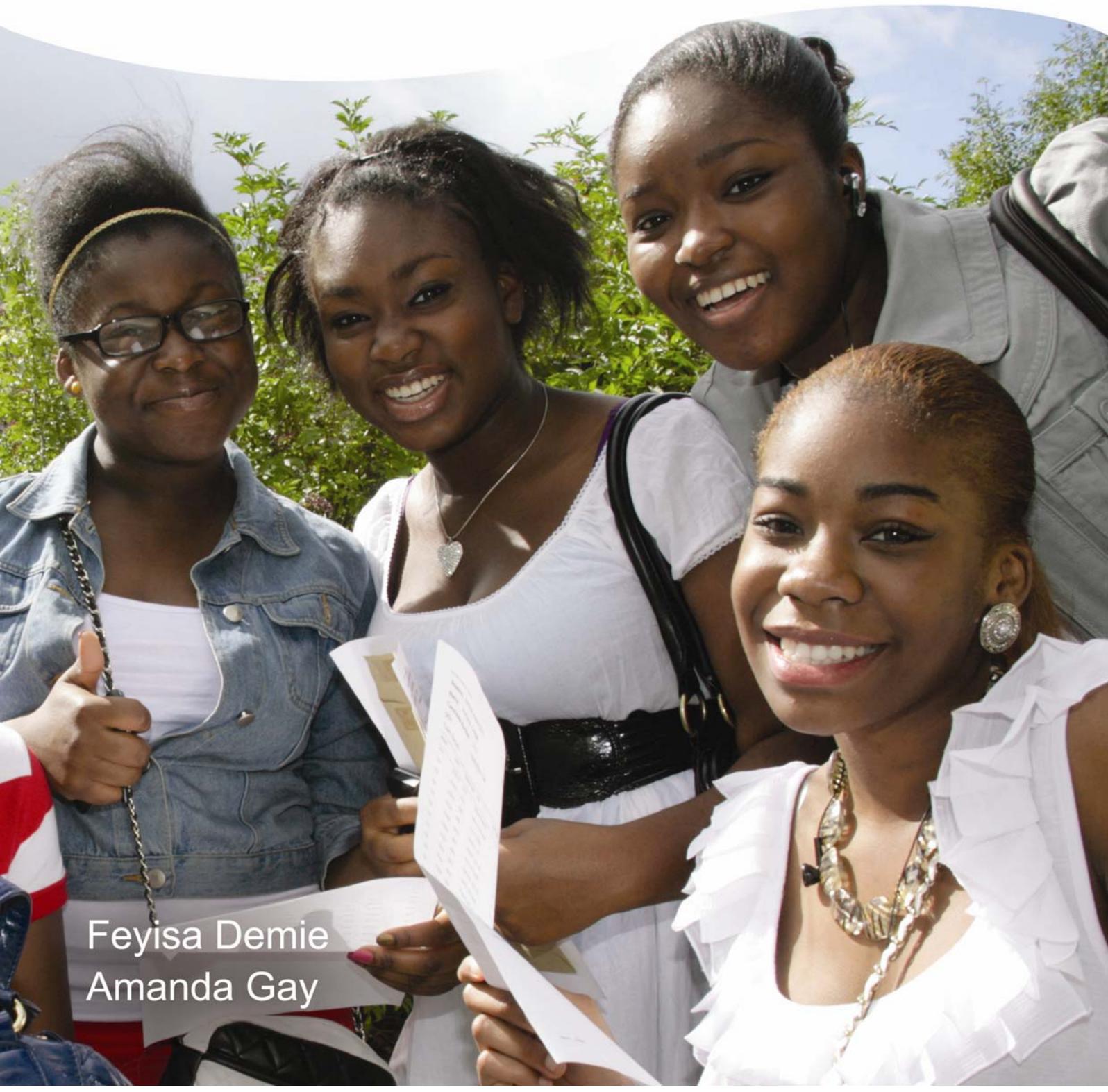


English as an Additional Language: Good Practice to Raise Achievement in Secondary Schools



Feyisa Demie
Amanda Gay

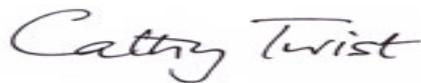
Foreword

I am pleased to introduce this research 'English as an Additional Language: Good Practice to Raise Achievement in Secondary 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 three secondary 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 have 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 students 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 Secondary Schools

**Dunraven School
La Retraite RC School
Platanos College**

**Feyisa Demie
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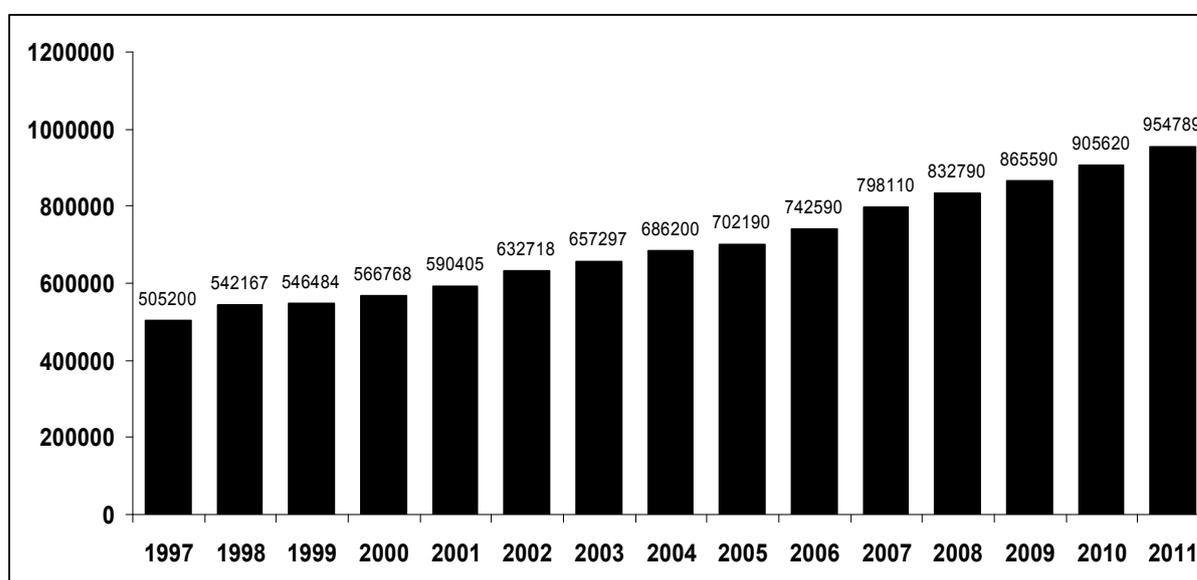
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Section 1: Introduction

1. Background

Language barriers remain the key factor affecting the performance of students with English as an additional language (EAL) in British schools but there are relatively few studies that have examined the way we assess their proficiency in English 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 speak English as an additional language (see Figure 1). Most of these pupils 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



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 the attainment of pupils with EAL in Key Stage 2 tests (KS2) and in General Certificate of Secondary Education (GCSE) examinations. 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 focussed on performance but with scant research on the factors which contribute to the educational success, high attainment and the positive experiences of pupils with EAL in British schools. This 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.

The Aims and Objectives of the Research

The aim of the research was to investigate how schools have enabled 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. Specific objectives are:

- To study the achievement of pupils with EAL.
- To identify success factors for raising achievement of pupils with EAL in schools.

2. Methodological Framework of the Study

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 will be carried out to study the school experiences of pupils with EAL. A structured questionnaire will be used to interview headteachers, teachers, parents and pupils to gather evidence on barriers to learning, to establish how well pupils with EAL are achieving, and capture pupils' views about the school and its support systems. The aim is to triangulate the voices of the various stakeholders in their education. Three secondary schools with a significant EAL population will be selected for the case studies. The case study schools as a whole will cover a range of ethnic groups, community languages spoken, free school meals and pupils with EAL needs. Key criteria for the selection of schools will be as follows:

- Exceptionally good results and a sustained overall GCSE improvement.
- Good level of progress with high value added.
- An above-average proportion of students with EAL.
- Good KS4 achievement by students with EAL.

Focus groups: Parent, pupil, governor and headteacher focus groups will be carried out to ascertain their views and to identify whether their experiences mirrored the views of those participants in the case study interviews.

Reference

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

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Section 3: Case Studies of Schools

DUNRAVEN SCHOOL

Background

Dunraven secondary school is located close to the centre of Streatham and serves an area of disadvantage in South London. The proportion of students known to be eligible for free school meals is well above the national average. The school is ethnically diverse and students come from a wide variety of backgrounds. The largest ethnic groups are White British, Black African, Caribbean, and mixed race. Students also come from a wide range of other backgrounds, many with Black or Asian and White Other heritage, including Chinese, Indian, Vietnamese, Bangladeshi, Pakistani, Portuguese, Polish and Turkish. The proportion of students whose first language is not English is well above average. A higher proportion of these students have special educational needs.

The diversity of the school population is reflected by the number of languages spoken in the school. A recent survey confirms that over fifty languages are spoken. The most common mother tongue language is English followed by Yoruba, Twi-Fante, Somali, Portuguese, Gujarati, French, Spanish, Polish, Kurdish, Arabic, Lingala, Ga, Russian, Albanian, Vietnamese, Urdu, Punjabi and Turkish.

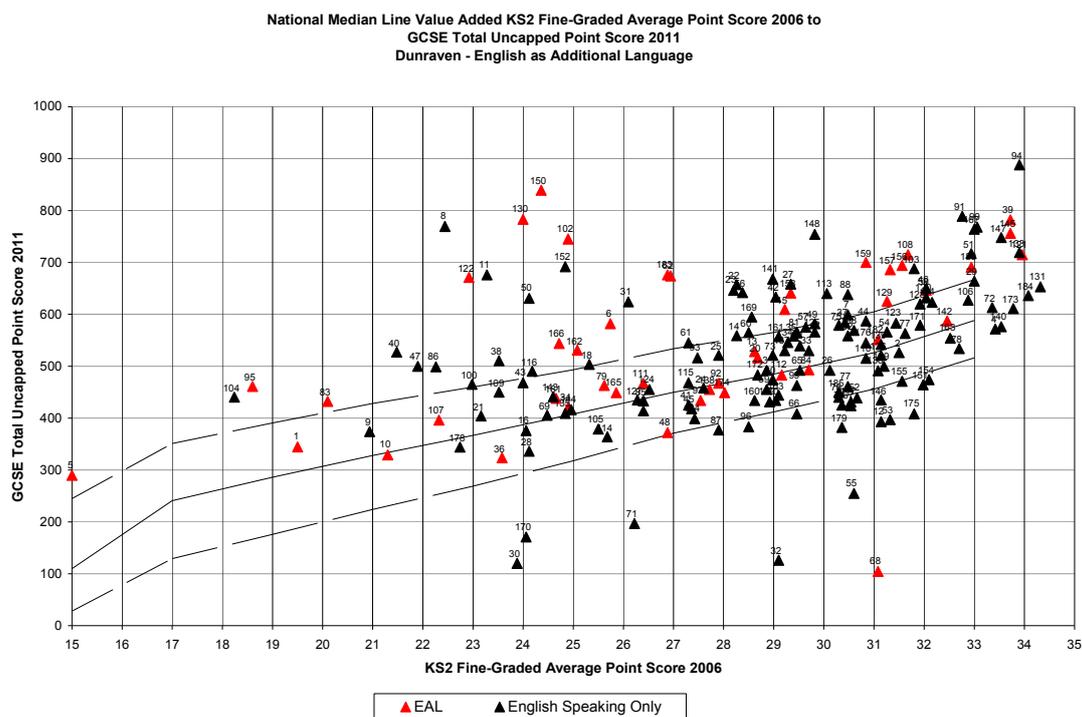
The school lives by its motto, '*excellence for all*'; it therefore takes every measure possible to ensure no child is left behind, irrespective of their ability, race, ethnicity, class or gender. The school provides students with an outstanding education. The staff work incredibly hard to meet the needs of every individual student regardless of their background. The school is harmonious and cares exceptionally well for all of its students and particularly those whose circumstances make them vulnerable. There is a culture of continuous improvement driven by the principal, the senior leadership team and the governing body. The proportion of students obtaining higher grades in their GCSE grades, including English and mathematics, has increased significantly over time and is well above the national average. Since 2006, the percentage of pupils achieving 5+A*-C grade has improved from 60% to 73% in 2011 (see Table 1). What is also special about Dunraven School is that students with EAL have shared in the success of the school over that period. The performance of students with EAL improved from 56% to 76% by 20% compared to the national improvement rate of 13%. This is a remarkable achievement and shows that the school provides excellent EAL support to ensure all students, whatever their background, are able to access the National Curriculum.

