Item 1

20th April 2023

Glasgow City Council

Education, Skills and Early Years City Policy Committee

Report by Executive Director of Education Services

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EDUCATION SERVICES:
ENGLISH AS AN ADDITIONAL LANGUAGE SERVICE

Purpose of Report:

To update the committee on the Education Services progress in taking forward thematic review actions within the English as an Additional Language Service.

Recommendations:

The Committee is asked to note the update and Education Services progress in taking forward thematic review actions within the English as an Additional Language Service.

Ward No(s): Citywide: ✓

Local member(s) advised: Yes ☐ No ☐ consulted: Yes ☐ No ☐

***PLEASE NOTE THE FOLLOWING**:*

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1 Context

1.1 In Glasgow for over 26% of the school population their first language is not English. Bilingual and multi-lingual learners function in more than one language in their daily lives. The term 'bilingual' emphasises that learners already have one language and that English is a second or additional language (Learning in 2+ Languages). The term does not imply an equal or specified level of fluency in two or more languages. In Glasgow a minority of bilingual and multi-lingual learners are new arrivals to the UK.

1.2 At Census, September 2022 (from 71,342 school age pupils) there were:

- 18,741 minority ethnic pupils
- 18, 058 pupils with EAL (26.4% of total school population)
- 10, 457 pupils with EAL in Primary (25.8% of Primary population)
- 7418 pupils with EAL in Secondary (25.4% of secondary population)
- 183 pupils with EAL in ASL provision (11.8% of ASL population)

1.3 Across our schools 131 different languages are spoken with the five main languages spoken after English being Urdu, Arabic, Polish, Punjabi and Chinese (Modern Standard, Mandarin). We have children from 204 different countries.

1.4 Attendance by EAL learners across the city is generally higher than cohorts of other learners.

Attendance

	2019/20		2020/21		2021/22	
	Glasgow City	EAL	Glasgow City	EAL	Glasgow City	EAL
Primary	93.2%	93.5%	93.0%	92.9%	90.5%	91.2%
Secondary	90.1%	92.5%	91.7%	93.4%	87.8%	90.1%

Source
SEEMIS BI

Exclusion data for EAL learners shows exclusion rates are significantly lower than other cohorts of learners.

Exclusion Rate per 1000 Pupils

	2019/20		2020/21		2021/2022	
	Glasgow City	EAL	Glasgow City	EAL	Glasgow City	EAL
Primary	3.2	0.6	1.9	0.6	1.8	0.7
Secondary	15.5	7.4	11.2	7.0	15.2	8.1

Source Census
Rolls and
SEEMIS BI

1.5 The following Curriculum for Excellence data, shows a trend of improvement by age and stage as EAL learners move through the stages of school, which correlates with research around the positive benefits of bilingualism.

Listening and talking						
	2019		2021		2022	
	Glasgow City	EAL	Glasgow City	EAL	Glasgow City	EAL
P1	83.2	75.5	81.4	71.5	82.8	74.8
P4	82.6	75.2	81.2	75.8	82.2	75.9
P7	82.7	76.2	81.2	75.5	83.6	77.8
S3	90.5	87.5	88.7	83.1	85.7	83.6

Source: PPR ACEL data

Reading						
	2018		2019		2022	
	Glasgow City	EAL	Glasgow City	EAL	Glasgow City	EAL
P1	77.2	71.4	74.2	66.8	75.9	70.5
P4	75.0	68.1	70.6	65.6	73.3	68.3
P7	76.9	69.5	74.9	69.5	77.7	72.8
S3	89.5	85.5	87.1	81.4	82.8	82.2

Source: PPR ACEL data

1.6 The following provides the Insight data for EAL learners.

Attainment by the End of S5						
	2020		2021		2022	
	Glasgow City	EAL	Glasgow City	EAL	Glasgow City	EAL
1 or more SCQF level 5	83.0	85.3	85.1	87.0	83.9	87.4
3 or more SCQF level 5	69.5	73.9	71.1	76.2	69.7	74.7
5 or more SCQF level 5	53.4	60.2	55.2	60.2	54.8	60.8
1 or more SCQF level 6	60.3	64.1	61.0	67.1	59.0	66.0

Attainment by the End of S6						
	2020		2021		2022	
	Glasgow City	EAL	Glasgow City	EAL	Glasgow City	EAL
1 or more SCQF level 6	62.8	68.6	66.0	72.8	65.8	74.7
3 or more SCQF level 6	45.8	51.1	49.5	56.5	48.1	55.3

Leavers Attainment						
	2020		2021		2022	
	Glasgow City	EAL	Glasgow City	EAL	Glasgow City	EAL
1 or more SCQF level 4	94.2	97.4	95.2	98.4	94.9	96.8
1 or more SCQF level 5	84.1	90.8	87.3	92.5	85.9	90.9
1 or more SCQF level 6	64.7	76.3	67.8	78.7	63.9	74.8

School Leavers in a Positive Destination						
	2020		2021		2022	
	Glasgow City	EAL	Glasgow City	EAL	Glasgow City	EAL
Positive destination	92.8	93.5	96.2	96.8	97.0	98.0

2 Thematic Review Background

2.1 As part of Education Services' ongoing self-evaluation, a thematic review of the English as an Additional Language Service (EAL) was published in January 2020. The Education Improvement Service (EdIS), Glasgow's Psychological Service (GPS), senior establishment leaders and a peer colleague from Dundee City, worked in partnership with the EAL Service to review the Service's impact on improving learning, wellbeing and equity for learners with English as an additional language.

2.2 As part of this thematic review we used Quality Indicators (QIs) which focused on aspects of leadership, partnership, wellbeing, equality and inclusion, attainment and achievement.

