

**Annual Report 2017-2018**

**The English as an Additional Language (EAL) Service**

## **The English as an Additional Language (EAL) Service**

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Throughout the report, English as an Additional Language will be referred to as EAL. Children who have EAL are those who have a language other than English as their first or community language and who need to learn English in addition for education and social inclusion.

### **The pupils**

Pupils with EAL supported by the Service include:

1. Beginner bilingual pupils, who are newly arrived and may never have used English. These new arrivals are orally fluent in at least one language and some are multilingual on arrival. Older children generally have well-developed literacy skills in their language of education.
2. Children from families seeking asylum, who may have had limited or interrupted education, but who may also have potential to achieve highly.
3. New arrivals at Key Stage 3 and 4, who have received full, formal education in home country, who may have learned English as a Foreign Language and already have high levels of subject knowledge and achievement.
4. UASC – Unaccompanied Asylum Seeking Children, who have arrived alone, often having experienced or witnessed violence and loss of family members and much disruption in education. Many of these young people may have had no schooling in their home language.
5. Children born in the UK, but who have had little exposure to English before starting school. UK born bilinguals may have some familiarity with English. Extensive exposure often begins when they enter the education system.

Solihull schools also include more advanced learners of EAL - bilingual pupils, who are orally fluent, but whose oral fluency masks the need for continued support to develop academic language proficiency. The Service provides advice when requested.

Many learners with EAL in Solihull are isolated bilingual learners; that is, a learner may be the only child in school from a particular language background. In schools with a higher number or diverse range of EAL learners, it is still possible to be an isolated bilingual learner.

This report will outline some of the activities the Service has been involved in as well as presenting the data on the pupils the Service has worked with during the academic year 2017-18.

## **Initiatives and activities**

Some of the initiatives and new activities the Service has been involved in this year are outlined below:

- **Health visitor training**

A new venture this year has been offering training to Health Visitors. The team had identified that many families were being given conflicting advice about language acquisition and the best way to bring up children in a bilingual home. The team has worked with Public Health to produce a training package and has also contributed to the Solihull Referral Pathways following the Ages and Stages check at 2-2.5 years old by adding the EAL Service as a possible point of referral/contact. The training has so far been delivered to two teams and the feedback has been very positive. Many of the staff said that they felt much more confident in giving advice to parents and that they had a much better understanding of the importance of first language.

- **Funding: support with spending in schools**

The allocation for EAL pupils in Solihull increased significantly in this year's school budget. Although this money is not ring-fenced, it is in the budget as a direct consequence of the number of pupils in an individual school who have been identified as having English as an additional language. The funding applies to pupils who have been learning English (or have been in the school system) for 3 years or less and the calculation is derived from the October census return. The new rates are £516.70 per eligible primary child and £1,389.58 per eligible secondary child; this compares to £89.15 (primary) and £216.18 (secondary) last year. For some schools this represents a large amount of money and we have delivered a series of advisory visits as well as a training session and supporting documentation with advice on how schools might spend this funding so that the relevant pupils benefit. We have also highlighted the needs of more advanced learners of English who are not eligible for the funding but who still have language needs. The intention is that schools be made aware and accountable for their EAL pupils.

- **Audit**

The Service underwent a council audit in September/October 2017. The objective of the review was stated as to provide an independent opinion and an assurance level on the service's arrangements in the following areas:

- Roles, responsibilities and skills;
- Identification and support for service users;
- Use of resources and
- Performance and reporting

The outcome of the audit was good with the Service being given a level 2 (substantial) assurance and the auditor made the following comments:

*We found that the service is operating well to achieve its objectives and our testing confirmed that the arrangements in the areas tested are fundamentally sound. There were no significant issues identified..... Solihull's EAL Service has a good reputation .*

- **EAL Ambassadors project.**

During 2017-2018 the EAL Ambassadors Programme was implemented in ten schools in the borough, nine primary schools (four infant schools) and one secondary school. In total, sixty-seven pupils within the Solihull Borough finished the training and became EAL Ambassadors.

The scheme will continue in the forthcoming academic year and there are plans to develop a newsletter as well as a link/page on the new website.

- **DfE study into Maintained Nursery Schools**

The EAL Service contributed to a study commissioned by the DfE and undertaken by Frontier Economics. As part of the DfE's ongoing monitoring of the childcare market, this study aims to collect information to understand the costs of services offered by Maintained Nursery Schools (MNS) and equivalent provision. The Service was asked to provide information regarding the services it provides and the cost of these services; Solihull currently has no MNS so the DfE are interested to see how the needs of this cohort are met within the borough. Solihull MBC was selected for this work to achieve a good mix reflecting differences in provision across the sector and a broadly representative picture of the country as a whole.

- **Solgrid**

Work has commenced to transfer the contents of the Extranet to the new Solgrid website. It is hoped that this will have been completed by the end of this academic year. Our page is currently visible (but unfinished) at <http://www.solgrid.org.uk/directory/english-as-an-additional-language/> . It is planned that it will be completed this year and it should prove a useful resource for staff and parents.