Table 1: Dunraven 5+A*-C GCSE Performance including Maths and English

	Pupils with EAL- Dunraven		All Students- Dunraven	All Students- Lambeth	National
	%	No			
2006	56%	62	60%	42%	46%
2007	65%	60	61%	41%	47%
2008	61%	49	61%	47%	48%
2009	62%	40	61%	54%	51%
2010	73%	62	62%	53%	55%
2011	76%	51	73%	61%	59%

The value-added by the school is particularly impressive and students in the school make much better progress than similar students nationally. This is shown in Figure 1, which compares the relative progress made by students in Dunraven School with the progress made nationally by all pupils in England between KS2 to GCSE. The findings from the school suggest that students have made good progress in terms of value-added. About 35% of the students are in the upper quartile compared to 25% nationally, indicating that their progress is greater than would be expected given the average rate of progress. About 54% of the students progressed as expected and 11% are in the lower quartile and progressed less than expected. This is a school where students with EAL make even better progress, with 53% in the top quartile, suggesting excellent progress for students with EAL and only 2% (one student with EAL) was in the lower quartile and progressed less than expected, compared to 25% at national level. Overall the data shows that this is a school where all students in general and students with EAL in particular, make impressive progress between KS2 and GCSE (see Figure 1). This evidence from national median value-added was also used by schools to ask questions, such as, which students have made significantly better or worse progress than others and to identify the reasons for this.

Figure 1: KS2 to GCSE national median line value-added



Students make excellent progress as a result of good teaching and excellent monitoring and intervention strategies. Classrooms we observed were stimulating places to learn; lessons had a buzz of activity that reflected students' excellent attitudes and teachers' high levels of commitment. In discussions, students were overwhelmingly positive about their school. As one student commented, *'this is a good school'*. *'You have good*

teachers here.' Another student commented 'The best thing about Dunraven is that teachers really care about you and your learning'¹

Central to this highly successful school are:

- Outstanding leadership and management.
- Effective use of data.
- Excellent care, guidance and targeted support for students.
- High expectations.

The evidence used for this report included interviews with senior managers and students and the scrutiny of relevant published documentation, including current and, where applicable, previous Ofsted inspection reports, performance data, including RAISE online².

Case study evidence was gathered at Dunraven, and the following members of staff were interviewed:

- Principal
- Assistant Principal
- Director of learning - English as Additional Language
- Subject teacher
- Learning mentor
- Six students.

The following report considers the evidence collected from these interactions and draws conclusions from these and more informal observations, conversations and discussions made during the day.

Leadership and management

'Dunraven leadership and management are outstanding'³

One of the key success factors for raising achievement at Dunraven is the inspirational leadership. The school is exceptionally well led by an outstanding principal whose commitment to the school and the local community has extended over the last eight

¹ Source: the school

website http://issuu.com/cleverbox/docs/dunraven_school?mode=window&printButtonEnabled=false&backgroundcolor=%23000000, p3.

² For details of other reports see:

- Dunraven Secondary School, Ofsted Inspection Report, Ofsted, January 2009
- Dunraven Secondary School, School Profile: Making Figures Speak for Themselves, Lambeth Research and Statistics Unit, December 2011, p1-18.
- Dunraven Secondary School, GCSE Contextual Analysis of Pupil Performance, Lambeth Research and Statistics Unit, December 2011, p1-4.
- Dunraven Secondary School, KS2 to GCSE and KS3 to GCSE Value-added Analysis of Pupil Progress, Lambeth Research and Statistics Unit, December 2011, p1-4.

³ See Ofsted (2009). Ofsted Dunraven School Inspection Report, Ofsted; Ofsted (2012). Ofsted Dunraven Interim Assessment Summer 2012, Ofsted; Demie and Lewis (2010). Raising Achievement: Good practice in secondary schools with outstanding leadership, Lambeth Research and Statistics Unit, Lambeth LA.

years. The principal's excellent leadership, drive and strategic vision have successfully gained the trust of staff, parents/carers and students. He receives first-rate support from a cohesive senior leadership team who consistently deliver the school's vision. Their resilience is a key factor in the school's success. This has been recognised by Ofsted in previous inspections reports, which stated that *'he leads the school with passion, commitment and integrity and he is determined to ensure Dunraven becomes an outstanding school in every respect'. He 'leads by example and is not afraid to acknowledge and tackle weaknesses. For example robust action was taken to improve those subject areas that were underperforming, and this has resulted in raised standards'* (Ofsted 2009, P9)

There is *'consistency of leadership'* in the school with relentless focus on achievement and high aspiration for all. The principal and senior leadership team embody the inclusive motto *'excellence for all.'* There is an exceptional sense of teamwork across the school. The school is proud of its effort to maintain its inclusive ethos. Morale among all staff is very high and there is a strong belief in the school's capacity to improve further. Staff consistently confirmed the high quality of support they receive, the pride they have in the school, and how much they value the opportunity to contribute to its success. One teacher stated that, *'We believe in excellence for all. Working together is the ethos of the school and each department works as a team. This is what Dunraven is about'* (teacher). Another assistant principal commented *'There is a stability and continuity of teachers. We work to each others strengths. There is a great deal of respect between staff here. New members are assimilated quickly.'* Staff and students speak extremely warmly about the school and its leadership and have affirmed that *'this school not only helps its students to achieve exceptionally high standards but also to be well prepared for the next stage of life.'*

A strong culture of self-evaluation pervades all aspects of the school, which has well developed, sophisticated and transparent systems to monitor students' progress. These include consistently evaluating the quality of teaching and learning, the findings of which are used rigorously and meticulously to ascertain where quality teaching is leading to better outcomes. Data are used rigorously to ensure no group is underperforming or falling behind. Targeted support is provided to improve accountability and raise expectations in the few areas of the school where performance could improve. This is also supported by previous Ofsted inspections and LA research which confirms that *'the work of the school is carefully monitored. Self-evaluation is open, honest, self-critical and accurate. School leaders have a clear understanding of the school's strengths and weaknesses'* (Ofsted 2009).

The principal's key message to the researchers was *'we believe in excellence for all' and we focus on all students.'* This was further emphasised by another teacher who confirmed that again *'the culture of the school is excellence for all and no group is left behind. All groups are well supported and doing well in the school.'* Evidence from the data and interviews confirm that the promotion of equality of opportunity is exemplary at Dunraven School. It is at the heart of the school's work and underpins students' good and outstanding learning and progress, together with the exceptional care, guidance and support they receive. Assessment data about the achievement of different groups of students including those with special educational needs and/or disabilities, those who speak English as an additional language and those who are receive free school meals, are monitored meticulously to ensure that all groups make similar good progress from starting points that are below average.

The school has appointed outstanding practitioners to support individual needs and the principal identified in particular the work of the EAL Director of learning whom he described as *'an excellent practitioner'*. As a result of effective EAL support students in

the school fly once their language fluency improves. The care of students with EAL is a high priority and successful strategies have been in place to support them.

In addition to the success story of raising achievement of students with EAL, the principal was pleased to report to the researchers during the interview that the achievement *'gap at Dunraven has been closing over time between students receiving FSM and those not receiving free school meals and was reduced to just 1% at GCSE (5+A*-C including English and mathematics) compared to 28% at national level.'* This is a significant and positive outcome and means that the school's leadership team are challenging well the disadvantages that are common to the communities the school serves. This also underlines that the funding provided by the Pupil Premium has been used effectively by the school.

The school is rightly proud of its work in raising the achievement of all students and narrowing the gaps, especially with students with EAL and disadvantaged students who are on free school meals. *'Students make outstanding progress because of consistently high-quality teaching, teachers' exemplary use of assessment, rigorous tracking, sharply focused interventions, and excellent support and guidance'* (Ofsted 2009; Demie and Lewis 2010). Because teachers consistently have high expectations of what students should achieve, as demonstrated in one of the classroom observations, lessons proceeded at a brisk pace using activities that constantly engage and challenge them. As a result of consistent strong leadership the school continues to enjoy its good reputation within South London. It is an extremely popular school which continues to be significantly over-subscribed.

Use of data

'The school effectively uses data to track students' progress on individual, class and school levels to identify groups which are underachieving and to target intervention. We take our lead on what the data tells us' (Assistant principal)

This was the response to the question posed to the assistant principal on 'how effective is the school in using data for improving the quality of teaching and learning?'

The use and analysis of data is one of the most significant drivers for improvement in the self-evaluation practices in the school. Data has helped the school to pose and answer questions about current standards, trends over time, progress made by individual students, to track pupil progress and to set high expectations. The school has featured in a series of LA research projects on 'what works in raising achievement' and the effective use of data⁴. Previous Ofsted Inspections and LA research evidence confirms that the school is thorough and rigorous in its use of target setting, assessment and tracking individual student's performance to raise achievement. These evidences also suggest that:

'The detailed monitoring data based on GCSE module results and submitted coursework demonstrate that standards have not only been maintained this year but have improved from last year. These indicate that the challenging GCSE targets will not only be met but exceeded.' (Ofsted 2009)

⁴ For details of previous studies into effective use of data to Raising Achievement in Dunraven School, please see Demie and Lewis (2010). Raising the Achievement of White Working Class Pupils: School Strategies, p29-33; Demie and Lewis (2010). Raising Achievement: Good practice in secondary schools with outstanding leadership, Lambeth Research and Statistics Unit, Lambeth LA, p6-18.

'The school understands how well their students are doing. The school routinely monitors not just students' academic standards, but also teaching, learning and other aspects of their provision to evaluate the extent to which they are adding to student's education, well-being and care. The monitoring is linked to evaluation and the identification of priorities for improvement. These self-evaluation processes have helped the school to identify further potential strengths and areas for improvement.' (Demie and Lewis 2010)

This research also confirms similar findings and indicates that a number of good practices are used in the effective use of data including:

- Well-developed effective pupil tracking and monitoring management information systems (MIS). This MIS system is used by all staff to give quick and easy access to basic pupil data and timetables. This has guaranteed a consistent flow of information across all areas of the school. The system allows for individual students to be tracked, registered, reported on and monitored at all times.
- The principal, the ST and teachers have an accurate assessment of the school and individual pupil progress. Using the MIS system the school produces good KS3, and GCSE data in a format that is easily accessible to the ST and classroom teachers. The school also uses FFT and RAISEonline data for school self-evaluation, tracking individual pupil performance and target setting.
- Data is analysed and used at all levels by the principal, the deputy principals, assistant principals, classroom teachers and is shared with whole staff. There are formal, effective, data review meetings at ST, department and class level. The school also uses data for monitoring departmental performance and improvement and providing feedback to parents, governors, teachers and ST.
- Data is widely circulated to senior managers, heads of year, heads of departments and classroom teachers.
- Data is used for a number of purposes. There is strong evidence that individual teachers within the classroom use data for: Informing teaching and learning including lesson planning; to inform accurate targets for individual students, gender and ethnic groups; identifying weaknesses in topics or aspects in the class as a whole; arranging groupings for teaching and learning; tracking progress of students; setting high expectations with students and identifying implications for planning for different groups.
- Teachers also make effective use of data to evaluate the quality of provision and to identify and provide targeted support for differentiated groups of students. The interventions employed in the school where data analysis had highlighted issues to be addressed were, providing additional provision including 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 students with EAL or SEN or those in targeted initiatives to improve performance.
- The school is particularly 'forensic' in monitoring the progress of particular groups for example boys, those receiving free school meals (FSM), those with special educational needs (SEN), or students with English as Additional Language, etc. They use data effectively to identify underachieving groups for further support, to set targets and to inform teaching and learning. All teachers have tracking sheets for students, identifying types of support, postcode data,

previous school and favourite subjects. In particular the EAL Department's sheet includes detailed background information data such as date of birth, place of birth, date of arrival in UK, ethnic background, home language, other language(s) spoken or understood, stage of fluency in English, date of admission, attendance rate, eligibility for free school meals, SEN stage, mobility rate and years in school.

