



# English as an Additional Language: Good Practice to Raise Achievement in Primary Schools



Feyisa Demie  
Amanda Bellsham-Revell

## Foreword

I am pleased to introduce this research 'English as an Additional Language: Good Practice to Raise Achievement in Primary Schools'. This research explores how schools have helped to raise the achievement of pupils with English as an Additional Language (EAL). It draws on lessons of good practice from six primary schools in Lambeth.

In Lambeth there is a continuing picture of improving schools. The attainment of all pupils with EAL in the case study schools has been exceptionally high. Researchers highlighted the reasons for improvement and the high achievement of pupils with EAL in these schools. These include strong and purposeful leadership, high expectations of all pupils and teachers, effective use of data, effective use of a diversified workforce, effective EAL teaching and learning, strong links with the community, a clear commitment to parents' involvement and good and well coordinated targeted support through extensive use of EAL teachers, teaching assistants and learning mentors.

This research celebrates those schools that have created success for all pupils ensuring that each pupil with EAL makes the best possible progress. It reflects the key characteristics of these schools and is intended to be a practical resource to support other schools in strengthening their work around student progression.

I hope you will find this research report useful.

A handwritten signature in cursive script that reads "Cathy Twist".

**Cathy Twist**  
**Assistant Director, Schools and Educational Improvement Service**  
**London Borough of Lambeth**

# English as an Additional Language:

*Good Practice to Raise Achievement in Primary Schools*

**Allen Edwards School  
Crown Lane School  
St. Anne's School  
St. John's Angell Town School  
Stockwell School  
Woodmansterne School**

**Feyisa Demie  
Amanda Bellsham-Revell**

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# **English as an Additional Language:**

## *Good Practice to Raise Achievement in Primary Schools*

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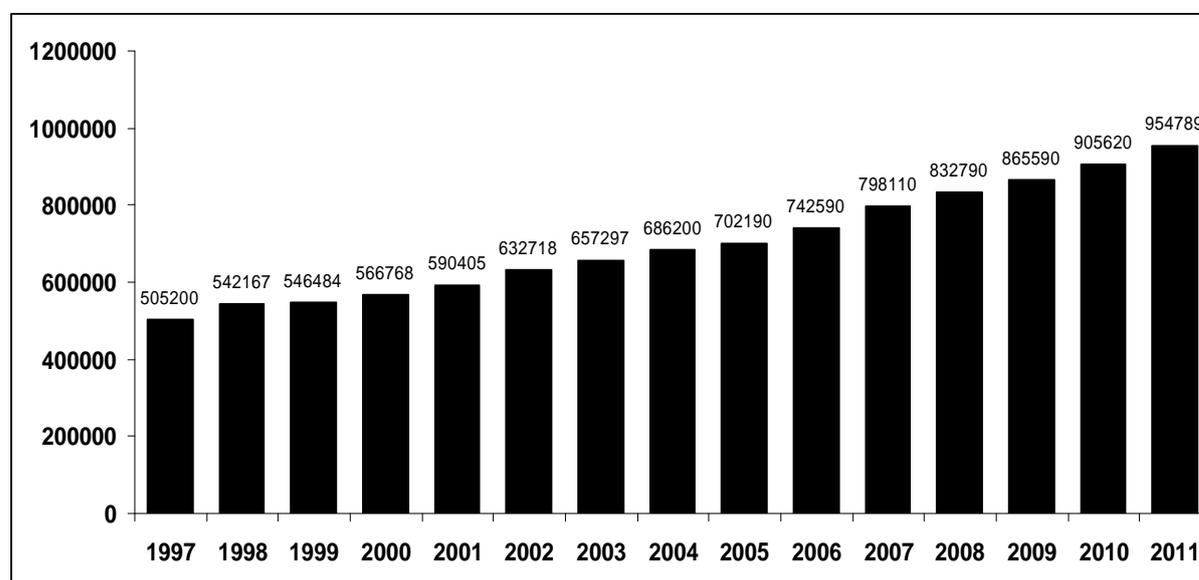


## Section 1: Introduction

### 1. Background

Language barriers remain the key factor affecting the performance of pupils with English as an additional language (EAL) in British schools but there are relatively few studies that have examined the way we assess pupils with EAL, English proficiency and the relationship between stages of English fluency and attainment. This issue is increasingly important given the growth in the EAL population in England over the last decade. About 14% of the school population in England and Wales, or 954,789 pupils now use English as an additional language (see figure 1). Most of these children belong to well-established ethnic minority communities, and have been born and educated in the UK.

**Figure 1 - EAL population in primary, secondary and special schools in England, 1997-2011**



Source: DfE (2010). <http://www.dcsf.gov.uk/rsgateway/DB/SFR/s000925/index.shtml>

Recent studies have examined the effect of stages of English fluency on attainment at Key Stage 2 tests (KS2) and General Certificate of Secondary Education (GCSE). For example, the analyses of the national KS2 test results and GCSE examination results for pupils in an inner London LA by levels of English language acquisition show that pupils with EAL at the early stages of developing fluency had significantly lower KS2 test scores in all subjects than their monolingual peers (see Strand and Demie 2005; Demie and Strand 2006). However, pupils with EAL who were fully fluent in English achieved significantly higher scores in all KS2 tests and GCSE than their monolingual peers. The negative association with attainment for the early stages of fluency remained significant after controls for a range of other pupil characteristics, including age, gender, free school meal entitlement, stage of special educational need and ethnic group, although these factors effectively explained the higher attainment of the 'fully fluent' group. The two studies conclude that there is a strong relationship between stage of fluency in English and educational attainment, with the performance of bilingual pupils increasing as measured stage of fluency in English increases. Pupils in the early stages of fluency perform at very low levels, while bilingual pupils who are fully fluent in English perform better, on average, than

English-only speakers. The findings of large longitudinal data in Lambeth also suggest that it takes, on average, about five to seven years to acquire academic English proficiency (Demie 2011 and TES 2011).

Overall the review of literature available suggests that most previous studies have focused on performance but with scant research on the factors which contribute to the educational success and high attainment of pupils with EAL and the positive experiences of pupils with EAL in British schools. These factors highlighted a clear need for detailed case studies of successful schools in raising the achievement of pupils with EAL as a means of increasing our understanding of the ways in which schools can enhance pupils' academic achievement. An increase in research of this type which focuses on what works and challenges perceived notions of underachievement in schools, will provide positive messages.

## **2. The aims and objectives of the research**

The aim of the research was to investigate how schools have helped pupils with EAL to achieve high standards and to identify significant common themes for success in raising achievement. It draws lessons from good practice research carried out in successful inner city schools. Two overarching research questions guided this study:

- Why do some schools do well with pupils who have EAL?
- What are the factors contributing to this success?

## **Section 2: Methods**

The methodological approach for this research comprises case studies of selected schools, extensive data analysis and focus group interviews. Details of the methodological framework are summarised below:

**Case studies:** Using an ethnographic approach, detailed case study research was carried out to study the school experiences of pupils with EAL. A structured questionnaire was used to interview headteachers, teachers, support staff, parents and pupils to gather evidence of factors which enhance learning, how well pupils with EAL are achieving, pupils' views about the school and its support systems. The aim is to triangulate the voices of the various stakeholders in their education. Six primary schools with significant EAL populations were selected for the case studies (see Table 1). The case study schools as a whole include a range of ethnic groups, community languages spoken, free school meals and pupils with EAL needs. Key criteria for the selection of schools were as follows:

- Exceptionally good results and a sustained overall KS2 improvement.
- Good level of progress with high value added.
- An above-average proportion of students with EAL.
- Good KS2 achievement by pupils with EAL.

**Table 1 - Schools selected for case studies**

Case Studies Schools	All Pupils KS2 Results			EAL KS2 Results			
	Two levels of progress*		KS2 Average** Level 4+	Two levels of progress*		KS2 Average** Level 4+	EAL Cohort
	English	Maths		English	Maths		
St John's Angell Town	96%	98%	90%	100%	100%	91%	19
St Anne's	94%	92%	88%	94%	93%	83%	45
Allen Edwards	95%	90%	87%	100%	93%	87%	32
Stockwell	93%	85%	86%	96%	82%	82%	33
Woodmansterne	96%	94%	86%	97%	90%	85%	28
Crown Lane	85%	88%	75%	92%	95%	83%	31
Lambeth	90%	88%	81%	94%	90%	82%	
National	83%	82%	80%	n/a	n/a	n/a	

**Focus groups:** Parent, pupil, teacher, support staff and headteacher focus group sessions were carried out to ascertain their views.

### Reference

TES (2011). Fluency adds up, even for maths skills, Times Educational Supplement (TES), 23 September.

Demie, F. (2011). English as an Additional Language: An empirical study of how long it takes to acquire level of fluency in English, paper presented to the British Educational Research Association Annual Conference, Institute of Education, 4 September 2011.

Demie, F and Strand, S. (2006). English language acquisition and educational attainment at the end of secondary school, *Educational Studies*, Vol.32, Number 2, P. 215-231.

Strand, S and Demie, F. (2005). English Language Acquisition and Attainment at the End of Primary School, *Educational Studies*, Vol. 13, No.3, 275-291.

## Section 3: Case Studies of Schools

### ALLEN EDWARDS PRIMARY SCHOOL

#### Background

Allen Edwards Primary School is a larger than average primary school located close to the centre of Stockwell. In 2011 there were 447 pupils on roll. 53% of pupils were eligible for free school meals. The school also had a high proportion of pupils learning English as an additional language. About 66% had English as a second language; 45% of pupils were not fluent in English. The inward mobility rate for 2011 was 9%. It draws upon a catchment area experiencing substantial disadvantage. 53% of pupils were entitled to a free school meal in 2011 which was substantially above the Lambeth average of 36%.

The school population is ethnically very diverse. Of the 447 on roll in 2011 about 35% are African, 17% Black Caribbean, 12% Portuguese, 9% Other White and 4% White British. There were smaller numbers of the other ethnic groups.

About 29 languages are spoken in the school. The most common mother tongue languages in 2011 were: English (34%), Somali (14%), Portuguese (13%), Spanish (6%), French (6%), Arabic (5%) and Yoruba (4%).

The percentage of pupils with additional learning needs is very high. Overall attainment on entry to the school is well below average. Despite this, evidence from value-added and pupils' progress in the school suggests that pupils do make good progress between the key stages and the school is in the top league in value-added nationally (see Figure 2). The key stage data also shows that the school has an impressive improvement rate during the last seven years. Ofsted Inspections confirm that:

*'Allen Edwards is an outstanding school.'* (Ofsted 2009, p.1).

**Table 1 - Key Stage 2 Results 2005 - 2011**

	Allen Edwards Pupils with EAL				Allen Edwards All Pupils			Lambeth All Pupils			National All *
	English	Maths	Av.	No	English	Maths	Av.	English	Maths	Av.	
2005	48%	59%	54%	27	63%	77%	70%	76%	68%	72%	77%
2006	74%	70%	72%	27	76%	71%	74%	78%	70%	74%	78%
2007	46%	65%	56%	26	60%	66%	63%	77%	71%	74%	79%
2008	75%	84%	79%	24	77%	86%	82%	80%	74%	77%	80%
2009	100%	85%	93%	20	92%	82%	87%	79%	78%	79%	80%
2010	86%	77%	81%	35	79%	71%	75%	82%	81%	82%	80%
2011	88%	85%	87%	41	80%	79%	79%	84%	83%	84%	81%

\* Average for English and Maths

The performance of pupils with EAL in the school has shown a strong upward trend since 2005, up an impressive 40 percentage points in English and 26 percentage points in maths. Both these results are above the Lambeth average in 2011. Furthermore pupils with EAL in the school have outperformed overall results nationally for the last three years.

**Table 2 – Percentage of pupils with EAL making two levels of progress**

	Allen Edwards (EAL)		Lambeth (EAL)		National All pupils	
	English	Maths	English	Maths	English	Maths
2009	100%	89%	92%	87%	81%	80%
2010	100%	87%	96%	91%	83%	82%
2011	100%	100%	92%	91%	84%	83%

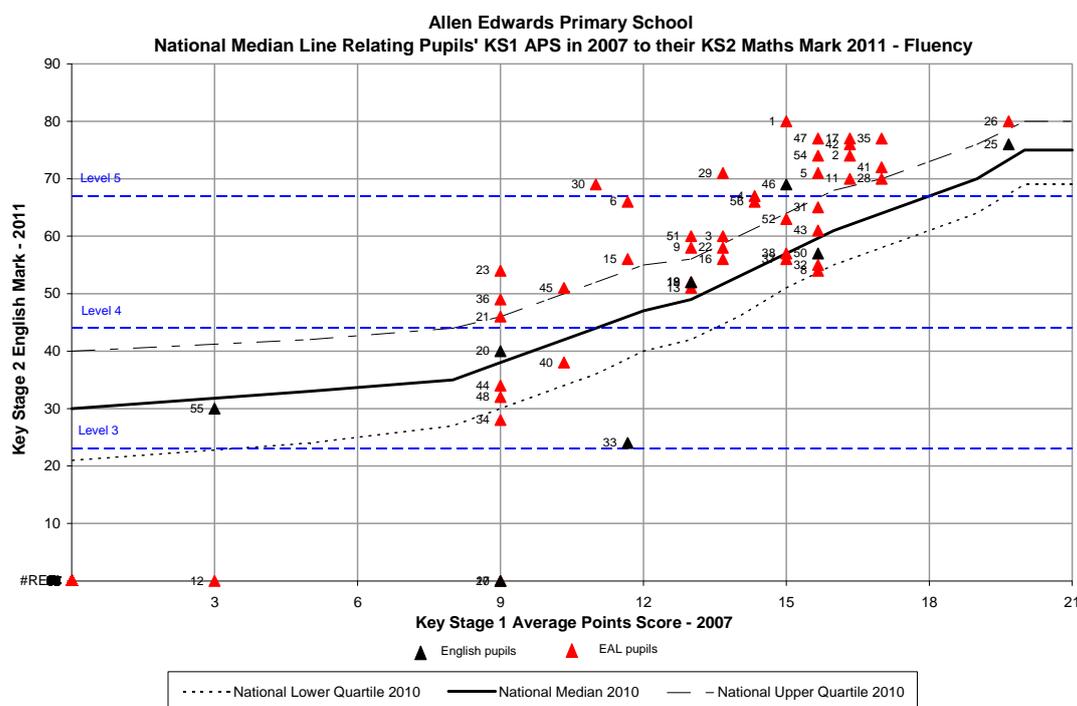
Table 2 shows the percentage of pupils who made two levels progress between KS1 and KS2. Nationally in 2011, 84% of pupils made two levels of progress in English, and 83% in maths. At Allen Edwards in each of the last three years, all the pupils with EAL made two levels of progress in English and also in Maths in 2011.<sup>1</sup>

The value-added data of the school is as impressive and confirms all students have made very good progress from Key Stage 1 to Key Stage 2. Progress between KS1 and KS2 is shown in Figure 2. This compares the relative progress made by all pupils in the school with progress made nationally by all pupils in England. The median line graph shows whether pupils in the school are doing better or worse than other pupils nationally

Only 12% of pupils in the KS2 cohort are in the lower quartile range making less progress, compared to 25% expected nationally, while 48% are in the top quartile, representing those pupils who made the most progress.

The progress in the school is even more impressive when look only at pupils with EAL. Figure 1 shows that with 56% of pupils with EAL in the upper quartile, 35% in the interquartile range, and only 8% in the lower quartile

**Figure 1 Allen Edwards Value Added Between KS1 2007 and KS2 English 2011**



<sup>1</sup> This excludes pupils where there was no KS1 data to use as a base

Overall the achievement data shows that from their generally low starting points, pupils reach exceptionally high standards in reading, writing and mathematics by the end of Year 2 and Year 6. Very effective use of strategies, intervention and support ensures that they all have the same opportunities, whatever their backgrounds or abilities. As a result pupils with specific learning needs and those who are learning English as an additional language make good progress compared to others. Teaching assistants make a very valuable contribution to this progress.

Central to the school's success in raising the achievement of and progressing pupils with EAL well are:

- A strong leadership team led by an outstanding headteacher
- Effective use of data
- Effective EAL teaching and learning strategies
- Good care, guidance and targeted support for pupils with EAL
- Partnership with parents

The evidence used to inform the judgements made here includes interviews with:

- Headteacher,
  - Assistant headteacher/inclusion manager,
  - Two class teachers from Years 3 and 5
  - Two teaching assistants
  - Seven pupils from Years 4, 5 and 6
- and
- Lesson observation
  - Scrutiny of relevant documentation including previous Ofsted reports<sup>2</sup>; analysis of pupils' work and attainment data.

The school was visited for one day in March 2012, to gather good practice evidence for raising the achievement of pupils with EAL, as identified by the school. Details of the findings are discussed below.

## **Leadership and management**

Leadership and management at Allen Edwards are outstanding. The impact of the headteacher's inspirational leadership and outstanding management is evident in the school's sustained success during the last five years and in its determination to become even better. The headteacher sets high expectations for the senior team and the staff as a whole. There is a relentless focus on improvement, particularly in the quality of teaching and learning, effective use of data and higher achievement by pupils. The headteacher is very well supported by an exceptionally effective senior team in guiding, monitoring and evaluating the many aspects of the school's work. There is an exceptional sense of teamwork across the school. This is reflected in the consistent and committed way managers at all levels work toward the school's aim to raise achievement. The school is proud of its efforts to maintain its inclusive ethos. This is seen in the very good progress made by all groups of students and was described in the last Ofsted report.

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<sup>2</sup> Ofsted (2009). Allen Edwards Primary School Inspection report, [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

*'The headteacher has excellent vision, is a strong and vibrant presence, knows the school very well and has built a very effective team. Dynamic and enthusiastic school leaders form an outstanding team. Leaders at all levels contribute successfully to school improvement and ensure that the school offers the best possible opportunities to all its pupils. The whole staff work very hard to maintain the exceptionally caring and supportive ethos and to improve the school's performance in every area.'*  
(Ofsted 2009, p7)

A strong culture of self-evaluation pervades all areas of the school.

The views of pupils, parents and students are sought regularly, are much valued and used to inform worthwhile changes.

This can be clearly seen from the headteacher interview about what works, which is summarised below:

*'Whatever backgrounds the pupils come from, we want to ensure they succeed. All pupils are given the opportunity.'*

*'We aim to ensure the cultural and linguistic heritages of pupils are welcomed and valued within the school curriculum.'*

*'We are very good in using data and monitoring progress and this has been useful in identifying pupils with EAL who are underachieving.'*

*'We are mindful that pupils with EAL are not seen as SEN pupils. There is a well established system in the school to differentiate between pupils with EAL and pupils with SEN, using staff highly trained in assessment.'*

*'We have The Inclusion Mark'.*

There is a high commitment to ensuring that pupils with EAL are included in all activities and the care and concern for all pupils is of a high priority. Successful strategies to raise the achievement of EAL learners have been put in place. Teachers, parents and pupils value this and see it as an important feature of the school.

All members of staff interviewed felt they were well supported by senior managers at the school and knew who to go to for support and help. Overall there is a clear emphasis on collective responsibility in the school which ensures that senior and middle leaders are fully accountable for their areas and pupil progress. There are regular meetings with staff to discuss particular pupils in order to put strategies in place to address any issues raised. Their impact is apparent in the good performance of pupils with EAL and very high standards for all. The exemplary relationships within the staff team enable the school's performance to be monitored in a positive, supportive and constructive way. The school has an accurate view of its performance and is able to identify priorities for future development.

The leadership recognises that many pupils in the school require help in English when they join and as a result the school has a well established and integrated inclusion team led by the assistant headteacher. The inclusion team as noted by Ofsted *'go to great lengths to work in partnership with outside agencies and ensure that excellent support is in place for pupils with EAL, SEN and those identified as gifted and talented, as well as underachieving groups. The team carefully monitors the progress of all learners through the use of excellent assessment information'* and this information is shared with all teachers'.

## Use of data

As the school was chosen for its success in raising the achievement of pupils with EAL, it was not difficult for it to demonstrate how the use of data was effective. The use of data is a key part of the process of school improvement. To identify areas for improvement and targeted support, the school monitors a range of information about pupils: socio-economic background, gender, the level of pupil mobility, the ethnic groups represented in the school, the main languages spoken and the number of EAL learners by levels of fluency in English. The school is data rich and has good systems in place for assessing and mapping the progress of all pupils at individual and group level. The assistant head emphasised the importance of 'drilling down to individuals.' A wide range of data (Foundation Stage, KS1, KS2 and optional tests) is analysed by ethnicity and gender, enabling the school to identify support needs and organise the deployment of resources appropriately. This includes an analysis of the stages of English, updated twice yearly by the class teachers, to identify any pupils who have plateaued and who require the focused development of more academic language. In the words of the assistant headteacher who leads on inclusion:

*'Data is incredibly useful and used in the school for a number of purposes including to track pupil performance, to assess the individual needs of pupils, to identify individuals and groups of pupils who might be underachieving, to evaluate the quality and impact of the school interventions to support teaching and learning, to inform the deployment of staff, inform teachers' planning, challenging expectations of staff and to identify priorities for school improvement'.*

All the data seen was very useful. The school bases its improvement and support strategy on thorough monitoring and evaluation including prioritising actions. It uses data to identify pupils who are both underachieving or at risk of underachieving as early as possible and this has led to a number of interventions or strategies being applied where data analysis highlighted issues to be addressed. The most commonly reported interventions as a result of looking at the data are providing additional support, including one to one, personalised teaching and English language support. As a result pupils with EAL in particular make rapid progress and achieve outstanding results as they are monitored and closely supported.

Procedures for initial assessment, especially of mid-year arrivals with EAL are well developed. Where possible, the school uses pupils' first language as part of the assessment procedures and writing samples in the pupils' home language. This procedure informs individual target setting which is the focus of the teachers and EAL teaching assistants.

To conclude, it may be helpful to look at five case studies of remarkable pupils with EAL who were identified as having no English when they started in the school and who despite barriers in the English language, were successful:

**Child A Case Study:** *Child A came to Allen Edwards from Somalia in September 2007 and joined Year 1. She was assessed at the time as 1B in reading, writing and mathematics. But with support in Year 1 to Year 6 and differentiated work she made good progress. By 2012 she had progressed to English fluency stage 3 and was able to access fully the National Curriculum. Her teacher assessment data suggests that in Year 6 she will achieve level 5B in reading, 4B in writing and 4A in mathematics..*

**Child B Case study:** *Child B came to Allen Edwards with no English. When she started at the school she only spoke Turkish. Now at the beginning of Year 6 she is at English fluency level stage 3 and is a competent and confident girl involved in all*

aspects of school life. Through her schooling Child B was targeted with additional EAL support. She has made outstanding progress this year and her teacher assessment data shows that she will achieve level 5C in reading and writing and 4B in mathematics’.

**Child C Case study:** Child C came to Allen Edwards with no English from Turkey in summer 2007. When she started at the school she was assessed as level W in reading, writing and maths. In Year 6 she is at English fluency level stage 2. She is also on the special needs register and through her schooling was targeted with additional EAL and SEN support. She has made outstanding progress this year and her teacher assessment data shows that she will achieve level 3C in reading, 3B in writing and 3A in mathematics’.

**Child D Case study:** Child D came into Year 2 at Allen Edwards in summer 2008. On arrival he could speak Portuguese well, but his English was limited: he was assessed as level 2B for reading and 2C for writing and maths. At the end of KS1 he was assessed as 3B for reading and mathematics and 3C for writing. Now in Year 6 he is at English fluency level stage 3. He is a competent and confident boy involved in all aspects of school life. Throughout his schooling Child D was targeted with additional EAL support. He has made outstanding progress this year and his teacher assessment data shows that he will achieve level 5C in reading and writing and 4A in mathematics’.

**Child E Case study:** Child E joined Year 5 at Allen Edwards in October 2011 from Brazil with no English. When he started at the school he could speak Portuguese well and was assessed as level WB for reading, WC for writing and WA maths. At the time of our interview he had only been in year 5 for 5 months and had already progressed to English fluency level stage 2. He is a competent and confident boy involved in all aspects of school life. Through his five months in schooling, Child E was targeted with additional EAL support. He has made outstanding progress this year and his teacher assessment data shows that he will achieve level 1B in reading, 1A in writing and 3B in mathematics. He communicated his thoughts effectively when we interviewed him and was also happy to take risks when speaking English, obviously unafraid of making mistakes. He is a high achiever and predicted by his class teachers to reach level 5 by the end of Year 6 in all subjects.

From the outset, all the case study pupils needed effective support in order to achieve good results in their primary education. With their limited knowledge of the English language and literacy, they had considerable needs. However, through the school’s teaching strategies, targeted support, effective assessment systems and tracking of pupil performance, all pupils proved that English as an additional language need not be a barrier.

### **Pupil voice:**

Seven pupils were invited for the focus group discussion (three from Year 6 and two from each of Years 4 and 5). The pupils interviewed are not only bilingual but some speak three or more languages. For example one pupil in Year 5 reported speaking Portuguese, English and Albanian and another English, Italian and French.

The pupils were asked to describe what they liked best about their school. As can be seen in the comments below the vast majority of respondents enjoy coming to school and feel that their school is a good school. A number of them used the phrases below:

*'Our school is a good school'*  
*'The teachers are very good. We like most of our teachers'*  
*'The pupils are nice and friendly'*  
*'I like coming to schools because there a lot of subject to learn'*  
*'We get a lot of subjects'*  
*'Teachers are always there to help you'*  
*'The teachers are kind and helpful'*  
*'The teachers are nice and explain to us clearly'*  
*'I like the play time and it is really good'*  
*'I like the teachers and the lessons'*  
*'Teachers help you and correct you mistakes'*  
*'The schools provide us additional support to improve our English'*  
*'We get well education in our school and we have also healthy food'.*

It is very evident that the overall school ethos described above has resulted in the pupils' enjoyment at being at school and their positive reactions to all it offers. One pupil said, *'The school is great, I can't think of anything that would make it better.'* Unsurprisingly, attendance is well above average. Behaviour is exemplary and pupils are friendly and enthusiastic. There is a strong sense of community within the school. Pupils feel very safe and secure and that they can always talk to an adult if there is anything they are worried about. They have an exceptional understanding of the need for regular exercise and a healthy, balanced diet to keep fit and well.