- **Collaborations**

The Service continues to collaborate with other agencies and services both within and beyond Solihull. Notable this year were the following

- Training with the LACES team and Social Services around supporting unaccompanied asylum seekers in schools.
- Training Teaching Assistants at Solihull College
- Work with the ENGAGE team, particularly in supporting Syrian families who are being re-settled in the borough.
- Work with SISS in supporting pupils with additional needs; this involved sharing report-writing and providing guidance around the use of standardised assessments.
- Joint training with the Central England Minority Achievement hub (CEMA)

- Working with Public Health in designing (and this year, delivering) training for Health Visitors with regards to the early language development of bilingual children.
- Linking in with Warwick University PGCE department.

- **Census**

The DfE collected data on English Language proficiency levels for the second year running. The response from Solihull schools was very good and one of the positives of this collection has been greater engagement from schools in acknowledging the numbers of children they have whose first language is not English. This is reflected in the data where there are more schools with over 10% of children identified as having EAL as an additional language and also by the overall increase within the borough. The DfE will not be collecting this information in the January 2019 census but the EAL Service will continue to do so.

The Service staff is as follows:

Advisory teachers:

Mrs Agnieszka Polanski  
Mrs Helen Rowe (Senior Advisory Teacher)  
Mrs Clare Webster

Bilingual support assistants:

Mrs Barbara Hardwick  
Mrs Tara Thind

Admin assistant:

Mrs Diane Winstone

## The data.

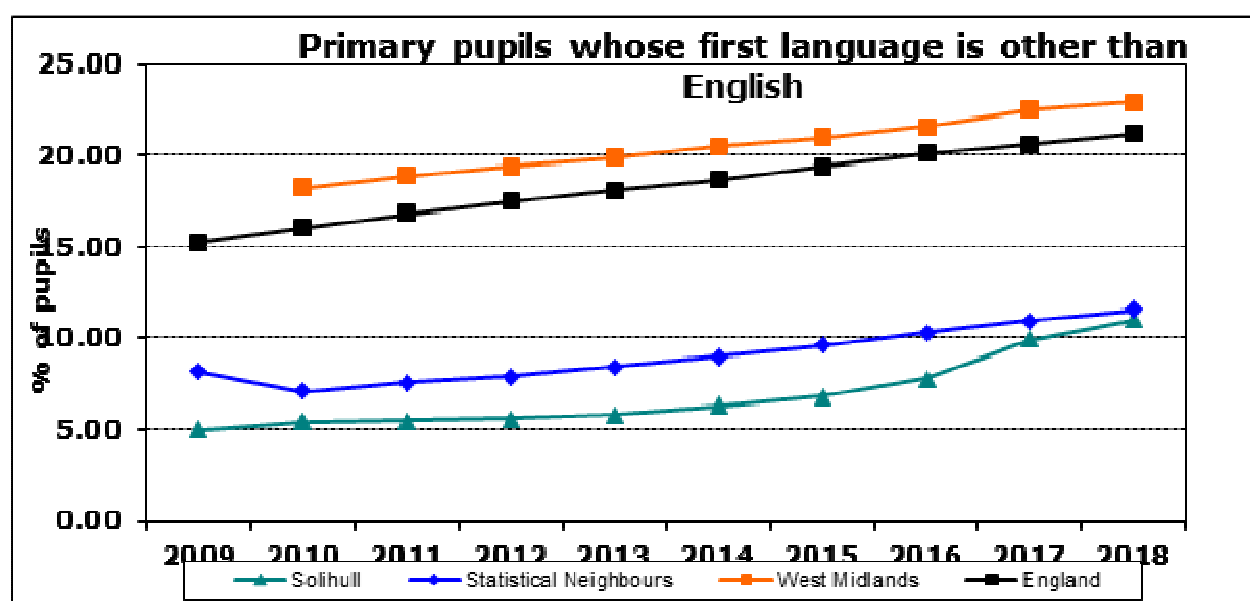
There are three distinct data sets used in this report.

- The first set of charts show data obtained from the school census (January 2018) and compares Solihull data with that locally and nationally.
- The second set of statistics is derived from an analysis of all the pupils using EAL with whom the Service was involved in 2017-18; there are 190 of these in total. ***It does not refer to all learners using EAL within the authority.*** Some of these pupils were referred in previous years and are still on the caseload as they may have additional needs or because the school is still receiving advisory support. It also includes new referrals from this year, both those receiving direct and advisory support and those assessed by the Service as not requiring additional involvement.
- The third set of data is based entirely on the pupils who were referred to the Service in the academic year 2017-2018 and these numbered 106.

