

CREATING OPPORTUNITIES AND TACKLING INEQUALITIES SCRUTINY COMMITTEE	Agenda Item No. 8
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Report of the Executive Director of Children's Services

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EDUCATIONAL ATTAINMENT OF MINORITY GROUPS AND NEW ARRIVALS

1. PURPOSE

- 1.1 The purpose of this report is to outline the demographic situation in relation to minority groups and new arrivals, their historical and current educational attainment and the strategies employed in schools to support this group of learners.

2. RECOMMENDATIONS

- 2.1
- Analyse the performance of these groups in assessments, tests and examinations.
 - Scrutinise the strategies used by the Local Authority and Schools to improve performance.
 - Support Children's Services leaders to continue to target these groups and continue to challenge the Department for Education around the impact these groups have around our performance league table position.

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 In Peterborough we are very proud of our rich cultural heritage and the diverse population which we serve. We value the contribution of every citizen and strive to enable all to achieve to the best of their ability. We face almost unique challenges and opportunities, not least in our diverse school population.

There are two measures the Department for Education use to capture information on diverse populations. These are –

1. English as an additional language (EAL) - EAL refers to where pupils are being taught in English to whom English is an additional language i.e. not their language of first use. The measure of EAL is problematic as it may include those second and third generation families who have chose to speak their home language in the home despite being in the country for some time. The recording of a first language is a compulsory requirement for all pupils aged 5 and over and schools are encouraged to record it for all pupils.

EAL in the Primary Phase (Years 1 - 6 inclusive)

Year	No.	% of roll
2007	2,867	22.0%
2008	3,169	24.1%
2009	3,518	26.7%
2010	3,836	28.8%
2011	4,244	31.4%

EAL in the Secondary Phase

Year	No.	% of roll
2007	2,263	17.2%
2008	2,474	19.0%
2009	2,718	20.6%
2010	2,904	21.8%
2011	2,974	22.1%

2. Ethnic Minority - the recording of an ethnic category is a compulsory requirement for all pupils aged 5 and over and schools are encouraged to record it for all pupils. For the purposes of consistency with the DoE, pupils are classified as being from an Ethnic Minority if they have an ethnicity recorded as other than "White-British". A list of the different ethnic categories recorded are included in appendix 1.

Pupils from an Ethnic Minority in the Primary Phase (Years 1 - 6 inclusive)

Year	No.	% of roll
2007	4,102	31.5%
2008	4,431	33.7%
2009	4,749	36.1%
2010	5,042	37.8%
2011	5,435	40.2%

Pupils from an Ethnic Minority in the Secondary Phase

Year	No.	% of roll
2007	3,889	28.8%
2008	4,008	29.9%
2009	4,225	31.3%
2010	4,479	32.5%
2011	4,613	33.1%

- 4.2 These statistics show that schools in Peterborough educate high numbers of pupils for whom English is not their first or preferred language. For many of these pupils English is not spoken in the home as the language of choice and so their only exposure to the English language is at school or through the television, radio or internet. This data shows that there are increasing numbers of pupils for whom English is not their first language joining schools at the early stages of compulsory education, showing that the issue is likely to remain in place for many years as these children move through the education system. There are currently around 35% of pupils in Year 1 of school who are EAL compared to 22% in Year 11.

5. KEY ISSUES

- 5.1 The achievement of these groups has not been as high as either other groups in the city or the government expectation in terms of educational standards. This has meant a clear impact upon attainment levels in Peterborough schools overall – both locally and in nationally reported league tables.

5.2 EAL Achievement

At the end of Key Stage 1 (age 7) the proportion of EAL pupils attaining the national expectation in reading in 2011 is 15.8% lower than those for whom English is their first language; in writing it is 15.8% lower and in mathematics it is 11.1% lower. This impacts upon overall Peterborough results and the gap between EAL and non-EAL learners has widened between 2009 and 2011 as there are increasing numbers of pupils with increasingly significant additional learning needs;

Key Stage 1												
	2009				2010				2011			
	Cohort Size	L2+ Reading	L2+ Writing	L2+ Maths	Cohort Size	L2+ Reading	L2+ Writing	L2+ Maths	Cohort Size	L2+ Reading	L2+ Writing	L2+ Maths
All pupils	2109	82.1%	77.9%	88.8%	2185	81.2%	76.2%	86.6%	2356	81.1%	75.6%	86.8%
EAL	547	73.7%	68.4%	83.4%	700	71.7%	65.6%	78.7%	791	70.6%	65.1%	79.4%
Non EAL	1562	85.0%	81.2%	90.7%	1485	85.7%	81.1%	90.4%	1565	86.4%	80.9%	90.5%