### **Teaching and learning**

The majority of the pupils in the school have EAL, so as the headteacher explained *'it can't be about targeted teaching, it must be high quality practice which meets the needs of EAL learners. Teach to meet their needs and then that cascades down to meet the needs of others.'* The school participated in the EAL programme, led by a LA EAL consultant and continues to ensure that responsibility for the achievement of EAL learners is seen as that of all staff, not any one specialist. However, they have recognised the importance of developing the foundations laid by the programme, reflecting and moving forwards through INSET. The assistant head/inclusion manager attends termly training sessions for EAL professionals and applies his learning in his own school context. He commented that *'our central training incorporates good EAL practice, but teachers joining our school from elsewhere, don't necessarily have this, so we need to support their development.'*

Staff identified the importance of creating a learning environment which is not only supportive but also helps pupils feel safe and secure, for teaching to be effective. As one teacher, speaking as an EAL learner explained *'If I don't feel safe, it's putting me off speaking. I need to be able to make mistakes – it's a learning tool.'* First languages are given a high profile and are used as a tool for learning, through displays and the encouragement for staff and pupils to use their first language when appropriate. Registers are taken in different languages with the introduction of new languages, pupils who share a language, support each other in class and there is a Portuguese club. Teachers explained that the pupils have many opportunities through the use of Talk Partners, drama and the Talk for Writing approach to use their first language, but also to develop and rehearse their English in a non-threatening context before contributing to a larger audience or writing. This, alongside circle time and a no-tolerance policy to non-supportive behaviour also builds confidence and encourages risk-taking.

The pupils themselves identified the supportive learning elements of the classroom environment and also demonstrated how teaching had scaffolded their use. When asked what helped them to do well, one child said *'my teacher and the things around the classroom – word banks and phrases and the different types of words on the circular bits of*

*paper, like he ran, skipped, jumped.*' Another child at a higher level of fluency elaborated *'and the teacher tells us to do the actions. On our window we have vocabulary work, strong language, very good adjectives. Every time we write we can look at them and have some ideas for what we write. I read what I've written then I add one and carry on writing, then I read it to see if it makes sense. If it doesn't then I try another one.'* An observation in a Year 5 classroom revealed how the learning environment had been created by staff and pupils to immerse themselves in the topic and the language. These word banks were visible, many having been developed by the pupils through annotating pictures, which depicted the topic environment thus making it specific to their contexts. Generation and display of vocabulary alone, however, can result in inappropriate use. Observations illustrated a teacher's awareness of this:

*As part of a project with the National Theatre, which included watching a production and workshops, Year 5 pupils were working collaboratively on editing their own play scripts supported by photos of their drama and freeze framing sessions. The teacher moved amongst groups helping them to make the scenes more cohesive, encouraging and scaffolding the language needed to do this. Prompting them to include adverbs in the stage directions one child responded by describing the character as 'glaring'. Recognising the tendency for learners with EAL to use adventurous vocabulary, but often inappropriately, she prompted a discussion which resulted in the group exploring possible vocabulary and a decision to change it to 'glancing around.' Pupils continued to explore the use of vocabulary within the context of the task and commented that 'working together gives us ideas and helps us find words'.*

This focus on talk was emphasised by all staff, who believe that it's not about 'mass labelling' but planned opportunities for pupils to hear the language and be encouraged to use it. The assistant head emphasised the importance of vocabulary identification and development, explaining that this is a focus of lesson observations to ensure that *'teachers are aware that vocabulary is not static, otherwise vocabulary on the walls becomes static.'* A newly-arrived child explained that *'I talk with my partner and I learn English and ideas and words.'* As a result of training, the school has had a renewed focus on the use of drama and especially of oral rehearsal after modelling, supported by experience, visuals and objects. It has participated in an Oxford story-telling project based on the 'Talk for Writing' initiative. This staged approach is based on the modelling of story and teacher identified target language through storytelling supported by gestures and a story map. Following this, pupils become story tellers through developing their own maps, stepping out and then telling the story – 'hear, map, step, speak' and then write. Class teachers described the impact that the approach has had on pupils' writing and showed three examples from Year 4, demonstrating between 2 sub levels and 1 level progress between October and March. Pupils themselves identified teacher modelling and contextualising as being a strategy which helped them do well. One child explained *'she (my teacher) does it first on the board on a different subject so we don't copy it and then we do on our own'*, whilst another said *'the teacher explains clearly to us and if we don't understand they draw something or give us examples.'* One teacher described how you need to *'constantly read faces for understanding; repeat, pair and group pupils so they can listen and understand'*.

Interviews and observations clearly demonstrated the school's focus on creating a safe and meaningful learning environment and on the use of strategies which identify and develop language through structured and scaffolded activities. Pupil's comments also showed how these strategies are clearly modelled and taught, thus becoming part of their own learning repertoire.

## Targeted support

All pupils underachieving or at risk of underachieving are identified through data analysis and pupil progress meetings, where strategies for addressing their needs are discussed. If EAL is the significant need, additional support is not an automatic response; a lesson observation might follow to identify any changes or additional strategies a class teacher could implement to enhance the learning of the pupils with EAL and this includes ensuring that pupils at earlier stages of English have opportunities to demonstrate rather than articulate their understanding. As the headteacher emphasised *'EAL is not SEN and we clearly differentiate between the two.'* Pupils' progress through the stages of English is monitored and cross-referenced against their NC levels to support identification of SEN. Where concern arises, interventions or additional support is given, especially to close any gaps in learning for those pupils who arrive in KS1/2. If this targeted support has no impact then the pupils are referred. Additional support, mostly in-class is given by a teaching assistant who has completed a long EAL course and an HLTA, who commented that *'the pupils work together, they're not isolated, they work with the others and learn from their peers.....when they have support from other pupils they feel more comfortable and they learn in context.'* Some withdrawal sessions focus on issues such as vocabulary development or catch-up phonics. However, the inclusion manager retains an overview of such support, explaining that *'individual interventions give pupils a bit of a break and support their learning, but it is important that pupils have foundation subjects (in class) because that's where language development happens.'* The teaching assistants also welcome new arrivals into the school, following an induction and familiarisation programme and identifying and planning for their immediate needs. However as one explained, *'they're more confident because everyone understands where they are coming from. There's no fear here .... because so many pupils and teachers speak different languages.'* They also emphasised how they work in a team, closely liaising and planning with teachers and summarised the ethos as *'talking to a child rather than at them.'*

## Partnership with parents

All staff interviewed emphasised the importance of the school's partnership with the parents and carers. As a teaching assistant explained *'there is an open door for parents. I don't think we could do it without working with parents. Even when they don't speak English, we get interpreters, but European languages are used by lots of staff in this school.'* Another said that parent support is really good because the school encourages it. The headteacher explained that they were very conscious that parents with EAL want to engage with their children's learning, but don't always know how to do this in an unfamiliar educational system. Fronter is widely used to give parents access to the classroom: they can see samples of work which demonstrate expectations, watch videos of school assemblies and read short stories. This access to classwork and homework allows parents to sit with their child, thus learning alongside him/her. One pupil interviewed said *'when you've got your homework, my mum and dad look to see what I am learning at school. If something is really hard then she helps....and it tells you where the free museums are.'* Another pupil who is at an early stage of speaking English, explained *'Fronter help you for learning English, the subjects. The teacher puts websites for help you learn English and information about this school, about how you are at school (for my mum and dad).'* School research indicated that most parents had access to a computer, although weren't always confident in its use. The IT coordinator ran training sessions and workshops during parents' evenings to enable them to develop their skills, especially those related to supporting their children's learning. Parents without access were advised of the use of school laptops, both in and out of school and access via libraries and internet cafes. Family learning sessions focused on computer use, saw a high percentage of fathers attending morning sessions with the trainer, followed

by work with the children in the afternoon. Teachers encourage parents to continue using their first language, offering interpreters where required for meetings and make suggestions about how they can support their children's learning at home. In school, parents contribute to learning about their children's cultures, celebrations and languages, but are also invited to respond to the school termly curriculum maps and thematic planning which are shared with all parents. An example of this is where the school has adjusted its RE planning, following feedback from Somali parents suggesting that learning about religious festivals might be better placed at the time of those festivals. As a result the map is reviewed annually to focus teaching about each religion at the time of its celebratory events and parents' active involvement has increased. The school curriculum is regularly reviewed to ensure its appropriateness and access for all pupils. A topic entitled 'our heritage' has been introduced, in which pupils work with their families to produce presentations to educate their peers about their own heritage, culture, traditions and daily life.

All evidence collected reflected Ofsted's comment, *'the school involves parents very fruitfully, both as part of the community and in developing their children's learning.'* (Ofsted 2009; p7). This has long been recognised as a crucial factor in ensuring a pupil's success.

It was evident that Allen Edwards School has an integrated approach to education, a caring pastoral system, a commitment to raising achievement and strong links with the parents and community. With appropriate support both in their first language and English, it can be seen that pupils with EAL achieve very well and succeed once their level of fluency in English has developed.

## CROWN LANE PRIMARY

### Background

Crown Lane School is a larger than average primary school located in the south of the LA close to the Croydon border. It is a highly inclusive school and makes an outstanding contribution to community cohesion through its excellent local links with the community and parents. In 2011 there were 485 pupils on roll. 55% of pupils were eligible for free school meals. The school also had a high proportion of pupils learning English as an additional language (52%) and 44% of pupils were not fluent in English. There is a high mobility rate, with many of the new arrivals speaking no English. It draws upon a catchment area experiencing substantial disadvantage. 55% of pupils were entitled to a free school meal in 2011 which was substantially above the Lambeth average of 36%.

The school population is ethnically very diverse. Of the 485 on roll in 2011 about 29% were African, 23% Black Caribbean, 10% White British, and 5% in each of Black Other, Mixed White and Black Caribbean, Portuguese, and White Other. Approximately 36 languages are spoken in the school. The most common mother tongue languages in 2011 were: English (48%), Somali (13%), Portuguese (6%), French (6%) and Arabic (3%).

The most recent Ofsted inspection confirmed that: *'Crown Lane School is a good school. It provides a good education for its pupils'* (Ofsted 2012, p.4). Despite challenging circumstances and a low starting point when they start school, pupils make good progress overall.

**Table 1. Key Stage 2 Results 2005-2011**

	Pupils with EAL- Crown Lane				All Pupils- Crown Lane			All Pupils- Lambeth			National -All *
	English	Maths	Av.	No	English	Maths	Av.	English	Maths	Av.	
2005	58%	33%	46%	12	56%	35%	46%	76%	68%	72%	77%
2006	75%	56%	66%	16	71%	60%	65%	78%	70%	74%	78%
2007	52%	43%	48%	21	59%	44%	51%	77%	71%	74%	79%
2008	60%	47%	54%	15	65%	48%	57%	80%	74%	77%	80%
2009	79%	83%	81%	24	73%	73%	73%	79%	78%	79%	80%
2010	89%	83%	86%	35	76%	73%	75%	82%	81%	82%	80%
2011	76%	88%	82%	33	64%	76%	70%	84%	83%	84%	81%

\* Average for English and Maths

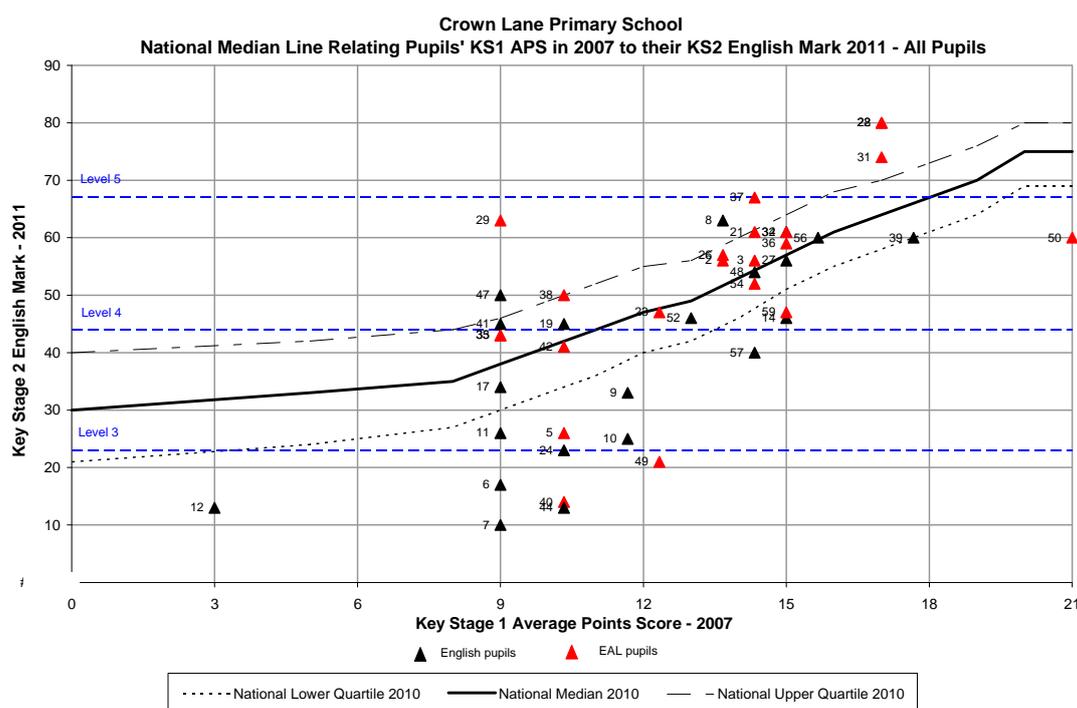
The performance of pupils with EAL in the school has shown a strong upward trend since 2005, up an impressive 55 percentage points in maths and 16 percentage points in English. Furthermore pupils with EAL in the school have outperformed overall results nationally for the last three years.

**Table 2 – Percentage of pupils with EAL making two levels of progress**

	Crown Lane (EAL)		Lambeth (EAL)		National All pupils	
	English	Maths	English	Maths	English	Maths
2009	94%	100%	92%	87%	81%	80%
2010	97%	93%	96%	91%	83%	82%
2011	85%	92%	92%	91%	84%	83%

Table 2 shows the percentage of pupils who made two levels progress between KS1 and KS2. Nationally in 2011, 84% of pupils made two levels of progress in English, and 83% in maths. At Crown Lane, EAL progress in both English and mathematics has consistently been higher than national progress in English and maths. Progress between KS1 and KS2 is also shown in Figure 1. This compares the relative progress made by all pupils in the school with progress made nationally by all pupils in England. The median line graph shows whether pupils in the school are doing better or worse than other pupils nationally.

**Figure 1. Crown Lane Value Added Between KS1 2007 and KS2 English 2011**



Looking only at the pupils with EAL in the school, progress is as expected nationally, with 24% in the lower quartile, 52% in the interquartile range, and 24% in the upper quartile. This represents better progress than in the school overall, where 35% were in the lower quartile, 49% in the interquartile range, and 16% in the upper quartile.

Central to the school's success in raising achievement of and progressing pupils well are:

- A strong leadership team led by an outstanding headteacher,
- Effective use of data,
- High quality teaching synonymous with high quality EAL practice,
- Creative and engaging curriculum,
- Good care, guidance and targeted support for pupils with EAL.

The evidence used to inform the judgements made here includes interviews with:

- Headteacher,
- Assistant headteacher/inclusion manager,
- One EAL teacher,
- One EAL teaching assistant,
- Six pupils from Years 4, 5 and 6

and

- Scrutiny of relevant documentation including previous Ofsted reports<sup>3</sup>; and attainment data.

The school was visited for one day in March 2012 to gather school-identified good practice evidence in raising the achievement of pupils with EAL. Details of the findings are discussed below.

## **Leadership and management**

The leadership of the headteacher has been decisive in sustaining improvement in the school. There is a real sense of teamwork and commitment to realise the shared vision of ensuring all pupils reach their potential. Together, they ensure there is a clear, shared vision placing the needs of pupils at the heart of the day to day life of the school. As a result all pupils, whatever their background, achieve very well. Ofsted confirmed that:

*'The headteacher has a clear and unwavering vision for his school which is supported and implemented by all staff. He communicates his high expectations persuasively so that all have a shared sense of direction and feel part of a successful team. School leaders keep thorough checks on all aspects of school performance and manage the quality of teaching well.... They know exactly what actions to take next as a result of thorough systems of school self-evaluation' (Ofsted 2012, p8)*

The leadership team knows the school's strengths and weaknesses well and this is evident in the high quality of the school's self-evaluation. Interviews with the headteacher, assistant headteacher/inclusion manager, EAL teacher and EAL teaching assistant, supported by a review of the available school documents also confirmed that there is a very good monitoring system in place and effective procedures for tracking the performance of pupils. As a result, intervention strategies have been effective in raising standards, underpinned by prioritised spending focused on establishing a large team of skilled adults to deliver this support. Teachers know their EAL learners very well and enjoy a positive and purposeful relationship. This is based on a clear focus from staff on ensuring that teaching and learning recognises and responds to individual differences. The school attaches great importance to the effective use of data for tracking and monitoring performance and target setting. It is used effectively to monitor individual pupils' academic progress and identify those who may be underachieving. Clear targets are provided for them and a range of support is available for those who are underachieving.

*Ofsted argued that 'The school's success has undoubtedly been brought about by the diligent efforts of staff. They have been guided by the dynamic leadership of the headteacher with strong support from his extended leadership team. All have a very clear vision of high-quality provision. Leaders check the school's performance rigorously and offer constructive advice and training to staff. In this way, the quality of teaching and learning, and consequently pupils' achievement, is constantly improving' (Ofsted 2012, p.4)*

Inclusion is at the heart of Crown Lane School. A team of experienced and well qualified specialist teachers, under the guidance of the inclusion manager, works to support the needs of pupils with EAL, particularly those at the early stages of English language acquisition. All pupils are supported to reach their full potential. The key to the success from the leadership team is ensuring that carefully targeted interventions run alongside, not instead of, high quality classroom provision. Rigorous monitoring and assessment systems feed into individualised target setting and ensure that each child is given the right support.

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<sup>3</sup> Ofsted (2012). Crown Lane Primary School Inspection report, [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

As Ofsted said, *'In this highly inclusive school, every child matters and individual needs are considered very specifically.'*

## Use of data

Use of individual pupil progress and achievement data are at the heart of Crown Lane school's improvement agenda and is a strength of the school (see Table 3 and 4). The school is good in assessing all pupils and teachers look at data carefully.

As the headteacher explained *'There is rarely one factor accounting for underachievement.....there are so many groups and even within groups pupils do well, so we need to ask why? We need to drill down further to the individuals. For example, the data for a Somali pupil who made rapid progress gave a false impression for the 'Somali group', where many had been a 5c for a while.'* The teachers use the data incredibly well for personalised learning and there is a well- developed tracking system with detailed assessment data and background information including ethnic background, language spoken, level of fluency, SEN stage, data of admission, mobility rate, years in school, which teacher's class has been attended, attendance data, type of support and postcode data that is used for tracking pupil progress

Good practice in the use of data and evidence provided during the school visit confirmed that:

- The school is data rich and uses FSP, KS1, KS2 assessments for monitoring performance and to look at whole school, class, group and individual issues.
- Data are widely shared with classroom teachers, senior leaders and inclusion staff. There is evidence that individual classroom teachers use data for lesson planning, to track the progress of pupils, to inform targets for individual pupils and ethnic groups, to identify weaknesses in topics or aspects of class teaching as a whole. The school uses data for targeted support and the staff spend a good deal of time during the year *'drilling down'* to individual needs.
- Pupils with EAL are identified through individual initial assessment and on-going 'stages of English' data which is updated three times per year.
- Data is used as a baseline to monitor and review individual pupil progress, especially to identify signs of underachievement or unusual potential and to help set targets for pupils and subject departments.
- Subject teachers and teaching assistants use data and other assessment information to review the performance and expectations of pupils.
- Test results and teacher assessments are analysed to illuminate aspects of pupils' performance.
- The school also uses a range of other comprehensive benchmarking, contextual and value-added reports provided by the Local Authority, FFT and national data from RAISEonline.

Interviews with the inclusion manager, EAL teacher, learning mentor and EAL teaching assistant, further suggested that the school uses data to track pupil progress, set targets, identify underachieving pupils for further support, inform teaching and learning and strategic planning and the setting and grouping of pupils.

The most common type of interventions employed in the school where data analysis had highlighted issues to be addressed, were specific EAL programmes like 'Talking Partners', talk groups, one to one support or booster groups, specific reading programmes and making changes to the teaching or curriculum such as more personalised or differentiated teaching to meet the needs of pupils with EAL or SEN or pupils in targeted initiatives to improve performance.

**Table 3. Sample of spreadsheet to track Pupils progress for Year 5- Reading**

Name	Reading- Pupil Progress Year 5									
	KS1	APS	July Y4	APS	Autumn Term 2	APS	Spring Term 4	APS	Summer Term 6	APS
	Pupil 1	2b	15	2a	17	3b	21	3b	21	3a
Pupil 2	2b	15	3b	21	3a	23	4b	27	4b	27
Pupil 3	2c	13	3a	23	3b	21	3a	23	4c	25
Pupil 4	1c	7	2b	15	2b	15	2a	17	2a	17
Pupil 5	2a	17	4c	25	4c	25	4b	27	4a	29
Pupil 6	1c	7	3c	19	3b	21	2a	17	3b	21
Pupil 7	2a	17	4c	25	4c	25	4b	27	5c	31
Pupil 8	2a	17	4b	27	4c	25	4b	27	5c	31
Pupil 9	2b	15	4c	25	4c	25	4c	25	4c	25
Pupil 10	2b	15	3b	21	3a	23	3a	23	3a	23
Pupil 11	W	5	1c	7	1c	7	1c	7	1c	7

N.B: The school uses this for all year groups' progress including for writing, reading and maths. This is a sample for reading.

**Table 4. Sample of spread sheet to track pupils' progress for Y5 - Reading, Writing and Maths**

Name	WRITING					READING					MATHS				
	KS1	July Y4	Autumn Term 2	Spring Term 4	Summer Term 6	KS1	July Y4	Autumn Term 2	Spring Term 4	Summer Term 6	KS1	July Y4	Autumn Term 2	Spring Term 4	Summer Term 6
Pupil 14	2a	3a	3a	3a	4c	2a	4c	4b	4a	4a	2b	3b	3b	3b	3a
Pupil 15	1a	3c	3c	3c	3b	1a	2b	2a	3c	3b	1c	2b	2b	3c	3b
Pupil 17	2b	3b	3a	3a	4c	2b	3b	3a	3a	4c	2b	3b	3c	3b	3a
Pupil 18	W	1b	1a	2c	2c	W	1c	1a	1a	2c	W	2c	2c	2a	2a
Pupil 19		2b	2a	2a	3c		4c	3b	3a	4c		3b	3c	3b	3a
Pupil 20	1a	2b	2b	2a	3c	2c	2b	2a	3c	3c	2b	3b	3c	3b	3a

N.B: The data system is highly flexible. The spreadsheets can be retrieved by English as Additional Language, ethnic background, language spoken, free school meals, SEN stage, attendance rate, types of support, class attended, etc and is used by classroom teachers

Overall there are excellent data systems for monitoring the work of pupils with EAL, identifying those who need additional help or extra support and monitoring the impact of

such support. This also means that those with learning difficulties receive the help they need, whether it is emotional or academic. Pupils who need support in learning English are equally well provided for and all pupils know and understand their targets, being clear about what they have to do to improve. Parents are also fully consulted in order to help focus support where it can be most effective.

### **Pupil voice**

We asked a focus group of pupils with EAL to explain what they liked about their school. Two pupils from each of Years 4, 5 and 6 were interviewed and they gave a number of reasons why they like the school:

*'School is fun.'*  
*'They help us to improve our English language. I speak Portuguese.'*  
*'They help us to learn English. I speak Polish.'*  
*'Teachers help you with Maths.'*  
*'I like play time in the school.'*  
*'I like the school because the school have good teacher.'*  
*'Teachers help me to do maths and writing.'*  
*'The school is fun and good.'*  
*'I like playing with friends.'*  
*'I like the school because it is a good place for learning.'*  
*'Teachers help us to learn.'*  
*'I like the breakfast club.'*

Pupils enjoy their lessons and their play-time and get on exceptionally well with each other and with the adults in the school, saying, *'We're learning and having fun at the same time.'* The views expressed by pupils are also supported by the recent Ofsted inspection which states that:

*'The school promotes pupils' well-being effectively by helping them to develop their self-esteem and confidence, particularly those pupils whose circumstances might make them vulnerable. Consequently, they feel safe and valued and enjoy coming to school.. ...*  
*The breakfast club exemplifies the warm, stimulating, high-quality care given to pupils. It provides a very good start to the day and encourages many pupils to attend school and arrive on time. The caring ethos of the school is evident in all the school's actions and interactions between staff and pupils. Pupils relish responsibility and eagerly take advantage of the many opportunities to participate in a wide range of after-school events and are very well informed about other people's needs' (Ofsted 2012,p.7).*

### **Teaching and learning**

In a school where a high percentage of pupils have EAL, the headteacher believes that it is the focus on developing English across the curriculum that underlies their success. Key to this is the principle that everyone in the school has an understanding of EAL pedagogy and that *'pupils are enthused about their learning, seeing and doing rather than just listening.'* High quality teaching is synonymous with high quality practice for EAL learners, focusing on extending language, with EAL pedagogy threaded throughout the curriculum. Ofsted recently commented that *'Consistently effective teaching has been the key factor in promoting pupils' good progress.'* (2012, p 4). The headteacher explained the underlying principle that it is not about EAL teaching, but recognising that high quality teaching encompasses EAL strategies and practice. Staff training, initially through the EAL

programme and subsequently with the school's focus on the creative curriculum and emphasis on 'Talk for Writing' has ensured that all teaching and learning approaches incorporate effective EAL practice. Continuing training has built on this, ensuring that, as the headteacher described, *'if pupils have to overcome the complexities of language in problem-solving or in reading then that needs to be built into teaching.'*

Reorganisation has created a single phase which includes the Nursery, Reception and Year 1 classes. The Headteacher explained that this has smoothed the transition between year groups, allowing the needs of different pupils to be met, especially those of pupils who continue to need play-based learning and that this appears *'to have helped a lot of pupils with EAL breakthrough to writing earlier.'* Aware of difficulties of access to the curriculum for many pupils, a review of the Teaching and Learning policy has ensured that all learning is contextualised through experiences, visuals and a closely linked thematic approach to learning. Teachers are released in teams for planning and are joined by the support staff for parts of the sessions. Topics, planned in detail, are introduced through stimulating experiences for example the superimposition of a dragon on the school roof or the discovery of a message in a bottle in a sand and shell strewn classroom. Ofsted (2012, p6) described the curriculum as *'exciting and well-planned ... well thought out so that teaching enables pupils from all backgrounds to enjoy learning, achieve well and gain many skills for their wiser personal development.'* The learning sequence is exemplified through working walls used as a tool, in classrooms that *'glisten with wonderful displays.'* (Ofsted 2012, p6). Key vocabulary is evident throughout the school and a focus on oral sentence structure is developing from KS1 into KS2. Planned talk, rather than opportunities for talk, underpins learning, whether in maths or through the discussion in the daily guided reading sessions. When interviewed, one pupil commented that upon arrival *'Everyone was talking so I could learn the word from them.'* The nature of the curriculum stimulates talk amongst the pupils and the teaching strategies recognise the role of collaborative learning in both cognitive and language development. Pupils' cognitive abilities, first language and good English language models are considered when organising group and partner work. The 2012 inspection identified that the pupils *'really enjoyed working in groups to complete the challenging task of solving symmetry problems'* and in their letter to the pupils of Crown Lane following the inspection, inspectors stated *'you relish working in groups and helping each other to learn and you readily help classmates when they find things difficult.'*

The assessment of the pupils' progress through the stages of English is built into the school's assessment cycle. All class teachers, with advice and support from the EAL team, reassess pupils' fluency levels using the information gathered during the termly assessment week and are therefore fully aware of the pupils' developing English and can plan for their needs. During a tour of the school, one class teacher when asked randomly about her pupils talked about the numbers, the levels of fluency and English language development amongst them.