- There is a strong focus on learning in the school to make sure no student with EAL falls behind. Through detailed monitoring and tracking, students with EAL who fall below the expected level or are at risk of falling behind, are quickly identified and individual needs are targeted. All students are assessed carefully using Lambeth stages of fluency in English to ensure that they receive the appropriate provision and are making the required progress. The extent to which students with EAL make rapid progress and achieve outstanding results at Dunraven are shown in Figure 1 and are exemplified in the case studies outlined below:

- **Student A Case Study:** Student A speaks Urdu as a mother tongue and came from India in 2000. He was at beginner (stage 1) level of fluency in English when he started his primary education at Woodmansterne primary school, Lambeth. Through targeted support which included one to one support and booster classes, his language fluency improved fast. At GCSE he achieved A* in Chemistry, English Language, English Literature, Spanish and D&T Textiles Tech; with A grades in Biology, Geography, Mathematics, Physics, Religious Studies, Citizenship. He also achieved C in Applied ICT and Study Skills. Dunraven School has made a big impact on Child A. He is one of the high flying students with EAL. In addition to excellent performance in threshold results and his value-added progression between KS2 and GCSE, was also excellent and top of the national league table (see on Figure 1, pupil number 145).

- **Student B Case Study:** Student B is Black African of Somali heritage and arrived in the UK in 2005. She attended Woodmansterne primary school and was assessed as stage 2 when she took the KS2 tests, that is, she required considerable English support to access the National Curriculum. As a result of her English language barrier, her results at KS2 showed that she achieved no level in English, L2 in mathematics and L4 in science. However, with well-targeted support at Dunraven this has changed considerably. Through one to one, booster classes and in-class support, her level of English fluency improved to stage 4 (fully fluent) by the time she took GCSE examinations. The school's support was considerable and this helped her to achieve B in History, Mathematics, Religious Studies, Science; C in English language, English Literature, French, Citizenship and Sociology. This is a remarkable achievement for a child who had only six years in the English Education system (see Figure 1, pupil number 95).

- **Student C Case Study:** Student C is a student with EAL who speaks Spanish. He came from Spain and was assessed as a child who needed considerable English support when he joined Kings Avenue primary school in 2003. His achievement at the end of KS2 was level 4 in English and maths and level 3 in science. Significant English support was given to Student C at primary school and at Dunraven through one to one and

in class support to improve his level of English fluency. As a result of this support he was a fluent English user at the time of taking GCSEs. This support helped Student C to achieve 5+A*-C including English and maths. This includes A* in English and Spanish; A in Mathematics, Citizenship and Study Skills; B in history, IT, Religious studies; C in English and Science; D in Statistics and Science. More importantly he also achieved high KS2 to GCSE value-added progress (see Figure 1, pupil number 150).

Targeted support for pupils with English as an additional language

The Director of Learning for EAL has a significant role within the inclusion team. She is a qualified English teacher and teaches mainstream English as well as EAL, being assisted in the work by one full time teaching assistant. In explaining her role, she said that it had become apparent to her that the traditional method of providing in-class support to students did not work well and she had adapted provision for them accordingly. To summarise:

All new students in year 7 are interviewed and assessed by the EAL team. Recording methods are exemplary. Data are stored on school systems and available for other staff to view. Any student in Key Stage 3 needing significant support with speaking, reading and or writing is withdrawn from mainstream lessons for several periods each week, during which time s/he receives a mixture of small group teaching and individual tutoring. The sessions focus on grammar and other explicit language tuition. In addition, identified students take part in a ten minute a day programme which aims to improve vocabulary and grammar.

Very few students arrive at school with little or no English. Those that do are given intensive individual tuition to build vocabulary, literacy and grammar. Following this, they join the programme outlined above.

Pupils in Key Stage 3 with EAL as well as special educational needs may be placed in the nurture group. This operates through years 7, 8 and 9. The students are taught by the same teachers as the other groups – as explained by the headteacher: *'The key element is that they are all excellent teachers'*.

As well as teaching students, the Director of Learning for EAL provides training for new teachers as part of the new staff induction programme. She also works with parents to give them an understanding of school systems and how they can best support their child at home.

Observed lesson

Thirty Year 9 students were being taught English. The lesson, exploring the novel 'Frankenstein' was of an exceptional quality. The class were engaged throughout: reading, constructing story boards and incorporating technical vocabulary (camera angles, movement, shots). The customised lesson materials created by the teacher were impressive and clearly appreciated by the class. The standard of learning appeared to be very high.

The teacher was aware of records provided by the EAL team detailing the language history of bilingual students. At least two thirds of the class were bilingual or hear another language spoken at home, with a wide range (≥ 10) of languages understood.

Several students had arrived fairly recently in the UK but of these, all were literate in their first language and had been educated to a high standard abroad.

Teacher A

Teacher A has been teaching history and citizenship at this school for four years. In addition she holds a pastoral responsibility. She also has had experience of working within the inclusion department and felt that this had given her a deeper understanding of how to support non fluent English speakers in her classroom. The strategies she uses include using text frames and visual supports, modelling work, deconstructing and jointly constructing texts, giving detailed feedback, peer marking and providing after school catch up sessions. Throughout, there is a focus on grammar and spelling, with an insistence on 'correct' writing.

Teacher A felt that it was of great importance that the students felt confident in her classroom and that it was her job to encourage and foster this confidence. She had experienced pupils achieving better than expected grades and pointed out that this only happened because of *'time and hard work'*. She commented further: *'You are prepared to give more because you come to work to be part of a team...to be part of this place, this team, is amazing.'*

Learning Mentor

Teacher B is responsible for the Engagement (learning mentor) team. Although not directly impacting on non-fluent pupils, it was clear from his description of what learning mentors do that the emphasis at this school is on pupils engaging in lessons and achieving set targets. He cited several instances in which a targeted intervention programme, operating over the course of a school year, had dramatically improved the life chances of a student.

Student Voice

Six pupils from Years 8, 9 and 11 were interviewed as part of the focus group. They were speakers of Hindi, Oriya, Polish, Portuguese, Spanish and Urdu and had lived in the UK for between one and ten years. We asked each student in the group the questions *'Do you enjoy coming to school? Why?'* and *'Can you think of one thing in particular you like about your school?'* Everyone enjoyed coming to school and a number of reasons were given:

I enjoy coming to school because:

'Because you have your friends here'

'We can get education from school and good qualifications.'

'The school is a mixture of adults, teenagers and younger pupils – I really like coming.'

'I can play my favourite sport here – football – I play in a team.'

'There's lots of clubs after school. There are over 50 clubs.'

'Because the school has helped me learn English.'

'There's good schools here so you get a good education.'

Following this the pupils discussed their strategies for learning English. All enjoyed reading, with choices ranging from 'psychological thrillers' through to 'Harry Potter' to comics. One student preferred non-fiction (science). There was a general awareness that regular reading would improve their use of English. In addition, students were very aware of the support and individual tuition provided by the EAL team.

Conclusions:

A key success factor for raising the achievement of students with EAL at Dunraven is strong leadership. The school is exceptionally well led by an outstanding principal who receives excellent support from a cohesive senior leadership team, who consistently deliver the school's vision. Other strengths of the school that have contributed to raising the achievement of EAL students include:

- Excellent teaching and support staff who inspire the students and give them every encouragement.
- A culture of high expectations with exceptional commitment by the staff to the achievement of every student.
- Effective use of performance data for school improvement.
- High quality assessment, tracking and target setting procedures for individuals and groups are a feature of the school. Data is used as a driving force for raising achievement and is central to the school's self-evaluation process.
- The level of care and commitment shown to students for whom English is an additional language is exceptional. A high priority is placed on supporting language acquisition among students with EAL, who are not yet fluent in English.
- Effective support by trained and experienced teachers led by the Director of EAL learning.

LA RETRAITE RC SCHOOL

Background

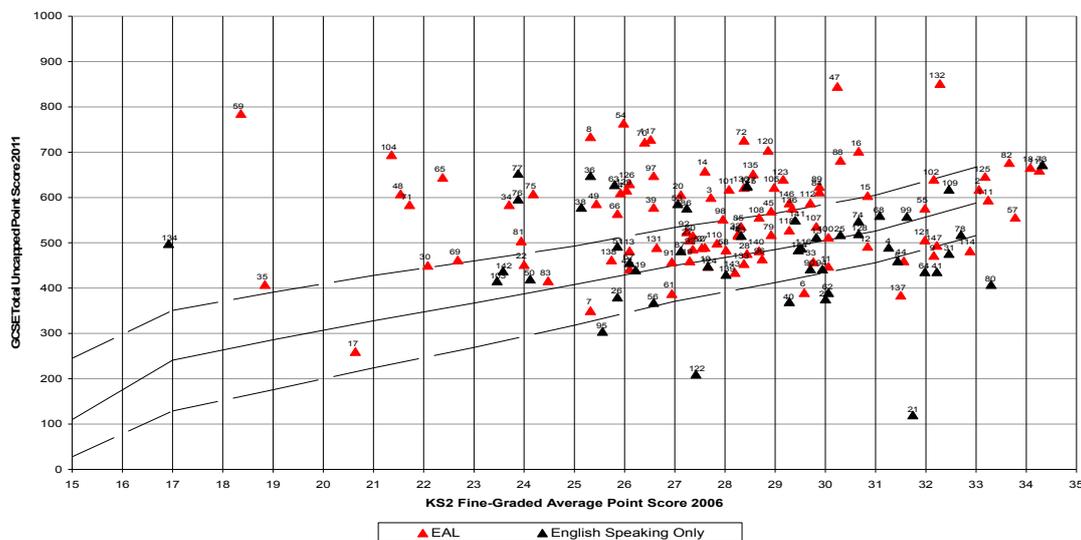
La Retraite is a fully comprehensive Roman Catholic school with a strong Christian ethos. There were 952 students on roll in 2011. Students come from a wide range of social, cultural and economic backgrounds and varied catchment areas. The proportion of pupils eligible for free school meals is 19%, higher than the national average. The school population is ethnically diverse and the main ethnic groups are Black African, Black Caribbean, Other White, White British, Other Ethnic Group and Mixed Race Groups. A much higher proportion of pupils (57%) do not have English as their first language and the percentage of pupils with statements of SEN is much higher than the national average.

Table 1: 5+ A*- C GCSE Performance including Maths and English

	Pupils with EAL- La Retraite		All Pupils- La Retraite	All Pupils- Lambeth	National
	%	No			
2006	66%	79	65%	42%	46%
2007	61%	79	57%	41%	47%
2008	70%	84	68%	47%	48%
2009	78%	92	78%	54%	51%
2010	74%	95	72%	53%	55%
2011	78%	98	74%	61%	59%

Achievement at La Retraite School is outstanding. When students start in Year 7, the standard of their work is slightly below national norms. By the end of Key Stage 4, standards are well above the national average. GCSE results are on a rising trend and in 2011 74% of students achieved five or more GCSEs at A* to C including Maths and English, compared to the national average of 59%.

