CREATING OPPORTUNITIES AND TACKLING INEQUALITIES SCRUTINY COMMITTEE	Agenda Item No. 8
22 JULY 2013	Public Report

Report of the Executive Director of Children's Services

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PETERBOROUGH EAL STRATEGY

1. **PURPOSE**

1.1 This report provides an update on the strategy to improve the attainments of pupils with English as an additional language (EAL). It outlined the actions that are proposed to take place.

2. **RECOMMENDATIONS**

2.1 The committee is asked to consider and support the proposed EAL strategy in order to address this group which is currently underperforming.

3. **LINKS TO THE SUSTAINABLE COMMUNITY STRATEGY**

3.1 Single Delivery Plan - Programme 1 – Creating jobs through growth and improved skills and education.

4. **BACKGROUND**

4.1 The Department for Education Pupil Level School Census Guidance defines a pupil with English as an additional language as one who was exposed to a first language other than English during early development and continues to be exposed to this language in the home or in the community.

4.2 The January 2013 School Census identifies almost 9,000 pupils with EAL in Peterborough, amounting to 31% of all pupils. The proportion is higher among younger pupils with 37% of Year 1 pupils having English as an additional language.

4.3 The range of pupils with EAL in Peterborough is very wide and includes pupils who may have had all of their education in Peterborough schools as well as new arrivals from overseas with little or no English. For example, in the current Year 10 (the pupils due to sit GCSE next year) around 5% did not attend primary school in the UK while a total of almost 25% are recorded as having English as an additional language.

4.4 The attainment of Peterborough pupils with EAL (including those who may had all of their education in Peterborough) is very low compared to the national performance of such pupils (23 percentage points adrift at GCSE, nine percentage points at Key Stage 2). Raising the attainment of pupils with English as an additional language is therefore central to raising overall standards and closing the significant gap on national attainment.

4.5 Since January 2013 centrally run training focusing on teaching pupils very new to English has been available to all schools. In addition two primary schools and one secondary school have received intensive support in addressing the needs of newly arrived pupils. Training has also been provided for school governors. This report looks at the further development of that work.

5.   KEY ISSUES

5.1   An English as an Additional Language Strategy has now been developed in response to the issues identified through data analysis and work with schools and teachers. This can be found in appendix 1

5.2   The key proposed elements of the strategy are:

- preparing schools and settings for the growth in numbers of pupils with EAL;
- addressing the specific needs of newly arrived pupils with a particular focus on those from East European Roma backgrounds;
- closing the attainment gap for the large cohort of advanced EAL learners by enhancing their academic language skills;
- engaging bilingual families and communities in raising attainment;
- creating a city-wide network of highly skilled professionals with accredited EAL expertise;
- Identifying and supporting the development of schools and settings as potential centres of excellence and facilitating school to school support.

5.3   An implementation plan is being finalised containing key deliverable and milestones. It is intended to share this plan for further discussion with the task and finish group. They key next steps however are –

- Deliver briefings to Heads and Governors on strategy and action plan
- Consult and Write EAL Handbook to enable easy access to strategies / support for EAL
- Run 2 central courses and 5 x 1 day school based consultancy around dealing with increased numbers and supporting successful integration
- Run 3 central beginners courses
- 10 schools to receive intensive support through centres of excellence support
- Produce resources for schools e.g. bilingual assessment toolkit
- Termly meetings with school EAL network
- School level diagnostics of data and outcomes for pupils with EAL

5.4   A reference group of school leaders and key partners will be established to:

- review the overall strategy for raising the attainment and achievement of pupils with EAL;
- promote the EAL strategy;
- monitor the implementation of the EAL Strategy
- monitor borough wide progress in raising the attainment and achievement of pupils with EAL.

5.5   With the work that is being undertaken in terms of developing schools to school support partnerships, it is intended that this work could be subsumed within this new partnership. Currently the provision is co-ordinated and run in conjunction with PLP and the intention is that in future schools commission this support as the role of the Local Authority changes.

6.   IMPLICATIONS

6.1   The need for improvements in this cohort are clearly outlined in the report. The pursuit of the strategy offers a clear route to positive change and improved outcomes for children and young people.

7.   CONSULTATION

7.1   The Strategy has been discussed at Head and Deputy Head Teacher meetings.

7.2   Further consultation is envisaged through arrange of mechanisms, including the Governors' Forum and the Diversity Forum

8. NEXT STEPS

8.1 The strategy will be consulted on in the autumn and preliminary activity has already been commissioned to provide this support.

9 APPENDIX

9.1 Peterborough's English as an Additional Language Strategy

Peterborough's English as an Additional Language (EAL) Strategy

1) The Four Key Strategic objectives

- To improve progress and attainment of all EAL pupils and enable every school to meet their needs.