Both interviews and evidence gathered highlighted the staff's awareness of ensuring that their pupils with EAL could access and understand the curriculum, of planning for English language development and using strategies such as the role of planned talk to secure learning.

## **Targeted support**

### *EAL*

Teamwork with the inclusion manager underpins the additional support for pupils. During termly Learning Assessment Forum meetings, the class teacher discusses the performance

and progress data for all pupils, including the stages of English with the headteacher and assistant headteacher/inclusion manager. They are analysed to identify the pupils underachieving or at risk of so doing. Appropriate interventions are identified and delivered from Reception to Year 6 and are monitored for effectiveness. Teaching and learning is supported by a team of two EAL teachers and a designated EAL teaching assistant. All designated EAL teachers have received specific training related to an understanding of EAL pedagogy and teaching strategies. The inclusion manager and both EAL teachers completed the five day course and the EAL teaching assistant is ESOL qualified. There is a clear rationale to the targeting of support, which gives long term year group focused support, but all staff emphasised the flexibility of their timetables, to ensure that the changing needs of the school could be met effectively. Bilingual teaching assistants' support is focused in the Early Years Foundation Stage and Year 1, with the dual aims of building the pupils' confidence and supporting them in using and transferring their first language skills and also to focus on developing a school partnership with the parents and carers. The language skills of all the staff are recognised and valued, with the school policy of flexibility enabling them to be used, when and wherever required across the school.

### *EAL Teachers*

There are two EAL teachers, (1 F/T equivalent), whose work is focused in the Reception, Year 1 and 2 classes and an EAL teaching assistant who supports new arrivals in KS2. The EAL teachers work in partnership with the Reception and Year 1 class teachers during the mornings, making suggestions for planning, team teaching and modelling both language and activities with the teachers and supporting the pupils in their class-based learning. This model of working enables their specialist knowledge to be shared with class teachers, building sustainability. They liaise closely with all members of staff to ensure targeted teaching and support. Alongside these key functions the role of the EAL teacher also includes having an overview of the assessment of the pupils' stages of English, analysing the data, identifying interventions and strategies, resourcing and inducting new arrivals in KS1. They have also been trained to deliver the Talking Partners intervention programme, designed specifically to develop English for EAL learners in literacy and run sessions during the afternoons, for targeted Year 2 and 3 pupils. The content of these are linked to class topics and have had a significant impact on their language and literacy development as demonstrated by the pupils below.

### **Case studies**

**Child A Case Study:** Child A joined the school at the beginning of Year 1, new to both schooling and English. She remained silent for seven months, but following participation in the Talking Partners programme is now at stage 3 fluency and working at levels 2B/A in Year 2.

**Child B Case Study:** Child B arrived in Year 2 in June 2011 from abroad. She was very shy, with basic English and had a speech impediment. She joined the 'Talking Partners' group and thoroughly enjoyed the sessions. Before the intervention she was recorded as P8 for both reading and writing and regarded as having special needs. On completion of the ten week programme, she was assessed at 1C for reading and 1B for writing and has now progressed to 1A in both. Her teacher was surprised at how much she had grown in confidence, how much happier she was in class and how much she was able to access. He also noted her increased confidence in asking questions, whenever she did not understand or know what to do. Although she does still have a speech problem, it doesn't bother her or anyone else and she is having speech therapy now.

This deployment exemplifies the team working within the school, with sessions clearly linked to the class topics and regular liaison with and feedback to the class teachers.

The second teacher runs talking groups focusing mainly on children in the Reception and Year 1 classes, with the aim of developing and broadening their use of English at a young age. She works mostly in conjunction with the class on the focus genre and texts, for example using the current story of 'The Gigantic Turnip' her groups have re-read the story interactively, counted the animals, sequenced them and the events, the months of the year and looked at colour adjectives, their language scaffolded with the use of sentence stems. With pupils in Years 2 and 3 who are at early stages of fluency in English, she uses resources and strategies from the EAL professional development materials and the NS Developing Early Writing and Grammar for Writing. Recognising that these are more likely to have an impact if taught in context, they are selected and adapted to link with the class topics and activities. Their focus is on specific areas of grammatical development, for example verbs and prepositions to support sentence and vocabulary building. Alongside this, pupils' oral language development is supported through 'talking groups' for Somali pupils led by a Somali EAL support worker, who focuses his and the pupils' talk around the books being used in class and also advises Somali parents/carers and for Polish pupils led by a Polish speaking Teaching Assistant. These interventions respond to the needs identified by the school and have targeted pupils and parents/carers from different communities as these have changed over time.

#### *EAL Teaching Assistant*

As a school with high levels of pupils joining throughout the year, many of whom are new to English, the headteacher identified really good induction as being fundamental to the rapid progress of new arrivals and the EAL teaching assistant plays a key role in this induction.

The entrance to the school immediately highlights the multi-ethnic and multi-lingual nature of the school community, with a board welcoming new arrivals and another exemplifying the languages of the pupils. All new arrivals are welcomed by the assistant headteacher with responsibility for inclusion, who arranges a date for an initial meeting supported by an interpreter when required, to gather detailed information about the pupil, including the family language used and previous schooling in all countries. This is also seen as an opportunity to share information with the family, to explain the education and school systems and introduce them informally, to other parents or staff who share their language. Meanwhile class teachers and pupils are able to research the pupil's language and learn some key words and phrases from the information on the school's Fronter page, to welcome the pupil into the class. Following these initial meetings, the EAL teaching assistant supports pupils with limited English joining Key Stage 1 and 2 to settle into school, introducing them to a trained buddy, where possible sharing the same language. The pupils are also supported by a team of other pupils forming the 'Crown Lane Interpreters', when required. These roles have a high profile amongst their peers and staff, with pupils' contributions being rewarded with certificates. An initial assessment in first language where possible and in English, maths and literacy using specifically prepared materials, is made and the information gathered is shared with all members of staff involved. The teaching assistant's first session of the day is timetabled to support the newly arrived Year 6 pupils, following a programme of work designed in conjunction with the EAL teachers to develop the English required to operate on a daily basis and begin to access the curriculum. This incorporates 'catch-up phonics.' She also liaises closely with the Year 6 teacher and teaching assistant to enable the learning and support to be continued into the classroom lessons. Having identified that many of the pupils learning EAL become successful decoders in reading, but with less well-

developed understanding, the EAL teaching assistant is timetabled in the afternoons to use the comprehension activities from the Better Reading Partnership materials with targeted pupils with EAL in Key Stage 2. She also described how her training in additional language acquisition, enables her to identify areas of difficulty for pupils, especially in grammar and to draw upon a range of available resources to address these.

This focused support, especially in Year 6 aims to prepare a pupil for the transition to Secondary school, to narrow the achievement gap as quickly as possible, so that the pupils begin 'on a level playing field'. Its impact is demonstrated in the case study below:

**Child C Case Study:** Child C arrived at the end of Year 5, fluent in both oral and written Portuguese, but completely new to English. He was assessed so that the class teacher could plan to meet his cognitive learning needs and supported by the EAL teaching assistant using the Lambeth New Arrivals materials, who liaised with the class teaching assistant so that it could be continued in the classroom context. He was partnered with another Portuguese speaking child who supported him during his early days. As his English developed, the EAL teaching assistant recognising the typical EAL reading development of successful decoding, but without matching comprehension, started to draw upon the Better Reading Partnership programme. Although not a specific EAL intervention, she used the materials selectively, focusing on developing his comprehension. In less than a year he has made eight points' progress in writing and twelve points progress in reading.

Alongside this, both pupils and staff identified how the use of withdrawal sessions has played a key role in developing a pupil's emotional security and readiness to learn. Members of the EAL team commented that '*.. it helps them (the pupils) feel safe and secure ..... they are happier to talk in a small group or one to one' and "they give very little away in class, but you get so much information when they are withdrawn."* A pupil also commented on how working in a small withdrawal group helped him improve his writing. However, it should be reiterated that all staff regard establishing high quality class teaching as the key priority, with withdrawals and interventions used for identified time periods and evaluated rigorously. The assistant head continuously tracks the interventions to ensure that the support is relevant, effective and that no pupil spends too long out of the classroom. She described how this had led to the identification of a plateauing of progress following the ending of an intervention. In response the staff have renewed the focus on building the transition from intervention to class, supporting the pupil to continue applying their learning through improved communication channels between the teaching assistant who led the intervention and the class teacher.

#### *Other targeted support*

There is an additional teacher focusing on 1:1 support in Years 4, 5 and 6 and another supporting writing in Years 4 and 6. If during LAF meetings, data or teachers have flagged up concerns relating to progress, then the range of possible interventions are considered. Pupils with EAL may be selected for these, when and where appropriate. However, the staff's knowledge of EAL pedagogy has enabled them to tweak programmes to ensure they are appropriate for EAL learners. An example of this is where nineteen teaching assistants have been trained to deliver the Better Reading Partnership programme, but effective EAL practice has fed into this, for example focusing on the book introduction to develop an understanding of context, of culture-specific aspects and unfamiliar vocabulary. Both EAL staff and teaching assistants commented on how this had also enabled them to transfer and apply their newly learnt skills in the classroom.

It is clear that the school has established effective structures and processes to identify pupils' knowledge and understanding to inform planning for progression in both the curriculum and English language learning. Evidence suggests that staff are clearly aware of

the differences in barriers created by learning needs and English language development, implementing and monitoring targeted interventions including those specifically related to their language learning needs, when this has been recognised as the barrier.

### **Partnership with parents**

It is a reflection of the high language profile within the school that both pupils and parents use and talk freely about their home languages. The school tries to ensure that parents, like their children, have equal access to information as for example in the provision of the Ofsted inspection questionnaires in their home languages. If concerns arise with regard to or from any particular community or language group within the school, the staff work hard to identify and support their needs. In the past they have worked with Somali and Portuguese parents to enable them to support their children's learning. Currently, teachers are working with the parents of pupils with EAL who are participating in reading interventions, encouraging them to join in workshops to learn how best to support their children's reading at home. Homework also recognises the parents' role in educating their child and reflects this desire to work in partnership with parents, with family projects replacing more traditional forms of homework. Parents are asked to work with their children on a specific task, maybe building a topic-related model, thus refocusing the learning, as described by the headteacher, on '*the talk and research between children and siblings or parents,*' rather than written outcomes.' This also enables parents to support both their child's learning through their stronger language and also their child's first language, known to be key to the development of an additional language and ensure that parents can be actively involved in their child's education.

## ST ANNE'S PRIMARY SCHOOL

### Background

St Anne's School is a larger than average Roman Catholic primary school, located in the Vauxhall area. In 2011 there were 413 pupils on roll. 33% of pupils were eligible for free school meals, which is about the same as the LA average. However, the school also had a very high proportion of pupils learning English as an additional language. About 88% had English as a second language; furthermore, 68% of pupils were not fluent in English. The inward mobility rate for 2011 was 5%. It draws from a catchment area experiencing substantial disadvantage.

The school population is ethnically very diverse. Of the 413 on roll in 2011 about 38% were African, 25% Portuguese, 17% Other ethnic group, 5% Other White and 5% White British, in addition to a number of other ethnic backgrounds.

About 33 languages are spoken in the school. The most common mother tongue languages in 2011 were Portuguese (28%), Spanish (15%), English (12%), Tigrinya (10%), Akan/Twi/Fante (7%), Igbo (6%), French (5%), Lingala (4%) and Polish (3%).

Despite challenging circumstances and low attainment at entry, results for all pupils at KS2 have improved consistently over the past years under the transformational leadership of the headteacher.

**Table 1 - Key Stage 2 Results 2005-2011**

	Pupils with EAL - St Anne's				All Pupils - St Anne's			All Pupils- Lambeth			National -All *
	English	Maths	Av.	No	English	Maths	Av.	English	Maths	Av.	
2005	92%	68%	80%	37	90%	71%	80%	76%	68%	72%	77%
2006	87%	76%	81%	38	89%	77%	83%	78%	70%	74%	78%
2007	95%	68%	82%	36	94%	68%	81%	77%	71%	74%	79%
2008	73%	78%	76%	40	75%	78%	77%	80%	74%	77%	80%
2009	73%	82%	78%	49	76%	82%	79%	79%	78%	79%	80%
2010	79%	86%	83%	43	81%	87%	84%	82%	81%	82%	80%
2011	91%	91%	91%	43	90%	88%	89%	84%	83%	84%	81%

\* Average for English and Maths

For the greater part of the last seven years, the overall attainment of pupils with EAL in St Anne's has been higher than nationally. Attainment in 2011 was particularly impressive with 91% gaining level 4+ in English and also in maths. This compares to national figures of 80% and 82% respectively.

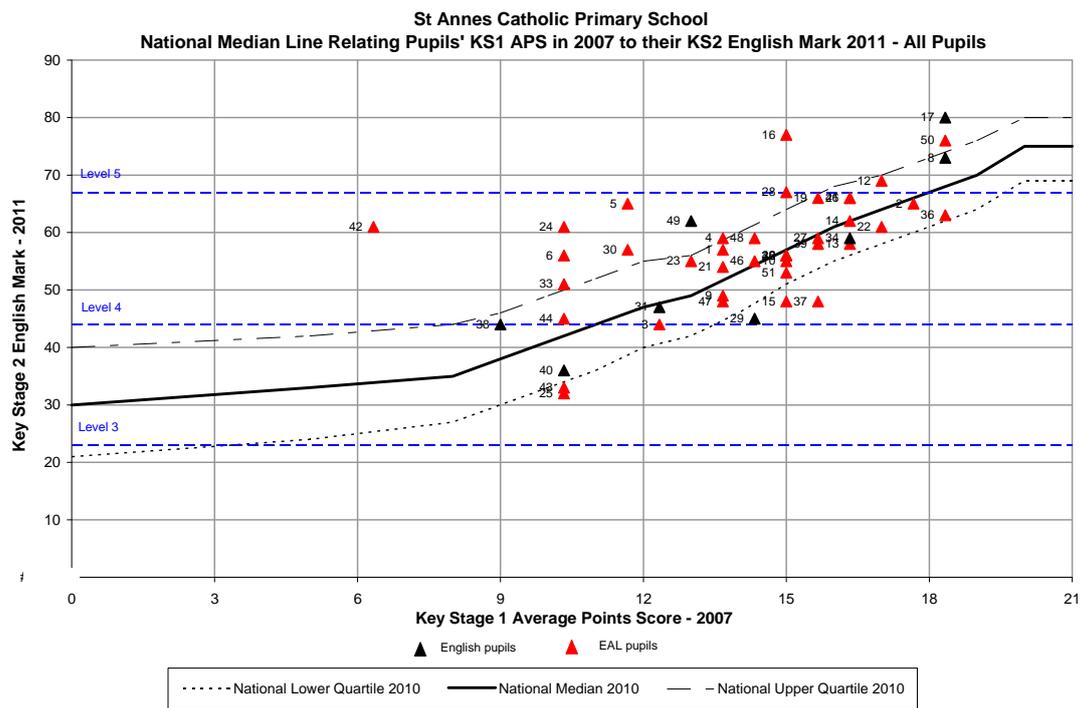
**Table 2 – Percentage of pupils with EAL making two levels of progress**

	St Anne's (EAL)		Lambeth (EAL)		National All pupils	
	English	Maths	English	Maths	English	Maths
2009	85%	88%	92%	87%	81%	80%
2010	98%	94%	96%	91%	83%	82%
2011	98%	98%	92%	91%	84%	83%

For each of the last three years, pupils with EAL in St Anne’s have been more likely to make two levels progress in both English and maths than all pupils nationally. In 2011, 98% of St Anne’s pupils with EAL made two levels of progress in English, and the same proportion achieved this in maths. The corresponding national figures were 84% and 83% respectively (see Table 2).

Value added progress between KS1 and KS2 which compares the relative progress made by all pupils in the school with progress made nationally by all pupils in England is shown in Figure 1. The median line graph shows whether pupils in the school are doing better or worse than other pupils nationally.

**Figure 1. St Anne’s Value Added Between KS1 2007 and KS2 English 2011**



Both pupils with EAL and pupils overall in the school had the same proportion of pupils in each of the quartiles. Only 10% of pupils were in the lower quartile, (compared with 25% nationally), 67% were in the interquartile range and 23% were in the upper quartile. This suggests that the majority of the pupils in the school make progress above the national average and there are fewer pupils making a slower rate of progress than nationally.

Overall attainment on entry to the school is well below average. Despite this, evidence from value-added and pupils’ progress in the school suggest that pupils do make good progress between Key Stages and the school is in the top league in value-added nationally (see Figure 2). The Key Stage data also show that the school has had an impressive improvement rate in the last seven years for all pupils and that the school is raising the achievement of pupils for who English is an additional language. By the time they leave at the end of KS2, pupils with EAL have fulfilled their potential by exceeding the national average in English for their age, or have considerably narrowed the gap with other pupils. The last Ofsted Inspection also confirms this:

*'Children get off to a good start in the Nursery and Reception Years and make good progress in their learning. Pupils from Years 1 to 6 continue to make good progress, and this reflects the overall good teaching.'* (Ofsted 2011, p1.)

Central to the school's success in raising the achievement of and progressing pupils well are:

- A strong leadership team led by an outstanding headteacher,
- Effective use of data,
- Teachers' knowledge and use of effective EAL learning and teaching strategies,
- Integrated working of an EAL team,
- Good care, guidance and targeted support for pupils with EAL,
- A partnership with parents.

The evidence used to inform the judgements made here draws upon interviews with:

- The headteacher
  - Deputy head/assessment coordinator
  - Inclusion manager
  - EMA coordinator
  - Two class teachers from years 2 and 4
  - One EAL teacher
  - Two teaching assistants
  - Learning mentor
  - One EAL/SEN teacher
  - Six pupils with EAL from years 3,4,5,6
- and
- Observation in a Reception class
  - Scrutiny of relevant documentation including previous Ofsted reports<sup>4</sup> and analysis of pupils' work and attainment data

The school was visited for one day in March 2012 to gather good practice evidence in raising the achievement of pupils with EAL, as identified by the school. Details of the findings are discussed below.

## **Leadership and management**

One of the strengths of the school is that the headteacher is a strong leader and works successfully with the deputy headteacher, staff and members of the governing body to put pupils at the centre of all the school's work. Morale is high because the staff we interviewed felt that their contributions were valued by the headteacher and senior leaders. There is a strong sense of teamwork where everyone is pulling together to achieve goals; the school's direction is very clear and the headteacher's high expectations are reflected in challenging targets and carefully targeted resources and support for raising pupils' achievement. The school appropriately identifies the strengths and weaknesses of teaching and learning and incorporates the areas for development into plans of action. Self-evaluation is used as an effective tool to identify where action is needed. Inspirational messages are prevalent throughout the school and displays. The pupils talked articulately about their own ambitions, their learning targets and their intentions to do even better during the pupil focus group interview.

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<sup>4</sup> Ofsted (2011). St Anne's Primary School Inspection report, [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

Another outstanding aspect of the school's work is the promotion of community cohesion. The school is proud of its long history in the local community and pupils are given a wealth of opportunities to develop their understanding of local and national issues, including links with different faith groups, and curriculum projects to develop awareness of the roles of local community heritages. Ofsted commented that:

*'Leaders and managers promote community cohesion well overall. Pupils from all backgrounds get on well with one another. The school ensures that pupils have a very good understanding of their local community and the rest of Britain, for example through joint school projects with schools in Durham and in the county of Dorset. There are good links with a range of educational, sporting, cultural and therapeutic organisations, and these enable pupils to benefit in their learning and in their physical and emotional well-being.'* (Ofsted, 2011, p.8-9)

The school communicates outstandingly well with parents and carers. As well as regular meetings and workshops, parents and carers receive a weekly newsletter and have access to the school's website to know what the school is doing and how they can help their children in their learning. Ofsted recognised this good practice and stated that:

*'Leaders and managers work in effective partnership with parents and carers, keeping them well informed about their children's progress and communicating well through the school's informative website and through regular newsletters.'* (Ofsted, 2011, p.8-9)

Attention to EAL is regarded by the headteacher as integral to the work of the school and it is seen as being the responsibility of the whole workforce, who are supported by specialist teachers and teaching assistants. Initiatives are being mounted to reinforce and develop this approach. The school emphasises the responsibility of its entire teaching staff to enhance the learning of pupils with EAL and lesson plans, assessment frameworks and monitoring documents include a specific EAL dimension.

### **Use of data**

Use of performance data for school improvement is a strength of St. Anne's School. One of the core elements of the school's success in raising achievement of pupils with EAL is its robust focus on tracking and monitoring individual pupil's progress and achievement in the widest sense of the term. The school has a well developed pupil tracking system and it has detailed FSP, KS1 and KS2 assessment data followed by background data such as ethnic background, language spoken, level of fluency in English, date of admission, attendance rate, eligibility for free school meals, EAL stage of fluency, SEN stage, mobility rate, years in school, which teacher's class has been attended, types of support and postcode data. This was confirmed by the deputy headteacher/assessment coordinator during the interview:

*'The school has a good system for assessing and mapping the progress of pupils with EAL at individual and group level. A wide range of data on English levels of fluency and National Curriculum levels are analysed by ethnicity, levels of fluency in English and gender, enabling the school to identify support needs and organise the deployment of resources appropriately, whether for pupils with EAL or underachieving groups.'*

A strong feature of the assessment procedures for pupils with EAL in the school is the integration of EAL and inclusion staff and whole-school systems. The school uses the four EAL levels of fluency to assess the language development of pupils. It ensures that the

progress of all pupils is tracked on a common scale across the LA and can be cross-checked against NC levels to support identification of both SEN and G & T. This facilitates joint working between inclusion staff and school assessment coordinators and also the process of target-setting at whole school level and by ethnic group and EAL.

**Table 3 School Provision Map Tracking Systems Class: Year 2011-2012**

**School Provision Map**

Surname	Name	Sum Y2 Reading	Sum Y3 Reading	Aut Y4 Reading	Sum Y1 Writing	Sum Y2 Writing	Sum Y3 Writing	Aut Y4 Writing	Sum Y1 Maths	Sum Y2 Maths	Sum Y3 Maths	Aut Y4 Maths	Additional School Based Support										
													5 Minute Lit Box	5 Minute Maths Box	Ext. 5 Minute Literacy Box	Ext. 5 Minute Numeracy Box	Jump Maths	1:1 Tuition	Additional Reading	Additional Spelling	ELS	ALS	FLS
Surname	Name	1	2c	2c	1b+	1	2c	2c	1a+	2b	2a	2a	x	x	x	x	x	x	x	x	x	x	x
Surname	Name	1	2b	2c	W	1	2c	2c	1c-	1	2c	2c			x		X	X	X				
Surname	Name	1		1b	1c	1		1b	1c	PL		2c	x										
Surname	Name	2c	2a	3c	W+/ 1c	2c	2b	2b	1c	2c	2a	2a				x							x
Surname	Name	2a	3b	3c	1b	2a	3c	3c	1a+	2b	3c	3c											
Surname	Name	2a	3b	3a	1b	2b	3c	3c	1b	2c	2a	2a				x							
Surname	Name	2c	2c	2c	1c	2c	2c	2b	1c+	2c	2c	2c	x		x	x	x			X			x
Surname	Name	2c	2c	2c	1c	2c	2c	2c	1c+	2c	2b	2b	x		x				X				x
Surname	Name	2b	2a	2a	1c	2c	2b	2a	1c+	2b	3c	2a	x			x			X				x
Surname	Name	2c	3c	3b	2c	2c	2a	2a	2c	1	2c	2c				x	x	X	X	X			x
Surname	Name	2b	2a	3c	W	2b	2a	2a	W	2a	3b	3c							X				x
Surname	Name	2a	2a	3c	1a+	2a	3c	3c	2c	2a	3b	3c											
Surname	Name	2c	2c	2b	1c+	2c	2b	2b	1c+	2c	2b	2c	x			x							x
Surname	Name	2a	2a	2b	1a+	2b	2a	2a	1a	2b	2a	2a	x										x
Surname	Name	2a	2a													x			X				x

Procedures for initial assessment, especially for newly arrived pupils, are well developed in the school. Usually initiated by the deputy headteachers and the head of inclusion, the documents and procedures have often been customised by school staff to reflect the local context and provide opportunities for more in-depth assessment for learning. Where possible the school collects writing samples in pupils' home languages. In the best practice these assessment procedures led to helpful individual target setting and additional interventions. The most commonly reported interventions in the school as a result of looking at the data were providing additional support, including school-designed EAL talk sessions, one to one, booster groups, tailoring teaching, mentoring and target setting and English language support.