Figure 1: KS2 to GCSE national median line value added



The value-added data of the school, as can be seen from Figure 1, are also very impressive and confirm that all students have made good progress from KS2 to GCSE. Overall, the school has an excellent record of improving the performance of all students. Students in this school progress much further than similar pupils nationally. The attainment data clearly show that La Retraite rightly deserves the outstanding reputation it has amongst parents in the community.

Central to the school's success in raising achievement over the years for all students, including students with EAL, are the high expectations that staff have for themselves and for their pupils. In addition, there is exceptionally strong leadership and vision, the use of data, excellent targeted language support for developing bilinguals, and parents who place a high value on their children's education. The qualitative evidence used to inform this judgement was gained from interviewing a variety of members of the school staff, to get a range of perspectives on the main practices in schools. These included the:

- Headteacher
- Assistant headteacher
- Head of EAL
- Two classroom teachers
- Student focus group: eight students in years 8, 9, 10
- Data manager
- EAL teacher
- Classroom observation

Researchers visited the school, having prepared a day's programme of meetings with key members of the school community. Staff explained and illustrated the 'secrets' of their school's success.

Leadership and Management

*'La Retraite is an outstanding school'*⁵

This Roman Catholic school has as its mission to provide the highest possible standards of education for all students. The school was featured in a series of previous Lambeth research projects into good practice in raising achievement of Black Caribbean Pupils⁶, Black African Pupils⁷ and Outstanding schools⁸. These reports highlighted some of the basis of success that makes a difference for all pupils. It featured particularly the La Retraite strengths of ethos, leadership, and use of data, development in the innovative curriculum, monitoring of pupils' progress, links with parents and celebration of cultural heritage. The overall findings of previous research reports show that La Retraite serves some of the more disadvantaged communities but

⁵ See Ofsted (2007 and 2011). La Retraite School Inspection Report and visit, Ofsted; Demie and Lewis (2010). Raising Achievement: Good practice in secondary schools with outstanding leadership, Lambeth Research and Statistics Unit, Lambeth LA.

⁶ McKenley, J., Power, C., Ishani, L. and Demie, F. (2003). *Raising the Achievement of Black Caribbean Pupils in British Schools: Good Practice in Lambeth Schools*. Research and Statistics Unit, Lambeth Education.

⁷ Demie, F., Mclean, C., Lewis, K (2006). *The Achievement of African Heritage Pupils: Good Practice in Lambeth Schools*, Lambeth Research and Statistics Unit, Lambeth LA.

⁸ Demie and Lewis (2012). Raising Achievement: Good Practice in Secondary Schools with Outstanding Leadership, Lambeth Research and Statistics Unit, Lambeth LA.

has worked with those communities to raise their hopes and aspirations along with the achievements of their young people.

One of the main reasons for the excellent performance of pupils for whom English is an additional language and the huge improvement in the school as a whole, over time, is strong leadership. The impact of the headteacher's outstanding leadership and management is evident in the school's sustained success. 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 students. 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. Staff are trusted and valued by the leadership team, expectations of all pupils' social and academic achievement are high and the school is deeply embedded in the life of the area it serves. (Ofsted 2007; Demie and Lewis 2010)

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.

A strong culture of self-evaluation pervades all areas of the school. At senior level it is particularly incisive. Areas perceived as less than good are examined meticulously to determine how best they can improve. This finding is further highlighted by previous Ofsted Inspection reports which states:

'The outstanding leadership and management provide a common sense of purpose. This focuses on enabling students to achieve the highest possible academic standards and to become confident articulate young women well equipped to contribute to society. The school is very successful in identifying and tackling barriers to learning for students from different cultural backgrounds and providing well targeted guidance and support. The headteacher provides very strong leadership and is supported by a dedicated team whose roles are well matched to the school's priorities. The high quality of the school's self evaluation and review results from rigorous monitoring and analysis of performance at all levels.'

The headteacher is proud of the school's focus in further developing the EAL Department and he has argued that such a service is '*critical for schools with large numbers of Pupils with EAL.*' The school employs qualified and able EAL professionals who ensure students with EAL get the support they need. Our observations and interviews with the staff suggest that the level of expertise within the school to support students with learning English as an additional language is outstanding. The EAL coordinator is well qualified, experienced and knowledgeable and very committed to the profession. Specialist staff, for example those who support students with EAL, provide effective support during lessons and elsewhere. As a result, there is a comprehensive package of support for pupils with EAL. This is helped by rigorous scrutiny and analyses of students' performance data in order to appropriately target resources towards specific individuals or groups. Outcomes of such intervention are evaluated candidly and inform future planning.

Most importantly, in the words of the headteacher, '*equality of opportunity is at the core of school life*'. The school's systems ensure that all groups of pupils achieve equally

well. Staff work efficiently, sensitively, and successfully to remove barriers to learning faced by a large number of students.

Use of Data

The use of data in the school is exemplary and a strength of the school. The headteacher, ably assisted by the senior leadership team, delegates well and middle leaders play a vital role in monitoring and evaluating learning and teaching in their areas, using data. The school sees the use of data as an essential part of school improvement and self-evaluation and it is used as one of the levers of change.

Evidence provided both now and previously confirms that:

- The school has a good range of assessment data including CATS, KS2, KS3, GCSE and A level and QCA optional tests for each year group.
- Data are collected, analysed and evaluated including background data such as ethnic background, language spoken, level of fluency in English, date of admission, attendance rate, eligibility for free school meals, stage of EAL fluency, SEN stage, mobility rate, years in school, which teacher's class has been attended, types of support, postcode data, class work concern and homework concern.
- The school also uses a range of other comprehensive benchmarking, contextual and value-added reports provided by the Local Authority, Fischer Family Trust (FFT) and national data from RAISEonline.
- The school extensively uses KS2 to GCSE value-added data to improve the attainment of individual pupils, in addition to monitoring the standards of year groups or the whole school. Subject teachers and tutors use data and other assessment information to review the performance and expectations of pupils.
- The school uses a data analysis system called SISRA online which is managed by the data manager. This system and other school data MIS systems are highly flexible. Data can be retrieved in many combinations at any time, to look at the performance, for example, of those with English as an additional language, gifted and talented, ethnic background, language spoken, free school meals, SEN stage, mobility rate, attendance rate, types of support, etc. The school continues to refine the data held in its information and data tracking system, ensuring the data are simple, accessible and easy to understand. Using red, amber and green to indicate actual against expected levels of progress, attainment is clear and easy to grasp, which is useful for discussions with parents. (see Table 2)

Table 2. Sample of Year 9 class spreadsheet for tracking and monitoring pupil attainment and progress

Pupil	Attainment & Progress																								
	MTM FINAL FINAL ATTENDANC MTM YEAR 9 TERM 3	MTM FINAL FINAL LATES MTM YEAR 9 TERM 3	KS3 TARGET ENGLISH	KS3 ENGLISH MTM LEVEL MTM YEAR 9 TERM 3	KS3 TARGET FRENCH	KS3 FRENCH MTM LEVEL MTM YEAR 9 TERM 3	KS3 TARGET GEOGRAPHY	KS3 GEOGRAPHY MTM LEVEL MTM YEAR 9 TERM 3	KS3 TARGET HISTORY	KS3 HISTORY MTM LEVEL MTM YEAR 9 TERM 3	KS3 TARGET MUSIC	KS3 MUSIC MTM LEVEL MTM YEAR 9 TERM 3	KS3 TARGET MATHS	KS3 PE MTM LEVEL MTM YEAR 9 TERM 3	KS3 TARGET RE	KS3 RE MTM LEVEL MTM YEAR 9 TERM 3	KS3 TARGET SCIENCE	KS3 SCIENCE MTM LEVEL MTM YEAR 9 TERM 3	ATTAINMENT MTM1	PROGRESS MTM1	ATTAINMENT MTM2	PROGRESS MTM2	ATTAINMENT MTM3	PROGRESS MTM	
Pupil 1	97.10	6.00	7	7	7	6.3	7	5	7	7	7	5.3	7	7	7	7	7	7	6.7						
Pupil 2	99.40	8.00	7	6	6	5.7	6	5.7	6	6.7	6	5.3	6	6	6	6	6	6	6						
Pupil 3	86.50	60.00	6	5.3	6	5	6	5	6	5.7	6	5	5	6.3	6	6	7	6	6						
Pupil 4	78.70	1.00	6	6	6	5	6	6.3	6	7	6	5	6	5.7	6	6	7	5.7							
Pupil 5	88.70	15.00	6	5	6	5	6	4.7	6	5.3	6	5	5	5.7	6	6	6	5							
Pupil 6	88.70	34.00	6	4	4	3	4	4	4	5.3	4	4	2	5.3	4	4.3	5	4.7							
Pupil 7	97.70	2.00	6	5	6	5	6	5.3	6	5.3	6	5.3	6	5	6	5.3	6	5.7							
Pupil 8	96.80	1.00	7	7	7	5.3	7	5	7	6	7	5	7	6	7	7	7	6.3							
Pupil 9	99.00	0.00	7	7	7	6	7	5.3	7	6.7	7	5	7	5.7	7	7	7	7.7							
Pupil 10	89.70	7.00	6	6	7	5.7	7	6	7	6	7	6	7	5	7	7	7	6.3							

Source: School SISRAonline.

N.B: Similar data is also produced for all year groups at pupil level and shared within for monitoring and target setting.

- Data are widely circulated and used by senior managers, heads of departments, classroom teachers, learning mentors and bilingual classroom assistants and is used to help review the pupils' progress and set targets.
- Teachers make effective use of data to review performance and to identify and provide support for differentiated groups of pupils. At classroom or pupil level, effective use of data enables the school to highlight specific weaknesses of individual pupils, identify weaknesses in topics for the class as a whole, inform accurate curricular targets for individual pupils and provide evidence to support decisions as to where to focus resources and teaching. (see sample)
- Parents are regularly informed about their child's progress reports. Data for parents are comprehensive and produced in a clear and easy to use format (see sample Table 3)

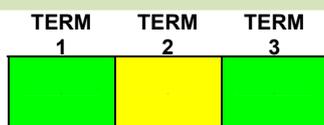
Table 3. Sample of Year 10 Academic Assessment Year 2011-2012 Mid Term Monitoring Report 3 JUNE 2012 for parents and pupils.

NAME _____ Form Group _____

Academic Assessment

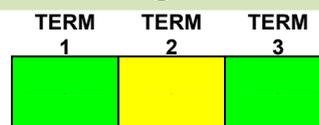
The boxes below represent overall progress at this point in the Academic Year

Attainment



Performance in relation to students of similar ages nationally

Progress



Performance in relation to personal targets at La Retraite

Please refer to Key overleaf

	TARGETS	TERM 1	TERM 2	TERM 3
	End of KS4			
Double Science	B	C	D	C
English B		C	C	C
Food Technology	B	A	B	B
French B		C	B	B
History B		B	E	D
ICT B		C	B	B
Maths B		C	C	D
RE A		C	C	C

Key – Attainment

Performance in relation to students of similar ages nationally

- = Excellent - results are on or above expected levels at this point in the Academic Year
- = Good - results are at an acceptable level for this point in the Academic Year
- = Satisfactory - some results are below expected levels at this point in the Academic Year
- = Unsatisfactory - some results are well below expected levels for this point in the Academic Year

Key – Progress

Performance in relation to personal targets at La Retraite

-  = Excellent - progress towards targets at this point in the Academic Year is excellent
-  = Good - progress towards targets at this point in the Academic Year is good
-  = Satisfactory - progress towards targets at this point in the Academic Year is satisfactory
-  = Unsatisfactory - progress towards targets at this point in the Academic Year is unsatisfactory

Punctuality

The box below represents the number of times has been late to school so far this Academic Year

3.00

-  = 0 Lates
-  = 1-3 Lates
-  = More than 3 times late

Attendance

The box below represents attendance percentage so far this Academic Year

95.90

-  = 95%-100% **Excellent**
-  = 90%-94% **Aim to Improve**
-  = 80%-89% **Concern**
-  = Below 80% **Persistent**

The most common type of data driven intervention employed in the school were: providing additional support, including one to one support or booster groups; making changes to the teaching programme or curriculum such as more personalised learning; differentiated teaching to meet the specific needs of pupils with EAL; other targeted initiatives to improve performance. In addition, the EAL coordinator keeps a register of all pupils with EAL needs in the school by year group and the school is very good at tracking the performance of pupils with EAL. This register records their name, sex, date of birth, date on roll, SEN, family origins, home language/s including literacy, their stage of English fluency by each year throughout their school career and attainment and test results. This information is updated once a term. All class teachers are given this information so that they have an up to date picture of their pupils' EAL stage. Overall, those learning English as an additional language are well supported and monitored by teachers and SMT. Strategic EAL support is a strength of the school and as a result

Pupils with EAL make rapid progress and achieve outstanding results at GCSE, as can be seen from the following case studies⁹.