- 5.3 At the end of Key Stage 2 (age 11) the proportion of EAL pupils attaining at national average levels in English in 2011 is 19.9% lower than those for whom English is their first language; in mathematics it is 17.1% and in English and mathematics combined it is 20.7%. The proportion of EAL pupils achieving national average attainment has declined between 2009 and 2011.

Key Stage 2												
	2009				2010				2011			
	Cohort Size	L4+ English	L4+ Maths	L4+ Eng & Maths	Cohort Size	L4+ English	L4+ Maths	L4+ Eng & Maths	Cohort Size	L4+ English	L4+ Maths	L4+ Eng & Maths
All Pupils	1985	76.0%	78.0%	69.0%	2048	75.0%	76.0%	67.0%	2195	75.1%	76.6%	68.2%
EAL	440	61.4%	68.6%	56.6%	460	58.7%	66.1%	53.4%	656	60.5%	64.6%	53.7%
Non EAL	1545	77.5%	78.2%	70.0%	1588	78.0%	78.0%	70.3%	1539	81.4%	81.7%	74.4%

- 5.4 At the end of Key Stage 4 (age 16) the proportion of EAL pupils attaining 5 or more A* - C including English and mathematics at GCSE is 17.2% lower than those for whom English is their first language, which is a widening of the achievement gap since 2009 when it was 14.5%;

Key Stage 4						
	2009			2010		
	Cohort Size	5+ A* - C	5+ A* - C (inc E&M)	Cohort Size	5+ A* - C	5+ A* - C (inc E&M)
All Pupils	2307	62.3%	40.3%	2314	70.9%	44.3%
EAL	374	54.0%	28.1%	471	65.2%	29.9%
Non EAL	1904	64.0%	42.6%	1803	72.4%	48.1%

Source: EPAS Online

- 5.5 All of the above data indicates an impact upon Peterborough statistics and achievements as a whole, and suggests that this is likely to continue into the future given increasing numbers of EAL pupils starting school year on year.
- 5.6 Included within this data are pupils who have arrived in Peterborough from countries other than England – Minority Ethnic New Arrivals (MENA). They have arrived within the last two years and many have very limited or no understanding of the English language at all or of schools. This population amounts to approximately 6.3% of our total pupil population based upon 2011 school census data. However, schools have the discretion to disallow these pupils on the basis that they have not been in the school systems sufficient time to allow them to achieve to an acceptable standard. It is an area of significant debate whether 2 years is sufficient time to allow language to be learnt to achieve the governments required level of achievement.

5.7 Minority Ethnic Achievement

Examining the attainment of ethnic minorities shows a similar trend to EAL where minority ethnic groups underperform against the White British majority. It is however likely that if this data was shown on a gender split that the differential may not be so pronounced especially around white British boys.

Cohort	Key Stage 2 English 2011 - percentage achieving Level 4 or above		Key Stage 2 Maths 2011 - percentage achieving Level 4 or above		Key Stage 2 English & Maths - percentage achieving Level 4 or above	
	No.	%	No.	%	No.	%
African Asian	6	86%	6	86%	6	86%
Any Other Ethnic Group	11	61%	13	72%	11	61%
Asian - Bangladeshi	1	50%	1	50%	1	50%
Asian - Indian	51	91%	48	86%	48	86%
Asian - Pakistani	195	68%	197	68%	169	59%
Black - African	33	77%	27	63%	26	60%
Black - Caribbean	8	67%	8	67%	6	50%
Black - Other	5	83%	4	67%	4	67%
Chinese	8	89%	9	100%	8	89%
Gypsy/ Roma	3	16%	4	21%	3	16%
Information Not Obtained	1	100%	1	100%	1	100%
Mixed - Other	20	83%	20	83%	17	71%
Mixed - White and Asian	24	83%	26	90%	23	79%
Mixed - White and Black African	12	86%	9	64%	8	57%
Mixed - White and Black Caribbean	26	74%	27	77%	23	66%
Other Asian	19	61%	21	68%	19	61%
Parent/Pupil Preferred Not To Say	2	67%	1	33%	1	33%
White - British	1099	79%	1111	80%	1010	73%
White - Irish	4	100%	4	100%	4	100%
White - Irish Traveller	1	100%	1	100%	1	100%
White - Italian	4	50%	4	50%	3	38%
White - Portuguese	20	61%	19	58%	15	45%
White European	80	43%	106	56%	76	40%
White Other	16	67%	17	71%	14	58%