Overall the evidence gathered during our research confirms that the school has good tracking systems for both the pupils with EAL and all ethnic pupils in the school. Extensive analysis of all assessment data including EAL Stage of English assessment is carried out and targets are set for each child with the class teacher and reviewed termly. More importantly the EAL information is integrated into the school analysis of assessment results and ultimately into the School Improvement Plan. EAL progress and interventions are tracked and monitored, feeding into the overall tracking systems enabling underachievement

to be rapidly identified and steps taken to provide additional support. (See Table 3 for a sample)

As stated above pupils learning EAL is a focus of the work of the school. The extent to which they make progress is evident not only in the data shown above, but also in a number of discussions we had with pupils, teachers, teaching assistants, learning mentors, the inclusion manager, EMA coordinator and EAL teacher. The impact of EAL support in raising achievement can clearly be seen from the case study outlines below, both for pupils who are new arrivals and those who have been in the school for a few years.

**Child A Case Study:** Child A is a pupil with EAL who speaks Portuguese at home. She came from Portugal with no English on arrival in the school. In year 5 she was assessed as stage 3 level of fluency suggesting that she needed some support to develop more academic English. The school targeted her language development in maths, English and science and provided additional support through interventions. As a result she got level 5 in both reading and writing. She was very pleased with her performance and she went to thank all the teachers and teaching assistants for their support. This was indeed a great achievement.

**Child B Case Study :** Child B came from Poland in 2006 and speaks Polish at home. He had no English on arrival in the school and was assessed as a stage 1 beginner. His records for KS1 suggest that he was assessed as W for reading and writing and 2C in maths. At the beginning of Year 6, his level of fluency in English was 3, suggesting that he needed some support to develop more academic language. With additional EAL support from the teachers and TAs he achieved level 4 in English and level 5 in maths in the KS2 test results. This is indeed an excellent achievement for a pupil who arrived with no English.

**Child C Case Study:** Child C speaks Portuguese at home and no English at the time she joined the school. She was given full support from the beginner stage and had moved to a stage 3 level of fluency by the time she took the KS2 test. At KS1 she was assessed as L1 in reading and writing and 2C for maths, but with the EAL support provided she managed to achieve level 4 in English and maths. This again is a remarkable achievement for a child who could not speak English at the time she started in the school.

**Child D Case Study:** Child D started school in 2003 in the Nursery with no previous experience in English. He speaks Tigrinya, a language that is spoken in Eritrea and Northern Ethiopia. However, following 1:1 and additional support in the school, he was assessed as stage 4 fully fluent in English in Year 6. He was a high achiever at KS1 and KS2. His KS1 data shows that he achieved Level 3 in reading, 2A in writing and maths. At KS2 his performance was as predicted and he achieved level 5 in both English and maths. This is an excellent achievement for a child with no English at the time of starting in school.

### **Pupil voice**

The research team met with six KS2 pupils from a wide range of heritage groups. The pupils interviewed speak a number of community languages including Tigrinya, Polish, Amharic and Portuguese and were at different levels of English fluency. We explored the following questions with them: Can you think of anything in particular you like about your school? Why? What are you good at doing at school? What has helped you to do well in school?

It was reassuring to find that; overall, the pupils shared the vision that the school

had articulated. Some of their responses are quoted below.

### **What I like about my school**

*'I like the school because our teachers are good and they make it easy and fun.'*  
*'There are different teachers who speak other language in addition of English and they help you.'*  
*'It is a fun place to study. The teachers explain to you well and they help you to get it.'*  
*'They treat you equally.'*  
*'Everybody gets the same opportunity. It doesn't matter what background or colour.'*  
*'This school pushes all of us hard and makes us achieve high grades.'*  
*'You got fun activities and golden time every Friday.'*  
*'We have extra pitch time.'*  
*'There are no bullies in our school.'*  
*'We have anti bullying day.'*  
*'The teachers make learn quickly.'*  
*'Teachers encourage us to do our best.'*  
*'Teachers helped us with booster class and prepare us for our secondary transfer.'*  
*'The teachers are good in making harder and lower the subject.'*  
*'I like the school because they give us a high challenges in maths.'*  
*'Pupil in year 6 helps you to understand words in English and they translate for you.'*  
*'I like this school because we have talking partners. This helped us to improve our English.'*  
*'We learn about different things and different countries. It helps us as we need to know about our own languages and countries.'*  
*'If you can use your own language, it helps you to understand.'*  
*'The school encourages us to write in our language. Parents also help us to write at home.'*

### **Teaching and learning**

This is an inclusive school, where teachers are committed to combating racism and ensuring equality of access and opportunity for all. The school has a clear vision, high aspirations and a commitment to ensuring all pupils achieve their potential. The headteacher has developed a strong ethos of inclusion, with policy and practice to ensure support for and the success of pupils with EAL in the school. The school as noted by Ofsted is *'proud of its long history in the local community, and pupils have a very good understanding of their school in its local and national contexts.'* (Ofsted 2011; p4)

The EAL focus in the school is overseen by the deputy headteacher, the head of inclusion and EMA coordinator who manage a team of an EAL teacher and teaching assistants, gifted and talented coordinators and a teacher of pupils with both EAL and SEN. They have a very clear understanding of the importance of specific strategies, interventions and initiatives for EAL learners and their communications to staff make specific mention of the language and learning needs of this group of pupils. All teachers take full responsibility for the learning of the pupils with EAL and EAL specialist teachers advise other teachers how to help pupils access the learning in the class, identify barriers or model effective strategies. The key for success in the school is ensuring that carefully targeted EAL support interventions run alongside, not instead of high quality EAL classroom provision.

When describing the school ethos, the headteacher explained that *'the key thing about EAL is that it permeates everything we do. It isn't an add-on. It has to be part of the school culture....the provision for pupils with EAL are the responsibility of everyone. As a staff we don't see it as a challenge, we see it as an opportunity ....we have all these pupils with EAL, what a wonderful opportunity to share our languages and our culture.'* This was reinforced by the deputy headteacher/assessment coordinator who said *'Whatever we do, everything is done from an EAL perspective....the EAL strategies are a good starting point with any child.'*

This ethos is reflected in the comments from all members of staff interviewed, that the key to helping the pupils make progress are the strategies used in the classroom, developed initially when the school participated in the EAL programme. The staff worked with the local authority EAL consultant over two years, some of which was filmed to provide a resource for schools across the country. Despite changes in staffing, the practice continues and has been further developed, with new members of staff learning through partnership teaching with year group colleagues or the EMA coordinator and EAL teacher, both of whom completed the five day course. This is further developed through on-going EAL training linked to the school focus, for example a session led by an EAL consultant on issues and strategies in maths for EAL learners, when maths was a focus of the school development plan. One class teacher who joined the school as an NQT commented *'we weren't trained that way, it's because that's how it's done here.'* Another added *'We couldn't do without the EAL expertise. We'd manage but progress wouldn't be as good.'* They continued to explain that it was difficult to identify the strategies because they use them on an everyday basis – *'it's automatic'*, but what underlines their teaching is *'being specific about things, never assuming.'*

All spoken language is heavily supported with visuals, realia and experiences, *'We wouldn't even consider starting something without visual support.'* Access and understanding is also promoted with the use of parallel language – *'How is it presented? What does it look like?'* – and by explaining in several ways. There are many planned talk opportunities for pupils to develop both their understanding and language, with the use of talk partners, role play, paired and collaborative group work. Unknown vocabulary is an issue for all EAL learners and the teachers described how they focus on vocabulary development, especially when teaching reading, modelling it in context, repeating it throughout the day and through deliberate choices of texts which will ensure that the pupils are meeting the more academic language, not just the everyday language. *'We introduce a text very carefully. It's important that we introduce these harder texts to challenge pupils and so they hear that more academic language.'* Prior to a new topic, vocabulary is identified and explored. Homework may extend this work and parents have been encouraged to develop vocabulary in their first language at home. Teachers also recognise the importance of supporting pupils with sentence structures orally, requiring pupils to respond in full sentences and recasting when grammatically incorrect. Talk frames are used to scaffold their language to move the pupils towards the written form and Talk Partners are used extensively to enable pupils to discuss and rehearse language. Issues in grammar are identified and the teaching assistant focuses on addressing these. Many of these strategies were seen in a lesson on 2 and 3 D shapes, during a visit to a Reception class.

The session was structured so that the teacher modelled each stage of learning with its accompanying language, before inviting pupils to participate. Throughout, the teacher talk was supported with visuals on the IWB, to which she physically made reference and through the use of a 'magic bag' in which she blew the 'flat' into 'fat' shapes. Links were made from the abstract nature of shape to everyday life, through the unpicking of solid boxes. The bilingual teaching assistant sat with a small group of pupils who had access to the concrete shapes. The teacher's talk was planned and staged, so that she

modelled mathematical language alongside everyday terms, moving the pupils from 'flat' and 'fat' shapes to 2 and 3D and recasting their contributions to model grammatical accuracy. New vocabulary was introduced and highlighted, embedded in the context and pupils were encouraged to repeat and then use the new words throughout the session. Following modelling by the teacher, the pupils discussed their thinking with their Talk Partners and she encouraged them to respond in whole sentences, explaining their reasons for their answers. Where needed, she supported by modelling the starting of their response and scaffolding after a long pause. They were encouraged to be specific in their use of language, so a child who said "It was a cuboid because it's like this", was encouraged to think about 'this' and repeat the sentence using more precise language. In so doing, the pupils increasingly used the 'grown up' or mathematical language, which she praised.

All teachers identified strategies to ensure access to the curriculum and the development and scaffolding of oral language, especially before writing as essential for the achievement of the pupils learning EAL. They also emphasised the need to expose and teach pupils the more challenging structures of academic language needed for successful learning.

### **Targeted support**

Additional support is given by an EMA team which includes the specifically trained EMA coordinator and EAL teacher, the teacher of pupils with EAL and SEN and EAL teaching assistants, who have also had specialist EAL training. Additional support is offered by other bilingual teaching assistants, who having been recruited from the local community often share the languages of pupils.

#### EMA Coordinator

The EMA Coordinator is a class teacher, who also has responsibility for the overview of EAL support across the school. The school has developed a summary list of effective EAL strategies and practice with their staff, used by all teachers to develop their own practice and also by the EMA coordinator, who carries out teacher observations with an EAL focus. Her observations are discussed with the teachers and assistants and inform future professional development. She also works with teachers to set targets for the EAL learners and ensures that the EAL register is regularly updated. In target setting meetings, the inclusion manager meets with the deputy headteacher (assessment coordinator) and each class teacher to discuss every child's progress. Following liaison with the EMA coordinator, he then meets with the EAL teacher and class teacher to compare the pupils' stage of fluency with their NC levels and SEN status. Pupils, who are at stage 2 fluency without SEN, are highlighted, as the school has found often their learning has stalled and EAL support to develop more academic language enables them to move forwards. Where additional support is required the coordinator organises group sessions and clubs and works with staff to ensure the curriculum is accessible and meaningful. If concern remains about possible additional learning needs, then a Lambeth Mother Tongue Assessment may be carried out, to assess the child's first language development before action is taken.

#### EAL Teacher

Data analysis is used to plan the EAL teacher's work across the school; her current focus is in Years 1 and 2 during the mornings. She attends the planning sessions with the teachers of the focus classes, working with them to identify new vocabulary and areas of difficulty for

EAL learners – *'I identified possible unfamiliar vocabulary for the new story 'Traction Man' and sourced objects for the teacher to use, when introducing the story.'* In addition she identifies the language demands of the lessons and sets language targets to move pupils from stage 2 to stage 3 of fluency. The pupils have class targets, but these additional EAL targets are embedded within them and shared with all members of staff. The EAL teacher ensures that these aspects of language are modelled by teachers and used by the pupils through the lessons, her planned activities and support. The majority of her support is through team teaching, which enables her to model key strategies for new teachers and also language embedded in activity for pupils with EAL. This is a model which having been in place for many years has ensured sustainability of effective practice for EAL learners in the school. Any withdrawal work is closely linked to the class work. In the afternoons she works with newly arrived pupils, especially those at an early stage of learning English, as exemplified in the following case study.

**Child E Case Study:** A Spanish-speaking child with no English was admitted into Year 5. The EAL teacher took the child for a tour of the school, taking photos, which were used in an initial assessment of skills and where possible of first language, observing his approach and strategies used. The information gathered provided a basis for the support given and for teacher planning. He was given a Spanish-speaking 'buddy' who supported him initially. The teaching assistant worked with the boy, using the school-designed starter pack in class. As his English began to develop the EAL teacher worked with the class teacher to identify areas of difficulty and targeted language, for which short term, intensive support was provided, for example catch-up phonics for English spelling. Throughout, the EAL and class teachers ensured that they referred to the school EAL strategy list, to maximise both his access to the curriculum and his learning.

This success of this approach is reflected in comments both from a pupil and Inspectors:

*'When you first come to school and you don't know English there are teachers that help you and pupils that can translate and help you pick it up quicker.'* (Child)

*'Those at an early stage of learning English quickly gain confidence and make good progress, because their requirements are accurately identified and support is then focused on these needs (Ofsted 2011)*

### EAL Teaching Assistants

The support from the EAL teaching assistants is focused in the EYFS, for as the inclusion manager explained *'In a school with a lower percentage of EAL learners, there may be language models amongst the pupils' peers, so maybe their English develops more quickly. That's not the case here...they're the majority in our school, so that's why there's lots of adult support in the EYFS/Year 1'*. They support pupils in the classroom and also do small group work, encouraging participation and enjoyment, with a specific language focus which is extended into the classroom activities. A teaching assistant demonstrated how she used a ribbon line, puppets and pegs to model and support pupils, scaffolding the language needed to sequence and retell a story, in a carefully staged activity. Pupils rehearse a retelling, and then extend it by choosing a character puppet to tell the story, or using them to change the ending. Teaching assistants report pupils interests and language issues to their teachers, for example confusion between gender pronouns (s/he), both in feedback or in the shared planning sessions. This information informs the teachers' planning, so that in this instance activities which required the use of s/he modelled by the teacher were organised. Teaching assistants also consolidate this work through leading small group sessions focusing on talk stemming from pictures, games and activities, with an emphasis on

introducing new vocabulary through context and repetition. The bilingual teaching assistants also run a lunchtime club named 'Talking Partners', in which Year 6 and Reception pupils sharing the same first language read and use ICT together, accompanied by the teaching assistants who play language development games with pupils. This also includes a focus on developing understanding and using a wide range of resources like story sacks and puppets. During the summer term, the Year 5 pupils play with the nursery children to develop their language in preparation for the school's 'Talking Partners' sessions the following academic year.

### Learning Mentor

In a school where the majority of pupils are learning EAL, it has been recognised that the learning mentor also plays a key role in breaking down the barriers to learning, for as she identified '*we value the emotional development of the pupils ..... the whole person, not just a focus on results.*' She works with pupils and their families, using trusted interpreters where needed to develop the motivation and resilience of the pupils.

### Support for EAL learners with additional learning needs

The inclusion manager explained that they take great care to distinguish SEN from EAL issues and use data analysis, comparing NC levels with stages of English to identify pupils with EAL who are not making the expected progress. An assessment is made through the first language using the Lambeth Mother Tongue Assessment materials, to identify issues in and through the first language. As the EMA coordinator commented, '*If they can't speak in their first languages, then alarm bells start ringing.*' Within the team there is also a teacher who specialises in working with pupils with EAL with specific learning needs. She works both with class teachers to plan differentiation and runs additional support sessions with pupils. A speech and language therapist is employed, often focusing on pupils whose first language has not developed fully.

The care taken to identify barriers to pupils' learning and distinguishes between EAL and SEN was very evident. The school's carefully structured approach and use of highly trained staff focusing on the needs of individual learners was praised by Inspectors:

*'The school ensures that the curriculum is well matched to pupils' needs, and provides high-quality targeted support in class or withdrawal groups for pupils with a range of special educational needs and/or disabilities and those who speak English as an additional language.'*(Ofsted 2011 p5)

### Partnership with parents

When interviewed, the headteacher emphasised the importance of working with parents and reminding them that pupils need to be hearing quality language at home and '*that is often not English but the parents' first language, giving the message that pupils are very lucky to be able to grow up bi/tri/multilingual*'

Entering the school, it is immediately evident that it reflects its surrounding community. Staff commented that '*most of the resources represent that we are a multilingual community.*' Shared spaces show multilingual welcome displays, including 'Language of the Month', prominently displayed EAL resources and there are examples of the pupils' languages in the classrooms. All staff believed that the key to learning is that pupils feel safe and secure and that '*we value the languages and cultures*', which support the development of the important school-parent partnership and ultimately the pupils' high levels of achievement.

They encourage pupils and their families to maintain and develop their home languages, *'lots of skills learnt in their first language are transferred into English'* and the multilingual staff not only facilitate this, but as one explained *'English was my second language so it helps me relate to the pupils and so I can help them.'* A school-wide example of this is through the production of class prayer books, in which pupils are encouraged to write a prayer with their families in their first language, at home. These prayers are shared with their peers. As the teaching assistant explained *'It encourages pupils and their parents to work together and it is important that the pupils hear the melodies of the languages. We are helping them to transfer their skills in their first language into English.'* This encouragement for pupils to continue working with their families in their first language, not only forges a parent/school partnership, but also recognises the role that continuing first language development plays in supporting English language development. This was clearly demonstrated during the pupil interviews, when a pupil articulated his understanding of the comparative grammatical systems, saying *'In English there is one way – how are you? – but in Tigrinya there is one way for boys and one way for girls.'* When appropriate, pupils are happy to use their first language in class, in the Talking Partners group and to support new arrivals, reporting to teachers in English. The EMA coordinator has organised for a theatre group to work with the pupils and their parents, to support them in translating stories from their own language into English, which are then performed. The school is aware of the parents' desire to help their children, but also of their concerns about doing so in an unfamiliar education system, so runs active workshops, using interpreters where necessary. Parents are encouraged to bring their children so that after the focus activities have been modelled by a teacher, they can have a go themselves and then take home a related pack to enable them to put their learning into practice. In addition the EAL teacher runs reading groups for parents of Reception children, where she models decoding and strategies to develop understanding, including talk about the book and the use of resources such as story boxes and puppets which can be taken home. Parents also read with children during the lunch break.

Ofsted recognised the outstanding communication with parents and carers in the last inspection:

*'Leaders and managers work in effective partnership with parents and carers, keeping them well informed about their children's progress and communicating well through the school's informative website and through regular newsletters.'* (Ofsted, 2011, p.8-9)

It is very evident that the school has successfully developed working partnerships with parents, who, as one teaching assistant explained *'feel valued, their culture and their language'* and which promote and support their children's learning.

## ST JOHN'S ANGELL TOWN SCHOOL

### Background

St. John's Angell Town is a one form entry Church of England school situated in Brixton. In 2011 there were 216 pupils on roll, making it one of the smaller schools in the LA. It has an extremely high proportion of pupils with English as an additional language. In 2011, 59% of the roll was not fluent in English, while overall 72% were bilingual. Both these figures are about 50% higher than the corresponding Lambeth average. Similarly, about half the pupils were eligible for a free meal – substantially higher than the LA position.

The school serves a very diverse community and has created a vibrant and stimulating environment which reflects and celebrates difference. The analysis of the school data shows an ethnically diverse school population, where the overwhelming majority of pupils were Black African (57%). A further 19% were Black Caribbean, followed by Black Other (8%), White Other (2%), Portuguese (2%), and White British (1%). About 25 languages were spoken in the school in 2011, and after English, the most widely spoken mother tongue language was Yoruba (12%), followed by Akan/Twi-Fante (9%), French (8%) and Portuguese (4%).

The recent Ofsted inspection (2012, p4) found that:

*'This school is a good school which has improved well since the last inspection. The friendly and stimulating environment encourages pupils to want to learn and achieve well. From a low starting point when they start school, pupils make good progress overall and outstanding progress in Years 5 and 6.'*

**Table 1. Key Stage 2 Results 2005 - 2011**

	Pupils with EAL – St John's				All Pupils – St John's			All Pupils – Lambeth			National -All *
	English	Maths	Av.	No	English	Maths	Av.	English	Maths	Av.	
2005	48%	71%	60%	21	47%	70%	59%	76%	68%	72%	77%
2006	69%	46%	58%	13	74%	44%	59%	78%	70%	74%	78%
2007	71%	79%	75%	14	74%	70%	72%	77%	71%	74%	79%
2008	72%	72%	72%	18	72%	76%	74%	80%	74%	77%	80%
2009	80%	90%	85%	20	84%	88%	86%	79%	78%	79%	80%
2010	89%	100%	94%	18	93%	100%	96%	82%	81%	82%	80%
2011	90%	90%	90%	21	88%	88%	88%	84%	83%	84%	81%

\* Average for English and Maths

The school is raising the achievement of pupils for whom English is an additional language. Table 1 gives the results for St John's both for pupils with EAL as well as the school overall. It clearly demonstrates that attainment of bilingual pupils in the school has improved steadily over the last six years and is currently above both Lambeth and national averages. In 2011, 90% of pupils with EAL achieved level 4+, compared to 84% of Lambeth pupils and 81% of pupils nationally.

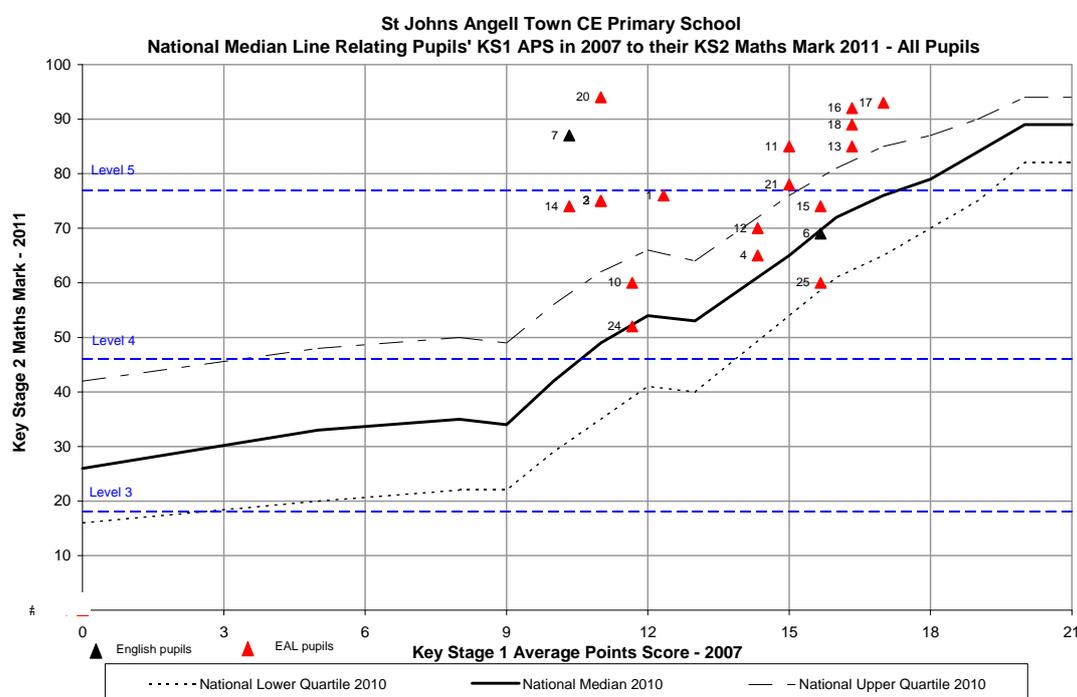
**Table 2 – Percentage of pupils with EAL making two levels of progress**

	St John's (EAL)*		Lambeth (EAL)*		National All pupils*	
	English	Maths	English	Maths	English	Maths
2009	100%	100%	92%	87%	81%	80%
2010	100%	100%	96%	91%	83%	82%
2011	100%	100%	92%	91%	84%	83%

\* based on pupils where there is a valid KS1 and KS2 record

Table 2 shows the percentage of pupils who made two levels progress between KS1 and KS2. Nationally in 2011, 84% of pupils made two levels of progress in English, and 83% did in maths. For the last three years, all pupils with EAL in the school made two levels of progress in both English and maths.

**Figure 1 St John's Value Added Between KS1 2007 and KS2 English 2011**



The value-added results for the school are very impressive and bear out the two levels of progress results. Nationally 25% of pupils will be in the upper quartile when looking at progress between KS1 and KS2; a further 50% will be in the interquartile range, and the 25% representing those who made least progress will be in the lower quartile. In St John's there were no pupils in the lower quartile, 37% of pupils were in the interquartile range, and a remarkable 63% were in the upper quartile, more than twice as many as might be expected.

Overall the evidence of the above data suggests all with pupils with EAL including those who are on stage 3 level of fluency at the beginning of Year 6 (with some support) attained hundred percent level 4 or above. The school is an outstanding school in raising the achievement of pupils with EAL and by the time they leave primary school at the end of KS2, pupils have fulfilled their potential by exceeding the national expectation in attainment of English (see Figure 1 and Table 2).