Case Study A: Student A came from Portugal in 1999 and attended primary school at St. Joseph's School in Kensington and Chelsea. She speaks Portuguese at home and was fluent in English by the time she completed Key Stage 2, gaining Level 4+ in English, maths and science. Through targeted support which included booster classes, one to one tuition, and in class intervention, she achieved 'A's at GCSE in French, mathematics and Portuguese, 'B' in English literature, 'C' in English language, business studies, economics, religious studies and science; 'D' in arts and design (textiles). What is particularly special about student A is that her value added score tops national expectations and she has shown excellent progress between KS2 and GCSE (See pupil 132 on Figure 1).

Case Study B: Student B is from Portugal and speaks Portuguese at home. She was assessed as stage 2 level of fluency when she joined Wyvil Primary school. At Key Stage 2 her average point score was 30+. With additional targeted support, as described above, she achieved at GCSE: 'A' in mathematics and English Literature; 'B' in Portuguese, religious studies, English language and biology; 'C' in chemistry and physics. Her value added score is impressive and shows excellent progress between KS2 and GCSE. (See pupil 16 on Figure 1)

Case Study C: Student C arrived in UK in 2007 from Spain and speaks Spanish at home. On entry (Year 8) she was assessed by the EAL Department as a beginner speaker of English. Her target for Key Stage 3 was level 3 for English, level 4 for maths and level 3 for science. During Key Stage 4, the EAL department worked with her, in partnership with her subject teachers, to ensure she would get a 'C' by improving her course work grades. Despite erratic attendance she achieved 'C' in English, maths and science and A* in Spanish, a tremendous achievement for someone who was a beginner English speaker at the time she joined secondary school.

Case Study D: Student D speaks Spanish and Portuguese. On arrival in the school in 2010 (during Year 10) she was assessed as a stage 2 speaker of English and needed considerable English language support to access the National Curriculum. Her target for GCSE was 'A' in Portuguese and Spanish, 'CC' in science, 'C' in English. Having been able to choose literacy and numeracy as options in Year 10 allowed her to consolidate her maths and English skills and boost her confidence. The EAL department worked in partnership with English, maths and science liaising closely with her teachers. As a result, she performed better than her targets and achieved A* in Spanish, 'A' in Portuguese, 'BB' in science and 'C' in English. This is an outstanding achievement for someone who needed considerable support in English when she joined the school. It also confirms that additional targeted support has been effective in improving the achievement of student D.

The above good practice was well articulated by all people interviewed during our visit. The successful use of data owes much to the headteacher's vision in setting up a strong data support service, led by the data manager. The data manager is responsible for collating and monitoring trends and analysis of how the school performed in relation to similar schools and schools nationally. Comparisons are made between subjects

⁹ We acknowledge the support of the EAL coordinator in providing these case studies

using raw, contextual and value added analysis. The rapid analysis of data by the school data service, heads of departments and teachers means that areas of weakness are picked up and can become a priority for targeted intervention. Our observations during a day visit to the school confirm that school leaders and managers identify what does or does not seem to be going well at an early stage and act upon it swiftly to counteract underachievement, poor behaviour and unsatisfactory attitudes to learning. The school knows its strengths and areas for development very well. It monitors and evaluates the progress of the pupils rigorously using data and any underachievement is addressed quickly and effectively. Consequently, attainment and progress have improved strongly not only for pupils with EAL, but for all pupils in the school.

The Student Voice

The research team met with eight pupils from Years 8, 9 and 10, from a wide range of heritage groups. The pupils interviewed speak or understand a number of community languages including Amharic, French, Italian, Portuguese, Spanish and Twi. Some had been born in London, others abroad but most were at fairly advanced stages of English fluency. We explored the following questions with them: *Do you enjoy coming to school? What has helped you do well at school? and do you get any support or help with your school work at home?* It was reassuring to find that, overall, the pupils shared the vision that the school had articulated. Some of their responses are quoted below.

'Do you enjoy coming to school?'

'Yes, because you get to socialise and learn things'

'Each day we learn something new'

'You learn useful stuff for the future'

'People are more friendly – I get a lot of help'

'You make friends easily'

'I like this school because it is a very good school'

'What has helped you do well at school?'

'I have good help for speak English'

'In the beginning in this school I didn't know how to speak in English but Miss helps me a lot'

'In Science she explains to me the experiments and helps me catch up the work'

'Other teachers put keywords on the board'

'In this school we celebrate every country's National Day. It really shows the school respects where they come from – that they care.'

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

'My mum helps me with my homework'

'I'm only allowed to speak Portuguese'

'Neither my Mum or my Dad speak English'

'Even though they don't speak English they have always helped me with my English'

'My Mum sometimes helps me with my Italian work and maths'

'My Mother speaks French with me and my brother speaks German'

'My Mother speaks Amharic but I reply in English'

In addition, two pupils reported having tutors and one had attended Portuguese supplementary school in the past. Several were helped by older brother and sisters.

Teaching and Learning

'Having great staff is the key to it really working' Headteacher

La Retraite has recently achieved the Silver Award for the Cultural Diversity Quality Standard, awarded by the Specialist Schools and Academies Trust.

To quote 'Our assessor spoke very highly of the warm and welcoming ethos that was evident at La Retraite RC Girls' School and the exemplary work that is being done in celebrating cultural diversity and promoting community cohesion. From the assessor's report and visit: *'it is clear how your ethos and approach are making a difference to outcomes for your students, and is an achievement worthy of this level of recognition. Congratulations again on such an outstanding achievement.'*

SSAT

With over thirty lessons occurring at school at any one time, EAL support for mainstream lessons is, of necessity, relatively minimal and the main responsibility for improving pupil attainment lies with mainstream teachers. However, what extra EAL support does happen in the mainstream is a) data driven and b) strategically placed in order to be most effective. Both EAL teachers support mainstream lessons. As detailed below, they plan work with their mainstream partners and create intervention materials which are adapted to the needs of individual pupils (but may be retained by departments for dissemination and incorporation into schemes of work). They mark coursework and test papers, feeding back to teachers about student progress and needs. During exams they support pupils needing special arrangements. They attend department meetings and use these as opportunities to offer staff training. When explaining how to teach collaboratively in Year 11 Science, the coordinator remarked that *'You've got to put in the work that makes a difference which one teacher cannot make on their own', and added 'you've got to believe in it!'*

Two subject teachers were interviewed by the research team and asked to reflect on the ways they worked with EAL teachers:

A science teacher explained how the EAL teacher was *'absolutely committed to working in science.'* He described how they met regularly for detailed discussions, following which the EAL teacher prepared customised resources for use in class. In addition to differentiation, the EAL teacher advised on seating plans, language targets and marking strategies. She participated in the lessons and took a lead where appropriate. He felt there was a 'community of support', and remarked on 'how well they knew their students' and that 'the students feel confident, they are being supported at every stage.'

An English teacher related how he worked with the LSA in class. He described how she translated and adapted work for a Spanish speaking girl who had recently arrived in school, commenting on how this differentiated work was still cognitively demanding and not just simplified. (It is important to note that in-class support is not usually 1:1 – as described by the LSA *'We focus on the pupils with EAL but we also go around and help everyone else'*.) At GCSE, pupils not yet fluent in English follow a syllabus which can lead to either a single or double award, depending on how they are doing at the end of Year 10. This built in flexibility ensures that pupils have a better chance of passing GCSE English.

Overall, it was clear that both teachers set a high value on their ongoing collaborations with the EAL team, seeing it as a vital strategy in maintaining a high level of teaching and learning effectiveness. As well as appreciating the wealth of baseline EAL data given to them to inform their planning, the teachers felt they were learning in the

classroom from the EAL staff. One commented 'You can learn a lot more from seeing and watching'.

Targeted / withdrawal support for English as an additional language

The EAL coordinator is the teacher who has responsibility for the overview of EAL support across the school. She is a qualified specialist and is also fluent in four languages: English, French, German and Italian. She is line managed by an assistant head teacher, who is also head of sixth form.

In addition, there is currently one dedicated teacher for pupils with EAL. She trained as a teacher in Portugal and speaks fluent Portuguese and Spanish (the two main community languages spoken by pupils at La Retraite) as well as English and German. The work of the department is divided between in-class support for pupils as detailed above, withdrawal from lessons and extracurricular/pastoral activities:

Withdrawal

The EAL classroom is situated in the Modern Foreign languages department. This room, described by the teacher as a 'refuge', is full of artefacts brought by pupils from their holidays abroad. Apart from lessons, it is used for clubs (reading, language, talking games) and homework.

Welcome and Induction

Because the school is oversubscribed, there are relatively few casual admissions. However, the EAL department have devised a clear programme for those who do arrive: On the first day, each new student is given a 'buddy' to guide her through the first weeks. She is interviewed and assessed in the use of English (speaking, listening, reading and writing) and maths. An in depth pupil profile is then created and circulated to her teachers and her data included on the EAL register (see above). The EAL team then meet each teacher to discuss which set to place the student in. Girls new to English are withdrawn for two-three hours of basic English classes each week for the first six weeks. After that they are reviewed to check whether they have reached the level of English needed to access the mainstream lessons. If not, they continue with a mixture of entry level withdrawal lessons and mainstream support. As remarked upon by the LSA '*there were many girls who came without any English and are now at university*'.

Case Study E: Student E is a new arrival and came to UK from Italy in July 2011, joining La Retraite in February 2012. She attended primary and middle school in Italy in Torino. She was assessed as stage 1 when she arrived but moved quickly to stage 2 level fluency within six weeks. She had already studied English in Italy for seven years in schools and spent three months at the Park Campus, Lambeth. She is well supported in class for maths and science, RE, history, geography and English literacy. She has good listening skills and her targets are to learn basic English expressions and ten key words every day for each subject. Her favourite subjects are French and maths.

Case Study F: Student F speaks Spanish. She arrived in UK in 2011 and started at La Retraite in November 2011. She attended primary and secondary schooling in Pujo in Spain. She had good grades in her previous school in Spain and she moved to UK because her mother was in London. On arrival she was assessed as a complete beginner in English and was supported in science and maths for two

periods per week, three periods in Literacy and one period in English per week. She has a buddy who helps her in her English group and who also speaks Spanish.

Ongoing support

The EAL coordinator targets support towards bilingual students whose tracking data indicate that they are 'borderline', that is, in danger of not meeting national norms for English maths and science. After data analysis, the target student is interviewed to find out what she feels would help her. This is followed by an intervention programme which could be 1:1 tuition, pastoral support and/or homework support. In cases where pupils do not want to be withdrawn, or feel that they no longer need it, they are monitored: *'You've got to know when to back off, but you monitor – you've got to keep an eye...'* All withdrawal work is planned in partnership with mainstream teachers.

Case Study G: Student G speaks Spanish. She came from Spain to the UK in July 2007 and attended UK primary schools for two years before starting at La Retraite in September 2009. Her father is from Peru and her mother from Ecuador. She has been in the school for two years and is currently at stage 2 level of fluency in English. She is able to understand a lot and to express herself well, write simple sentences, but displaying difficulties with spelling and verb tenses. She needs considerable support in English lessons and has received intensive support in English last year, which will continue.

