

# Pupil Pursuit Proforma C2: Whole School Day Experience (Outside Classroom Settings)

## Observation details

Observer's name: **Alice Bingham**

Pupil's name: **Ahmad Sayyid**

Activity: **Lunch**

Year: **4**

English proficiency level (see below): **A**

## Instructions

Record observed actions and behaviours for each category in the chart. See **Proforma Sample C2** for an example.

**English proficiency levels:** A: New to English; B: Early acquisition; C: Developing competence; D: Competent; E: Fluent. To find out more about assessing proficiency in English, see: [bell-foundation.org.uk/eal-assessment-framework](https://bell-foundation.org.uk/eal-assessment-framework)

Category	Observed actions and behaviours
<p><b>Context</b></p> <p>Describe the context of the observed activity (e.g., assembly, lunch in the canteen, visit to the office, etc.)</p>	<p><i>Ahmad arrived at the school two weeks ago from Syria and is new to English. The observation took place during lunchtime in the school canteen between 12:00 and 12:20. Ahmad moved from class to the canteen with his assigned buddy and remained in the canteen for the full lunch period.</i></p>
<p><b>Inclusion</b></p> <p>Does the activity provide opportunities for the pupil's language, culture, talents, etc. to be acknowledged and included? If so, is this being evidenced?</p> <p>Describe any examples of inclusion that you observe.</p>	<p><i>The canteen displays posters featuring different types of multicultural food, with food names written in multiple languages. The school lunch menu on the day did not include food associated with Ahmad's home culture.</i></p> <p><i>Another pupil from Syria brought a traditional snack from home and ate it at a different table. Ahmad noticed this pupil and looked in his direction several times during lunch, though they did not sit together or interact at that point.</i></p>
<p><b>Interaction/Engagement</b></p> <p>Is the pupil engaged in the observed activity? How?</p> <p>Describe any interactions you observe.</p>	<p><i>Ahmad arrived at the canteen with an English-speaking buddy who sat next to him at a table with five other boys, all of whom appeared to be monolingual English speakers. Ahmad remained quiet throughout most of lunch and did not initiate conversation. He followed his buddy's lead, copying actions such as lining up, sitting, and clearing his tray.</i></p> <p><i>When his buddy spoke to him, Ahmad sometimes repeated part of what was said, appearing to use repetition to check understanding. The buddy responded positively and continued to support him.</i></p> <p><i>As Ahmad left the canteen, he greeted the other Syrian pupil in Arabic. He showed him a small item from his pocket (appearing to be a sweet or small toy). Both pupils smiled briefly before separating.</i></p>
<p><b>Support</b></p> <p>What forms of support do staff or peers provide to the pupil during the observed activity?</p>	<p><i>Two lunchtime supervisors spoke Arabic. One greeted Ahmad in Arabic while serving food. Ahmad responded politely and said "thank you" in English.</i></p> <p><i>Ahmad's buddy provided ongoing practical support, including directing him to the correct food line, sitting with him during lunch, and reminding him to clear his tray. The buddy waited for Ahmad before leaving but quickly joined the group of boys as they left.</i></p>

<p><b>Behaviours</b></p> <p>What observable behaviours indicate the pupil's sense of wellbeing within the school environment?</p>	<p><i>During lunch, Ahmad ate slowly and spent much of the time looking down at his food. He did not finish his meal. At one point, he placed both elbows on the table and held his head with his hands, covering his ears briefly. He yawned twice during the observation.</i></p> <p><i>The boys at the table spoke quickly and loudly and laughed frequently at shared jokes. Ahmad watched them but did not join in. At one point, the boys demonstrated a spoon trick to Ahmad. He attempted to copy it but was unsuccessful. He smiled briefly but appeared unsure.</i></p>
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## Findings and recommendations

### Findings

Ahmad is in the early stages of settling into a new school environment, culture, and language. During lunch, several factors supported his participation, including a consistent buddy, opportunities to hear and use his home language with staff, and the presence of another pupil from his home country. At the same time, language barriers limited his ability to join peer interactions, particularly informal social talk. Ahmad showed signs of tiredness and reduced appetite, and much of his engagement relied on observing and copying others rather than initiating interaction.

### Recommendations –

- a) Increase authentic representation of pupils' cultures in the canteen environment, for example by involving pupils in creating displays or sharing information about foods from their home countries.
- b) Strengthen home–school connections through opportunities such as family food-sharing events or cultural evenings that value multilingualism and community knowledge.
- c) Review buddy arrangements regularly to ensure they continue to support inclusion while also encouraging wider peer interaction; consider rotating buddies or pairing pupils with both English-speaking and shared-language peers.
- d) Provide structured opportunities for newly arrived pupils to share meaningful items, stories, or experiences from home, helping to position them as contributors and build a sense of belonging.