Central to the school's success in raising the achievement of and progressing pupils well are:

- Leadership and management
- Effective use of data
- Teaching and learning strategies
- Targeted support for pupils with EAL
- Pupil voice
- Partnership with parents

The evidence used to inform the judgements made here includes interviews with:

- Headteacher,
- Deputy headteacher/acting EMA coordinator/data manager/class teacher
- Two class teachers
- SENCO
- Learning mentor
- Teaching assistant
- Eight pupils from Years 3,4,5 and 6
- Parents
- Lesson observation
- Scrutiny of relevant documentation including previous Ofsted inspection reports 2012<sup>5</sup>; attainment data and Southwark Diocesan Board of Education 2012 inspection report.

The school was visited for one day in July 2012 to gather school-identified good practice evidence in raising the achievement of pupils with EAL. Details of the findings are discussed below.

### **Leadership and Management**

The headteacher, ably supported by the senior leaders, has created a strong leadership team with a clear vision and a successful track record of improvement in the school. Leaders and managers, including the governing body, work effectively together with a shared sense of purpose which is based on a well-informed and accurate understanding of the school's strengths and areas for development. The school has excellent strategies for engaging regularly with parents and carers. Pupils' learning is very carefully monitored by senior leaders in order to maintain the high outcomes that pupils achieve. By the end of Key Stage 2 these have remained consistently high, particularly in English and mathematics. This is because the dedicated headteacher has successfully built around him a cohesive team of enthusiastic and highly committed professionals who demonstrate the ability to provide an excellent learning experience for all pupils. Any possible barriers to achievement are swiftly identified and removed. Teamwork is a strong feature of this school and this has also been reported by Ofsted who has argued that *'focused professional development for teaching and support staff is used well to meet individual and whole school needs. Training has improved teachers' assessment skills and their use of data, so that they can identify exactly what needs to be done to accelerate pupils' progress.'* (Ofsted 2012, p7). As a result, staff say they feel valued and that their personal development is taken seriously. The Ofsted report also shows that the school works very successfully with its culturally diverse community to ensure pupils' spiritual, moral, social and cultural development is made a priority, along with

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<sup>5</sup> Ofsted (2012). St John The Angel's Primary School Inspection report, [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

excellent access to equal opportunities for all. This is further supported by the recent inspection by Southwark Diocesan Board of Education (2012) which states that *'St John's Angell Town is an outstanding church school. The headteacher and staff and governors articulate a dynamic Christian vision that is clearly understood by parents and pupils. As a result, pupils are affirmed; they are happy, work hard and achieve well.'*

Leaders and managers are very well supported by the governing body, which is fully engaged in the life of the school. In the view of Ofsted *'The governing body is well informed about the school and provides both challenge and support. Governors work well with the leadership team and do not shy away from difficult issues, for example taking effective action when a year group appeared at risk of underachievement.'* (Ofsted 2012, p7). Our research and observations also suggest similar findings and confirm that there is strong evidence that governors carry out their responsibilities efficiently and hold the school rigorously to account. Self-evaluation is accurate and this allows leaders to focus strategically and with growing success, on school improvement issues. Rigorous and extensive monitoring of all aspects of the school's work promotes a culture of searching analysis and self-challenge that enables leaders to devise exceptionally well-focused plans for further improvement.

The leadership team has extensively revised the curriculum to meet the needs of all pupils and this is also praised in the latest Ofsted report which states *'it provides a wide range of experiences which help to raise pupils' aspirations and develop their understanding of the society in which they live. The provision for spiritual, moral, social and cultural development is strong. There are close links with the local church. Enrichment activities, which often make use of professional expertise within the community, promote social and cultural development well.'* (Ofsted 2012, p8).

### **Use of Data to Raise Achievement**

Use of performance data for school improvement is a strength of St John's Angell Town School. It has a well developed pupil tracking system and detailed FSP, KS1, KS2 and non-statutory assessment data followed by background data such as ethnic background, country of origin, language spoken, level of fluency in English, date of admission, eligibility for free school meals, EAL stage of fluency, SEN stage, mobility rate, years in school, which teacher's class have been attended, attendance rate, types of support, postcode data and experience of pre-school. In addition the school identifies and monitors the progress of 'joiners', who are pupils who have joined the school as non-routine arrivals.

The consistent use and analysis of school data has promoted effective self-evaluation and high standards of teaching and learning by informing professional discussions with key partners including governors, parents and staff; identifying pupils' achievement and informing target setting; monitoring the effectiveness of targeted support and interventions; supporting the allocation of staffing and resources and challenging the aspirations of staff, pupils and parents. Staff have developed a good understanding of the range of data available and this understanding has given them the confidence to plan for continuous school improvement. The effective use of school data has contributed towards the school's capacity to improve and key members of staff and governors have a good understanding of how data can be used to evaluate and improve the performance of a school.

**Table 3 Sample of data used to monitor attainment and progress using average point scores**

Group	ATTAINMENT				PROGRESS			
	Average Point Score – November 2011				Average points progress September - March 2012			
	Writing	Reading	Maths	Combined	Writing	Reading	Maths	Combined
All	8.17	8.31	8.73	8.57	4.52	4.28	4.00	4.26
Boys	7.53	7.84	8.84	8.07	4.53	4.37	4.00	4.30
Girls	9.40	9.20	9.10	9.23	4.50	4.10	4.00	4.20
Paid Meals	8.47	8.24	8.88	8.53	4.71	4.38	3.81	4.30
FSM	7.75	8.42	9.00	8.39	4.25	4.12	4.25	4.20
Black Caribbean	8.25	8.75	9.00	8.7	4.25	4.50	4.25	4.33
African	8.76	8.76	9.12	8.8	4.74	4.32	4.00	4.35
Joiners	11.00	10.00	10.00	10.3	5.00	3.00	4.00	4.00
EAL	7.00	7.38	8.50	7.6	3.44	3.81	4.14	3.79
SEN	6.62	6.39	8.00	7.0	4.38	4.06	3.75	4.06
G&T	12.75	12.50	11.00	12.0	6.50	5.25	4.00	5.25
All pupils	8.17	8.31	8.73	8.57	4.52	4.28	4.00	4.26
Excluding SEN	8.76	9.05	9.29	9.03	4.57	4.36	4.10	4.34

The successful use of data owes much to the capable, determined data manager who is responsible for collating and monitoring trends, results and analysis of how the school performed in relation to similar schools and schools nationally. Comparisons are made between subjects and teachers are held accountable for their results and this has helped to sharpen the focus to raise achievement. Teachers are expected to identify and target specific areas of improvement and to identify and monitor progress of individual pupils who were underachieving. The headteacher and leadership team monitor progress against targets. The school has developed a strong sense of pride and unity of purpose in their effort to improve through effective use of data in teaching and learning. In the words of the headteacher and data manager *'all teachers are trained in the use of data and the school uses data well. They understand what data tells them 'What is outstanding, good and satisfactory and areas of development. They are good at reading the data.'* More importantly in this school, teachers are also responsible for the collection of all the data. As a result they know their data and class well, including issues which require intervention or support.

In addition the headteacher and the SMT play an important role in maintaining a focus on school improvement and in using data to set targets and priorities. The headteacher stated that:

*'The school holds in-depth pupil progress meetings where we look at the data. We have to account for what we do for EAL, all other groups and individual pupils. This forms one of the areas of discussion in the pupil progress meetings and this is also used to formulate intervention groups. All of the teaching staff have an understanding of how well the pupils of the school achieve and how this compares with similar schools and national average. All teachers are involved in individual and group target setting and in the regular assessment of pupil groups. Teaching assistants are also aware of their target groups and they play a key role in helping individual pupils achieve significant improvement.'*

**Table 4 - Sample of Year 1 monitoring and targeting profile – Reading attainment**

	Previous Year end level	End of term 1 (TA)	End of term 2 (Test + TA)	End of term 3 (TA)	End of term 4 (Test + TA)	End of Term 5 (TA)
Level 2c+					Pupil 1	
Level 2c					Pupil 2	
Level 1a+			Pupil 1	Pupil 1 Pupil 2 Pupil 6	Pupil 4 Pupil 6 Pupil 8	
Level 1a		Pupil 1	Pupil 2 Pupil 6	Pupil 4 Pupil 7 Pupil 8 Pupil 9	Pupil 5 Pupil 9 Pupil 7	
1level 1B+		Pupil 2 Pupil 6	Pupil 4 Pupil 7	Pupil 3 Pupil 5	Pupil 3 Pupil 22 Pupil 10	
9/Level 1b	Pupil 1	Pupil 4 Pupil 7	Pupil 8	Pupil 12 Pupil 22 Pupil 11 Pupil 13 Pupil 10 Pupil 30	Pupil 12 Pupil 11 Pupil 13 Pupil 30	
8/eve; 1c+	Pupil 2	Pupil 8	Pupil 3 Pupil 9			
7/1C		Pupil 3 Pupil 5 Pupil 9	Pupil 12	Pupil 20	Pupil 20	
6/P8	Pupil 3 Pupil 4 Pupil 5 Pupil 6 Pupil 7 Pupil 8 Pupil 9	Pupil 12	Pupil 5 Pupil 22 Pupil 11 Pupil 13 Pupil 10	Pupil 16 Pupil 21	Pupil 16 Pupil 21 Pupil 26	
5/p7	Pupil 10	Pupil 10 Pupil 13 Pupil 11	Pupil 17	Pupil 24 Pupil 19 Pupil 27 Pupil 26 Pupil 14 Pupil 15 Pupil 18	Pupil 24 Pupil 19 Pupil 27 Pupil 14 Pupil 15 Pupil 18	
4/P6	Pupil 11 Pupil 12	Pupil 22 Pupil 17	Pupil 16 Pupil 15 Pupil 14 Pupil 20	Pupil 23 Pupil 25	Pupil 23 Pupil 25	
3/P5	Pupil 13 Pupil 14 Pupil 15 Pupil 16	Pupil 16 Pupil 15 Pupil 14 Pupil 20	Pupil 18 Pupil 26 Pupil 19 Pupil 23 Pupil 24 Pupil 21 Pupil 25 Pupil 27	Pupil 28 Pupil 29	Pupil 28 Pupil 29	
2/P4	Pupil 17 Pupil 18 Pupil 19 Pupil 20 Pupil 21 Pupil 22 Pupil 23 Pupil 24 Pupil 25 Pupil 26 Pupil 27	Pupil 25 Pupil 18 Pupil 26 Pupil 19 Pupil 23 Pupil 24 Pupil 21 Pupil 27	Pupil 29 Pupil 28			
1/P3	Pupil 28 Pupil 29	Pupil 29 Pupil 28				

The school is particularly proud of its approach to EAL monitoring. It uses EAL data to identify individual strengths and weaknesses in school provision to make target setting more responsive to the needs of the pupils. This monitoring is done by all teachers and the data

manager who also uses the data from the assessment of the stages of English fluency. It was clearly noted during the interview with the headteacher and in the classroom observations that teachers are using data in a number of ways to motivate their class pupils:

*'Teachers are confident in the use of data and assessment information. The data is shared widely within the school' (Data Manager)*

*'The school has been good in using our data to identify pupils who are particularly underachieving. The school looks very early on at the students who are underachieving against the FSP, KS1, KS2 results and this has led to a number of interventions or strategies where data analysis highlighted issues to be addressed in the school' (Data Manager)*

*'The most common interventions in the school as a result of looking at the data were changing a teaching approach, providing additional support including one to one, booster groups, tailoring teaching levels or the curriculum, mentoring and target setting.'* (Headteacher and Data Manager)

*'All Pupils with EAL are assessed carefully using their stage of English fluency to ensure they receive appropriate support and are making the required progress.'* (Teacher)

The evidence from our research confirms that there is a strong focus on learning to ensure that no one is left behind, through detailed monitoring and tracking; those pupils below the expected level or at risk of falling behind are quickly identified and individual needs are targeted. The use of data in the school is widespread and used for tracking pupil progress, target setting, identifying underachievement, monitoring teachers and staff performance and informing teaching and learning. It has also promoted teaching and learning by clearly indicating areas for development, identifying under-performing groups, better use of staff and resources and for closely monitoring the effectiveness of initiatives and strategies. A comment from the headteacher captures the climate and the views in the school about effective use of data which supports some of the conclusions reached in this paper:

*'Data is used as a driving force for raising standards and is central for the school self-evaluation process and target setting'. The use of data at all levels by teachers, also means that areas of weakness are picked up and can become a priority for early interventions.'*

The school has developed rigorous monitoring and assessment systems which feed into individualised target setting and guarantee that each child is given the right EAL support. This has certainly had a major impact in raising the achievement of pupils with EAL as can be seen from the following case study:

**Child A Case Study:** Child A is a pupil with EAL and speaks Yoruba at home. She came from Nigeria and was assessed at a beginner stage when she joined the school nursery in 2004. In Year 6 she was further assessed as stage 3 level of fluency suggesting that she needed some additional support to develop more academic English. The school targeted her language development in maths, English and science and provided additional support through interventions, booster classes, one to one tuition, in-class intervention and support from a teaching assistant. Her records for KS1 suggest that she was assessed as 1 in reading and writing and 2B in maths. However, as a result of EAL support she achieved level 5 in maths and level 4 in English. This was indeed a good achievement for someone with stage 3 level of fluency in English to achieve level 4 in the English test.

**Child B Case Study:** Child B came from Nigeria in 2004 and speaks Yoruba at home. He was assessed as a beginner stage English on arrival in the school in Reception. His achievement at KS1 was 1 in reading and writing and 2C in maths. Significant English support was given through one to one and in class support. Additional EAL support has helped child B to achieve level 5 in English and level 4 in maths in the KS2 test results.

**Child C Case Study:** Child C came from Nigeria in 2004 and speaks Yoruba at home. She was assessed as stage 2 level of fluency in English with the need for considerable support while in Nursery and Reception. Her achievement at KS1 assessment was 2A in reading, writing and maths. At the beginning of Year 6, she was assessed as fully fluent in English. As a result of the additional targeted support child B achieved level 5 in English and maths in the KS2 test results.

From the outset Child A and Child B needed effective support to achieve good results in improving their level of fluency in English to access their primary education. With their limited language and literacy levels of English when they joined school, they had considerable needs. However through targeted support, effective assessment systems and tracking of pupil performance, both pupils proved English as an additional language need not be a barrier.

### **Pupil Voice**

Eight pupils from Years 3 to 6 were asked for their views on school and the learning process. The examples below illustrate their liking of school, of their enjoyment in learning and the appreciation of the work of the staff:

'I like the teachers giving us trips and we get to go swimming and make new friends.'  
'I like it because teachers help people and they are nice to each other.'  
'I like the ICT room because its fun and some of the activities are video.'  
'I like my school because the teachers are good about behaviour.'  
'I like my school because the teachers help us and help us make friends.'  
'We have lots of education.'  
'I like it because they explain words to us.'  
'I like it because sometimes our teachers put us with other people so we can learn.'  
'Because we don't understand that much English, we stay back at playtime so the teacher can support us.'  
'They use lots of pictures to help us.'  
They give us a friend to help you, if possible with the same language.'

One child illustrated how the pupils themselves interpret the subtleties of the teaching process when he said,

*'They tell us the truth about our work. They don't hide it.'*

### **Teaching and Learning**

In previous years, a class teacher with responsibility for the achievement of EAL in the school had completed and disseminated training from the five day EAL course and an LA EAL Consultant had worked with the school. The achievement of pupils with EAL is now the responsibility of the deputy headteacher, who had recently arranged whole school training

from an EAL consultant, recognising that developing effective teaching for EAL learners would benefit all the pupils.

All teachers interviewed identified key teaching strategies which they believe enhance the learning of the pupils with EAL. Underlying these, was the rewriting of the curriculum to ensure that it both meets the needs of the pupils and bases their learning on concrete experiences and activities. Wider curriculum opportunities such as the Ebony horse-riding club and those provided through the Brixton Learning Collaborative and London Citizens broaden the life-experiences of the pupils, developing their understanding of the social and cultural aspects of life. Similarly, the partnership with the local church and vicar has created a continuous curriculum so that the school is fully involved in the church activities, as in the recent peace march in the local area and the school focus is supported and developed through the church. The school has adopted a creative curriculum, where each topic begins with a visit and which reflects the cultures within the school. Teachers ensure that the learning is scaffolded through the use of visuals, realia and ICT. Such a curriculum clearly makes links between subject areas, so that pupils are learning within context and can apply that learning across contexts. Planning requires teachers to identify focus vocabulary, which is displayed, modelled, referred and added to. The deputy head explained that the creative curriculum supported this development as pupils heard and used the target vocabulary within the different contexts across the curriculum, known to promote the learning of new vocabulary.

Ofsted commented that the pupils *'.....enjoy working together in pairs or small groups'* (p5) and further commented on the effective use of questioning and discussion to develop pupils' communication skills and understanding of their work. All staff explained that there was a focus on speaking and listening across the school, with language development promoted through the use of adult modelling, talk partners, talk frames and the general expectation that pupils respond in full sentences. Teachers support pupils with grammatical accuracy by recasting sentences and teaching them to reconstruct and manipulate them for different purposes and meanings. A new marking policy and dialogue with pupils, piloted initially by the Year 6 teacher, ensures that they understand what they need to do to develop their work. For those pupils new to English, the feedback is also given orally. Ofsted commented that:

*'Pupils really like the written dialogue where they explain what they do or do not understand and teachers give them very good guidance. As a result, pupils know exactly what to do to improve their work and teachers take account of pupils' comments when planning the next steps in learning.'*(2012, p6)

The pupils themselves commented that *'when you don't understand, they (teachers) help us. They give us examples'* and describing how they use the classroom environment *'we have a big writing wall with words on top of it for us to use.'* In the EYFS children learn English quickly through the carefully planned opportunities to both hear and use English in meaningful activities and experiences. Adults scaffold their learning through role play, songs and rhymes and circle activities, developing contextual understanding and providing essential repetition of the language focus. Supporting through oral sentence starters and scaffolding, this enables pupils to extend both their thinking and language. A teacher was observed leading a focused language development group of, who were revisiting the story of 'Dear Zoo', in preparation for a visit to the zoo. The beginning and end were clearly marked by welcome and goodbye songs. Together they told the story, exploring each page through questioning and modelling, focusing on the names and body parts of the different animals. This chorus story telling was supported through toy animals in a story sack, gestures, actions and pictures on a board to which the teacher referred. A song which required pupils to select an animal then encouraged them to use their newly acquired vocabulary independently. Frequently teaching ensures pupils hear new language, but pupils with EAL

need to rehearse and use English in meaningful contexts for it to become part of their repertoire and this can be forgotten.

Ownership and thorough scrutiny of the data by the manager and teachers ensures that *'Teachers know what their pupils have already achieved and build very well on this.'* (Ofsted 2012:p4) However, as the SENCO added *'the data is a very good place to start, but we need to ask why and explore the story behind it.'* As part of this process, the school has established very effective information gathering processes through home visits for pupils entering the Nursery, interviews for non-routine arrivals (identified by the school as 'joiners') and where there is concern about a child having a learning difficulty. The home visits enable teachers to develop an understanding of the pupils before entry into the nursery, including their communication skills in both their first language and English and also to share key information about the daily life in an English nursery setting with parents. Each child has a personalised booklet, focused on photographs taken during this visit, in which they 'write' in their first few days in school. Not only does this provide a baseline assessment, but it creates a comforting link between home and school, for the child. Similarly, there is an established procedure for new arrivals throughout the school, in which a gap between registering and starting at the school enables staff to gather information through parent interviews, contact previous educational settings and share that information with all staff enabling them to prepare for their new arrival.

The school clearly uses effective information gathering processes to provide both a baseline and an on-going tool which ensure that they are meeting each child's needs. A range of strategies which have been shown to enhance not only the learning of pupils with EAL but all pupils, are embedded into the ethos of the school.

### **Targeted Support**

In the termly attainment meetings, the stage and impact of EAL and pupils' EAL targets drawn from the stage of English assessments are discussed and cross-referenced against NC progress. New English-learning targets are identified and embedded within the planning and teaching. This includes specific groups, such as those new to English (joiners). Where the data analysis and information indicates that a pupil is not making the expected progress, whatever their starting point, additional support is planned. As Ofsted commented *'Leaders and teachers track the progress of individual pupils and different groups accurately and identify those at risk of falling behind. Working with the inclusion team, they ensure that targeted intervention programmes are put into place quickly. The success of these interventions is monitored and provision amended as necessary.'* (2012, p8) Some of these interventions are through commercially prepared programmes, such as phonics training for new arrivals or to close gaps and others are specifically designed to meet the specific EAL needs of the pupils concerned.

### **Teaching Assistants**

Most interventions are delivered by a team of teaching assistants and a learning mentor who are highly trained and collaborate closely with the teachers. All support staff attend the same training as the teachers and their personal targets include the impact of the intervention programmes they deliver. All commented on the importance of breaking down the learning process into small steps for EAL learners.

**Case study D:** The Year 1 teacher explained that observation and monitoring of the progress of her stage 1 learners, revealed that although 'chatty' in the playground they lacked confidence to participate in classroom talk or volunteer information. With her teaching assistant she planned a series of short regular slots, centred on group work which developed talk around a picture trigger, supported by adult modelling and

sentence starters followed by supported writing. Language targets were embedded within this, for example the accurate use of personal pronouns. The pupils built up a good relationship with the teaching assistant and their confidence grew. Meanwhile the close collaboration with the teaching assistant enabled the teacher to encourage the pupils to use their learning in the classroom context, providing a bridge for the application of their learning. She reported that all are now more willing to contribute to and initiate class talk, with confidence.

**Case Study E:** A group of Year 5 EAL learners had been identified, as having issues in writing; these were pupils who were not new to English, but who were fluent everyday language speakers. Believing that they would benefit from spending longer working in context but with more time focusing on one genre, a series of weekly intervention sessions called 'Ready, Steady, Cook' were planned, to be delivered by a teaching assistant. The learning objectives were embedded within the chosen genre – recipe writing – and the sessions were carefully structured, focusing on cooking one recipe a week. This enabled the pupils to develop an understanding of the genre, vocabulary, grammar and technical skills of writing and culminated in the production of their own recipes. Monitoring and assessment showed the impact of this work with all pupils making at least 3 points progress, with one pupil making an exceptional 5 points progress over the period of one 12 week term.

Teaching assistants also work with newly arrived pupils who have no knowledge of English. Following the interview process, pupils are assessed and recognising the importance of first language development on learning, the school is moving towards including an assessment of their first language skills. This information is shared with all staff and is displayed in the staffroom; key adults and buddies, where possible, sharing the language, are assigned to a pupil, who is also given a set of visual prompt keys to aid communication within their first days. One pupil commented that the first English they should learn is '*the magic words, please, thank you, hello, I am sorry*', all of which can be developed through these keys. Pupils throughout the school are encouraged to use their first language, especially to aid the thinking process. The case studies below exemplify the carefully planned induction into the school curriculum for two new arrivals into Years 5 and 6.

**Case study F:** On arrival, the two pupils made a book about themselves and their school, introducing them to basic English. Activities drawn from a Lambeth New Arrivals pack extended this language and a daily routine was established. Their first days began with the teaching assistant reading and talking about a simple reading book, guided by prompts in the teacher version. Mental maths followed, using translations which the pupils had done using Google translate the week before and with guidance from the teaching assistant. At the end of the week they attempted the audio version. The pupils participated in the whole class maths sessions, supported by the teaching assistant, who also assesses and feeds back on their understanding at the end of the lesson. This determines whether they need follow-up support in a small group session. They are also able to use 'Education City' programmes, which aid understanding as the maths is approached through games. The books read at the beginning of the day are revisited in guided reading, when the pupils create a story box for the week, based on the texts and which can be used to develop retelling using story language and also to explore meanings and develop ideas. ICT programmes such as Lexia are also used for support. Writing may stem from these or with the use of picture prompts or cloze procedures linked to the whole class topic. The remainder of the curriculum is taught through very practical activities, enabling full access by the pupils with the support of the teaching assistant. Throughout the day, the pupils have full access to bilingual dictionaries, a computer and laptop, which they can use as and when needed.

Clearly the school is working hard to develop structures, processes and resources to enable pupils new to English, to access the curriculum learning at their own cognitive level, whilst also learning English.

### Learning Mentor

A learning mentor works with any pupil needing support with social and behavioural issues and thus is also working with pupils with EAL. As with all staff, she emphasised the importance of gathering full information about a pupil to inform intervention and support. This may also include researching the systems and practices of their home countries to support transition into the English systems and also supporting parents to develop their own skills, sometimes helping them to enrol in English classes or to work with their pupils as for example at the Portuguese Club in the Learning Collaborative. She explained that working with parents was a key to success, using interpreters where required, to ensure that the school and parents worked as a team to support the pupil. Her role also includes coordinating groups of pupils working as play leaders and also as peer mediators. She ensures that all communities within the school are represented in these roles and those pupils who are at early stages of learning English are supported by peers or through visual resources to undertake the responsibilities.

### Special Needs Coordinator (SENCO)

The SENCO, who is also called the learning needs coordinator, organises meetings with all staff including those who work in the playground, to discuss the additional needs of any pupil in the school, often highlighted through the tracking system. It is recognised that there is often a combination of factors that are creating a barrier to a child's learning and she explained that in a school where over 50% of the pupils are learning EAL, then a number will also have special educational needs. The school's consistent information gathering approach supports the separation of needs arising from EAL and those from SEN and this is further clarified through the use of the Mother Tongue Assessment materials. The school also uses assessment materials to indicate potential within a pupil, when there is concern. Interventions are planned and constantly reviewed, ensuring that they are contextually appropriate and language enriched.

All the targeted interventions can be seen to have a clear focus identified through an understanding of the needs of pupils with EAL and are time-limited, carefully monitored and assessed for impact. Furthermore, there is an emphasis on team working, so that whatever the source or nature of the intervention, teaching and support is linked to ensure pupils' understanding and all staff concerned communicate effectively.