- To develop key schools and settings as centres of excellence *(hubs)* to support and develop system-wide EAL capacity across the City.

- To develop a city-wide workforce with EAL knowledge, skills and understanding

- To engage with families and communities, in order to improve progress and attainment of EAL pupils.

2) Key issues

This strategy is based on a detailed audit of performance across Peterborough schools and language data. The key issues from the audit are:

- EAL numbers are expected to further increase;

- current attainment of pupils with EAL (including those who have been learning English for several years) is low compared to national performance of pupils with EAL;

- there is low attainment amongst both more newly arrived EAL pupils with a short time in Peterborough schools and more advanced EAL pupils who began their Peterborough education in Key Stage 1(aged 5, 6 and 7 years);

- improving language acquisition and raising the attainment of pupils with EAL is increasingly key to improving overall education standards across the City.

3) Focus

The new strategy focuses on:

- better preparing schools and settings for the growth in numbers of pupils with EAL;

- addressing the specific needs of newly arrived pupils with a particular focus on those from East European Roma backgrounds;

- closing the attainment gap for the large cohort of advanced EAL learners by enhancing their academic language skills;

- engaging bilingual families and communities in raising attainment;

- creating a city-wide network of highly skilled professionals with accredited EAL expertise;

- identifying and supporting the development of schools and settings as potential centres of excellence and facilitating school to school support.

4) Preparing schools and settings for the expected growth in numbers of pupils with EAL

To prepare schools and settings and settings for this growth we will:

- share up-to-date information about the latest demographic trends;

- provide all schools and settings with a Peterborough EAL Essentials Handbook;

- support schools and settings in understanding how to collect accurately and interpret effectively EAL data.

5) Addressing the needs of newly arrived pupils

To support pupils new to English we will:

- identify the keys schools and settings able to develop into centres of excellence for newly arrived pupils;

- support the development and operation of effective induction systems in schools and settings;

- provide professional development in individual schools and settings and through central courses focussing on meeting the needs of newly arrived pupils in mainstream classrooms, including those who arrive in Key Stages 2, 3 and 4 (aged 7-16 years) with little or no literacy in any language;

- develop suitable on and off line resources for pupils new to English that accelerate English acquisition and complement and give access to the Peterborough Curriculum being developed with the RSA.

6) Closing the attainment gap for the large cohort of advanced EAL learners by enhancing their academic language skills

To enhance the academic language skills of pupils at the later stages of English language acquisition we will:

- provide all schools and settings with a Peterborough EAL Essentials Handbook;

- provide professional development in individual schools and settings and through central courses focussing on the teaching of the formal, academic language required for success in exams and tests;

- provide professional development focussing on the teaching of the language required for innovation and creativity;

- run Summer and Easter schools for Year 5 and Year 10 pupils on academic language development;

- explore provision for advanced EAL learners in post-16 institutions.

7) Engaging families and communities in raising attainment

In order to involve families and communities we will work with partners, including City College and the Connecting Families programme, to establish:

- a flexible and free standing traded service which provides well trained staff from newly arrived communities (especially newly arrived Roma communities) to act as a bridge between schools, early years settings, parents and communities and encourages and assists parents into employment (*Community champions*);

- provide training and support for mother tongue and supplementary schools;

- provide professional development in individual schools and settings and through central courses in parental and community engagement administered through the EAL Academy;

- develop the forums in which we engage with community organisations in order to place improving progress and raising the attainment of EAL pupils high on the agenda;

- offer opportunities to provide joint training with ESOL providers.

8) Creating a City-wide network of highly skilled professionals with accredited EAL expertise

In order to develop a network of highly skilled professionals with accredited EAL expertise we will:

- provide specialist degree and masters level programmes in the leadership of EAL customised to Peterborough, creating a cohort of specialist leaders of education with distinctive EAL expertise;

- provide lower level wholly on-line accredited programmes in EAL customised to Peterborough for teachers and support staff;

- set up and facilitate on-line and face-to-face EAL networks for senior and middle leaders.

9) Identifying and supporting the development of centres of excellence

In order to identify and support the development of centres of excellence we will:

- complete a school-by-school diagnostic of EAL needs, growth patterns, progress and attainment in order to identify schools and settings as potential centres of excellence;

- support identified schools and settings in developing their excellence and their ability to support other schools and settings;

- encourage and facilitate school-to-school support.

10) Resourcing the Strategy

It is envisaged that this strategy will move to be commissioned from and managed through the Peterborough Learning Partnership (**PLP**) by schools.   Initially, this will be supported by the LA through intensive school support and professional development with the intention of developing a fully traded service.

The schools to school support model, teaching school alliances and specialist leaders of education will play key roles in the delivery of the strategy. As the strategy reaches its second and third years, it is envisaged that there will be an increasing shift towards a traded model in which schools and settings choose to buy support and professional development and a wider use of school-to-school support