## The Solihull context:

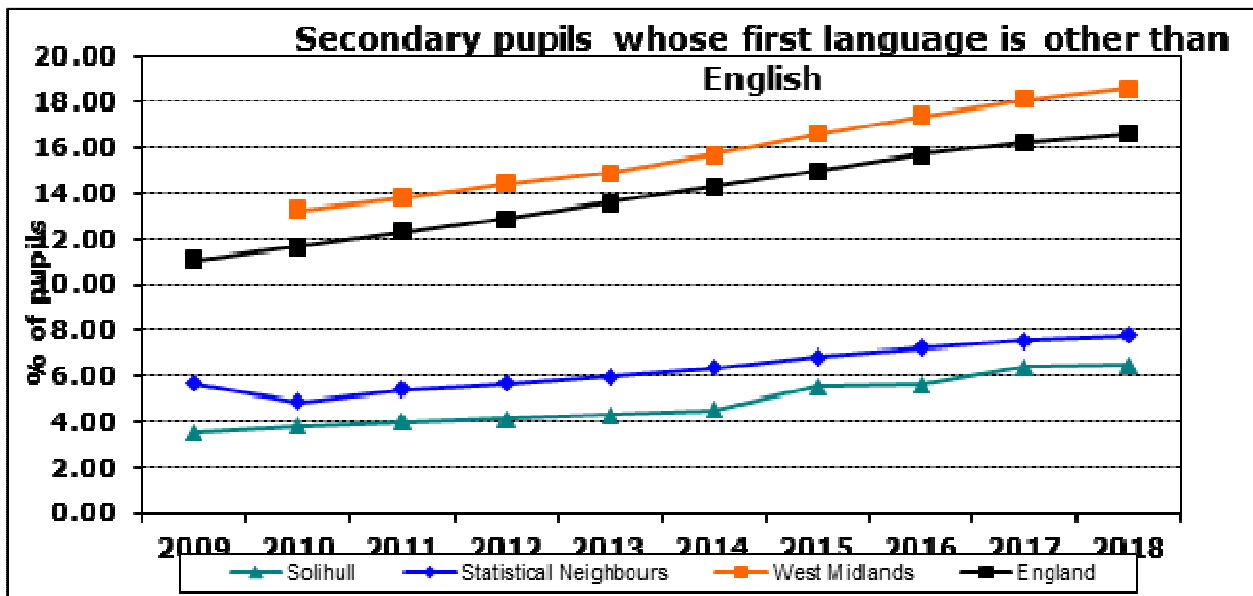
The percentage of recorded EAL learners in Solihull (9%) falls below the national average. However, numbers are increasing which mirrors a national trend. EAL learners continue to be dispersed and there are few schools (16) with a concentration at or above the national average of 19%.

## Primary Pupils



- National – 21.2%
- West Midlands – 23%
- Solihull – 11%

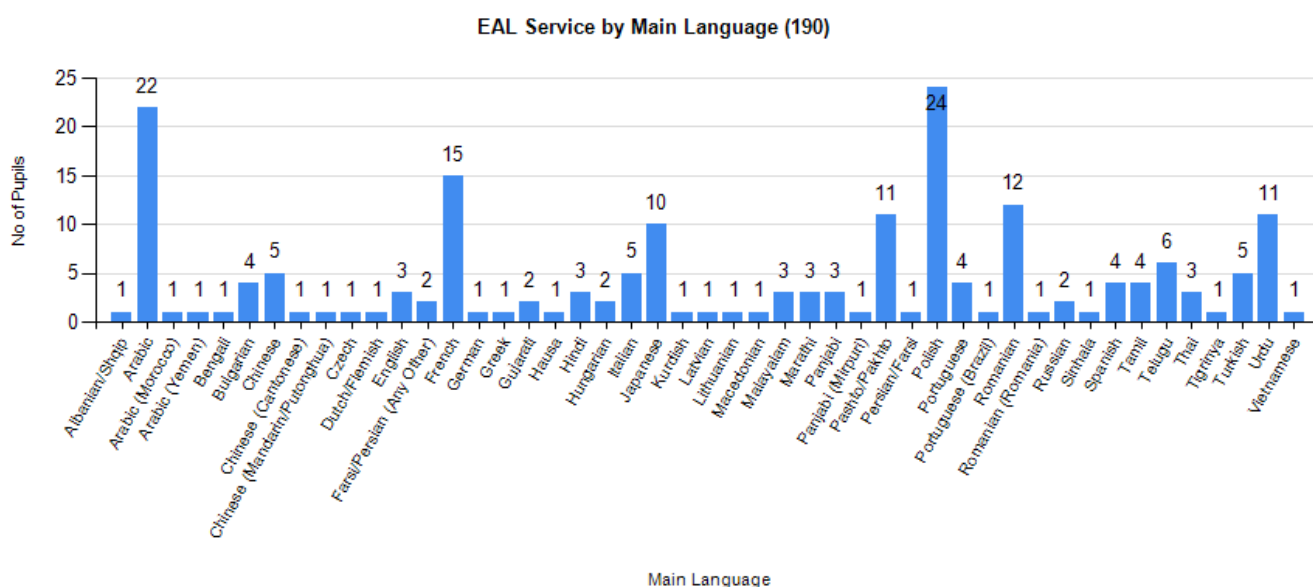
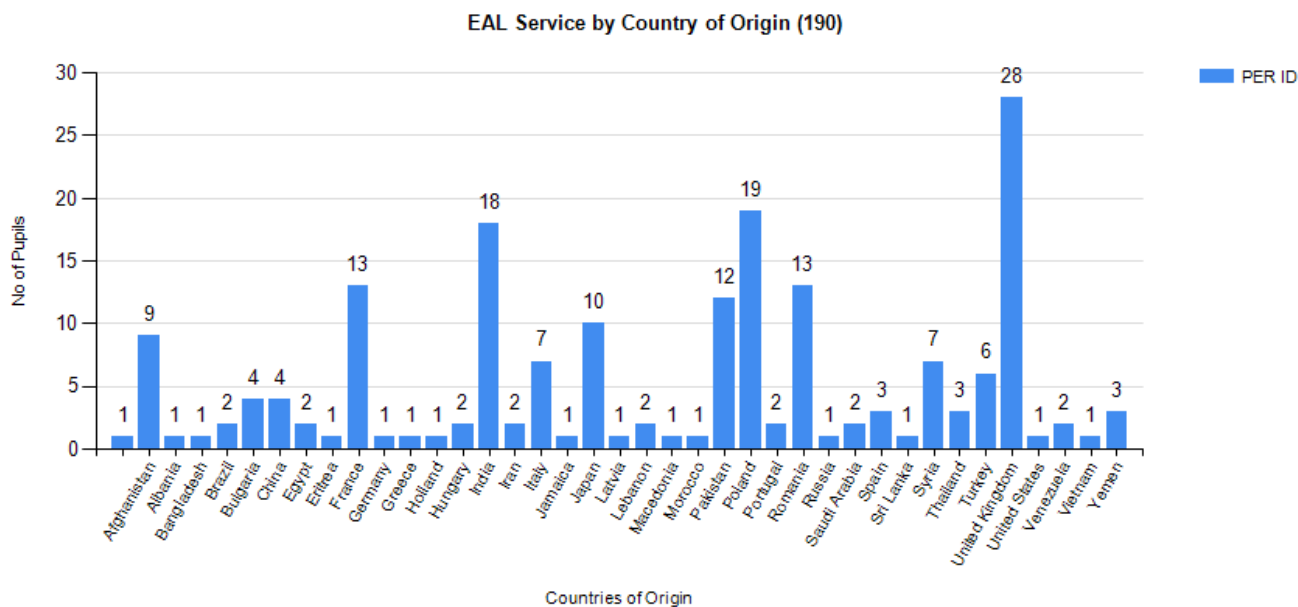
**Secondary pupils.**