Case Study H: Student H, from Bulgaria, was assessed at stage 2 level of fluency in English when she arrived in the school in 2010 (Year 10), having missed Key Stage 3 and needing considerable support in English language. Her target for GCSE was 'C' for English, maths and science. She benefitted from attending EAL club every morning which boosted her confidence and allowed her to make friends with other girls. She also has benefitted from extra support in science, which was her weakest subject. As a result of all this support by the EAL department she exceeded her targets and achieved 'B' in English, 'B' in maths and 'CC' in science.

Case study I: Student I, a Portuguese speaker, arrived in the UK in 2003. Predicted a 'D' for GCSE maths, she was not meeting this target and was on course to fail. The coordinator felt that she was underperforming and liaised with the head of department to move her into a higher set in order to improve motivation, with the result that her performance improved and she gained a 'C'. Similarly, 1:1 support in science enabled her to move from a predicted DD to CC at GCSE.

There is a cycle of termly reviews, drawing on pupil progress data and qualitative evidence such as student and teacher feedback, which are used to set individual targets for pupils. EAL teachers attend parent teacher conferences and write reports once a year for parents.

Extracurricular and pastoral activities

Between the two members of staff, six European languages are spoken fluently and the teachers make use of this at school, both for speaking to pupils and their parents and for translating letters and other documents. The LSA keeps in touch with Portuguese and Spanish speaking parents, for example telephoning them to invite them to events, and keeps a record of which parents need letters translated. She also arranges workshops on the British school system for parents.

The EAL coordinator organises a range of assemblies, retreats and workshops for staff. In addition to the clubs mentioned above, the EAL department is responsible for pupils being entered for examinations in their home language(s). This usually happens well before Year 11, and some pupils go on to study their language(s) at 'A' level. Until recently the school employed a teacher of Portuguese to teach after school. Currently, plans are afoot to host a full-time teacher whose services will be provided by the Portuguese Embassy, Instituto Camões, as part of a nationwide scheme. Other good practice includes:

- The work of the EAL department was chosen by *London Challenge* to feature in its film 'Found in Translation' as an exemplar of good practice.
- The EAL coordinator provides formal and informal training for all school staff.
- La Retraite has a twinning project with schools in China, and Mandarin is taught.
- There are international days for pupils and their parents.
- The National day of every country represented at school is celebrated.
- EAL teachers organise assemblies, including Refugee Week assemblies, and celebrate the different cultures of their pupils.

Conclusion

One of the key success factors at La Retraite is the strong leadership. The headteacher sets high expectations for the senior team and the staff as a whole. The school is strongly committed to an ethos that stresses high achievement; equal opportunities; the valuing of cultural diversity, the centrality of EAL work; and partnership with parents and the wider community.

The use of data is exemplary and a strength of the school. High-quality assessment, tracking and target-setting procedures, for individuals and groups, are a feature of effective management, which supports teaching and learning. The systematic collection and analysis of data enables the school to identify need and deploy resources efficiently and effectively.

Overall the level of care and commitment to students with EAL in La Retraite is exceptional. The school recognises that proficiency in English is the key to educational success for students with EAL and the EAL department has developed a wide range of effective strategies to support them. It is the responsibility of the EAL Department to interview, assess and induct new arrivals to the school and ensure that the new students feel settled and well supported. Initial assessments are carried out as soon as is appropriate to ensure an accurate picture of the child's current stage of English language fluency.

There is a helpful buddy system for new arrivals; in-class partnership working with subject specialists; support for pupils to enter GCSE examinations in their first language and providing targeted support.

PLATANOS COLLEGE (Formerly Stockwell Park High School)

Background

Platanos College (formerly Stockwell Park High School), is an 11-16 comprehensive school located in an area of high deprivation. The school was designated as a specialist Business and Enterprise College and a Training School, converting to Academy status in February 2011. Many pupils come from disadvantaged economic home circumstances. The number of pupils taking up free school meals is well above average (59%). There is a high proportion of pupils joining and leaving the school at other than the usual admission time. The majority of pupils are from a wide range of minority ethnic groups and more than fifty languages are spoken at the school. Almost half the pupils are from homes where English is not the first language. The number of pupils with a statement of special educational needs is fewer than average but the number with learning difficulties and disabilities is very high, constituting over half of the school. There were 988 pupils on roll in January 2012. Most pupils come from African, Caribbean, Portuguese and White British backgrounds. A significant proportion of pupils have a mixed heritage. Despite challenges in terms of the level of deprivation in the area, the overwhelming impression the school creates is one of confidence and cohesiveness. The school is an exceptionally inclusive school. The school promotes community cohesion, and ensures pupils understand and appreciate others from different backgrounds with a sense of shared vision, fulfilling their potential and feeling part of the community. Through the school curriculum, pupils explore the representation of different cultural, ethnic, linguistic and religious groups in the UK and in Lambeth.

The school is one of the fastest improving schools in Lambeth. Since 2006, the percentage of pupils achieving 5+A*-C grades at GCSE including English and Maths has improved, from 41% to 68% in 2011. Pupils with EAL have shared in the success of the school. In 2006 52% of pupils with EAL attained 5+A*-C including English and Maths, compared with 73% in 2011. Pupils with EAL improved by 21% between 2006 and 2011 compared to the national overall improvement rate of 13%

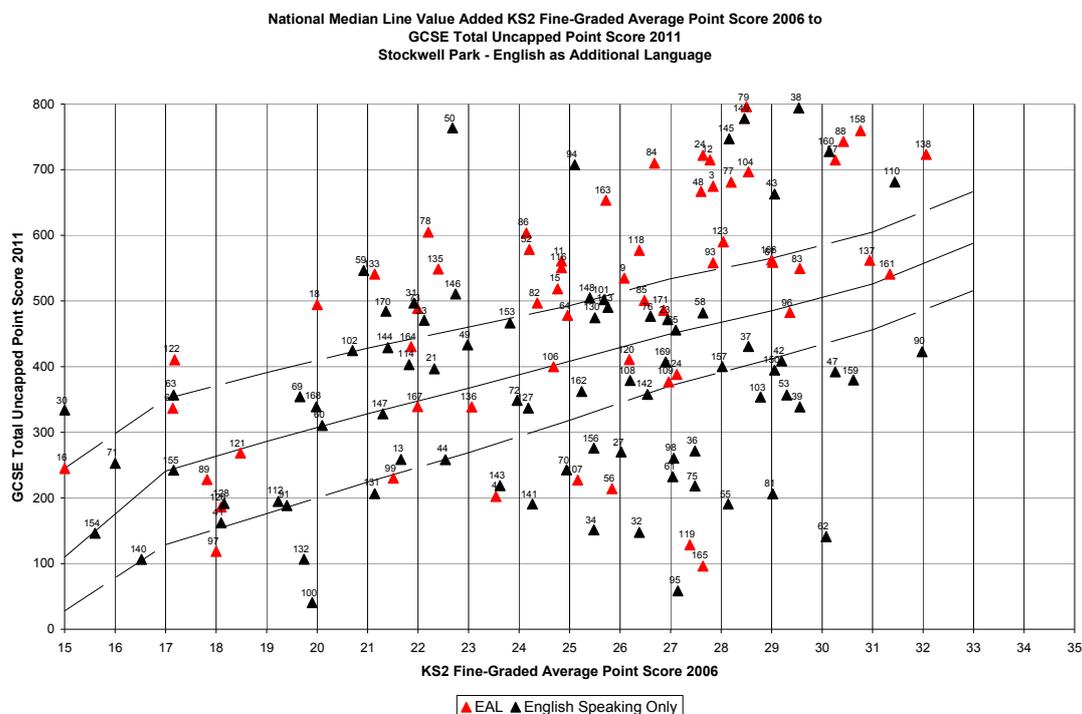
Table 1: 5+ A* - C GCSE Performance including Maths and English

	Pupils with EAL- Stockwell Park		All Pupils- Stockwell Park	All Pupils- Lambeth	National
	%	No			
2006	52%	82	41%	42%	46%
2007	33%	96	43%	41%	47%
2008	47%	88	47%	47%	48%
2009	73%	72	68%	54%	51%
2010	73%	100	70%	53%	55%
2011	73%	83	68%	61%	59%

The value-added by the school is also very impressive. KS2 to GCSE value-added data in the graph overleaf, which compares the relative progress made by pupils in Stockwell Park High School with the progress made nationally by all pupils in England, show that pupils have made very good progress in terms of value-added. 41% of the pupils in the school are in the upper quartile compared to 25% nationally, indicating that their progress is greater than would be expected given the average rate of progress. Only 22% are in the lower quartile range making less progress, compared to 25% expected

nationally. Pupils with EAL showed even better progress, with 55% in the top quartile, suggesting excellent progress in all curriculum areas for pupils with. This is a school where all pupils in general and pupils with EAL, in particular make impressive progress between KS2 and GCSE¹⁰ (see Figure 1).

Figure 1: KS2 to GCSE national median line value added



Students' achievement overall is outstanding in relation to their starting points with strong support and encouragement from teachers. Pupils enter the school with attainment that is below the national average and they make exceptionally good progress by the time they leave in Year 11.

The overall effectiveness of the school was judged by Ofsted to be outstanding in 2006, a judgement again confirmed in 2008 and in an interim assessment in 2010. During a day spent at the school for the case study, the following members of staff were interviewed:

- Head of EAL
- Two class teachers
- Two teaching assistants
- Six pupils
- Data Manager

¹⁰ Details of GCSE performance and value-added from:

- Stockwell Park High School, *School Profile: Making Figures speak for Themselves*, Lambeth Research and Statistics Unit, December 2011; p.1-18.
- Stockwell Park High School, *GCSE contextual Analysis of Pupil Performance*, Lambeth Research and Statistics Unit, December 2011; p.1-4.
- Stockwell Park High School, *KS2 to GCSE Value-added Analysis of Pupil Progress*, Lambeth Research and Statistics Unit, December 2011; p.1-4.

One lesson observation was carried out in a Year 8 class where a science lesson was being taught. The following report considers the evidence collected from these interactions and draws conclusions from these and more informal observations, conversations and discussions. We have also used evidence from previous Ofsted Inspections and other good practice research reports (See Ofsted 2008; Demie and Lewis 2008, 2010)

Leadership and Management

“Stockwell Park leadership and management are outstanding”¹¹

Platanos College (Stockwell Park High School) is an outstanding school led by an inspirational and visionary headteacher with strong and effective leadership and management at all levels, including the governing body. *‘Her philosophy of education is based on high expectations, discipline and hard work, all central to meeting the challenges of urban education’.*¹² This is a highly successful school that is relentless in its quest to improve further. The school was featured in a series of previous Lambeth research projects into good practice in raising achievement of Somali pupils¹³, and schools with outstanding leadership.¹⁴ The reports highlighted some of the basis of success that makes a difference for all pupils. The overall findings from our study and a review of literature suggest that *‘the leadership and management of the school are outstanding.’* The school instils a belief in pupils which permeates throughout the school. There is a conviction that *‘all pupils can do’*. Senior managers have an intuitive awareness of their pupils and the community in which they live. They are fully representative of the local community and have a high degree of empathy with their pupils. The ethos of the school is one of listening to pupils, valuing and respecting them. There are high expectations for all to achieve well. Ofsted inspections and our research confirm that the overall leadership and management are excellent. *‘The school’s drive to sustain and extend high achievement is propelled by the vision and energy of the headteacher, ably supported by her senior leadership team. Governors play a key role in supporting and challenging the school in order to set ever-higher expectations’* (Ofsted 2008). There is a strong sense of shared purpose, which involves sustaining ambitious targets for all pupils. The school monitors teaching rigorously. The staff understands well how to support pupils by addressing their personal needs and aspirations, so that they develop the confidence to participate and succeed. They are uncompromising in seeking to achieve the school’s avowed aim of ‘equality of access’ so that all pupils, regardless of their background, are able to make the most of the wide range of opportunities that the school offers. Self-evaluation is rigorous, clear-sighted and sharply focused in using data.

