

Raising Achievement of English as an Additional Language Pupils in Schools: Good Practice

Cathy Twist

Director of Education and Learning, Lambeth LA

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Outline

1. What does research tell us about the role of school in raising achievement?
2. Research aims and methods
3. Attainment in the case study schools
4. Success factors in raising the achievement of EAL pupils
5. Conclusions and key messages

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Executive Summary



Feyisa Demie

Research Questions

The main purpose of 'what works in raising achievement of EAL pupils' research is to examine the success factors behind narrowing the achievement gap. The research has tried to answer three questions.

1. What does the data tell us about raising achievement?
2. What are the success factors to raise the achievement of EAL?
3. What are the implications for policy and practice?

Research Methodology

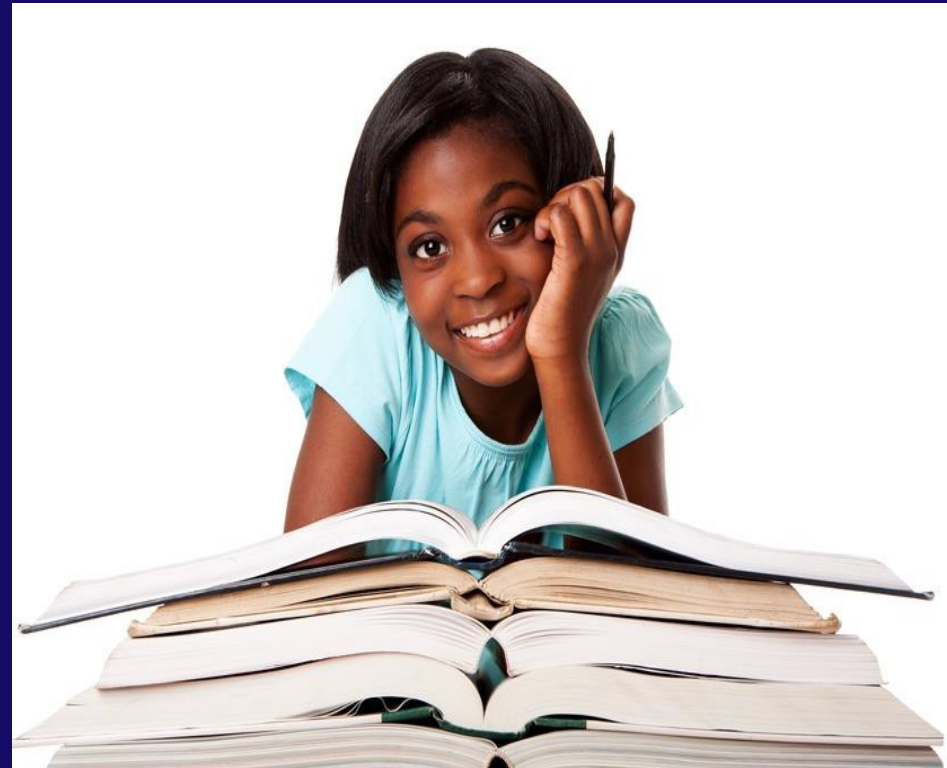
1. Case studies and observations:

Five primary and three secondary schools were selected for case studies. Key criteria for the selection of schools were:

- an above-average proportion of pupils who are EAL
- exceptionally good results at KS2 and GCSE
- A detailed questionnaire was used to interview headteachers, staff, parents and pupils to gather evidence on what works in raising achievement of all pupils in the school.

2. Focus groups:

Headteacher, parent and pupil focus groups were carried out to ascertain their views about what works in schools.



KS2 and GCSE attainment in the case study schools

Case Study Schools-Primary	% of Pupils with EAL	EAL Pupils KS2 Level 4+ (RWM combined)			Case Study Schools-Secondary	% of Pupils with EAL	EAL Pupils 5+A*-C incl. English and Maths		
		2013	2015	Change			2015	2014	2015
School A	68%	74%	86%	12	School F	28.1%	61%	70%	9
School B	50%	69%	72%	3	School G	58.3%	80%	82%	2
School C	82%	74%	82%	8	School H	65.1%	60%	58%	-2
School D	63%	63%	95%	32	Case Study	48.2%	68%	69%	1
School F	61%	94%	92%	-2	LA	37.9%	59%	56%	-3
Case Study	65%	75%	85%	10	National	15.7%	55%	55%	0
LA	52%	82%	84%	2					
National	19%	71%	77%	6					

Success Factors in Raising Achievement of EAL Pupils in the Case Study schools

The research identifies a number of factors:

- Strong leadership on equality and diversity
- Effective support to pupils for whom English is an additional language to improve EAL Proficiency, by trained and experienced teachers
- Detailed, rigorous examination of performance undertaken regularly and followed by action that leads to improvement
- Teaching and learning of high quality informed by assessment of performance
- An inclusive curriculum which incorporates aspects of pupils' own culture
- Teachers and staff from ethnic minority and EAL backgrounds who provide role models for pupils and who understand their needs.



Conclusions and Key Messages

1. Key Messages for Policy Makers

- These findings suggest that EAL need not always be a barrier to achievement. The case study schools were good at challenging poverty.
- Some of the approaches used in the successful schools can be applied elsewhere.
- However, the study argues that there is no 'pick and mix' option. An effective school will seek to develop all these characteristics underpinned by practical use of data to monitor the achievement of particular groups to pinpoint and tackle underachievement.

2. Key Messages for Researchers

- Policy makers and schools need more evidence on '**what works**' which are relevant to teachers' practical concerns.
- An increase in research of this type which focuses on '**what works**' challenges perceived notions of underachievement in schools and will provide positive messages.

End of Presentation - Thank You

QUESTIONS?

Contact: ctwist@lambeth.gov.uk

Good Practice research report website:

<http://www.lambeth.gov.uk/rsu/research-reports>