- National – 17%
- West Midlands – 19%
- Solihull – 7%

The number of pupils recorded as having English as an additional language in secondary schools remains lower than that recorded in primary schools, both locally and nationally. This is partly due to pupils getting overlooked once they are older and no longer new to English – the Service continues to support secondary schools in correctly identifying all EAL learners, including those of a higher fluency. The DfE census requirements for language proficiency have been helpful in raising awareness of EAL learners in all schools.

## Range of languages and countries of origin of all children supported by the EAL Service:



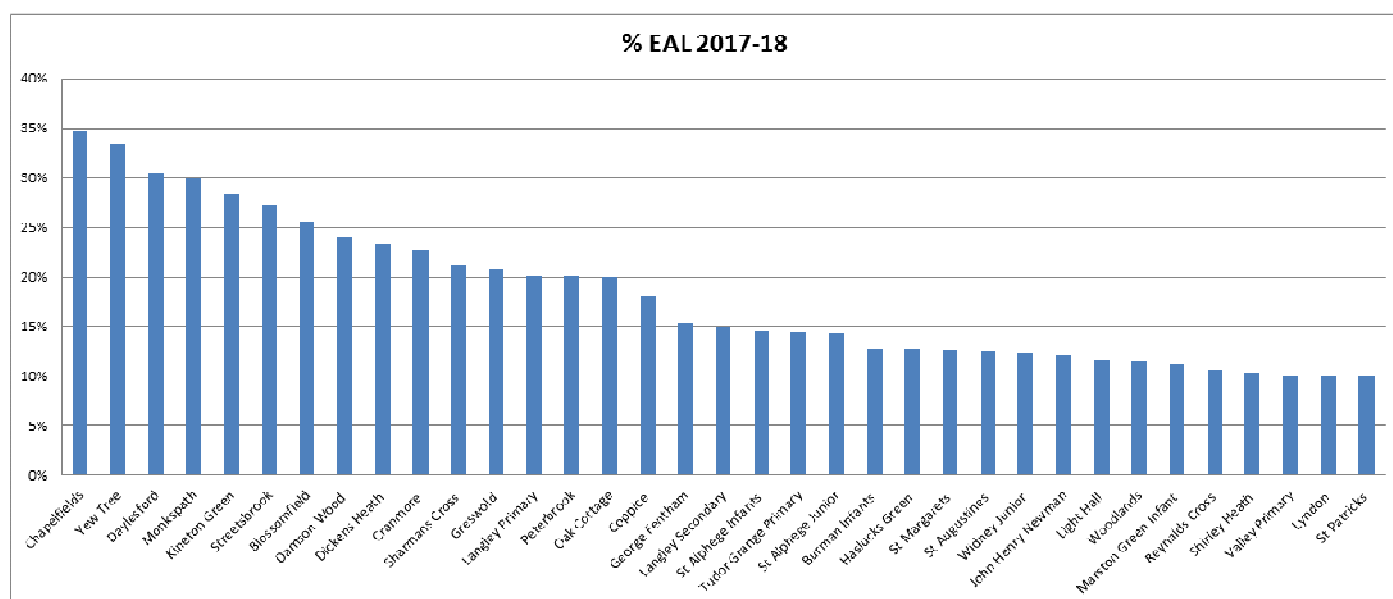
### Key points

- Pupils supported by the **EAL Service originated from 32 countries and spoke 42 different languages**, contrasting with the 54 languages identified in the borough (January 2018 census).
- There has been a significant increase in the number of UK-born bilinguals supported by the Service to nearly 15% as compared to 3% last year. There are continued high numbers of pupils from **from India, Poland and Pakistan**.