### Partnership with parents

Ofsted commented that:

*'The school has worked hard to establish outstanding relationships with parents and carers. They have access to a very wide range of information and services which help them to support their pupils' learning. As a result, they feel well informed, and have great confidence in the school.'* (Ofsted 2012, p8)

During our visit this view was mirrored by a parent who described education as being *'the key of life and the key of joy'* and went on to say that the parents really admire the headteacher: *'he listens to you, he takes it on board, he finds a solution ....Parents really admire him. He's a real role model for people out there. He's a man of character and humble. He unites all the parents.'* She also explained that the *'teachers are so supportive.'*

*We interact. If you want your child to learn then we need to work together. Work as a team.* Parents are encouraged to learn about aspects of the curriculum, to build resources for use with their child in after-school 'story journey groups' and are given a phonics DVD to view at home to support their learning of the English phonics system. On parents' days, pupils' targets are shared with parents, giving teachers, with help from interpreters, opportunities to explain their meaning and activities to support their development. Recognising that many parents were keen to support their children and also improve their own English language and life skills, the school worked with the Lambeth CLC to run a series of 'Language and Play' sessions, which were so oversubscribed that two courses had to be offered. These were structured across one day a week for six weeks, focusing on the parents' role as educators, the development of communication skills and valuing of home culture. The parents made and learnt to use props, resources and activities such as story sacks, treasure boxes, books, storyboards, cooking and games linking to the school topics and stories. Pupils joined them during the day and all materials went home for use. Not only did these sessions develop the parents' language and life skills, but also their role as a partner in their children's education. A parent described how her understanding and role changed *'It made me come down, listen properly to children and talk to them. Now we do things together. My son tells me what his homework is about ships and we do it together. Before he just did it by himself and showed me that it was finished. There is a big difference, now we all work together as a family.'*

The school has clearly established a close relationship with parents, focusing on building trust and respect, ensuring that language or learning support is always available. It was very evident how this has resulted in parents working with the school to raise achievement.

## STOCKWELL PRIMARY SCHOOL

### Background

Stockwell Primary School is a larger than average primary school located between Stockwell and Brixton. It also has a Children's Centre attached. In 2011 there were 469 pupils on roll. 36% of pupils were eligible for free school meals – about the same proportion as in Lambeth overall. However the school had a higher proportion of pupils learning English as an additional language than the Lambeth average. About 59% had English as an additional language; 47% of pupils were not fluent in English. There is a high mobility rate, with many of the new arrivals speaking no English. It draws upon a catchment area experiencing substantial disadvantage.

The school population is ethnically very diverse. About 17% of the pupils on roll were Portuguese; this is more than three times the LA average. A further 23% were African, 17% Black Caribbean, 8% White other and 6% White British. About 32-languages are spoken in the school, and of these 16 had 5 or more speakers. The most common mother tongue languages in 2011 were: English (41%), Portuguese (18%), Spanish (6%), French (4%), and Chinese (4%).

Ofsted Inspections confirm that: *'Stockwell Primary is an outstanding school. The keys to pupils' excellent achievement are outstanding teaching, curriculum and very effective academic support and guidance (Ofsted 2008, p.4).* Despite challenging circumstances, pupils make excellent progress overall.

**Table 1. Key Stage 2 Results 2005 - 2011**

	Pupils with EAL – Stockwell				All Pupils- Stockwell			All Pupils- Lambeth			National -All *
	English	Maths	Av.	No	English	Maths	Av.	English	Maths	Av.	
2005	72%	90%	81%	29	71%	68%	75%	76%	68%	72%	77%
2006	85%	89%	87%	27	78%	70%	77%	78%	70%	74%	78%
2007	92%	88%	90%	24	77%	71%	78%	77%	71%	74%	79%
2008	96%	96%	96%	28	80%	74%	80%	80%	74%	77%	80%
2009	86%	75%	80%	28	79%	78%	81%	79%	78%	79%	80%
2010	86%	80%	83%	35	82%	81%	81%	82%	81%	82%	80%
2011	78%	86%	82%	36	84%	83%	84%	84%	83%	84%	81%

\* Average for English and Maths

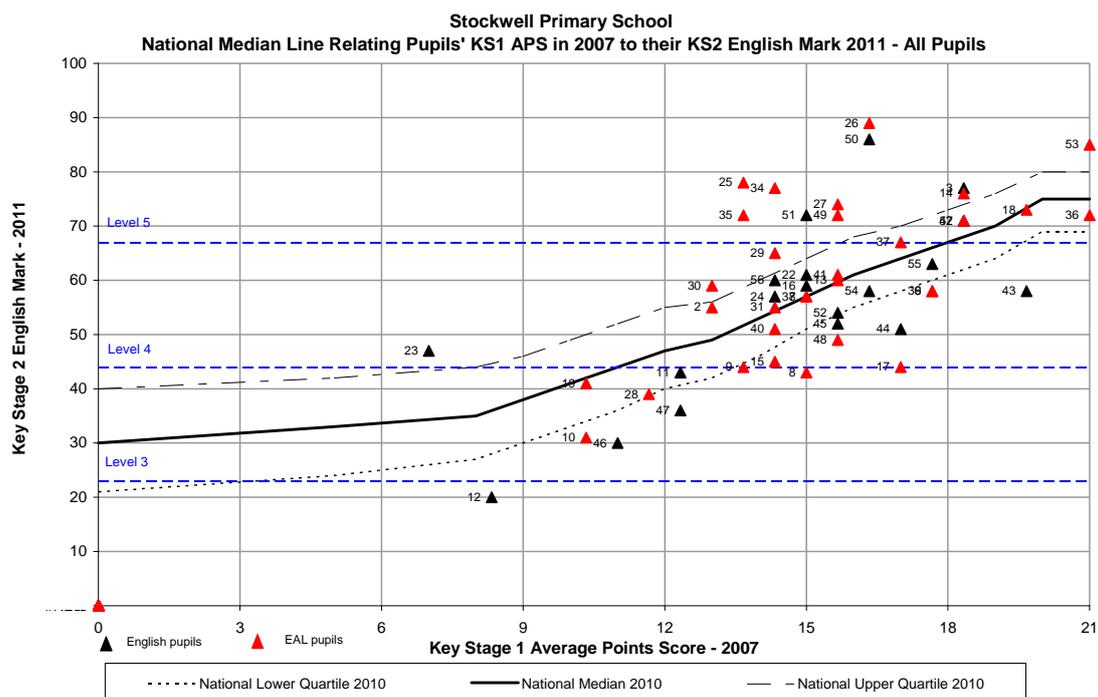
Although the results of the pupils with EAL in Stockwell have fluctuated over the last seven years, they have consistently been above the national average. Furthermore they were above the results of Stockwell overall, as well as Lambeth.

**Table 2 – Percentage of EAL pupils making two levels of progress**

	Stockwell (EAL)		Lambeth (EAL)		National All pupils	
	English	Maths	English	Maths	English	Maths
2009	89%	74%	92%	87%	81%	80%
2010	100%	79%	96%	91%	83%	82%
2011	97%	87%	92%	91%	84%	83%

Table 2 shows the percentage of pupils who made two levels of progress between KS1 and KS2. Nationally in 2011, 84% of pupils made two levels of progress in English, and 83% did in maths. In Stockwell pupils with EAL progress in English has consistently been higher than the progress recorded nationally. Progress between KS1 and KS2 is also shown in Figure 1. This compares the relative progress made by all pupils in the school with progress made nationally by all pupils in England. The median line graph shows whether pupils in the school are doing better or worse than other pupils nationally.

**Figure 1. Stockwell Value Added Between KS1 2007 and KS2 English 2011**



Looking only at the pupils with EAL in the school, they progress somewhat better than nationally, with 24% in the lower quartile, 41% in the interquartile range, and 34% in the upper quartile. This represents better progress than in the school overall, where 28% were in the lower quartile, 44% in the interquartile range, and 28% in the upper quartile.

Central to the school's success in raising achievement of and progressing pupils well are:

- A strong leadership team led by an outstanding headteacher
- Effective use of data
- High quality teaching including effective EAL strategies
- Creation of a learning community and curriculum that reflects the diversity of the school
- Targeted support for pupils with EAL, often through use of bilingual staff

The evidence used to inform the judgements made here includes interviews with:

- Headteacher
- Head of school
- Assistant headteacher responsible for inclusion/community, extended services and EMA/MFL
- One EAL teaching assistant
- One learning mentor

- Two classroom teachers
- Five parents
- Seven pupils from Years 3, 4, 5 and 6
- Head of school (Data Manager responsible for tracking and
- A lesson observation
- Scrutiny of relevant documentation including previous Ofsted reports<sup>6</sup> and attainment data.

The school was visited for one day in June 2012 to gather school-identified good practice evidence in raising the achievement of pupils with EAL. Details of the findings are discussed below.

### **Leadership and Management**

One of the key factors in raising achievement in the school is that leadership and management are outstanding and the headteacher provides strong and purposeful leadership. The *'headteacher, with excellent support and teamwork of staff, have established a very special school in this inner city setting.'* with excellent support and teamwork of staff' (OFSTED 2008, p.4). Staff, pupils and parents know exactly what is expected of them. The staff are committed to the school and keen to improve upon the very high standards that are achieved. The keys to the school's success are seen by one member of staff as:

*'working together as a team; talking non-stop about and reflecting on teaching and learning in the staff room; the commitment and quality of the work of the teaching assistants; the leadership of the headteacher.'*

The headteacher's vision was for pupils to be motivated through seeing both the staff and their parents as learners. Thus staff were required to follow an Open University course, which parents could also join, leaving their children in the crèche provided. The success of this was recognised by Ofsted, who reported that:

*'Stockwell Primary is a community of learners. A governor described it as taking 'learning into the family and the family into the school.'* (Ofsted 2008, p5)

Our previous research also shows that the headteacher is passionate about inclusion. She has embedded a culture of excellence for all, high expectations for every pupil within the school regardless of background. This vision has filtered throughout the school to staff, pupils and their parents:

*'We train together, we work together, we make decisions together, we make mistakes together- everybody shares the vision otherwise they move on. This vision is unflinching; it is not tweaked for anyone. Pupils' interests are at the heart of this. This belief underpins all our practice in school, it drives everything we do.'*

### **Diversity of school workforce**

Another key success for the school is the leadership's ability to create a community ethos by employing a diverse multi-ethnic workforce which represents the community the school serves. There is no doubt that the diversity of the staff is a striking feature of the school. The

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<sup>6</sup> Ofsted (2008). Stockwell Primary School Inspection report, [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

school reported 61 staff. Of these about 66% of the school staff are of ethnic minority background, 23% Black Caribbean, 15% African, 8% Portuguese, 5% White other, 2% Black Other, 2 % Mixed Race, 3% Other ethnic group, 2% White Irish and 2% Bangladeshi. These highly skilled and motivated minority ethnic staff work in the school, teaching and supporting pupils. They make a valuable contribution to removing barriers against achievement.

Teaching assistants are greatly valued in the school. They play a key role in communicating with parents. They attend all school INSET and have a good understanding of the strategic direction of the school and whole school and relevant class issues thrown up by school data. They work under the direction of the class teacher, undertake general TA training and specific training on strategies for bilingual teaching. The headteacher took the decision to recruit a number of teaching assistants who speak the community languages of the pupils; Portuguese, Spanish, Twi, French, Ibo etc. and who often teach their first language as a MFL or in a language club. She feels that whereas one teacher can only reach a certain number of pupils, teaching assistants can be used flexibly to focus on groups or individual pupils when necessary. They have the language expertise, cultural understanding and often a detailed understanding of the issues in the wider community which might impact on pupils' lives and learning. This diversity creates a context which not only bridges learning, but also one in which pupils feel that they can relate to the members of staff from their own cultural backgrounds. Staff members can empathise with pupils; they speak the same language and understand how the systems operate 'back home'.

*'There is a powerful culture of high expectation and challenge for both staff and pupils at the school. This begins with the headteacher and the governors, who question the school leaders rigorously about the performance of the school and progress of individual pupils on the basis of the data they receive.'* (Ofsted 2008)

Overall there is a strong moral purpose in the work of the headteacher which can be summed up as follows:

- All pupils can achieve high standards, given sufficient time and high-quality support.
- All teachers can teach to high standards with good support.
- High expectations and early intervention are essential.
- Teachers need to learn all the time and they need to be able to articulate what they do, why they do it and how effective it is.

## **Use of Data**

One of the core elements of the school's success in raising achievement is its robust focus on tracking and monitoring individual pupil's progress and achievement in the widest sense of the term. The headteacher raised expectations through challenging everyone to think about the performance of the school, different groups, classes and individuals. The school used detailed performance data which was becoming increasingly available and now uses class, group and individual targets extensively.

In addition the school has a well developed pupil tracking system and it has detailed Foundation Stage, KS1, KS2 and optional assessment data for all year groups followed by background data such as ethnic background, language spoken, level of fluency in English, SEN stage, date of admission, eligibility for free school meals, mobility rate, years in school, attendance rate, types of support and postcode data.

The school sees data as an important tool in raising achievement:

*'Data is critical in raising achievement. Without data you would not have any focus. It helps to create a picture that you wouldn't have otherwise, an overview of school,*

*class and individual performance. We have moved on from compiling data, what makes it powerful is that we use it to prompt action to make sure that each child is doing well.'* (Head of School).

Data is used to look at whole school, class issues and group issues, drilling down further to individual learning issues, for example the attendance of a particular pupil and the impact that this might have on their learning. The senior management team supports and challenges teachers to raise the performance of every pupil. The data is shared with all the staff, including teaching assistants so that everybody involved in pupils' learning has an overview of the issues. Support staff are included in training for example, levelling writing samples so that they too are aware of what next steps need to be in place.

**Table 3. A sample of Year 2 records to monitor booster groups and provide evidence of their impact in making a difference to standards**

	Lit Dec (WRITING)	Lit Mar	+ -	Mat Dec	Lit Mar	+ -
Name	1A	2C	+1	1A	2A	+3=1 LEVEL
Name	1A	2C	+1	1A	2B	+2
Name	1A	2C	+1	1B	2C	+2
Name	1A	2C	+1			
Name	1A	2B	+2			
Name	1A	2C	+1			
Name	1A	2C	+1	1A	2B	+2
Name	1A	2C	+1			
Name	1A	2B	+2	1A	2B	+2

The school bases its improvement and support strategy on thorough monitoring and evaluation including the identification of what most needs to be done and decisions about actions to be taken. Data analysis enables the school to identify the pupils who are at risk of underachieving as early as possible and this has led to a number of interventions or strategies being employed. The most commonly reported interventions as a result of looking at the data is providing additional support, including one to one, personalised teaching, booster sessions and English language support. As a result, pupils with EAL in general make rapid progress and achieve outstanding results as they are monitored and closely supported. Pupils' comments illustrated that they valued this support highly.

Procedures for initial assessment, especially newly arrived pupils are well developed, providing baseline information. Where possible, the school uses pupils' first language as part of the assessment procedures and annotated writing samples in the pupils' home language. This informs individual target setting that is supported by bilingual teaching assistants and teachers.

**Table 4. Sample of evidence of Impact (One to one tuition) October 2011 - January 2012 (taking the teacher predictions in September)**

Literacy				
Name	Reading		Writing	
	Prediction Sept '11	Actual result achieved Dec '12	Prediction Sept '11	Actual result achieved Dec '12
Pupil1	3B	4C++	3C	4C+++
Pupil2 *+	2A	3C+	2B	2A+
Pupil3	3C	3B+	2A	3B++
Pupil4 *+	3C	2A+	2A	2A
Pupil5	2C	2A++	2A	2A
Pupil6+	3C	2A-	2B	2A+
Pupil7	3A	3B-	3C	3A++
Pupil8+	3C	2A-	2A	3C+
Pupil9*	2A	3B++	3C	3C
Pupil10	3B	3A+	3C	3B+
Pupil11	3A	3A	3B	3A+
Pupil12	4C	4C	3A	4C+
Pupil13	3B	4C++	3B	3A+
Pupil14	3A	3A	3B	3A+
Pupil15	4C	4C	4C	4C
Pupil16	4C	4B+	3A	4B++
+literacy specialist teacher support +LEXIA				
	Numeracy			
	Prediction Sept '11	Actual result achieved Dec '12		
Pupil2	3C	3B+		
Pupil 17	3C	3B+		
Pupil 18	3C	3C		
Pupil 1	2A	3b++		
Pupil9	2A	3C+		
Pupil20	2A	3B++		
Pupil21	3A	3A		
Pupil19+	3B	3A+		
Pupil 22	3A	3B+		

On target + = plus one sublevel ++ = plus two sublevels +++= plus whole level

Not on target to meet prediction - = minus one sublevel

At the beginning of each term the senior management team meets with each class teacher to review every pupil's levels and progress and to set targets for them in English, maths and science. Detailed performance and progress of all pupils including pupils with EAL, EMA, or SEN and all pupils identified for booster classes is considered. Those pupils who are not on track with their learning are highlighted, their levels are cross-checked with their stage of English fluency, barriers identified and interventions for example booster classes for Year 2,3,4,5 and 6 are put in place straightaway. Stages of English are assessed termly by the head of inclusion working with the teachers and teaching assistants. This has highlighted

groups of pupils who are stage 3 English fluency, but whose NC learning has plateaued and who *'are good at reading, but have issues in writing.'* These pupils are the focus of teaching to develop the academic structures needed in writing.

Teachers stay after school to take booster classes and teaching assistants give support. This provides consistency in pupils' learning. Pupils with EAL are a focus of the work of the school. The school also uses *Lexia Reading* software that provides a method for pupils to acquire foundational reading skills. The impact of EAL support, booster class and one to one tuition in raising achievement can clearly be seen from the case study outlines below, both for pupils who are new arrivals and those who have been in the school for few years.

**Child A Case Study:** Child A is a pupil with EAL and speaks Portuguese at home. He came from Portugal into the nursery class. In year 6 he was assessed as stage 3 level of fluency suggesting that he needed some support to develop the more academic English. The school targeted his language development in maths, English and science and provided additional support through interventions. As a result he got level 5 in maths and level 4 in English. This was indeed a good achievement for someone with stage 3 level of fluency in English to achieve level 4 in the English test.

**Child B Case Study:** Child B came from Poland in 2006 and speaks Polish at home. He joined the school near the end of Year 1, had no English on arrival and was assessed as a stage 1 beginner. His records for KS1 suggest that he was assessed as 2B for reading, 2C writing and 2A in maths. At the beginning of Year 6, his level of fluency in English was 3, suggesting that he needed some support to develop the more academic language. With additional EAL support from the teachers and teaching assistants he achieved level 4 in English and level 5 in maths in the KS2 tests. This is indeed good achievement for a child who had only been in the school for 5 years.

**Child C Case Study:** Child C speaks Chinese at home. The school gave full support from the beginner stage with English lessons. His KS1 results were assessed as 2A for reading, 2B writing and maths, but with the EAL support provided he managed to achieve level 5 in English and maths. This again is a remarkable achievement for a child with EAL who had to learn English, when starting school in England.

Overall there are excellent systems for monitoring the work of pupils, identifying those who need additional help or extra challenge and then providing them with appropriate additional support

## **Pupil Voice**

We asked a focus group of eight pupils learning EAL from Years 4 and 5, to explain what they liked about their school and what it was that helped them learn. All pupils were bilingual with some speaking two languages in addition to English. Some of their responses were:

*'Everyday is an exciting day - for example Friday in the morning we learn new stuff and we have assembly and golden time.'*

*'You do a range of different and fun lessons and you learn new things everyday and it will help us prepare for the future.'*

*'We do lots of projects – assemblies about our languages and our special days and Translation Nation.'*

*'You do activities with your friends and most of the time you get to work with your partner. They make sure you don't do as many mistakes.'*

*'School give us more information in maths, English and subjects and Tuesday and Wednesday because we get prepared by the music teacher for special events.'*

*'I use my language with my friends.'*

*'I had a group of my own and I taught them Heads, Shoulder, Knees and Toes in Somali.'*

*'I speak Romanian when it's Language of the Week. They have to say the register in my language.'*

*'We learn about histories and other religions.'*

*'We learn about Somalia and talked about Mecca.'*

*'Someone comes every two weeks and talks about Christianity.'*

*'I like class assemblies because we learn from each other and show others what we learnt in science, histories and English, like persuasive writing.'*

It was obvious that the pupils enjoyed school and saw it as a place to learn and share learning about the curriculum but also about their cultures, religions and languages.

## Teaching and Learning

The headteacher's aspirations to ensure that the school became a community of learners in which *'EAL is not a barrier but a bonus'*, provide the basis for the teaching and learning throughout the school. Focused initial assessment of newly arriving pupils through their first language and the creation of an action plan provides the foundation for teachers to plan their learning. Where languages are shared, bilingual teaching assistants support the pupils through their early days in school and all pupils and staff use their first language to support new arrivals. The content of the language clubs links directly to the topics of the classrooms, thus enabling pupils to learn through both their first language and English. The supportive processes for new arrivals are illustrated by the example below:

**Child D Case Study:** *Child D, a Portuguese speaking boy was enrolled into Year 4, as a Stage 1 learner, having no knowledge of English. Initial assessments through Portuguese indicated that he had a well-developed first language and was working at a level appropriate for his age. In conjunction with his class teacher an action plan was developed and he was encouraged to attend the Portuguese club, where teaching linked with the content of the classroom. He continued to write in Portuguese, with the Portuguese speaking teacher marking and discussing next steps with him and also how to transfer his learning into English. By the end of Year 6, he achieved Level 5 in English and Maths*

The school recognises the importance of understanding EAL pedagogy, thus the assistant headteacher for inclusion, who has the overview of provision for pupils learning EAL, completed the five day course on enhancing the learning of pupils with EAL and has disseminated her learning throughout the school. This is refreshed through INSET from a specialist EAL consultant when necessary. Thus teaching strategies effective for EAL learners have become routine. A visual and language rich environment both supports and stimulates pupils' learning. The use of ICT, video and partnerships with the Lambeth CLC, focusing on creative and effective use of technology ensure accessibility in their learning. The school has appointed a coordinator for performance and arts, with the development of speaking and listening across the school as a major element of her role. Observation in her lesson demonstrated not only the use and study of film, but also the pupils working productively with their talk partners and in groups, as they explored the techniques used and also prepared to hot-seat a character. Wall displays reminded pupils of the roles and features of effective group work and talk and a working wall detailing the learning was seen

to be used by pupils for prompts during the lesson. The pupils themselves recognised the role that classroom talk played in enhancing both their learning and language acquisition. When asked what helped them learn, one pupil commented that *'a lot of group works. Every person has different ideas and that helps you make your work even better than if you did it by yourself.'* Another said *'your partner has words and knows the language and you put your ideas together and learn the language and become better.'* During the lesson, the pupils' group talk was focused by the use of a key visual containing four quadrants to help them organise their thoughts and discussions around the film techniques and meanings. The teacher prompted pupils to draw upon this and give extended responses when explaining their answers to her questions. Sentence starters were evident to support language learning across the curriculum. Throughout there was a focus on vocabulary use and development and a wall display showed the exploration of meaning conveyed by metaphor and idiomatic language, both very culturally specific and therefore often a barrier for EAL learners. Teachers identified talk as a key strategy and emphasised the importance of pairing and grouping to encourage both use of first language but also to provide good English language models and scaffolding for the EAL learners. The effectiveness of this approach was evident in one pupil's comments who said *'when I say a word wrong, he corrects me and says try again and every day I learn a couple more words.'* Pupils clearly support each other with their learning and were overheard during the group activity saying:

*Child 1: 'He was washing his teeth'*

*Child 2: 'brushing'*

*Child 3: 'Yes, he was brushing his teeth.'*

The school uses the 'Talk for Writing' approach, both in fiction and non-fiction genres, which supports the internalisation of models of language and oral rehearsal before writing. The acting team leader of the Foundation Stage emphasised the importance of not only providing a language rich environment but also ensuring adult modelling and providing opportunities for repetition, commenting on the importance of adult modelling of language within the role play areas. She described how they build a picture of pupils' communications skills in their first language through home visits, observations and specific assessments where first language delay is evident. Elements of the Foundation Stage Profile are assessed through the child's first language where necessary and she described *'success stories where pupils built confidence - because they are allowed to use their first language in the nursery so they became confident in using English.'*

Throughout the school, all staff commented on building pupils' confidence in becoming 'risk-takers' whether it is in speaking to an audience or in drafting and editing their writing. Set in the context of a curriculum which emphasises the importance of oral language development and scaffolding the grammar of the developing English language, optimum conditions for the progress and achievement of pupils learning EAL are being created.

#### Celebrating cultural heritage

The school's multi-ethnic staff play a key role in the celebration of cultural diversity, with a significant impact on raising the aspirations of all pupils and the community. The celebration of diversity is embedded into school life through activities such as assemblies, circle times, language of the week, and use of the mother tongue in class, the teaching of modern foreign languages and the curriculum. Through the 'virtues project' pupils embrace a different virtue every week e.g., empathy, courage, purposefulness. These are explored in circle times, assemblies and class discussions and have also led to a shared school culture.

Ofsted reported that the school had excellent links with parents and this has been developed not only through supporting parents as learners and involving them in their pupils' learning, but also in working with them to ensure that the pupils learn about and celebrate

the many cultures within the school community. Parents work with their children to support the school in producing well-attended assemblies that celebrate key dates in their calendars. The importance of these events was recognised by the parents interviewed who commented that the school *'has assemblies for every nationality, so we have to help the school. We have to be strong together to keep this school like this.'* It was also evident that these events are not just celebratory, but also develop pupils' and parents' knowledge and understanding of cultures and religions. One pupil commented *'I learn lots of things about other cultures'* whilst another said *'when we had a Chinese New Year assembly, I felt really special because it gives other people a chance to have an interest in my language.'* One pupil elaborated *'I learn new things that I didn't know even though it is my culture,* whilst another talked about learning from *'someone who comes from the church every two weeks and talks about Christianity.'*

The school uses Black History Month as an opportunity to explore different countries and celebrate diversity.