The school prides itself on its diversity. Previous Ofsted inspections confirm that staff have high expectations of their pupils and understand the value of bilingualism in raising achievement. There are high expectations for all pupils to achieve well, including those with EAL.

¹¹ See Ofsted (2008). Ofsted Stockwell Park School Inspection Report and visit, Ofsted; Demie and Lewis (2010). Raising achievement: Good Practice in Secondary Schools with Outstanding Leadership, Lambeth Research and Statistics Unit, Lambeth LA.

¹² For details of about the headteacher see the school website:

<http://www.stockpark.lambeth.sch.uk/headteacher-about.html>

¹³ Demie, F.; Lewis, K and Mclean, C (2008). Raising Achievement of Somali Pupils: Good Practice in London Schools Lambeth Research and Statistics Unit, Lambeth LA.

¹⁴ Demie and Lewis (2010). Raising achievement: Good Practice in Secondary Schools with Outstanding Leadership, Lambeth Research and Statistics Unit, Lambeth LA.

'The level of expertise within the school to support pupils with learning English as an additional language is good. The English as an Additional Language (EAL) Co-ordinator is well qualified, experienced and knowledgeable. Staff are well aware of the needs of those learners who speak English as an additional language. As a consequence, these learners' needs are met in lessons and targets for their literacy needs are regularly set... These learners make very good progress during their time in school. Staff, including the high proportions who are themselves bilingual, recognise the value and importance of developing learners' bilingual skills to help in their development of English.' (Ofsted 2008)

Two teachers agreed to be interviewed and asked for their perspective on the achievement of pupils with EAL at their school and perception of the school as a community.

Teacher A: Teacher A was impressed by the sense of community which pervades the school, to which she felt welcomed. She feels the headteacher is a community leader and has made a big improvement to this school. Teacher A enjoys the diversity of the school population and has blossomed in the aspiring culture of the school community.

Teacher B: Teacher B is one of the longest serving members of staff. She works as a teacher of EAL and English and has for the past seven years been head of EAL. She is well qualified, experienced and knowledgeable and her work was highly praised by Ofsted in previous inspections. She feels the headteacher is a community leader, is inspirational and ensures that the school has high aspirations for all its pupils regardless of their ability or background. *'I enjoy the diversity of the population in the school. I am the first person to be seen by pupils with EAL because of my role as head of EAL. One of my main roles is helping their parents as they can have difficulty with the English language. I am the first point of contact for parents with EAL when they are new to the school. Parents see how having a diverse workforce has made a big difference for the children and they are confident that they get help they need. A lot of this changed with the current headteacher and the school is now an outstanding school. This is highly appreciated by parents and community. I enjoy teaching in the school and supporting all pupils.'*

Use of Data to Raise Achievement

One feature of strategies for raising achievement in the school is the intelligent use of assessment data, progress-tracking, target-setting and support for pupils falling behind. A previous study in the school confirms that they have a number of good practices in the use of data:

- The good use of data and assessment informs teachers' planning for learning. Additional intervention is targeted exceptionally well at groups identified through meticulous detailed monitoring processes.
- National assessment and test data are used alongside the school's own assessment data, to predict the target grades for each student at GCSE.
- Key Stage data are gathered as early as possible and analysed carefully by gender, ethnicity, and mobility, supplemented by other tests such as in English, mathematics or verbal reasoning.
- Pupils learning English as an additional language are identified through individual consultation to enable a smooth transfer from their primary school.

- Data are 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 for subject departments.
- Subject teachers and tutors use data and other assessment information to review the performance and expectations of pupils.
- The school produces their own internal CAT, Key Stage assessments and GCSE information which is widely circulated and used by senior managers, heads of year, heads of departments, classroom teachers, learning mentors and classroom bilingual assistants.
- Data are made available across the school and are used to help review the pupils' progress and set targets.
- Equality of opportunity sits at the heart of all the school does and this is shown by rigorous monitoring of the impact of its work on different groups of pupils (see Figure 1 and Table 2). In this school, diverse groups of pupils make equally good progress because they are known as individuals and their learning is carefully tracked. Senior leaders analyse and interpret assessment information carefully to make sure no one is left behind and take swift action to remedy any shortfall.

Table 2: Sample of year 8 spreadsheet for tracking and monitoring pupil attainment and progress

Surname Forename	Gender	SEN Status	EAL	Gifted/Talented	EN TA English Subject KS2	MA TA Maths Subject KS2	SC TA Science Subject KS2	KS2: Average Point Score	V_SAS	N_SAS	Q_SAS	MEAN_SAS	End of KS3 English Target Levels	End of Y8 Eng Target Levels	Y8 English Current L Aut Term	English Progress Aut Y 8	Y8 English Current L Spring Term	English Progress Spr Y 8	Y8 English C urrent L Summer Term	English Progress Sum Y 8	Eng Intervention1 Y 8 Summer Term 1
Pupil A	F		Y	Y	4	4	4	33	103	124	109	112	6b	5a	4a	WTC	6c	EP	5b	WTM	HC
Pupil B	M		Y		5	4	4	30	93	85	108	95	7c	6b	4a	WTM	4c	WTC	4b	WTC	One to One
Pupil C	F	A	N		4	5	5	33	103	99	90	97	6b	5a	5c	WTS	4b	WTC	5c	WTS	HC
Pupil D	F		Y	Y	5	5	5	33	114	102	108	108	7c	6b	4a	WTC	5a	WTM	6b	GP	
Pupil E	M	A	N	Y	5	5	5	33	115	107	111	111	7c	6b	5c	WTC	4a	WTC	6a	EP	
Pupil F	M		N		4	4	4	27	97	108	106	103	6b	5a	4c	WTC	4a	WTS	5c	WTS	HC

EP: Excellent progress

GP: Good Progress

WTM: Working Towards Marginal (one sub-level below Target)

WTS: Working Towards Significant (2 sub-levels below Target)

WTC: Working Towards Concern (more than 2 sub-levels below target)

This study also suggests that using their MIS the school produces good KS2, KS3, GCSE and QCA optional test data in a format that is easily accessible to the SMT and classroom teachers. The school also extensively uses Fischer Family Trust (FFT) and RAISEonline data for school self-evaluation, tracking individual pupil performance and target setting. The headteacher, the SMT and teachers have an accurate assessment of the school and individual pupil progress. Periodically, the data are updated and progress towards the target estimated. Targets are set in discussion with pupils. The school is rigorous in the way that target-setting, assessment and tracking are used to raise achievement. Information and data systems have been developed that suit the needs of the school. They continue to refine them, ensuring that data are simple, accessible, easy to understand and manageable.

For example, the school's data manager developed a spreadsheet that is a flexible and accessible medium to track the progress of groups and individuals, and to ensure that no student becomes 'invisible'. In the words of the school data manager the assessment tracking spreadsheet '*strongly supports the school's main business of*

teaching and learning. The system can identify 'threshold' pupils and so trigger targeted interventions. Teachers' record progress as points linked to National Curriculum levels or predicted GCSE grades. Using red, amber and green to indicate 'actual' against 'expected' levels of progress and attainment is clear and easy to grasp, which is useful in discussions with parents'. The system is highly flexible. Data can be retrieved in many combinations and at any time, which makes the assessment database a valuable management tool, for example, in reviewing the impact of provision for gifted and talented pupils, or those with English as an additional language. Overall, those learning English as an additional language are well supported and monitored by teachers and SMT. Supporting teachers to raise the achievement of pupils with EAL is a strong focus of the school and as a result, pupils with EAL make rapid progress and achieve outstanding results at GCSE. This can be seen from the following case studies:

Case Study A: Student A came from Somalia in 1999 and attended Fenstanton primary school in Lambeth. She speaks Somali at home and was a beginner English speaker on arrival in the UK. She achieved Level 4+ in English, maths and level 5+ in science at KS2. By the time she completed GCSEs her fluency in English had improved to stage 4. Through targeted support, which included booster classes, one to one tuition, and in-class intervention, she achieved A grades at GCSE in English literature and mathematics, with B grades in English language, chemistry, physics, religious studies and study skills. She also achieved C grades in biology, engineering, statistics and business studies. What is particularly special about student A is that her value added score tops national expectations and she has shown excellent progress between KS2 and GCSE.

Case Study B: Student B came from Bangladesh and was a beginner English speaker when she joined Loughborough primary school, Lambeth, in 1998. She was fully fluent in English at the time she completed KS2 and achieved level 4+ in English, maths and science. Through the support of the EAL Department and other targeted support in the school, she achieved A in art and design and additional science; B grades in English language, English literature, mathematics and French; C in science (core), health care, study skills, and D in statistics.

Case Study C: Student C is Black African and of Somali heritage. She attended Herbert Morrison primary school, Lambeth. She speaks Somali at home and was completely new to English on arrival in 2000. Her English fluency improved rapidly and she achieved level 5+ in English, maths and science at the end of KS2. Through effective targeted support at school, she achieved A* in English language, English literature, French, biology, chemistry, history, mathematics, physics, religious studies; A grades in additional maths, citizenship, statistics, and B in study skills. The school has made a big impact on her learning and academic progress and her value added score topped national expectations (see pupil number 138 on Figure 1).

To conclude we would argue that the school is highly effective at analysing data in order to identify pupils who are at risk of underachieving. The excellent range of support provided has had a positive impact on the achievement of pupils with EAL and those whose circumstances have made them vulnerable.

Student Voice

Six pupils from Years 7, 8 and 9 were interviewed as part of the focus group. They were speakers of Spanish, Chinese, Portuguese and Tigrinya and had all lived in the UK for between seven months and two years. We asked each student in the group the questions 'Do you enjoy coming to school? Why?' and 'Can you think of one thing in particular you like about your school?' As can be seen from the comments below, the

pupils felt they received a good education and considered the school to be a happy and harmonious place. They gave a number of reasons why they like the school:

I enjoy coming to school because:

'It's fun learning.'

'There are very good teachers.'

'They teach us well, they always worry about us and our safety'

'The teachers know you don't speak English well and they help you to learn. They put a lot of effort into you.'

'The teachers are helpful and they care about everything you do.'

'They teach important skills for your life and the future.'

'They help you to develop.'

'I like school because I think education is more important than anything.'

Following this, the pupils were asked about homework.

Three pupils volunteered that they tackled all homework by themselves. One used the internet, in the past one had been helped by an older sister. The remaining three pupils were helped at home by their parents – one explaining that his parents talk over the work with him, another stating that his father only intervened if the work was exceptionally hard.

The pupils were proud of the school and the staff, and were happy and enthusiastic and felt secure at school.

Targeted Support for pupils with English as an additional language

At Platanos College, there are a range of curriculum offers designed to suit pupils of all abilities: a grammar school pathway, an accelerated programme for gifted and talented pupils and a differentiated accelerated programme for middle band pupils.

During Key Stage 3, pupils needing additional support are taught in smaller groups with additional literacy and numeracy lessons throughout the school week. This is known as the 'supported curriculum'. All pupils who arrive with below threshold NC levels/ Cognitive Ability Test scores are enrolled in this programme. With the exception of PE, the pupils spend the entire school day with one teacher, supported by several teaching assistants and visiting specialist teachers.

Interviews were conducted with the head of EAL, two teachers and two teaching assistants working in the supported curriculum programme. In addition a Year 8 supported curriculum science lesson was observed.