- This year just under **2% of pupils stated their first language as English**. Those stating English as a first language are usually UK-born bilingual children. **Polish continues to be the most common language spoken by children supported by the Service**, but there are continued high numbers of Arabic, French and Romanian speakers. This year has seen a rise in Japanese speakers.

### **Schools with 10% or more identified EAL learners (e.g. those whose first language is other than English)**

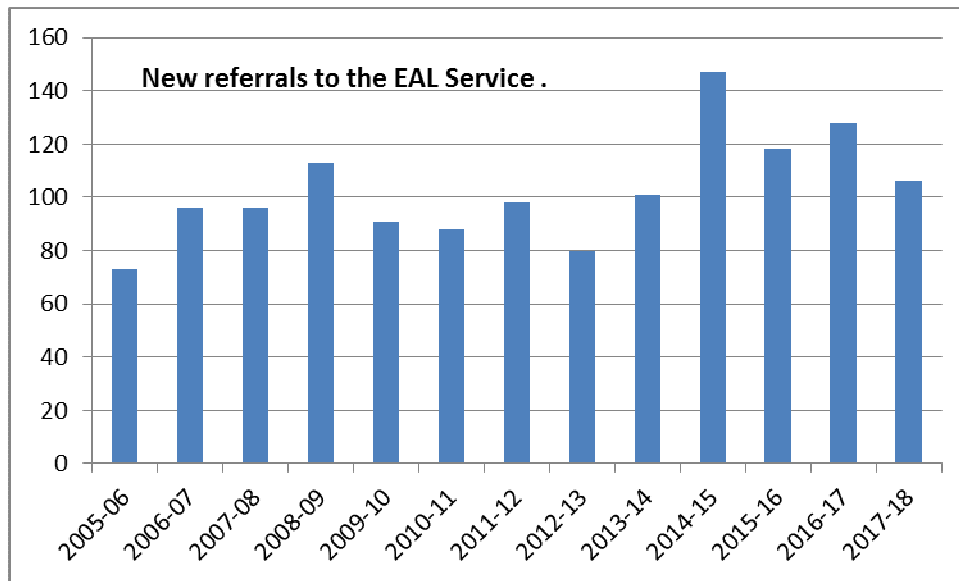


The number of schools with over 10% identified EAL learners has increased significantly this year again and there are now **35 schools** in this category. **This is not a reflection of demographic changes but as a result of improvements in data collection systems in schools.** The introduction of EAL data to the school census this year has led many schools to properly identify the number of pupils with English as an additional language for the first time. The EAL service provided extensive training to schools in obtaining and providing accurate data for the DfE and this is reflected in the figures. The Service continues to support schools with obtaining accurate information from parents with regards to first language and with assisting schools in interpreting information.

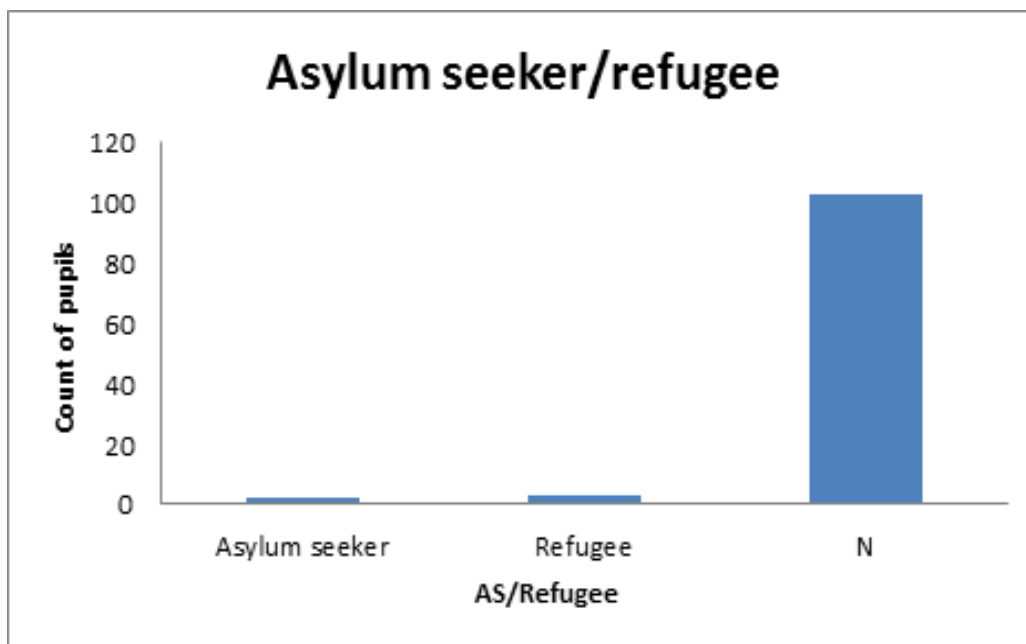
### **Referrals 2017-18:**

#### **Requests for support**

This year there were **107 requests for support**. This is a slight decrease from last year reflecting an increased focus on advisory support and training.