*'Every class studies a different country to give them a wealth of knowledge about the culture, the food, the language and people. Each class presents their country through an assembly- last year we learnt about twelve countries, this ingrains diversity in the pupils.'*

Annually there is an 'International Food Day'. Staff, pupils and parents dress up in their traditional dress and share food from around the world. Parents from all backgrounds:

*'Mingle and share recipes and pupils are encouraged to try different foods which opens them up to other cultures.'*

Teachers also organise curriculum projects such as 'Translation Nation', where the school worked with a company to support pupils and their families to translate a story from another culture or in another language into English. Some were oral retellings from home, some written and some English speaking pupils found traditional tales such as those written by Grimm in the original language. These stories were dramatised and presented by the pupils, both in assemblies and as written versions in big books

Whilst retaining key learning objectives, links are made by teachers between these cultures and the curriculum, ensuring it reflects the lives and needs of its pupils. Ofsted noted in the letter following a school survey (Ofsted PSHE Survey 2008, p2) that

*'The curriculum is interesting and varied. It meets the pupils' very diverse needs exceptionally well. The focus on Britain's diversity and shared values is a strong feature, supported by a wide range of trips and visitors.'*

Recognising the role that first language proficiency plays in developing proficiency in English and to create a high profile for language learning, the school established 'Language of the Week' choosing from the range of languages spoken by the pupils and their families, including English. This is embedded within the school routines, being a standing item on the weekly business meeting agenda and introduced during Monday's assembly by both adults and pupils who use the language. Parents are consulted on vocabulary and pronunciation; pupils respond to the register in the chosen language and can be heard to teach each other vocabulary whilst in the playground. The teaching of community languages as a modern foreign language has enabled pupils to excel and become experts supporting their peers.

The school's focus on diversity, ensuring the curriculum meets the needs of its pupils, but also on creating a shared curriculum and values underpins its ethos as a community of learners.

### Targeted support

A team of nine bilingual teaching assistants is managed by the assistant headteacher with responsibility for inclusion. Their role is clearly defined as working with pupils who have EAL, across the school and was recognised by Ofsted who commented, '*The skilled teaching assistants contribute very well to pupils' progress, especially those learning English as an additional language.*'(2008, p5) Flexibility allows them to provide interpreting, new arrival support, language clubs or teach their mother tongue as a modern foreign language. Thus a Spanish speaking bilingual assistant runs after-school clubs in Spanish twice a week teaches Spanish as MFL to Year 3 during the day and supports new arrivals. The teaching assistants are all required to do the NVQ in Childcare, are able to follow further training through the Open University and participate in school INSET. They are also trained to be tutors in their first language, thus enabling many languages including French, Somali, Arabic, Spanish and Portuguese, to be taught to both native and English speakers across the school. Currently pupils leaving Year 6 will have been introduced to four languages. Like teachers, the impact of their work and relationship with the teachers is monitored. Supporting new arrivals is a key element of their role. The case study below illustrates the nature of their work.

**Child E Case Study:** *Child E, a Spanish speaking boy arrived in the autumn term of Year 3, as a stage 1 learner, having no knowledge of English. The first step was for the bilingual assistant to assess him in reading, writing and maths in Spanish, and then liaise with the deputy head for inclusion and the class teacher to plan a programme of work. In daily, half hour one to one sessions, the assistant taught him the basic 'survival English', prompting him to record new vocabulary and explore and learn it through the use of a borrowed bilingual dictionary at home. As the child was literate in Spanish she also supported him to read and write about the class topic in Spanish, translating it into English for the class teacher, thus ensuring that he had access to the classroom learning. Similarly she translated the homework into Spanish for him and then his work back into English for the teacher. Throughout she liaised with the teacher to plan next steps and supported him in class whenever possible. Remarkably, by the end of the year, he was achieving the levels expected of his age in mathematics and was only one sub-level below in both reading and writing.*

*The school had successfully enabled him to build on his existing learning both in language and also in the curriculum, transferring it successfully into the English curriculum.*

The assistant emphasised the importance of supporting the pupils to make friends with other pupils sharing their language, but also in developing relationships with English speakers so they hear and use the language. On occasions, when a need has been identified, she has run interventions with Spanish speakers. In the EYFS, there are focused EAL teaching assistants who are assigned key pupils with EAL. They have specific objectives, especially those relating to speaking drawn from the Stage of English assessments and are very aware of their role in modelling English.

Outside of their teaching role, the teaching assistants are also available to translate documents, interpret for meetings and for workshops. Parents and staff alike commented on the ease at which parents felt able to approach the bilingual staff for support and advice.

It is clear that targeted support through interventions, but often by an adult who has an understanding of EAL pedagogy and may share the pupil's first language, accelerates their learning.

### **Partnership with parents**

Staff mentioned how the school has built up a reputation for valuing and promoting the community languages and how this is attracting families to the school. Any visitor is immediately welcomed by a digital sign which announces the language of the week and parents commented on how the school is *'very big on multicultural aspects and promoting festivals and languages.'* It was clear that the supportive ethos of the school has had a great impact in terms of building parent/school partnerships. Monitoring now indicates that all groups participate equally in school life. Parents interviewed about their arrival in school, described both their aspirations for their children – *'it is the base for your children's future. If you are well-educated, you have more opportunities in life'* and how quickly their anxieties were allayed. One parent said *'in the beginning I was scared in a way, because when my son started the teacher said he should join the Portuguese club, but I thought he will be confused, but teachers say no, he will be more clever. I totally agree now.'* From arrival parents are encouraged to participate in school life. Both the staff and the parents described how interpreting and translating, where possible, support communication between the school and home in the early days and the deputy headteacher for inclusion commented that she is always available in the playground at the beginning and the end of each day. If non-English speaking, parents are able to choose an advocate to speak for them at the Parent Forum, but as their English develops, they play an increasingly active role. All the parents interviewed described the school as 'welcoming and supportive', explaining that *'there are a lot of teaching assistants who help'* and *'what helped me was the teachers here, they want us to be welcome, if we don't understand something, they try to help so I can understand what they tell me.'* Another said *'the main thing is that the teachers are very approachable, before school, after school, if you have any queries, questions.'*

This school-developed ethos has not only ensured that parents feel welcome but also forged strong school-parent partnerships to develop their children's learning. As one parent said *'It's a team. If we leave everything to the school then we have to blame ourselves – it's us to blame.'* Another emphasised that *'teachers here support a lot and we support them by homework and joining them on outings'*, whilst another parent added *'even when they finish their homework we do more. What they do here, we have to do at home as well.'* To support parents in doing this, the school has invested in building a considerable bank of books and dictionaries in their home languages, which they can borrow to share with their families, reporting back to their teachers. The deputy headteacher described how the pupils support each other *'because it is the nature of the school'* and parents also commented on how this supportive approach was fostered amongst the pupils. As one parent said, *'if they know kids in the class who don't speak English, they encourage the new kid to speak, they take them into their circle. The children involve them so they are not left just alone.'*

The establishment of the school as a supportive learning community has in part been achieved by the provision of learning opportunities for staff and families alike. Opportunities for English language learning are provided through the Children's Centre as are a range of other courses. Both teachers and parents are able to follow Open University courses through the school, with crèche provision for young pupils. Staff commented on how parents were more confident in continuing their learning when offered opportunities within rather than external to the school and expressed a wish for increased funding to develop this further. As in the headteacher's vision, this has also engendered an ethos of learning within the school, with pupils seeing their parents and teachers/teaching assistants as learners so becoming more active learners themselves.

## WOODMANSTERNE PRIMARY SCHOOL

### Background

Woodmansterne School is a larger than average primary school located in the south of the LA, close to the Croydon border. In 2011 there were 481 pupils on roll. 21% of pupils were eligible for free school meals, lower than the borough average of 33%. However, the school also had a very high proportion of pupils learning English as an additional language. About 57% had English as a second language; furthermore, 50% of pupils were not fluent in English. The inward mobility rate for the school was 5%. The school population is ethnically very diverse. Of the 481 on roll in 2011 about 15% were White British, 13% Pakistani, 13% White Other, 12% African, 10% Caribbean, and 8% Mixed Other (8%) and 8% Indian. In addition there were smaller proportions of other ethnic groups including Asian Other (4%), Mixed heritage, and Portuguese pupils.

About 32 languages are spoken in the school. The most common mother tongue languages in 2011 were: English (43%), Urdu (10%), Polish (4%), Somali (4%), Gujarati (4%), Panjabi (3%), Portuguese (3%) and Tamil (2%).

The key stage data also shows that the school has an impressive improvement rate over the years and has been above national average (see Table 1)

**Table 1. Key Stage 2 Results 2005-2011**

	Pupils with EAL – Woodmansterne				All Pupils- Woodmansterne			All Pupils- Lambeth			National -All *
	English	Maths	Av.	No	English	Maths	Av.	English	Maths	Av.	
2005	74%	74%	74%	27	77%	71%	74%	76%	68%	72%	77%
2006	63%	71%	67%	35	71%	74%	73%	78%	70%	74%	78%
2007	79%	79%	79%	24	78%	78%	78%	77%	71%	74%	79%
2008	68%	64%	66%	25	85%	69%	77%	80%	74%	77%	80%
2009	85%	69%	77%	26	86%	80%	83%	79%	78%	79%	80%
2010	93%	93%	93%	30	93%	86%	90%	82%	81%	82%	80%
2011	86%	86%	86%	29	88%	84%	86%	84%	83%	84%	81%

\* Average for English and Maths

The performance of pupils with EAL in Woodmansterne especially in the last two years has been very strong. In 2011, 86% of pupils with EAL got the expected level in English, and this was also true for maths. This is higher than the corresponding figures for both Lambeth overall, and also nationally.

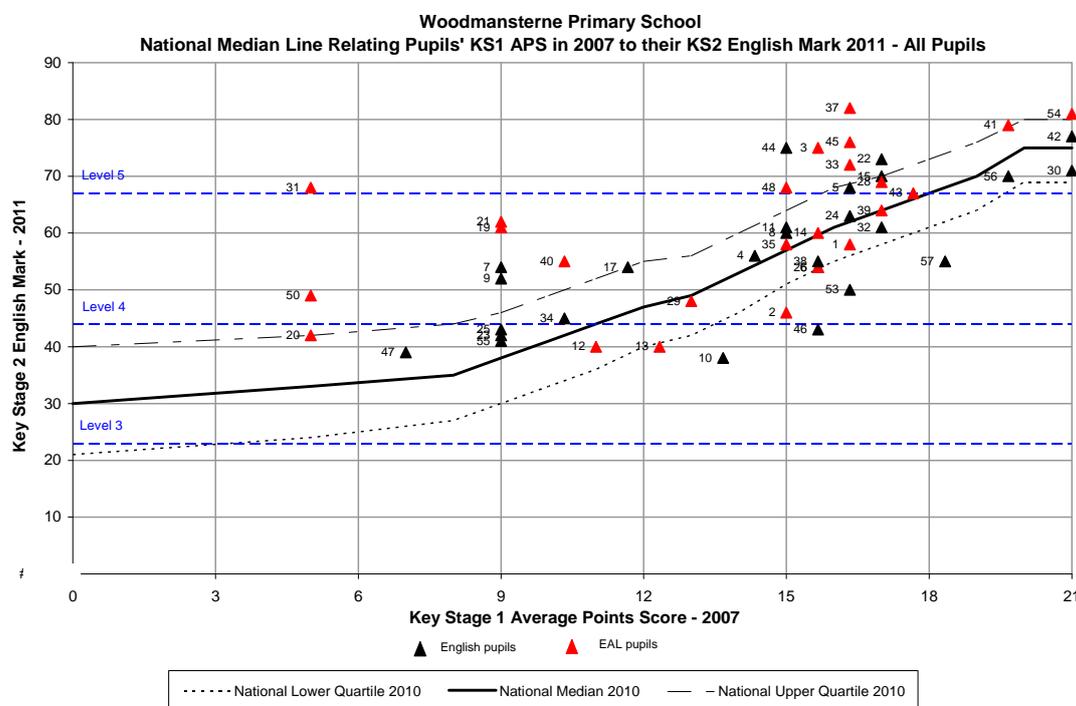
**Table 2 – Percentage of EAL pupils making two levels of progress**

	Woodmansterne (EAL)		Lambeth (EAL)		National All pupils	
	English	Maths	English	Maths	English	Maths
2009	95%	80%	92%	87%	81%	80%
2010	100%	100%	96%	91%	83%	82%
2011	96%	100%	92%	91%	84%	83%

Table 2 shows the exceptionally strong progress of pupils with EAL, the vast majority of whom made two levels progress between KS1 and KS2. In 2011, 96% of pupils with EAL in the school made two levels progress and all made this progress in maths. This compares favourably with the national figure (for all pupils) of 84% in English and 83% in maths.

The value added data of the school is also impressive. KS1 and KS2 value added data in Figure 1 below, which compares the relative progress made by all pupils in the school with progress made nationally (by all pupils), shows that the school's pupils have made good progress.

**Figure 1. Woodmansterne Value Added Between KS1 2007 and KS2 English 2011**



Of the pupils with EAL 50% are in the upper quartile – twice the expected proportion of pupils nationally. A further 42% are in the interquartile range, and only 8% are in the lower quartile. This performance compares favourably with the overall position in the school – itself good – where 36% are in the upper quartile overall, 52% are in the interquartile range and 12% are in the lower quartile.

The most recent OFSTED inspection also described the school as: ‘a good school which provides a safe, friendly and welcoming environment’ (Ofsted 2010, p.4).

The reasons for the school’s success in raising the achievement of and progressing pupils with EAL are:

- A strong leadership team led by an outstanding headteacher
- Effective use of data
- Use of effective EAL learning and teaching strategies
- Creative and engaging curriculum
- A partnership with parents
- Good care, guidance and targeted support for pupils with EAL

The evidence used to inform the judgements made here includes interviews with:

- The headteacher,
- Deputy headteacher/inclusion manager,
- SENCO
- Two class teachers (Years 2 and 3)
- Three teaching assistants
- Five pupils with EAL (two from each of Years 4 & 5 and one from Year 6)

- A lesson observation
- Scrutiny of relevant documentation including previous Ofsted reports<sup>7</sup>; analysis of pupils' work and attainment data.

The school was visited for one day in March 2012 to gather school-identified good practice evidence in raising the achievement of pupils with EAL. Details of the findings are discussed below.

### **Leadership and management**

The decisive leadership of the headteacher is based on a shared vision sharply focused on high achievement for each pupil, regardless of background. In order to accomplish this, *'there is a relentless drive to improve the quality of teaching and learning.'* Morale is high and teamwork is strong at all levels. Staff are keen to share their skills and to learn from each other. This was also confirmed by the Ofsted report which states:

*'The headteacher, ably supported by the senior leadership team, has ambitious expectations which are clearly communicated and shared by staff'. Staff are highly motivated and committed to the drive for continuous improvement... Governors provide good challenge and support for the school as a result of the clear systems in place to evaluate the school's performance.'* (Ofsted, 2010, p.7)

The forensic analysis of data and other evidence enables the headteacher to focus on action when potential underachievement emerges or to take action to improve the performance of pupils with EAL, if gaps appear between different groups. Successful interventions, including Talking Maths which focuses on raising the achievement of pupils with EAL, have been utilised.

The headteacher is passionate about inclusion, the responsibility for which he has delegated to his deputy head. The fact that the deputy head leads on inclusion is in itself another indicator of the importance it is attributed in the school and covers many well integrated areas including EAL, SEN, and gifted and talented. The deputy headteacher identified the importance of a senior leader having responsibility for inclusion, explaining that she is able to work with all subject/area leaders to ensure that the best strategies for EAL learners are embedded within all areas of school life.

When assuming this responsibility she requested training and support from an EAL consultant to develop her own knowledge and skills in relation to EAL learners. The headteacher has embedded a culture of high expectations for every pupil regardless of background. The language of high expectations was shared by all staff interviewed.

### **Use of data**

One of the core elements of the school's success in raising achievement is its robust focus on tracking and monitoring individual pupil's progress and achievement. The use of data involves all staff, governors and parents. Ofsted stated that:

*'Tracking of pupils' progress and attainment is rigorous and monitoring of teaching is clearly linked to the outcomes for pupils. Senior leaders and governors have an accurate understanding of the school's strengths and weaknesses and this underpins the school's capacity to improve.'* (Ofsted 2010, p5)

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<sup>7</sup> Ofsted (2010). Woodmansterne Primary School Inspection report, [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

**Table 3. Sample of Woodmansterne spread sheet for tracking and monitoring current year groups standards and progress April - July 10**

Y5	APS April 09 (23)			APS July 10 (23)			APS Progress		
	Reading	Writing	Maths	Reading	Writing	Maths	Reading	Writing	Maths
All	24	23	23	26	24	24	2	1	1
Boys	23	23	24	25	24	24	2	1	0
Girls	25	23	22	26	25	22	1	2	0
Paid	25	23	24	26	25	24	1	2	0
FSM	21	20	22	24	22	22	3	2	0
Pakistani	25	24	23	27	25	24	2	1	1
White British	25	23	24	27	24	24	2	1	0
White other	20	20	20	23	21	21	3	1	1
Caribbean	26	23	25	26	24	25	0	1	0
Black African	23	23	21	27	23	23	4	0	2
SEN A+	18	19	21	21	20	21	3	1	0
Statement	9	9	9	9	13	13	0	4	4
CAF	21	21	23	27	24	21	6	3	-2
LAC	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

NB: The above is used for all year groups and a similar spreadsheet is also available for FSP, Year 1, Year 2, Year 3, and Year 6. This is linked to another Excel spreadsheet which has individual pupils details including FSP, KS1, KS2 assessment data and background data such as ethnic background, language spoken, level of fluency in English, date of admission, attendance rate, eligibility for free school meals, EAL stage of fluency, SEN stage, terms of birth, mobility rate, years in school, which teacher's class has been attended and types of support. The database is simple and also highly flexible allowing retrieval by any group or individual.

There are a number of good practices in the use of data at Woodmansterne School and evidence provided during the school visit confirms that:

- The school has a well developed pupil tracking system that suits its needs. It allows a good range of telling evidence to be collected, analysed and evaluated including detailed FSP, KS1, KS2 assessment data and background data such as ethnic background, language spoken, date of admission, attendance rate, eligibility for free school meals, EAL stage of fluency, SEN stage, mobility rate, years in school, which teacher's class has been attended, attendance rate, types of support and postcode data.
- Analysing the achievement of groups of learners for any differences in performance, identifying the reasons for those differences and then implementing actions to narrow the gaps is the key part of the school improvement plan. The senior leaders talk to the teachers about the pupils as individuals and then look at cohorts to identify any trends. This is particularly important in a school where group sizes are statistically small and constantly changing. Data is made available across the school and is used in pupil progress meetings to help review pupils' progress and set targets plus it is linked to Performance Appraisal and the identification of training needs.
- Teachers have ready access to pupil data including attendance, behaviour and assessment results and they make effective use of data to evaluate the quality of provision and to identify and provide targeted support for differentiated groups of

pupils. The most common type of interventions employed in the school include specific EAL intervention programmes, one-to-one support and making changes to the teaching programme or curriculum, such as more personalised or differentiated teaching to meet the needs of pupils with EAL and SEN pupils in targeted initiatives to improve performance. This effective use of data and targeted support was demonstrated to us during our discussion with the headteacher and deputy headteacher.

To conclude, one common feature of the strategies for raising EAL achievement in Woodmansterne is the intelligent use of assessment data, progress-tracking, target setting and targeted support for pupils who might be slipping behind. Every pupil is expected and encouraged to achieve their full potential by teachers. These high expectations are underpinned by the effective use of data to pinpoint underachievement and target additional EAL support. This can be seen from the following case studies of remarkable pupils with EAL who were identified as having no or little English when they started in the school, but despite barriers in the English language have been successful:

**Child A Case Study:** Child A came to Woodmansterne from Lithuania, speaking Lithuanian, but with no English and was assessed as Stage 1 fluency at the end of KS1. Her results show she achieved 'W' in reading and writing and 1 in mathematics. But with support and differentiated work she has made good progress. By 2011 she had progressed to level 3 stage of fluency in English suggesting she needed some support to develop the more academic language. Her KS2 results confirmed that she attained level 4 in English and level 5 in the maths test.

**Child B Case study:** Child B came to Britain from Poland with no English. He speaks Polish at home. He was at beginner stage 1 level of fluency when he was assessed in KS1 as a 'W' in reading and writing and 1 in maths. With additional EAL support his levels of English fluency improved to stage 3 where he needed only some support by the end of 2011. Child B is one of the fast improving pupils with EAL at KS2 and his test result shows he achieved level 4 in English and level 5 in mathematics. This is an excellent achievement for a child with no English at the time he joined the school.

**Child C Case study:** Child C joined the school Nursery with no English. He speaks Urdu at home. His KS1 results showed that he achieved 2A in reading, writing and maths. With additional EAL support his levels of English fluency improved to stage 4 fully fluent by the time he started Year 6. Child C is one of the high performing pupils with EAL at KS2 and his test result shows he achieved level 5 in English and mathematics.

**Child D Case study:** Child D joined the school in Year 2 and was assessed as at an early stage 2 level of fluency in English. He speaks Gujarati at home and had some previous school experience before he started at Woodmansterne. His KS1 results in the school show he achieved 2A in writing and 3 in reading and maths. With additional EAL support his levels of English fluency improved to stage 4 fully fluent by the time he started Year 6. He is one of the high performing pupils with EAL at KS2 and his test result shows he achieved level 5 in English and mathematics. This is again remarkable progress for a child with little English when he joined the school.

Source: Woodmansterne Primary school pupil tracking systems 2007 – 2012

## Pupil Voice

We asked five pupils with EAL from Years 4, 5 and 6 why their school is a good school and what they like about their school. The pupils interviewed were multilingual. The first pupil reported speaking French, English, Arabic and Slovak, the second English, Urdu, Panjabi, and French, the third French, Arabic, Gujerati, Urdu and English, the fourth English, French and Polish and the fifth English, Arabic, Afrikaans and French. They commented during the focus group discussion that:

'I enjoy school.'  
'I like going to school.'  
'I like my school play.'  
'I like ICT and role play.'  
'I like maths.'  
'I like my teachers and teaching assistants.'  
'I like my teachers. They help in this school and also give you good examples to understand.'

Do you get support or help with your work at home?

'My dad teaches me French at home and my mum Slovak.'  
'My dad knows about history and mum good at maths. They help me.'  
'My uncle teaching me at home.'  
'My tutor helped me in Year 5 and 6 in maths and also in English.'  
'I have Urdu lesson at home.'  
'I have Arabic lesson at home.'  
'I have French lesson every week.'

Their comments demonstrated both their enjoyment of school and the support from their families.

## Teaching and learning

Historically, the school has had a team of experienced and qualified EAL teachers and has participated in the two year EAL programme. However, as a result of recent changes, there has been a renewed emphasis on high quality teaching which incorporates the multiple strategies to enhance the learning of pupils with EAL, further developed through whole school training from an EAL consultant. Whole school training is held each week, with an EAL focus when required, with additional sessions to meet individual needs, for example for newly qualified teachers who were using questioning effectively, but not using strategies to scaffold pupils' responses.

The inclusion manager explained the school ethos '*what is good practice for EAL pupils, is good for all pupils.*' The senior leaders are focusing on ensuring that there is consistency of practice across the school and are using lesson studies to support this. The last focused on enhancing the learning of pupils with EAL and included questions and responses and child interviews at the end of lessons.

All staff identified the school's focus on developing speaking and listening skills as being instrumental in the achievement of the EAL learners. Over the past years, the school has worked to ensure that language development has a high profile, with the speaking and listening area on the planning sheet having the same profile as writing. Class teachers consistently use talk partners, collaborative learning and scaffold language use with sentence starters and talk frames. This was observed in a lesson, where pupils discussed the meaning of vocabulary with their talk partner and later used prepared sentence starters in their group activities, to scaffold their talk whilst sequencing events in a legend. This

approach was commented upon by a pupil who said *'I like working in a group because if you're by yourself and stuck there's nobody to help.'* A resource table was dedicated to speaking and listening games, which the teacher explained were regularly used in class. Both teachers and support staff explained that *'we always have a focus on language everywhere – all staff' and 'it's consistent, we model and re-model everywhere, in lessons and out in the playground.'* Drama and 'Talk for Writing' are used extensively. A teacher commented that the literacy teaching units are flexible and that we try to *"make sure all steps are done well - make sure the pupils are speaking and listening all the way to publishing.'*

Having recently focused on developing language through the use of role play areas in the EYFS, the staff has decided to extend this into KS 1 and 2 through role play areas linked to the year group theme, set up in shared areas. Thus an information office for visitors to the rainforest supported language development for writing explanation texts; story settings and story chairs and mats supported story-writing and an area transformed into the Apollo 11 spacecraft supported the older pupils' writing of newspaper reports of the moon landing. One pupil commented *'I really like it because you get to express yourself as a character.'* Pupils select a scenario card which outlines the roles they can play and key vocabulary for use; vocabulary and sentence starters are in the surroundings to scaffold their talk. In younger classes, sound buttons enable pupils to listen to sentences and sentence starters appropriate to the genre and to record themselves completing the sentence. Key vocabulary is displayed and highlighted in sentences to support understanding. The deputy described it as 'work in progress' where older pupils have been introduced to the concept of play in their area, through modelling by adults and 'peer teachers' and the school is now moving towards a model where props and resources are changed to move the play through exploratory talk to the 'academic talk' required for their writing. Thus initially in Apollo 11, prompts and resources encourage pupils to re-enact the event, familiarising them with both content and vocabulary and developing different perspectives and an empathy with the characters. In the build-up to the final piece of writing, the focus and resources changed to include microphones and flip cameras to enable the pupils to become reporters and 'report' on the landing, thus using the vocabulary and sentence structures necessary for a written article. The content and language of the recordings are evaluated and adjusted within class, by peers and teachers. Like all provision, the impact on both oral language development and writing will be evaluated.

It was evident that speaking and listening is a key strategy, not only in English but within all areas of the curriculum. Teachers linked training on questioning from a maths consultant with the previous language development training, leading them to encourage pupils to explain their thinking and supporting this with sentence starters evident on the classroom walls.

