

Research with Gypsy and other traditional Traveller communities

Pack-based learning provision for mobile pupils in the traditional travelling communities is far less well developed than within the Fairground and Circus communities. It is likely that less than 4 per cent are issued with packs and that many more could benefit from the use of laptops and datacards in terms of learning continuity.

The unpredictability of travel patterns has also led to an emphasis on 'independent' learning packs, designed to reinforce schoolwork and to be returned at the end of the season, rather than for exchanges of modules and new distance-learning tasks. One aspect of E-LAMP₃ was therefore to look at whether the approach could encourage work exchange, as well as keeping schools in supportive contact with families and offering ICT enhancement to learning activities.

Five families were involved, all in the primary age group and supported by schools in Northamptonshire and Northumberland. All the families had previously used independent learning packs but these were thought to be uninspiring. This situation improved markedly with the introduction of the laptops: the children did much more work, with some clear improvements in their reading, writing and spelling skills, as well as ICT skills. All five families were affected by significant connectivity problems for part of the year, but the internet also proved a valuable source for learning and encouraged family involvement. One family was now seriously considering GCSEs for their daughter, who would become the first in her extended family not to leave early.

Parents commented on a greater interest in learning, focused engagement whilst working, and pupils taking more initiative in finding out things for themselves. The teachers were also pleased with the quality of work. In spite of the connectivity problems, partners also made some progress with supportive email communication, although it was disappointing that there were only a few

examples of electronic exchange of work. As with the Fairground pupils, pressures at the start of the project period restricted opportunities to practise this skill.

There was also a very positive shift in attitudes to returning to school at the end of travel periods, and an interesting change in attitudes to having, and using, a school laptop. Four of the five families had been wary about taking responsibility for the laptops at the start of the project, but now felt concerned about not having assured access to one.

Finally, and perhaps most significantly, circumstances within the Northumberland partnership have led to the idea of a 'whole year' focus, and independently Northamptonshire has decided to plan in the same way for the future. This radical alternative involves providing a laptop and internet connection throughout the year so that children can practise using their equipment as an integral part of their schoolwork and homework, as well as during times when the family are away from base. At the end of the project period the children were back at school, but still exchanging some email messages with staff and still being encouraged to submit some homework as attachments.

This holistic approach seems an excellent way of reinforcing home–school working relationships, and of establishing an effective pattern of distance-learning exchange for the travelling season. If ICT-enhanced distance learning is to make a real impact on schooling for families who have no tradition of using packs, or have been limited to independent learning packs, then this approach would certainly have much to commend it.

The school transition strand

As mobile Traveller children are normally away from base in September, the annual change in year group is already a challenge for educational continuity, particularly as it follows the summer holiday period when contact with schools is minimal. The move to a new school adds significantly to this challenge. The project therefore set out to look at the potential of ICT enhancement to create supportive links with the new (destination) school and to relate these to other aspects of the bridging process.

In the event this part of the project was the most adversely affected by problems with the GPRS accounts and changes in Internet access portals, as these both impacted on connectivity during the critical July-September period. Only three of the transition pupils were unaffected, whilst nine others had a partial and interrupted experience. Two other pupils were unaffected, but attempts to support them through the move to a school in a neighbouring LEA also proved frustrating, highlighting the additional problems which can be posed when Traveller pupils cross county borders for their secondary schooling.

In spite of the connectivity problems, eight TESS were able to support some useful new developments and, again, to draw out some important pointers for future practice. Here the main project focus was on underpinning ICT support from the feeder school at the start of the travelling season, and on beginning to involve the destination school in this support during the spring and summer terms. TESS worked to ensure that a named co-ordinator was involved in each school and that supportive email exchanges with families were encouraged. These arrangements sometimes included the encouragement of email contact between the pupils and their friends or peers. In five instances TESS also set out to work with schools on 'transition projects' intended to reinforce learning continuity by giving pupils introductory tasks.

The process was reported as very positive for the three unaffected pupils and seems to have got off to a solid start with the others, some of whom re-established contact with their destination schools in October. In spite of the frustrations, TESS respondents were still able to report the beginnings of a positive impact for families and also within schools, where the initiative seems to have acted as a catalyst for greater awareness and for exploring new ideas to support Traveller pupils.

Looking to the future, one of the main themes evident in TESS feedback was the need to start thinking about the transition process early in the school year, especially where the use of ICT to support Traveller children was new to the schools concerned. Staff taking on the new electronic link with families had needed time to adapt their role and to think through how it could be embedded alongside existing processes. On the whole, in spite of the gaps in communication, this was reported to have worked well, and other staff, such as form tutors, were sometimes drawn in during the autumn term. Earlier planning was also recommended for other aspects of the approach, including designing transition projects, identifying ICT support needs in smaller feeder schools, and making sure back-up procedures were in place if there were problems with connectivity and emailing. The other advantage of early planning was that it could inform the preparation and training of families before the pupils left their feeder schools at the start of the travelling season, particularly if destination schools had web-based learning environments which could be used to support mobile pupils.