6. IMPLICATIONS

- 6.1 For the vast majority of these pupils, and the schools which they attend, there are implications for headteachers, teachers, support staff and their workload. They work hard to develop strategies to support these groups and improve outcomes. Headteachers report that:

- 6.2
- Lesson planning must be more vocabulary based for all lessons and differentiated for pupils with different levels of English making the planning process more complex and time consuming;
 - Teachers must rely heavily on practical resources during lessons to allow pupils with limited English to meet objectives. The development of the resources needed for each lesson is costly in finance, time and personnel;
 - Pre teaching of context and vocabulary is needed for many MENA/EAL pupils to access the curriculum. Teachers must find the time and organisation to ensure that this happens without impacting upon the progress of those for whom English is their first language;
 - Many pupils arrive with little or no education history. Progress tracking of pupils and assessment can be very difficult in ensuring that such pupils are set work at the appropriate ability level;
 - We now have children starting school with confidence in neither their first language nor English. This is of great concern to us. We know children who are confident bilingual learners have a better chance of making good accelerated progress in their learning;
 - Many EAL learners' attainment on entry to school is well below national expectations;
 - We know that the effective acquisition of English is dependent on the child's fluency in their first language. If this is not embedded on entry to school then the child's progress will be slow. This is a significant challenge that we are faced with currently;
 - Parents/carers understanding of English is very limited and therefore EAL pupils often need support from school to complete homework and other extra learning activities such as extended reading;
 - Schools need to work harder to engage parents of EAL children due their own often poor educational experience in their own country;
 - Having a large population of EAL and MENA pupils makes reaching national average levels and targets extremely difficult for Peterborough schools regardless of the excellent quality of teaching in many schools
 - We have to develop bespoke and tailored programmes of work to meet the needs of children who are not fluent in any language;
 - We are able to achieve good Level 4 results with most of our EAL children but the language complexities and challenges to achieve Level 5 require enormous skills and resources that we do not currently have;
 - One school is concerned that the White British cohort, now a minority, are becoming increasingly marginalised within both curriculum and teaching models, as they try to meet the needs of such high numbers of EAL speakers;
 - Additional staff costs – EAL teaching assistants; translators for parent information evenings and other parent meetings; staff to support EAL Vocabulary groups; staff to support and train EAL parents to assist children; buying in 1:1 translators for children arriving with languages new to the school;
 - Costs of EAL coordinator to collect and analyse data and report to governors
 - Cost of additional training for staff in developing the language skills of EAL learners;
 - Cost of additional resources – visual resources / props to assist learning, dual language texts and texts to represent different cultures;

- Time for all staff to plan, assess, monitor, analyse data and provide for sub-groups;
- All classes have students of varying abilities and needs, but increasing numbers of EAL students, with varying amounts of English, adds to the amount of time teachers spend preparing lessons and the resources to go with them;
- Students born in this country but whose families speak their mother tongue at home are also at a disadvantage. They are immersed in their mother tongue but not in English. They may start to learn English in nursery school but it will not be until they start primary education that they will really make progress. It takes all students a large number of years to learn academic English but EAL students start this process much later.
- Students who are not immersed in English cultural language traditions are less able to access the images, ideas, attitudes and values of any academic subject as quickly;
- Some EAL students who were born in England and have attended schools here have a first language that does not have a written form and that has an impact on their literacy development. They find it far more difficult to communicate thoughts and ideas through the construct of traditional academic writing and this is exactly what is being assessed in GCSE and A Level examination across the curriculum;
- Usual funding based on conventional formulas allows class sizes of 30. EAL learners learn in different ways – teaching based purely on listening to a teacher is rarely successful, learning in smaller groups ensure comprehension and understanding. This requires smaller teacher: pupil ratios. Research shows EAL learners take 5 to 6 years to acquire complete fluency in English in comparison to their peers;
- Successful language teaching for young EAL learners is based on practical experiences, role play areas, drama, visual or modeled resources, visits into the local area. Again, these depend on additional staff being able to support lessons;
- Learning is dependent on feeling safe and secure in school. Arrival in school in a new culture, where everyone speaks a new language, is traumatic. We reduce this by using first language resources, or having bilingual staff available while children settle into school. This may take up to six months.