Recognising the importance of meaningful contexts for EAL (and indeed all learners) the creative curriculum has recently been reviewed to consider access for EAL learners and to ensure that it (as described by a teacher), *'is developing in response to the pupils' voice.'* A new topic always starts with a visit or a trip, to develop an understanding of the starting point and context for the topic, which may be very unfamiliar to an EAL learner. Having identified the transition from Year 2 to Year 3 as a difficult time for pupils, a topic of 'journeys' was introduced at this point in their schooling. This included the notion of an emotional journey and realising the importance of building on and sharing pupils' experiences, a refugee parent came in to talk about their experiences.

The school clearly considers and constantly reviews strategies to enhance both access to and effective learning for its pupils with EAL, where possible making links with the pupils' own understanding and experiences.

## Targeted support

If specific EAL support is required, the school uses three teaching assistants who are designated EAL assistants for part of their time. All have developed an understanding of EAL pedagogy through attending whole school training and in addition, specialist training by an EAL consultant to deliver intervention programmes, designed to develop the more academic language for pupils – Talking Maths and guided writing units for pupils with EAL. They join weekly team meetings after school, reporting back and contributing to planning. Whilst working in classrooms, they emphasised their role in helping pupils to apply their learning from the group work and in modelling and supporting pupils to use the key vocabulary and sentences starters, rephrasing questions and supporting them to structure responses. They explained that it is now *'an automatic process – we know what is needed, so we embed it automatically.'* They work with class teachers to model language and activities for example, hot-seating. The school recognises that the pupils move quite quickly from fluency stage 1 to a secure stage 2, after which pupils sometimes need additional support to develop the more demanding 'language for learning'. One teaching assistant delivers the 'Talking Maths' programme, which develops the use and understanding of the language in maths and two deliver the guided writing units focusing on grammatical issues for EAL Learners. The work in these group sessions is clearly linked to class work and close liaison with the class teachers ensures they are constantly encouraging pupils to use their learning in class. Detailed systems are in place, which require the teaching assistants to assess, plan, record, monitor and evaluate teaching and impact. Both teaching assistants commented on how the small group work develops the pupils' oral confidence and how *'they take it back to the classroom and apply it. You can see it in class. The pupils really think about what they are saying in class.'* The examples below illustrate the impact of their work.

**Child E Case study:** *Child E arrived at the beginning of Year 1, speaking no English. The teacher believes that the class teaching strategies, especially the speaking and listening, supported both the child's development of English and the curriculum, enhanced by parental support. By the Spring term of Year 2 the child was achieving levels 2b in reading and writing and a 2c in maths. She had been identified as a child who has no conceptual difficulties in maths, but who had difficulty understanding subject-specific vocabulary and talking about maths, especially explaining her thinking and reasoning. As a result she is now participating in the Talking Maths intervention to support her through consolidating, extending and applying the mathematical language, needed in class.*

*The class teacher commented that after participation 'the pupils are much more confident in understanding when on the carpet and they can get straight on with the task. One pupil in particular is much more coherent when explaining how to solve a problem.'* Monitoring shows that most of the pupils have moved one sub-level within the term.

The school recognises that EAL learners often have specific grammatical issues and therefore two assistants run the EAL guided writing group sessions focusing on these known issues, one in year 5 and the other in year 4. Rather than deliver the materials as produced, they work with class teachers to ensure that they are used when appropriate to the genre and task in the class, translating them into the topic of the unit being taught. This approach ensures that the teaching is meaningful to the pupils and provides them with the tools for their writing at the point of need. The example given was that if modal verbs were needed for persuasive writing, it would become the focus of the guided group sessions, using the principles and structure from the guided writing units but translated into the topic of the classroom. The class teachers, who have also received training on grammar for EAL learners, teach class grammar sessions linked to needs identified from the week's work and the topic. As a result the teachers reported that the pupils grow in confidence and respond to the expectations that they apply their learning in their writing. One teaching assistant

explained that in a literacy lesson, a pupil from her group had been *'the first to say what they needed to use in class'* and a pupil commented *'Teaching assistants help you. She talks about adverbs and adverbial phrases and she gives you examples and it makes my writing more interesting.'*

If class teaching EAL strategies and interventions do not accelerate the pupils' progress then the school explores further the possibility of SEN and considers interventions which address special learning needs. These however are reviewed to embed the principles of EAL pedagogy. All staff emphasised the importance of distinguishing between EAL and SEN and described how progress through the Stages of English is carefully monitored and unpicked to identify any specific learning difficulties. This review of the pupils' levels and progress in English and teaching strategies used, always precedes any SEN investigations. A parent also said *'it is so important that they are not labelled SEN.'* Where there is concern, an assessment of and through the first language using the Lambeth Mother Tongue materials is carried out and interpreters are employed for meetings and assessments with outside agencies, for example psychologists. Our visit clearly showed how the school is establishing good protocols to differentiate between needs resulting from learning EAL and those related to SEN and how this informs the choice of provision to address any underachievement.

### **Partnership with parents**

One of the success factors of the school is its good links with the community it serves and good practice in developing partnerships with parents. Researchers held a focus group discussion with parents who come from Poland and Somalia.

The Polish parent interviewed felt their children's education was of great importance. She was ambitious for her sons and daughters. When asked how important a good education is, she responded:

*'Education is very important for us. I have completed University and my husband also finished University. We both finished University in Poland. We are a bilingual family and we work hard.'*

*'I did not speak English when I came to England. The school supported me in my English language development and socially. This is a very friendly and supportive school'*

*'The school employed a Polish teaching assistant and she helped Polish pupils and families in translation and to settle in the area. It was great to have someone who speaks Polish to help in the school'*

*'Polish speaking pupils need a lot of support from teachers and need more time to learn English'*

*'Some Polish pupils learn English quickly.'*

*'I feel the school is a good and welcoming school.'*

*'Our children also get Polish community support particularly in learning the Polish language.'*

The Somali parent interviewed was also very positive about the school. He spoke warmly of the help given to Somali pupils and parents. He argued:

*'Somali parents value education highly and they have a high expectation of their children and teachers and the school meets their needs'*

*'They make the children feel confident.'*

*'The children enjoy coming to school and are very happy here. They also get help straightaway when needed.'*

*'They really care for Somali children and all pupils.'*

*'The school has made an effort to involve Somali parents and this is appreciated.'*  
*'All children are very proud of their origins in this school.'*  
*'Somali parents go the extra mile and take education seriously. They provide additional support to their children at home and through using private tutors. Tutors come home to help the children'*  
*'Somali families have high expectations. Many came to England as refugees. They want to support their children's education which they were unable to get. They do not want their children to be a cab driver as their father is now but want them to go to universities.'*  
*'Somali parents challenge poverty and ensure their children get good education. There is extreme poverty and low wages within the community but they do not use poverty as an excuse. They believe everyone can achieve.'*  
*'Education is the future of this country and Somali pupils'*

Overall the school places a high value on pupils' culture and home language and the pupils benefit from the active partnership with their parents and the support of their families.

The deputy head and SENCO explained that parental support was also key to pupils' progress, but found that although most parents were keen to support their children's learning, many of the parents of EAL pupils felt they needed guidance on how best to do so in the English education system. Both parents interviewed also believed that however the child is taught in school, if there isn't support from home, then teaching won't be as successful. The school runs workshops and family learning sessions for all parents, but targeting specific families, using outside suppliers where necessary, which it carefully monitors. Having realised that evening slots were not being used by parents, they changed to morning slots so that parents could stay after bringing their children to school. The staff of the Children's Centre work closely with EAL parents to demonstrate that not speaking English does not have to be a barrier, offering ESOL classes and transition sessions, although staff commented that *'recent changes to funding has resulted in decreased provision and the loss of the Polish outreach worker.'* In 2011 Ofsted commented that *'The school's newly established Children's Centre has been successful in involving parents and carers in supporting their child's learning and enabling adults to access further education and develop their own skills for learning.'*

Parent forums are held approximately bi-monthly, when all parents have an opportunity to give their views on any aspect of school life. When data had indicated that the Polish pupils were struggling, their parents were invited to a special forum meeting to explore ways in which the concerned parents could support their children. One concern expressed by the parents was that of phonics and reading. As a result parents have been invited into a workshop to see the teaching in progress and the school will be running EAL targeted homework clubs. The parents interviewed emphasised their aspirations for their children and their desire to support their learning, saying *'it needs to come from both ends – the school and the community.'* One explained that a Polish speaking teaching assistant had been an enormous help in the early days and that subsequently she (the parent) had been invited to volunteer at the school, working with Polish speaking children in the Nursery on a weekly basis. At that time the school had employed an EMA coordinator, who planned with her and used the sessions to observe and assess pupils, when using their first language.

Parents can access their children's work through homework clubs and a class 'blog' enables parents to explore the class topics, allowing them to support their child's learning through talk in their first language, whilst simultaneously learning the associated English. An example given was of a mathematical challenge requiring pupils to describe a shape for others to guess its name and resulted in parents asking the teacher, for unknown associated English vocabulary.

Both parents felt being bilingual, their children have to study even harder, but that their parents' aspirations encourage this. One explained that *'However few resources we have, education is priority'* and the other continued *'It doesn't matter if you are poor or not, to make a good education. You can still go to library, use computers. You want to do it.'* Although both parents felt supported by the school and thought it was *'exceptional in supporting children'*, they emphasised that it needed to continue as a focus beyond the early stages of English *'as demands increase.'* This was mirrored by comments from the inclusion manager and SENCO, who emphasised that even those at stage 3 of fluency required support to develop more academic language and to enable this *'Funding should continue throughout the primary years, so that pupils are on a level playing field when they start secondary school.'*

The parents also suggested that perhaps schools generally could do more to support children to *'switch from one culture to another'*, that teachers need to know about the differences and support parents in helping pupils to *'build a bridge across the cultural gap.'* One parent explained this further saying *'At home my child washes his hands and uses them to eat, but in Nursery he has to use a knife or spoon and fork. If I know this I can teach him.'* The school is now considering how they can support this, facilitating conversations between parents and teachers, possibly inviting parents of newly arrived pupils to spend some time in school with their child, so they can identify any areas in which they can prepare their children.

It was very evident that the school works closely with parents, to enable them to play an active role in their children's learning thus promoting their development and achievement.

## SECTION 4: SUMMARY AND CONCLUSIONS

### Common features of school strategies to raise achievement

The aim of the research was to investigate how schools have helped pupils with EAL to achieve high standards and to identify significant common themes for success in raising achievement. Two overarching research questions guided this research: Why do some schools do well with EAL pupils? What are the factors contributing to this success?

A complementary methodological approach was used to explore performance and the views of teachers, parents and their children about schooling

Using an ethnographic approach, detailed case study research was carried out to study the school experiences of pupils with EAL. A structured questionnaire was used to interview headteachers, teachers, support staff, parents and pupils to gather evidence of factors which enhance learning, how well pupils with EAL are achieving, pupils' views about the school and its support systems. The aim is to triangulate the voices of the various stakeholders in their education. Six Primary schools with significant EAL populations were selected for the case studies. Key criteria for the selection of schools were as follows:

- Exceptionally good results and a sustained overall KS2 improvement
- Good level of progress with high value-added
- An above average proportion of students who are EAL
- Good KS2 achievement by pupils with EAL

Pupil and parent focus groups were also undertaken to ascertain the views of pupils and parents regarding their experiences on what works in school. The common features of school strategies to raise the achievement of all pupils are summarised below:

**Leadership and management:** One of the key factors in raising achievement in the schools is that leadership and management are good or outstanding and the headteachers provides strong and purposeful leadership. The headteachers, with excellent support and teamwork of staff, have established excellent schools in this inner city setting. Staff, pupils and parents know exactly what is expected of them. The staff are committed to the school and keen to improve upon the very high standards that are achieved. Leaders in each school set high expectations for their staff with a relentless focus on improvement, particularly in the quality of teaching and learning, effective use of data and high achievement by students.

There is an exceptional sense of teamwork across each school which is reflected in the consistent and committed way managers at all levels work toward the schools' aims to raise achievement. Schools are proud of their efforts to maintain an inclusive ethos.

A strong culture of self-evaluation pervades all areas of the schools. At senior level it is particularly incisive. It is underpinned by a drive to get the best possible outcomes for each child.

The views of pupils, parents and students are sought regularly, are much valued and used to inform worthwhile changes.

This can be clearly seen from the headteacher interview in one school about what works, which is summarised below:

*'Whatever backgrounds the pupils come from, we want to ensure they succeed'. All pupils are given the opportunity'*

*'We aim to ensure the cultural and linguistic heritages of pupils are welcomed and valued within the school curriculum.'*

*'We are very good at using data and monitoring progress and this has been useful in identifying pupils with EAL who are underachieving.'*

*'We are mindful that pupils with EAL are not seen as SEN pupils. There is a well established system in the school to differentiate between EAL and SEN pupils using staff highly trained in assessment.'*

*'We have The Inclusion Mark'*

There is a high commitment to ensuring that pupils with EAL are included in all activities and the care and concern for all pupils is of a high priority. Successful strategies to raise the achievement of EAL learners have been put in place. Teachers, parents and pupils value this and see it as an important feature of the school.

**Inclusion:** Inclusion is at the heart of the case study schools. In all schools the oversight of the achievement of pupils with EAL was held by a member of the senior management team. However, the responsibility for their progress and achievement was clearly the responsibility of all staff working with the child. In none of the case study schools did EAL fall under the umbrella of SEN. A team of experienced and well qualified specialist teachers, under the guidance of the inclusion manager, works to support the needs of pupils with EAL, particularly those at the early stages of English acquisition in two schools. All pupils are supported to reach their full potential. The key to the success from the leadership team is ensuring that carefully targeted interventions run alongside, not instead of, high quality classroom provision. Rigorous monitoring and assessment systems feed into individualised target setting and ensure that each pupil is given the right support. In one school Ofsted said, *'In this highly inclusive school, every child matters and individual needs are considered very specifically.'*

**Pupil Voice:** We asked a focus group of pupils learning EAL from across the school to explain what they liked about their school and what it was that helped them learn. All these pupils were bilingual with some speaking two languages in addition to English. They commented during the focus group discussion that:

*'I enjoy school.'*

*'I like going to school.'*

*'I like my teachers and teaching assistants.'*

*'I like my teachers. They help in this school and also give you good examples to understand.'*

*'There are different teachers who speak other language in addition of English and they help you.'*

*'It is a fun place to study. The teachers explain to you well and they help you to get it.'*

*'I learn lots of things about other cultures' and 'things I didn't know about my own culture.'*

*'Everybody gets the same opportunity. It doesn't matter what background or colour.'*

*'This school pushes all of us hard and makes us achieve high grades.'*

*'Teachers encourage us to do our best.'*

*'Teachers helped us with booster class and prepare us for our secondary transfer.'*

Pupils' comments also confirmed their understanding and success of strategies employed by their teachers, as for example in the role of planned talk:

- *'Your partner has words and knows the language and you put your ideas together and learn the language and become better.'* and
- *'If we are learning maths or science instead of teacher telling us, we actually do it ourselves.'*

Another pupil explained how valuable she found teacher modelling *'she (my teacher) does it first on the board on a different subject so we don't copy it and then we do on our own'*, It was obvious that all pupils with EAL enjoyed school and saw it as a place to learn and share learning about the curriculum, but also about their cultures, religions and languages.

**Use of data:** Use of performance data for school improvement is a strength of all the schools. All see data as an essential part of school improvement and schools have used data as one of the key levers of change and improvement. The use of data involves all staff, governors and parents. One of the core elements of the schools' success in raising achievement is a robust focus on tracking and monitoring individual pupils' progress and achievement in the widest sense of the term. The schools have a well developed pupil tracking system and it has detailed FSP, KS1 and KS2 assessment data followed by background data such as ethnicity, language spoken, level of fluency in English, date of admission, attendance rate, eligibility for free school meals, EAL stage of fluency, SEN stage, mobility rate, years in school, which teacher's class has been attended, attendance rate, types of support and postcode data. This was further confirmed in one case study school as follows:

*'The school has a good system for assessing and mapping the progress of pupils with EAL at individual and group level. A wide range of data on English levels of fluency and National Curriculum levels are analysed by ethnicity, levels of fluency in English and gender, enabling the school to identify support needs and organise the deployment of resources appropriately, whether for pupils with EAL or underachieving groups.'* (deputy head)

**Diversity of school workforce:** Another key success for the schools is the leadership's ability to create a community ethos by employing a diverse multi-ethnic workforce. Many schools had successfully recruited staff and governors who reflected the local community. In one school of 61 staff, 66% are of an ethnic minority background. Of these 23% Black Caribbean, 15% African, 8% Portuguese, 5% White other, 2% Black Other, 2 % Mixed Race, 3% other ethnic groups, 2% White Irish and 2% Bangladeshi. These highly skilled and motivated minority ethnic staff work in the school teaching and supporting pupils. They make a valuable contribution to removing barriers against achievement. The headteacher of this particular school took the decision to recruit a number of teaching assistants who spoke the community languages of the pupils; Portuguese, Spanish, Twi, French, Ibo etc. and who often teach their first language as a MFL or in a language club.

In all schools bilingual staff were important in communicating with parents and pupils. EAL staff and learning mentors in these schools have also made successful links with the local community, which contributed to raising parents' levels of trust in the schools.

**Teaching and learning:** An understanding of EAL pedagogy and strategies was considered crucial in all schools. Four of the six schools had participated in the EAL programme. Although only two of the six schools had EAL teachers, the senior managers and the teaching staff of all schools had sought training for themselves to ensure that this body of knowledge was established in the school and would be shared across it. In five of

the six schools at least one teacher had attended the five day course and all schools planned on-going training for all staff. The interviews and observations clearly demonstrated the knowledge and understanding of EAL pedagogy and strategies that had been developed as a result and which ensured that the teaching of pupils with EAL was in-class, where language would be contextually embedded. Withdrawal sessions were planned only for the immediate needs of new arrivals or to address specific needs.

It was very evident that in all schools EAL was not an 'add on', but was seen as an advantage and considered within every aspect of school life. As one headteacher commented '*EAL is not a barrier but a bonus*' and another '*As a staff we don't see it as a challenge, we see it as an opportunity ....we have all these pupils with EAL, what a wonderful opportunity to share our languages and our culture ... EAL permeates everything we do.*' Examples given were:

- Using the pupils' languages and home stories in school in teaching and learning.
- Training was embedded within school development, for example, where maths was the focus, a training session and subsequent classroom observations focused on EAL issues and strategies in maths.
- Liaison between the EMA coordinator and curriculum manager to ensure the EAL perspective was embedded in the curriculum.
- Reading interventions were reviewed and adapted to make more appropriate for EAL learners.

On every visit, all staff talked about effective EAL practice being 'automatic' and senior managers considered it to be an integral part of high quality teaching. There was no one key strategy, but rather a holistic approach which incorporated a range of teaching strategies known to be effective for EAL learners. This chosen model clearly developed sustainability within the schools, especially in those where EAL trained teachers worked in partnership with class teachers and was summarised by the teacher who commented that 'we weren't here for the EAL programme, but we have learnt from the school because that's the way it's still done here. The EAL teacher has modelled it for us too.'

As a starting point, all schools had reviewed their curriculum to ensure that it was appropriate, accessible and engaging for their diverse school community. Most schools had clear induction processes for new arrivals, which incorporated assessment of both English and where possible of their literacy and numeracy skills in their first language, to ensure that teaching was pitched at the appropriate cognitive level. All schools used the Lambeth Stages of English, in addition to National Curriculum descriptors to assess English language development and some to inform their planning. It was obvious that all adults interviewed were aware of their role in providing good models of English language and also that there was a clear focus on English language development within the teaching of the curriculum content, with some schools identifying separate English language objectives for their pupils with EAL. The interviews revealed awareness by all adults of how easily fluency in social and everyday English can mask the length of time it takes to develop the more academic language needed for learning and the needs of these different groups. Planned talk through talk partners, collaborative learning, drama, talk frames and many other strategies for language development, to extend thinking or as oral rehearsal for writing was a feature of all schools. Knowledge of specific issues for EAL learners, for example areas of grammar in writing, vocabulary development or the inappropriate use of new vocabulary informed their practice and interventions. However, all teachers interviewed commented on how the strategies used benefited all pupils, as they ensured accessibility and learning was clearly modelled and scaffolded.

**Targeted support:** Interviews of the adults working in supporting roles revealed that like the teachers, they had received training related to EAL pedagogy, strategies and programmes. They had wide-ranging roles, from teaching a modern language, supporting through the use of their first language, running induction programmes for new arrivals and supporting learning both in-class and through interventions. Within class the teaching assistants played a part in whole class teaching modelling activities such as hot-seating or as a teacher described *'When it's difficult to explain something, then my TA jumps in and we do some partnership teaching'* and also in group support. It was clear that the supporting adults recognised how the uniqueness of their role in working with groups and individuals enabled them to model, scaffold and support the pupils' learning, including its application in class. Furthermore, they explained how they were able to identify specific needs within individual pupils and report this to their teachers. They all commented on how closely they planned and worked with teachers and described it as 'teamwork'.

All schools used data effectively to identify pupils who were either underachieving or at risk of underachieving, but a further common feature was that the first step was to review the class teaching strategies before initiating interventions. Where interventions are required the schools have clear information gathering and assessment processes, often using EAL specific materials, to distinguish between EAL and learning needs. Support is therefore needs-driven, determining whether specific EAL programmes, school-designed programmes or mainstream interventions which are tailored to the needs of EAL learners are most appropriate. Assessment and data measured the effectiveness of these interventions, ensuring that any out-of-class provision is focused and time limited. Teachers themselves highlighted the enormous impact the support staff had on their pupils' progress.

**Partnership with parents:** Every school has recognised the high aspirations of their parents and their desire to play an active role in their children's learning, but also the difficulties that they face in an unfamiliar education system. As a result, in addition to developing a welcoming ethos of inclusiveness, one which recognises shares and builds on their cultures and languages, all schools are also actively working with parents to enable them to become partners in their children's education. This goes beyond keeping parents informed about their child's progress and supporting their access to school life, by offering opportunities to become learners themselves and to develop and extend their knowledge and understanding of how children learn. Workshops, language and learning opportunities, encouragement of active involvement in areas such as a curriculum review and on parent forums enable parents with little knowledge of English to participate, whilst developing both, their knowledge of English, the school systems and strategies for supporting their children's learning. As one parent said following such sessions, *'It made me come down, listen properly to children and talk to them. Now we do things together. My son tells me what his homework is about ships and we do it together. Before he just did it by himself and showed me that it was finished. There is a big difference, now we all work together as a family.'*

What was striking was how the conclusions above were shared and commented upon by all those interviewed in the school community from parents talking about being supported to become partners in their children's education to teachers and support staff describing the pupils' needs and effective strategies and pupils identifying and articulating how these have helped them make progress

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The views expressed in the report are those of the authors and not necessarily those of Lambeth Council.

## **Glossary 1: A guide to References**

**EAL Programme:** The Primary National Strategy EAL Programme is a whole school strategy to raise the attainment of later stage learners of English.

**EAL Professional Development Materials:** Materials developed following the EAL programme. Excellence and Enjoyment: Learning and teaching for bilingual pupils in the primary years. (Primary National Strategies 2006)

**Five day course:** A course focusing on enhancing the knowledge and understanding of the issues related to the learning and teaching of EAL pupils in the EYFS and primary schools, run by Lambeth EAL Consultants from 2006 to 2009 and now independently.

**Guided writing units:** Excellence and Enjoyment: Learning and teaching for bilingual pupils in the primary years. Teaching units to support guided sessions for writing in English as an additional language. A series of guided group sessions focusing on the grammatical issues for pupils learning English as an additional language.

**Lambeth Mother Tongue Assessment pack:** An initial screening pack to support the identification of SEN in pupils learning EAL, produced by Lambeth SENCOs, EAL teachers and consultants.

**Stages of English:** A four point scale used by Lambeth schools to assess pupils' progress in learning English as an additional language.

**Talk Partners:** A classroom teaching and learning strategy which provides all pupils with the opportunity to think, discuss and express themselves orally, building confidence and developing thinking and language.

**Talk for Writing:** Talk for Writing, developed by Pie Corbett with the National Primary Strategies, is the exploration through talk, of the thinking and creative processes involved in being a writer. It includes 'talking the text' enabling pupils to both internalise the common language patterns of narrative and non-fiction and the oral rehearsal of the written language forms before writing.

**Talking Partners:** A speaking and listening intervention programme developed in Bradford to advance the English language development of pupils learning English as an additional language.

**Talking Maths:** An intervention programme based on the structure of Talking Partners above, focusing on specific aspects of mathematical language.

## Glossary- A guide to acronyms

BME	Black and minority ethnic
CATs	Cognitive Abilities Tests
CLC	City Learning Centre
CVA	Contextual Value Added
DCSF	Department for children, schools and families
DfE	Department for Education
EAL	English as Additional language
EAZ	Educational Action Zone
ECM	Every Child matters
EMA	Ethnic minority achievement
EMAG	Ethnic Minority Achievement Grant
EMAS	Ethnic Minority Achievement Service
ESL	English as a second language
ESOL	English for Speakers of Other Languages
EYFS	Early Years Foundation Stage
FFT	Fischer Family Trust
FSM	Free school meals
FSP	Foundation Stage Profile
GCSE	General Certificate for Secondary Education
HMI	Her Majesty's Inspectorate
IMD	Index of Multiple Deprivation
INSET	In Service Educational Training
KS1	Key Stage 1
KS2	Key Stage 2
KS3	Key Stage 3
KS4	Key Stage 4
LA	Local Authority
LiC	Language in Common
LMTA	Lambeth Mother Tongue Assessment
LSE	Lambeth Stages of English
MFL	Modern Foreign Language
MTA	Mother Tongue Assessment
NC	National Curriculum
Ofsted	Office for Standards in Education
PNS	Primary National Strategies
PSHE	Personal, social and health education
QCA	Qualification and Curriculum Authority
SEN	Special education needs
SENCO	Special educational needs coordinator
SLT	Senior leadership team
SMT	Senior management team

Prepared by: Research and Statistics Unit  
International House  
Canterbury Crescent  
London, SW9 7QE.  
Tel: 020 7926 9832  
Website: [www.lambeth.gov.uk/rsu](http://www.lambeth.gov.uk/rsu)  
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