The feedback from TESS also suggested that those parts of transition projects which weren't reliant on internet access and hence on connectivity, had proved useful in terms of learning continuity. Some respondents went on to highlight an associated challenge: whilst such transition initiatives were recognised as good for keeping up learning momentum over the summer break, destination schools still needed to provide work for the early part of the autumn term. ICT enhancements had, yet again, significant potential for giving mobile pupils access to supported and targeted work from selected areas of the curriculum, or

to further projects designed to enhance their key skills before they returned later in the term.

Post Script: Broader policy and practice issues

In terms of learner motivation and progress, findings from E-LAMP₃ are very similar to the feedback from the earlier project. Over the course of the two projects, both primary and secondary pupils seem to have settled to an average of about 10 hours of schoolwork a week, with parents noting that laptop-based work tended to reinforce better engagement with tasks and activities. In spite of the connectivity problems which affected some E-LAMP₃ partners there is again enough feedback from the new project to suggest that GPRS communication is an effective way of enabling email contact with teachers and access to Internet resources. GPRS is a narrowband platform which puts constraints on what can be achieved and wireless broadband developments (so called '3G') are currently restricted to larger conurbations. However, the evidence suggests that the use of GPRS is already a major step forward in bridging the digital divide for Traveller families, and that, provided planning takes account of narrowband constraints, the approach can have a significant impact on pupil learning and motivation.

The evidence of success in broadening the scope of the new project to embrace Travellers from other communities also proved encouraging, as were the clues from the work focused on school transition. In both instances the feedback highlighted aspects of good practice as well as suggesting the need for some further exploration. In particular, the idea of holistic, whole-year, approaches for communities which have no tradition of distance learning stands out as a developmental area.

The other major objective of the project was to explore experience at the secondary level, to seek out potential success factors and to highlight possible issues. Here the evidence suggests that e-learning demands clear commitment from schools as well as structured approaches. There were encouraging signs that good practice is emerging, but, at the same time, the project highlighted the planning and effort required, which suggests that such approaches may be problematic for secondary schools supporting a very small number of mobile Traveller pupils. Another potential problem is that schools which serve Traveller pupils often face other challenges and may not be in a position to prioritize this type of development. It therefore seems important to continue to explore other (non-school based) approaches. Some alternatives were, for example, outlined in the original E-LAMP report and included: (a) the possibility of a more direct e-teaching role for specialist staff drawn from groups of TESS working as regional consortia, and (b) linking provision for mobile Traveller children with other e-learning initiatives which are already being supported by some LEAs and currently aimed at excluded pupils or those with health problems.

Whatever the ways ahead in terms of effective practice, progress may also be restricted by aspects of educational policy. Currently Traveller children have no legal entitlement to e-learning support whilst travelling. This means that there is no specific funding or requirement for schools or LAs to support these young distance learners. At present young Travellers are also recorded under the 'authorized absence' category whilst away from school, and DfES guidance is only just (early 2006) beginning to take account of e-learning options. Up until now this has meant a negative impact on school attendance statistics even where distance learning has been actively supported, again unhelpful in terms of developing positive attitudes to this type of provision.

Given this overall policy context it was interesting to find that only three project partners had secured longer-term local commitments to continue the approach. The others were having to focus efforts on seeking out short-term funding for the coming year. The projects have clearly provided funding to kick start potentially successful developments but longer term consolidation seems likely to require some further changes in thinking as well as additional entitlement and support mechanisms.

Appendix 1

NATT survey: details of those TESS working with base schools to provide distance learning and independent learning reinforcement packs for mobile Traveller pupils (2004 season)

This is a survey of TESS which supported mobile learners by working with base schools to issue packs during the 2004 Travelling season. It shows considerable variation across LEAs, partly reflecting the pattern of overwintering bases for Traveller communities. Eight TESS were involved in supporting over 50 children, sometimes well over this number. Another 15 were supporting at least 20 children, and there were only 16 nil returns from the 72 identifiable TESS, (covering 113 LEAs), outside the Greater London area. Only one Greater London TESS, Hounslow, was reported to be involved with this area of work.

The detailed results are set out in the following pages.

Important Notes

- 1) In some instances TESS were working with base schools to issue distance learning packs with the expectation that families would try to exchange work during travel periods. In others TESS and schools were issuing independent study reinforcement materials with no expectation of such an exchange (The families were then normally encouraged to return such work to school when they came back to their base sites, normally in the autumn.) Both types of provision are reflected in the returns.
- 2) Some TESS reported that they also provide self-study and reinforcement materials for children who are temporarily in their area and on unauthorized sites. These figures are not included.
- 3) In some instances where services were supporting relatively large numbers of children they provided 'good estimates' rather than exact figures.
- 4) It is important to acknowledge that this is a one year snapshot. Some TESS stressed that there could be significant changes over a relatively short period of time, and some were expecting to start, or to increase, work in this area.
- 5) The term 'Gypsy Traveller' is used in the generic sense to cover the traditional travelling communities

Survey of current distance learning provision: ex-London
Information from 113 LEAs: NE Lincs, Knowsley and the Wirral reported to have no TESS cover