**Refugee/asylum seeker pupils.**

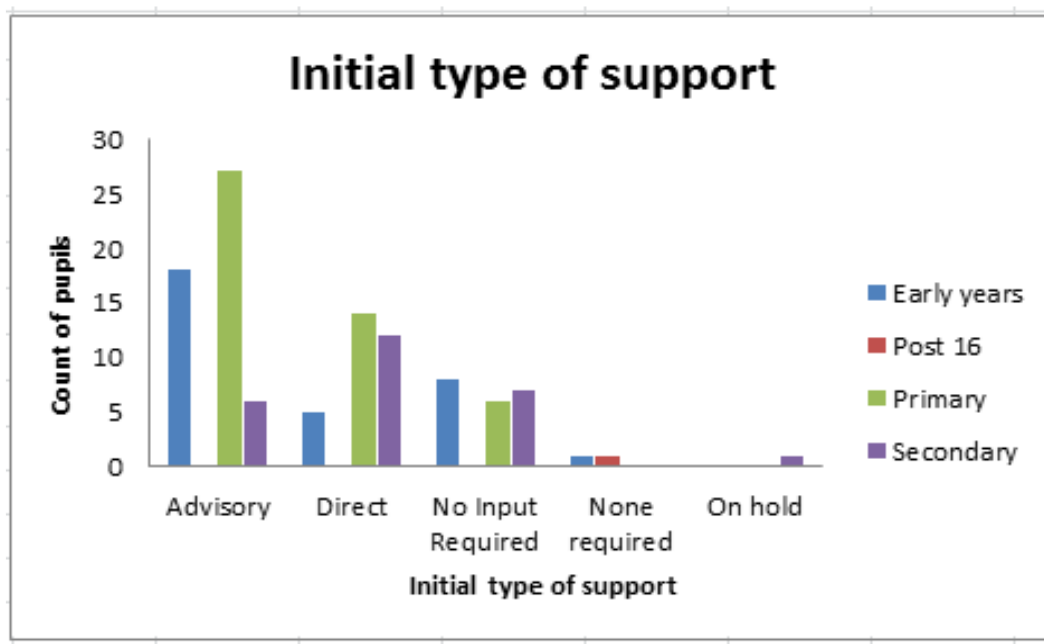


The EAL Service continues to work with a small number of refugee and asylum seekers, mainly Unaccompanied Asylum Seeker Children (UASCs). This year there have been 7 in total, including children from the Syrian Re-settlement Programme (SRP). This represents a decrease from previous years. The Looked After Children’s Service (LACES) report that an increasing number of UASC pupils have been placed out of borough and therefore not referred to our Service.

Children who come as part of the SRP receive additional funding from the Home Office and support from ENGAGE services and UASCs are supported by LACES and receive additional financial support through Pupil Premium. There is, therefore, quite a disparity between children of refugee families who have come to this country independently. We are currently

looking into collaborating with a local charity (Entraide) to look at ways to enhance the support available for refugee children and families.

### **Types of support provided**

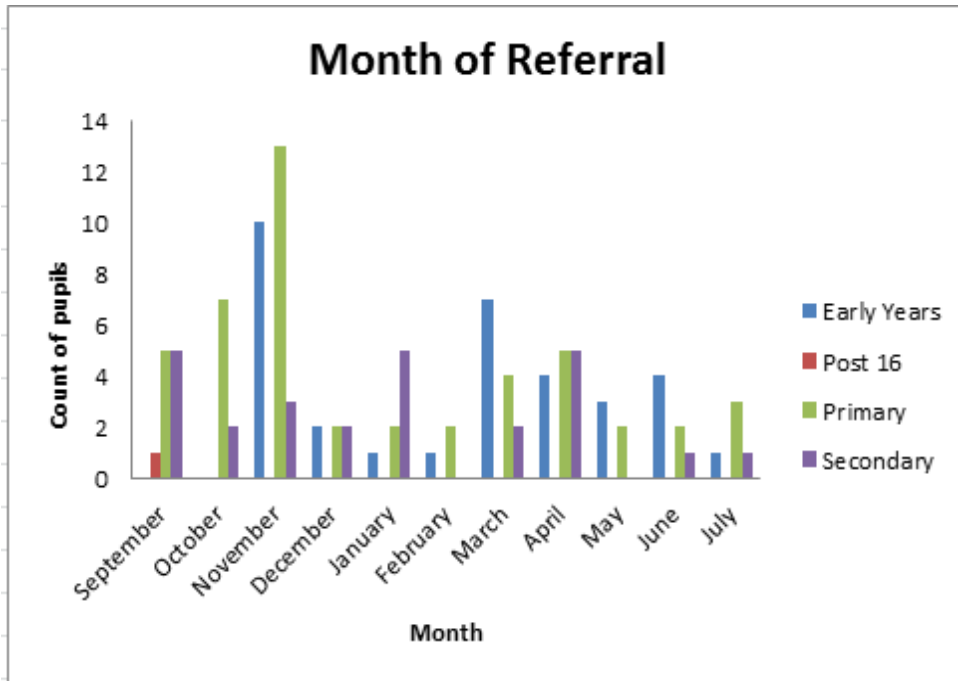


Following assessment by the EAL Service, pupils are allocated one of the following

