

**TO: CHILDREN, YOUNG PEOPLE & LEARNING OVERVIEW AND SCRUTINY PANEL
18 APRIL 2012**

**ENGLISH AS AN ADDITIONAL LANGUAGE UPDATE REPORT
Director of Children, Young People and Learning**

1 PURPOSE OF REPORT

- 1.1 To update the Panel regarding EAL work following the review previously undertaken by a working group of this Panel.

2 RECOMMENDATION

- 2.1 **That the Children, Young People and Learning Overview and Scrutiny Panel notes the update on the work of the English as an Additional Language (EAL) and Diversity Team.**

3 REASON FOR RECOMMENDATION

- 3.1 To update the Panel on the work of the EAL and Diversity Team.

4 ALTERNATIVE OPTIONS CONSIDERED

- 4.1 None.

5 SUPPORTING INFORMATION

- 5.1 A review of the implications of EAL in Bracknell Forest schools was carried out and recommendations were formally agreed by the Panel on 20 January 2009.
- 5.2 The EAL & Diversity Team provides support to pupils for whom English is an additional language in Bracknell Forest Primary and Secondary schools. The team works inclusively across Key Stage 2 through to Key Stage 4.
- 5.3 Coordinated support mechanisms have been established in partnership with the Pre-school Learning Alliance (PLA) and the Children's Centres. This has addressed the support gap within the Early Years Foundation Stage and Key Stage 1. The EAL & Diversity Team will continue to provide guidance and assistance as required within these phases to pupils and their families (as appropriate).
- 5.4 Training has been delivered both in individual schools and arranged centrally to support teachers and staff working with post-16 EAL pupils in school sixth forms. This has been very successful and an increased number of EAL pupils have expressed they now feel more comfortable and confident in staying on in Bracknell Forest sixth form centres rather than attending those in other boroughs.
- 5.5 In the three years since the review carried out by a working of this Panel, the number of Black and Minority Ethnic pupils and those who speak English as an additional

language and attend Bracknell Forest Schools has increased. These are noted in Table 1.

Table 1: Pupil data

		Black and Minority Ethnic	%Black and Minority Ethnic		
				EAL	%EAL
2009	Primary	1423	16.10%	744	8.40%
	Secondary	767	12.40%	393	6.30%
	Total incl. Kennel Lane	2212	14.60%	1144	7.50%
2011	Primary	1631	18.00%	897	9.90%
	Secondary	865	13.40%	447	6.90%
	Total incl. Kennel Lane	2524	16.10%	1352	8.60%

Source: School Census

- 5.6 The impact in the increased numbers has been observed through a higher number of initial referral requests sent to the Team. Teachers in schools have reported an improved confidence when working with EAL pupils, particularly those students who are newly arrived to the UK. However, they have cited capacity as an issue in carrying out initial assessments.
- 5.7 Figures in Table 1 reflect a continuous increase in EAL pupil numbers. The range of languages spoken in Bracknell Forest Primary and Secondary Schools has also increased and 78 languages (Source: Schools Census) are recorded.
- 5.8 Ethnicity data is analysed using information from a range of databases. The results are also compared with a range of characteristics such as gender, locality, special educational needs and eligibility for free school meals as well as their living arrangements (i.e. whether they are a Looked After Child (LAC) or not). This enables a fuller picture to be determined of each pupil's needs whilst planning and delivering support. These efforts have been extremely beneficial in order to help ensure that the work of the Team is not only effective but also meets the needs of the individual pupil.
- 5.9 A varied training program is routinely offered to schools. This is in the form of whole or half-day training sessions, after school sessions, EAL co-ordinator network meetings and whole staff and/or senior leadership team meetings. The impact of these have been noted as "high" as a flexible approach is taken in their delivery – where they could be either held centrally at the Education Centre or in their individual schools.
- 5.10 An increased number of schools now place an emphasis on not only celebrating diversity within their own school and the local community but also using this as an opportunity to develop links across the curriculum. Currently, the LA Team is directly working with a secondary school and five primary schools in addition to their normal role to develop a range of "Diversity Days" and in one instance a "Diversity Week" to celebrate the various contributions made by current and past Olympians. School leaders, teachers, pupils and parents have made several positive comments on the impact this is having on their own experiences.
- 5.11 Schools are linking together to share good practice. They are also combining to learn from experiences. One outcome of this development has been the creation of an EAL

Ambassadors programme in partnership with the Extended Services team. Pupils, including those who are learning English as an additional language as well as native English speakers have been trained as EAL Ambassadors from Garth Hill College. These secondary school and sixth form pupils visit Sandy Lane Primary School once a week to work with EAL pupils from the school under the supervision of the class teacher. The immediate impact of this has been increased support available for teachers as well as an opportunity for younger pupils to work alongside older peers and to learn from positive role models.

- 5.12 Continued efforts have been made by the Team to develop resources and materials to support schools when working with EAL pupils. The EAL & Diversity Induction and Support Programme has been expanded further to include revised content on supporting mainstream and newly arrived EAL pupils. A working group was set up to develop effective guidance for practitioners in the Early Years and Key Stage 1. This is now being extended to include contributions from the Bracknell Forest Traveller Education Service.
- 5.13 The “Welcome to Bracknell Forest” booklet has been translated into a number of different languages. This contains information pertinent to newly arrived families to the borough which they may find useful during their own transition process. The booklet is available in Arabic, Cantonese, English, Hungarian, Lithuanian, Nepali, Polish, Portuguese, Russian, Tagalog, Thai and Urdu.
- 5.14 The EAL & Diversity Team continues to support schools to develop robust and update policies and practices on supporting BME and EAL pupils and their families. This has been positively reflected in several Ofsted school inspection reports.
- 5.15 The achievement of BME pupils in end of key stage tests and examinations has continued to improve. In 2011 at Key Stage 2, 76% of BME pupils secured a Level 4 in English and Mathematics, matching the LA average. At Key Stage 4, the largest BME group for the borough (Any Other Asian) achieved slightly higher than the LA average. Several pupils also successfully attempted alternative exams to secure English language qualifications (e.g. an. ESOL qualification) to aid their entry to further and higher education.
- 5.16 More BME pupils are now being entered for GCSE language exams. Facilitated by the EAL and Diversity Team they are now regularly securing grades between A* and B in GCSE Polish, Urdu, Turkish and Dutch. EAL pupils are also now able to take the IGCSE English as a Second Language examination. Supported by the Team in partnership with the relevant secondary schools, pupils have reported that this has helped them to access traditional GCSE English Language courses.

6 ADVICE RECEIVED FROM STATUTORY AND OTHER OFFICERS / EQUALITIES IMPACT ASSESSMENT / STRATEGIC RISK MANAGEMENT ISSUES / CONSULTATION

- 6.1 Not applicable.

Background Papers

Overview and Scrutiny Report: *Celebrating EAL, A Review of the implications of English as an Additional Language in Bracknell Forest Schools* (January 2009)

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