Code: C = Circus, F= Fairground, G=Gypsy, N= New Traveller

TESS	LEAs	Nil return	F. Prim	F.Sec	G. Prim	G.Sec	Other Prim	Other Sec	Total prim	Total sec
ACTES	4		16	16	1	1			17	17
Barnsley	1	1							0	0
Beds	1		8	3					8	3
Bolton	1		60	40					60	40
Bournemouth	1		4	2					4	2
Bradford	1		6	3	2				8	3
Bucks	1		3	2					3	2
Bury	1							(C) 1	0	1
Cambs	1		38	11		1			38	12
Cheshire	4		3	4					3	4
Cornwall	1		4	2	6				10	2
Cumbria	1		5	2	5	1			10	3
DCTES	3		12	5	1		(N) 10	(N) 7	23	12
Derby + shire	2		9	9					9	9
Doncaster	1		6	4	37				43	4
Dorset	1		5	1	20		(N) 1		26	1
Durham & Darlington	2		6	2	63	17			69	19
East Riding	3				2				2	0
East Sussex	2	1							0	0
Essex	2		12	3					12	3
Gateshead	1		4	2	5				9	2
Gloucs	1		27	4	6	4			33	8
Hampshire inc IoW	3		20	8	38	7			58	15

TESS	LEAs	Nil return	F. Prim	F.Sec	G. Prim	G.Sec	Other Prim	Other Sec	Total prim	Total sec
Hartlepool	1					1			0	1
Herts	1		8	5	12				20	5
Kirklees & Calderdale	2		2	2					2	2
Lancashire	3	1							0	0
Leeds	1	1							0	0
Leics and shire	3		33	23	3				36	23
Lincs	1		8	4					8	4
Liverpool	1	1							0	0
Luton	1		1		4	3			5	3
Manchester	1		9	4					9	4
Medway	1		1						1	0
Middlesbrough	3		2	1	11	2			13	3
Milton Keynes	1	1							0	0
Newcastle	1	1							0	0
Norfolk	1		11	5	6				17	5
North Tyneside	1	1							0	0
North Yorks	1			2					0	2
Northants	1		10	8	9				19	8
Northumberland	1		2	1	12	4			14	5
Nottingham	1		6	3					6	3
Nottinghamshire	1		3	3					3	3
Oldham	1	1							0	0
Oxfordshire	1		4	1					4	1
Peterborough	1			2					0	2
Poole	1	1							0	0
Rochdale	1				18	3			18	3
Rotherham	1					3			0	3
Salford	1		5	4	2				7	4
Sefton	1	1								
Sheffield	1	1							0	0

TESS	LEAs	Nil return	F. Prim	F.Sec	G. Prim	G.Sec	Other Prim	Other Sec	Total prim	Total sec
Somerset	1				6		(N) 12	(N) 2	18	2
Southampton	1		6	4					6	4
South Tyneside	1	1								
St Helens	1				2				2	0
Suffolk	1		39	19					39	19
Sunderland	1		21	20	30	16			51	36
Surrey	1		12	4	8	3			20	7
Tameside	1		5	6	18	5			23	11
Thames Valley Cons	6		2		3				5	0
Thurrock	1		30	12					30	12
Trafford	1	1							0	0
Wakefield	1		1	1					1	1
West Midlands Cons	14		35	15	35	15			70	30
West Sussex	1		3	12	6	2			9	14
Wigan	1	1							0	0
Wiltshire	1		7		10	1	(C) 3	(C) 5	20	6
York	1	1							0	0
TOTALS	111	16	514	284	381	89	26	15	921	388

Greater London

33 LEAs inc City, Westminster, Islington,
Wandsworth, and Barking and Dagenham where no formal TESS coverage reported

Only one LEA was reported to have sites and issues packs
(Info derived from two surveys and via NATT)

Hounslow	1		5	1	1	1			6	2
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Appendix 2

E-LAMP₃ partners contributing to the evaluation process

TESS partners

Avon Consortium Traveller Education Service (ACTES)

Bolton Education Service for Showmen & Travellers

Cambridgeshire Team for Traveller Education

Derby & Derbyshire Traveller Education Advisory & Support Team

Devon Consortium Traveller Education Service (DCTES)

Hertfordshire Traveller Education Project

Leicestershire, Leicester City, Rutland Traveller Education Service

Northamptonshire Traveller Education Service

Northumberland Traveller Education Service

Surrey Traveller Education Service

Schools contributing directly to the evaluation exercise.

Ashington Bothal Middle School (Northumberland)

Braybroke Primary School (Northamptonshire)

Chipping Sodbury School (ACTES)

Cullompton Community College (DCTES)

Danetre School (Northamptonshire)

Frederick Gent School (Derbyshire)

Lingfield Primary School (Surrey)

Mortimer Wilson School (Derbyshire)

Oundle and King's Cliffe Middle School (Northamptonshire)

St Michael's Catholic High School (Hertfordshire)

Stoke Damerel Community College (DCTES)

The John Warner School (Hertfordshire)

Westhoughton High School (Bolton)

Wilburton Wilburton Village Primary School (Cambridgeshire)

Witchford Village College (Cambridgeshire)