- Direct support – usually between 1 and 4 hours a week of classroom support for up to three terms. This is usually reserved for high needs pupils e.g. UASCs, refugee children from Key Stage 1 upwards, and pupils with no previous experience of schooling who arrive at Key Stage 2 upward as outlined in the protocol.
- Advisory support – regular meetings (e.g. at least half-termly) with staff and pupils.
- No input required – the school will receive a report with advice and strategies but no further involvement from the EAL Service

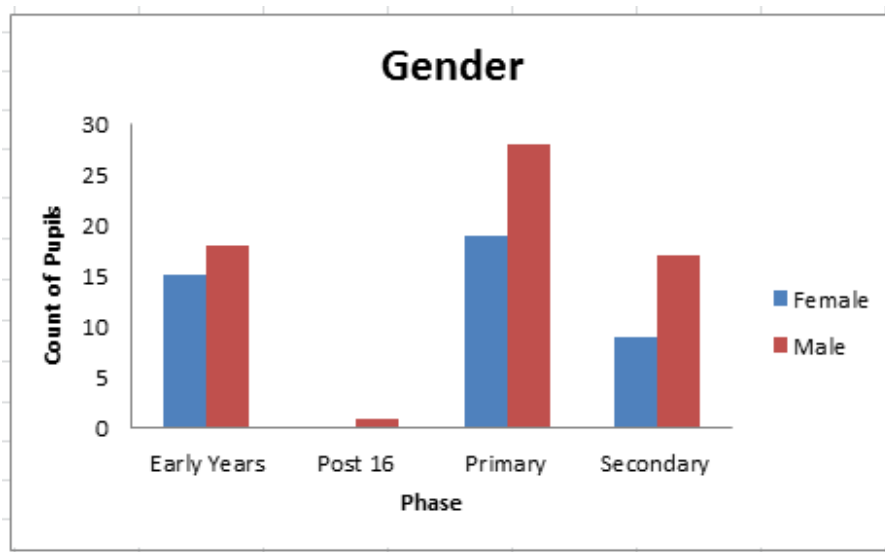
There has been a continued decrease in the proportion of pupils receiving direct support compared with previous years. The number of children receiving advisory support has increased again slightly. This reflects a conscious decision to re-focus the work of the Service on providing strategies and support for teachers and schools, rather than targeting individual pupils.

**Requests by month and key stage**



The majority of referrals are received in the autumn term. There are also more referrals in January – possibly as a consequence of the response to the DfE request for English language proficiency in the census and an increase of Early Years referrals in March. Many settings wait to see how their youngest pupils settle before referring to the Service. In addition, the Language Link assessments which take place in many schools often reveal language needs and result in a referral to our Service.

**Requests by gender.**



Once again there were slightly more boys than girls referred to the Service; this is a trend seen every year.

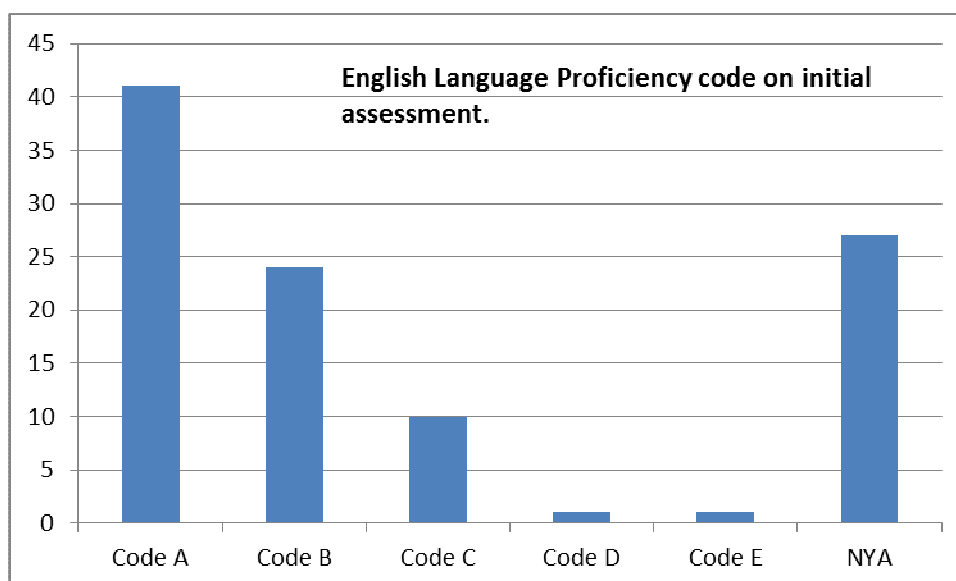
## **Pupil Progress**

### English language progress.

Pupil progress is recorded and monitored using Solihull Profile of Competence and an English language proficiency code has also been collected and submitted to the DfE as part of the January census return. This will no longer be collected by the DfE but schools will be asked to continue to provide this information to the EAL Service.