6.3 These issues were shared with Nick Gibb MP who is Minister for Schools when he visited Peterborough in September. A delegation of local authority officers, members, our local MP and Headteachers outlined the impact these groups have had on schools and our results and the minister was responsive to the case put forward for Peterborough. He outlined the proposals to change the national funding mechanisms for funding EAL and the impact this may have in Peterborough. An announcement on this funding is due in the new year.

6.4 If further funding was available, the following areas are considered to have the most impact upon outcomes for minority groups –

- Enabling schools to employ more well qualified and experienced bilingual staff. This is by far the best resource a school can purchase to support EAL pupils in achieving improved attainment and progress in school;
- Pupils benefiting greatly from a variety of language rich and bilingual practical resources in the classroom such as PC software, dictionaries and a good selection of fiction and non-fiction books in first language;
- Schools being able to offer staff good quality training and development opportunities both in house and externally to keep abreast of the latest strategies and ensure good practice in the classroom for EAL pupils;
- Running more ESOL classes for these students after school;

- Engaging with parents to support their English. We have run ESOL courses but find engaging the right parents difficult. We need funding to engage parents and run courses;
- Being able to employ extra teachers rather than teaching assistants to run directed specific intervention programmes to support EAL learners;
- Organising and leading holiday booster and catch up programmes;
- The facility to deliver specific language programmes. We have researched and now use extensively a dedicated strategy for the teaching of phonics. This is very effective but also very adult intensive if it is delivered and resourced correctly;
- Maintaining and further developing teams of EAST teachers (English Access Specialist Teachers), who work across the school using their language specialisms to raise standards

6.5 However, notwithstanding the issues upon the perceived standards of Peterborough Schools, there are a number of positive aspects to this cultural diversity in our schools –

- EAL pupils bring a richness of experience, culture and language to schools. This gives the whole school community a better understanding of the world in which they live;
- An enthusiasm for learning other languages, particularly modern foreign languages. The children are keen to learn about children from other localities and cultures that are different from their own;
- They excel in terms of behaviour, attitude and enthusiasm, particularly on educational visits and are excellent representatives for schools and our city;
- The children are happy, enthusiastic learners who want to make a positive contribution to both the local, wider and international communities;
- When children operate as bilingual and multilingual learners they have the potential to excel.
- EAL pupils and their families add a great deal to the teaching of the global dimension and citizenship and support schools greatly in their international work;
- As a school we value diversity and difference, are proud of our cultural diversity. The students from different linguistic backgrounds enrich our community;
- We now have a rich and diverse resource for us to use to promote culture, values, equality, empathy and understanding of our diverse society;
- We have an excellent RE curriculum with many children able to bring faith to life through re-counting personal experiences;
- We are able to significantly impact on the community and local area through our community cohesion work which is rated as outstanding by OFSTED;
- Through the experiences children have in our culturally diverse school they gain a deep understanding and empathy of different cultures and faiths;

7. CONSULTATION

7.1 Local Authority Officers use this data to work with schools to support these groups and find new and innovate ways to ensure the best possible outcomes for all children.

8. NEXT STEPS

- 8.1 Scrutiny is asked to consider how they would like to review this information and the steps they may wish to take to further develop their role for this particular group of learners in the city.

9. BACKGROUND DOCUMENTS

- 9.1 A range of local school data and national DfE data.

10. APPENDICES

- 10.1 Appendix 1 – DfE Listing of ethnic groups recorded on the school census.

Appendix 1 – DfE categories for Ethnic Groups within Schools

Cohort
African Asian
Any Other Ethnic Group
Asian - Bangladeshi
Asian - Indian
Asian - Pakistani
Black - African
Black - Caribbean
Black - Other
Chinese
Gypsy/ Roma
Information Not Obtained
Mixed - Other
Mixed - White and Asian
Mixed - White and Black African
Mixed - White and Black Caribbean
Other Asian
Parent/Pupil Preferred Not To Say
White - British
White - Irish
White - Irish Traveller
White - Italian
White - Portuguese
White European
White Other

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