The Head of EAL teaches English at Key Stage 4 as well as English as an additional language. She assesses casual admissions in depth on entry and these baseline assessments are used to guide future support. *'The more you know the better you can tailor a programme for them'*. Approximately fifteen pupils arrive each year with no English. Older pupils get six periods per week of withdrawal lessons and an individual action plan. *'That's the only way to make real gains and have them fulfil their potential'*. Once fully integrated into the mainstream, *'then the child is tracked. I have what I call consultation spots and those work really well.'* Of her expertise, she said *'My background is a linguistic background. I have the theoretical background and this is the practical.'*

In addition to withdrawal teaching, all school lesson plans include strategies for teaching pupils who are not fluent in English. Lesson plans are collected and

monitored. There are specific in service training sessions for all teachers at which methods for building an explicit language focus into lessons and planning, are made clear.

The teachers in the supported curriculum draw from the same schemes of work as do the rest of the school but use their experience and expertise to differentiate the work for pupils working within a range stretching from P scales to level 4/5 in the National Curriculum. The classes are small and divided by gender. Pupils mix with others at break times.

Monitoring and tracking

The teachers explained that entry into the supported curriculum is data driven – there are six weekly tests plus frequent mini assessments of comprehension and grammar. Once pupils have reached age appropriate norms they move into the mainstream groups.

Other

The teachers emphasised the positive bonding engendered by the supported curriculum *'It's like you're a family inside that classroom'* and felt they were able to keep parents involved more closely than would otherwise be the case. They participated in and contributed to the programme of in-service training provided to all teachers at school, including cultural awareness training and both applauded the cultural diversity of the school.

The teaching assistants both have had experience of supporting individual pupils and whole classes within the mainstream and the supported curriculum. They reflected on the rate of progress made by pupils, one noting a girl who arrived with no English but who had progressed from below level 1 to level 3b English during her first year. Other pupils had moved from the supported curriculum into top sets. They explained that the teachers would differentiate work and liaise with them about what had been learned and what needed to be learned: *'She would plan according to my observation'*.

Casual admissions

One teaching assistant reflected: 'Our role is vital. We can sit with that child and work with them.' Teaching assistants are also able to withdraw pupils where necessary for individual work.

Data

At Platanos College, there is a stress on pupils periodically making sense of their own data. The teaching assistants access pupil monitoring data and discuss these regularly with pupils, as well as on academic review days and parents' evenings. Pupils in the supported programme also have individual action plans, which are monitored by the TAs.

Observed lesson

Fifteen Year 8 boys (supported curriculum) were being taught chemistry. The teacher was a specialist chemistry teacher. She was assisted by the class teacher and a teaching assistant. The lesson, entitled *'Fireworks'* was of an exceptional quality. The boys were engaged throughout: conducting flame tests, observing reactions, recording results, reporting to the teacher and class. They worked through practical instructions (modified) from the Royal Society of Chemistry. The teacher then concluded the lesson by demonstrating a number of explosive reactions in safety, whilst questioning every pupil and getting them to recall what they had learned. She successfully elicited their existing knowledge of fireworks and considerably extended it.

Conclusions

Overall the evidence presented here enables the conclusion to be drawn that Platanos College (formerly Stockwell Park High School) is an outstanding school in which each and every pupil really does matter. The key factor for success is strong inspirational leadership. The excellent headteacher has created a thriving, purposeful school where expectations are high and achievement is outstanding. As a result there has been a huge improvement in the achievement of pupils with EAL over the years. The study also identified a number of other strengths of the school:

- There is significant diversity in the school workforce in terms of range of roles, skills and ethnicity.
- Staff have the highest commitment to ensuring that each individual pupil does his/her very best.
- Teaching assistants play a key role in the support of pupils with EAL and other pupils in the class.
- There is a comprehensive support for pupils with EAL in the school. The head of EAL is experienced and knowledgeable. EAL needs are met in lessons and targets for literacy are regularly set and monitored. Staff are aware of the needs of those learning EAL. There is good use of in-class support for pupils with EAL.
- The school takes robust action to enable pupils to acquire fluency in English.
- Arrangements for monitoring students' performance are thorough, effective, and are regularly reviewed to check that pupils are achieving. Data is effectively used to monitor student progress for tracking and target setting.

Section 4: Summary and Conclusions

Common features of school strategies to raise achievement

The aim of the research was to investigate how schools have enabled 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 pupils who have EAL? 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. The aim is to triangulate the voices of the various stakeholders in their education. Firstly, 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 the factors which enhance learning, how well pupils with EAL are achieving, pupils' views about the school and its support systems. Schools were asked to identify the initiatives and ways of working that, in their opinion had proved most successful. Secondly, pupil and parent focus groups were also undertaken to ascertain the views of pupils and parents regarding their experiences on what works in school.

Three secondary schools with a significant EAL population were selected for the case studies. Key criteria for the selection of schools were as follows:

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

The research shows that GCSE results for students with EAL have been exceptionally high and have improved across all three case study schools. At Dunraven School the performance improved from an average of 56% of EAL students achieving 5+ A*-C grades in 2006 to a staggering 76% achieving 5+ A*-C grades in 2011 - an improvement rate of 20% compared to the national average of 7%. La Retraite RC High School's results soared from 66% 5+ A*-C GCSE passes to 78% per cent in the same period, and at Platanos College GCSE passes rose dramatically from 52% to 73%. The value-added of all the case study schools is also very impressive. These are schools where all pupils in general and pupils with EAL in particular, make impressive progress between KS2 and GCSE.

The report reveals that the main reasons for such outstanding levels of achievement are outstanding leadership, outstanding teaching by consistently high-quality staff that show great commitment and passion. In addition there is a strong, caring ethos and commitment to the pupils from all staff, effective use of data to monitor performance and to identify underachieving groups, a strong link with the community and a clear commitment to parental involvement. Each of the three schools have devised innovative methods to help young people who face huge challenges, by adopting a range of strategies and targeted support, including using EAL teachers, teaching assistants and learning mentors. The common features of school strategies to raise the achievement of all pupils are summarised below:

Leadership and Management

'Leadership and management in all case study schools are outstanding'

One of the key success factors for raising achievement in all the case study schools is the outstanding leadership of the headteachers. The quality of management and leadership at all levels within the schools are excellent. Strong leadership has been the driving force behind change, high expectations and extraordinary success. These headteachers are exceptional for a number of reasons. They have established a culture of high achievement for all and have a positive, 'can do' attitude. They have very high expectations of pupils and staff and they provide the means for these expectations to be met by the provision of well-targeted support. All three schools are multi-ethnic and the diversity of pupils' backgrounds and circumstances are viewed as assets, not barriers, by these remarkable headteachers. They overcome perceived barriers to achievement and ensure that whatever backgrounds the pupils come from, they will get the best possible education and the opportunity to succeed. They do not accept factors such as EAL, race, ethnic background, gender, social class as an excuse for underachievement. They regard liaison with parents as vital in the school's drive to raise achievement. They have developed strong relationships with the parents and the community they serve.

The headteachers and principals of the case study schools are proud of their school's focus in further developing their EAL Departments, and one headteacher has stated that such a service is '*critical for schools with large numbers of pupils with EAL.*' All schools employ qualified and able EAL professionals who ensure students with EAL get the support they need. Our observations and interviews with the staff suggest that the level of expertise within the schools to support students with learning English as an additional language is outstanding. The EAL coordinators are well qualified, experienced and knowledgeable and very committed to the profession. Specialist staff, for example those who support students with EAL, provide effective support during lessons and elsewhere. As a result, there is a comprehensive package of support for pupils with EAL. This is helped by rigorous scrutiny and analyses of students' performance data in order to appropriately target resources towards specific individuals or groups.

Use of Data

The use of performance data for school improvement is exemplary and a strength of the schools. The case study schools see this as an essential part of school improvement and have used data as one of the key levers of change and improvement. The schools have well developed sophisticated and transparent systems to monitor students' progress and the quality of teaching and learning are used rigorously and meticulously to evaluate where positive learning is leading to better outcomes. Data are used rigorously to ensure no group is underperforming or falling behind including pupils with EAL. The use of data involves all staff, governors and parents.

School self-evaluation procedures are strong, with the case study schools inviting feedback from staff, pupils and parents on their policies and practice. There is also a strong focus on learning in the school to make sure no student with EAL falls behind. Through detailed monitoring and tracking, students with EAL below the expected level or at risk of falling behind are quickly identified and individual needs are targeted. All students are assessed carefully using stages of fluency in English to ensure that they receive the appropriate support and are making the requisite progress.

A major feature of these schools is, however, the quality of their monitoring procedures. Not only are they careful to establish the progress of students with EAL at individual and group level, they are also careful to monitor the initiatives they have set up. In addition to the thorough collection and analysis of data, senior and middle managers monitored teaching plans, carried out lesson observations and undertook regular scrutiny of pupils' work. Teachers also use data to track progress of individual pupils and groups; set targets and plan effective strategies for teaching and learning and to identify and provide targeted support for differentiated groups of students.

Targeted support for EAL

Our observations and interviews with staff suggest that the level of expertise within the schools to support students with learning English as an additional language is outstanding. Departments are very small but the EAL coordinators are well qualified, experienced, knowledgeable and very committed to the profession. Specialist staff, for example those who support students with EAL, provide effective support during lessons and elsewhere. As a result, there is a clear package of support for pupils with EAL. This starts with a detailed assessment on arrival in order to place the student to his or her best advantage and inform teachers of the new pupil and their needs. It continues with rigorous scrutiny and analyses of students' performance data in order to appropriately target resources towards specific individuals or groups.

One noticeable feature shared by all three schools is the relative lack of casual admissions and pupils entirely new to English and or new to schooling. Therefore the resources of the EAL department are not constantly stretched to breaking point and more long term planning is possible. On the other hand all three schools have relatively high proportions of advanced non fluent and fluent bilingual learners. No school has any dominant population of first language speakers- i.e. the only language common to large numbers of pupils is English. Thus, any beginner English speakers who do arrive are immersed in English: the language of the playgrounds is English as well as in the classrooms.

In two of the case study schools, pupils in Key Stage 3 who for any reason have not met age appropriate NC levels are taught in a 'nurture' or supported programme. In one school the pupils are taught in single sex classes by primary specialists with extra lessons from subject specialists and in the other school the supported class is taught by mainstream secondary teachers. In both cases the lessons follow the normal Key Stage 3 curriculum.

In all three schools the EAL specialist teacher is also teaching a mainstream subject (English), leaving limited time for EAL. Specialist intervention by teachers and teaching assistants takes the form of focused oracy and literacy lessons for new arrivals, 1:1 grammar lessons, small group reading, and fifteen minute slots at registration time and after school, homework support, lunchtime clubs and communication with parents. In only one school does the EAL teacher support mainstream lessons (maths and science); therefore the responsibility for embedding good strategies for learning subject specific language lies mainly with the mainstream teachers. In all three schools it is the job of the EAL specialists to offer training regularly to other teachers.

In all of the case study schools, special arrangements are made to teach English in Years 10 and 11. A variety of strategies are used but, generally speaking, pupils are able to study extra English as an optional subject. Depending on their progress they then are entered for English language and literature GCSEs, a single GCSE, IGCSE, or an alternative ESOL examination. In addition they are encouraged to enter for GCSE

and GCE A level (if available) in their home language. Varying amounts of tuition, if at all, are offered by the schools for the latter.

Pupil Voice

Twenty-five secondary school pupils were interviewed in the three case study schools. Between them they spanned all year groups and most of the languages commonly spoken in Lambeth. All the pupils interviewed appeared extremely happy at school. They appreciated their friends at school, their teachers and the facilities of the school. They all had a determined attitude to learning and had thought about plans for their future careers.

Pupils were able to describe the way they used English and their home language interchangeably, according to the particular situation. They were also able to discuss homework, with most doing their homework unaided and a few being helped by a parent or sibling. Some used the homework club facilities at school. One girl had to complete all her homework in Portuguese to her parents' satisfaction before rewriting it all again in English!

It was noticeable that pupils, some of whom had been in the UK for a year or less were already speaking English with a fair degree of accuracy. All had attended school prior to coming to England and some had studied English in the past. All recent arrivals were literate in another language.

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

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

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