- For children to achieve age related expectations, they need to make more progress than their English speaking peers.
- Pupil progress often accelerates in the higher key stages as EAL pupils catch up with their peers.
- Pupils with well-developed literacy skills in their first language will usually progress more rapidly than those who have limited or no prior literacy skills.

| EAL learner                           | EAL level | Key |
|---------------------------------------|-----------|-----|
| <b>New to English (Code A)</b>        | Step 1    | S1  |
|                                       | Step 2    | S2  |
| <b>Early Acquisition (Code B)</b>     | Step 3    | S3  |
|                                       | Step 4    | S4  |
| <b>Developing Competence (Code C)</b> | Step 5    | S5  |
|                                       | Step 6    | S6  |
| <b>Competent (Code D)</b>             | Step 7    | S7  |
| <b>Fluent (Code E)</b>                | Step 8    | S8  |



The DfE codes collected by the Service this year reflect the fact that schools in general refer new arrivals, as opposed to more advanced learners of English as an additional language, for assessment. The needs of children with higher levels of English proficiency continue to be addressed through advisory visits as well as training.

The table below shows the national statistics and the data for Solihull as a whole (i.e. all schools – not just those who with whom the EAL Service is involved). It is notable that Solihull has a greater return of codes than is seen nationally perhaps reflecting the work done by the EAL Network to raise awareness and to support schools in providing this information through the use of the Solihull Profile of Competence.

|                         | <b>National</b> | <b>Solihull</b> |
|-------------------------|-----------------|-----------------|
| <b>Code A</b>           | 5.3%            | 7.1%            |
| <b>Code B</b>           | 10.5%           | 12.9%           |
| <b>Code C</b>           | 19.4%           | 17.2%           |
| <b>Code D</b>           | 22.8%           | 17.7%           |
| <b>Code E</b>           | 33.4%           | 41.4%           |
| <b>Not yet assessed</b> | 8.7%            | 3.7%            |

National data.

|   | <b>EAL pupils<br/>Solihull</b> | <b>EAL pupils<br/>(national)</b> | <b>All pupils<br/>(national)</b> |
|---|--------------------------------|----------------------------------|----------------------------------|
| <b>KS2 expected or above<br/>(combined<br/>reading/writing/maths)</b> | 64%                            | 62%                              | 61%                              |
| <b>4+ in English and Maths</b>  | 71%                            | 65%                              | 64%                              |
| <b>Attainment 8 score</b>   | 51                             | 48                               | 46                               |
| <b>Progress 8 score</b>   | 0.5                            | 0.5                              | -0.03                            |

EAL pupils in general make greater progress than all pupils nationally, with Solihull performing above the national average (for EAL). These figures conceal as much as they reveal – especially as the classification of EAL can include the bilingually fluent child of a French banker alongside the Somali refugee who may not speak English at all. Analysis of the groups of children is helpful in identifying particular groups that may be at risk (see EEF report, 2015 <https://educationendowmentfoundation.org.uk/evidence-summaries/evidence-reviews/english-as-an-additional-language-eal/>) .

## **Evaluations**

Direct support.

Schools, parents, carers and pupils are all asked to provide feedback on direct support. The return rate for these has been disappointing with 14% of schools responding and 43% of parents/carers and pupils. Feedback was overwhelmingly positive with the following returns (based on four questions about the support)

| How useful/helpful was EAL support | Not at all | A little | Helpful | Very helpful |
|------------------------------------|------------|----------|---------|--------------|
| Parents/carers                     |            | 3.3%     | 43.3%   | 53.3%        |
| Pupils                             |            | 10%      | 38.3%   | 53.3%        |
| Staff/school                       | 7.1%       | 3.6%     | 7.1%    | 82.1%        |

Training.

The Service delivered 32 formal training events during the year, which is a considerable increase from last year (18). In addition, there were three Network meetings and several faculty meetings in secondary schools. This year the EAL Service provided training for the Looked After Children’s Service, Health Visitors and Solihull College – all of these were new

ventures. Other training included sessions for governors, childcare providers and collaborative work with the Central Ethnic Minority Hub (CEMA) based in Walsall.

|                                      | 1  | 2  | 3  | 4   | 5   |
|--------------------------------------|----|----|----|-----|-----|
| Stated aims and objectives met       | 1% |    | 6% | 31% | 62% |
| Standard of presentation             |    |    | 6% | 31% | 62% |
| Pace and efficiency                  |    | 1% | 6% | 30% | 63% |
| Standard of materials/resources used |    | 1% | 8% | 30% | 61% |
| Quality of any hand-outs             |    |    |    | 29% | 61% |
| Overall rating                       |    |    | 6% | 32% | 62% |

There were many positive comments received, a sample of these are

- *Another very worthwhile meeting*
- *An informative presentation*
- *An engaging presentation*
- *Excellent resources and a brilliant, informal way the course was delivered*
- *Great resources and lots of ideas*
- *A really useful session that gave a good overview with lots of practical ideas.*

Helen Rowe, Senior Advisory Teacher, EAL Service.  
September 2018