2.3 The report provided a narrative of the Service, key strengths and next steps.

2.4 Strengths were identified as:

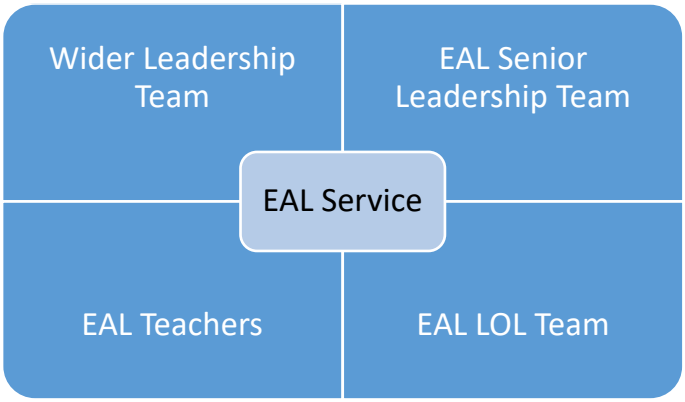
- Senior EAL Service leaders have a strong, collective understanding of EAL and the pedagogies which underpin effective learning and teaching, for both individuals and groups of learners.
- Outward facing partnership with universities and national organisations enable innovative approaches to supporting EAL learners.
- Emerging, collaborative, professional learning approaches are empowering schools to support learners creatively. For example, the central EAL team's work with early years and primary practitioners and developing approaches to moderation.
- The work undertaken by the central EAL team in supporting the enrolment of foreign students.

2.5 Aspects for development were agreed:

- Review the roles, remits, responsibilities and professional learning needs across the service in order to build capacity across the city;
- Use data more effectively to focus on planning and impact of service delivery;
- Consistently deliver high quality professional learning for staff across all establishments;
- Embed support similar to the approach taken in the development of the Nurturing City and Glasgow's Improvement Challenge.

2.6 Significant work has been undertaken by the EAL Service under the leadership of the Head Laura Goff, to progress the agreed aspects for development which are summarised within this paper.

3 Aspect for Development: Review the roles, remits, responsibilities, and professional learning needs across the service in order to build capacity across the city



3.1 The Service is made up of 4 components as the diagram above. Service Reform undertaken after the thematic review, reduced the personnel allocated to the

leadership components, including the team supporting teachers within schools, now named the EAL LOL team. This central team is now much more lean and better placed to respond to need when required. An increased number of the overall EAL staffing is now deployed to schools to support children and young people directly. All remits, roles and responsibilities were reviewed.

3.2 Those teachers deployed to schools were placed using an historic formula and this required to be refreshed. Demographics in individual establishments have changed over the years e.g. in 2012 EAL was around 12%, it is now 26%. In collaboration with colleagues across Education a review was undertaken on how this staffing allocation could be reviewed to ensure equity and transparency.

3.3 This process is now undertaken annually focused on school roll and the language acquisition levels of those children within that school. The EAL City Supporting Improvement team meet regularly to have oversight of this process.

3.4 As part of remit reviews, the EAL Leadership Team and the EAL LOL Team now have a range of workstreams as below. They are also now much more closely aligned to the Equalities Team. At times they respond at pace to specific work such as times where the city responds to global issues such as the recent Ukrainian crisis.



3.5 The teachers deployed to schools have 5 clearly defined complimentary roles and processes are in place to continue to build capacity across the teaching staff to undertake these roles within allocated establishments.



4 Aspect for Development: Use data more effectively to focus on planning and impact of service delivery

4.1 A range of professional learning has been undertaken by the core team. This has included working closely with the Planning and Performance Team to take deeper dives into a range of data that is available including Insight, the FOCUS tool, language acquisition levels and for instance ESOL attainment.

4.2 A range of work has been progressed across establishments to refine how data is used. One such approach has been: Fact, Story, Action development. This has used an approach which Glasgow's Improvement Challenge use to support improvement.

4.3 In 2022 -23 a pilot group used the Fact Story Action (FSA) process to consider listening and talking practice in schools with 10 EAL teachers. The Aim of the pilot was for EAL teachers to consider the use of FSA when measuring the impact of interventions. They gather, analyse and triangulate evidence i.e choose a factual piece of data and provide the detail or story behind it. Then measurable outcomes are developed to create a support action plan. Impact is then measured. Examples of Support Plan actions to enhance listening and talking have so far included:

- Team teaching with class teacher (focus - retelling stories)
- Survival language with new arrivals
- Use of speaking frames and substitute tables
- Use of barrier games
- Use of story maps
- Developing vocabulary through music and songs
- Use of role play to develop vocabulary and support retelling of a story

4.4 Practitioners have reported positively on this professional inquiry approach to improving their practice and the outcomes on children.

4.5 The use of data around English for speakers of other languages (ESOL) qualifications has also been used to begin important development work to enhance this area of delivery. The EAL Service have linked with the Towards Better Futures Team and the West Partnership (WP) ESOL Network supporting increased availability of ESOL across WP, develop knowledge and understanding of ESOL.

4.6 The EAL team now deliver improved ESOL Curricular Networks in GCC with 4 meetings each year where 2x PTs/FHs (Principle Teachers and Faculty Heads) and 2 x ESOL teachers attend from each secondary to review: SQA Results/External Assessment Reports, INSIGHT, Career Long Professional Learning (CLPL) Opportunities/Projects/Requests and Learning and Teaching sharing practice. An ESOL Policy for the city will shortly be launched as a result of this work.

5 Consistently deliver high quality professional learning for staff across all establishments

5.1 A needs analysis was carried out across the city. Professional Learning was reviewed and improved and continues to be refreshed according to need. CLPL Core Sessions for EAL staff are organized across the session alongside a wider offer to all practitioners. These have included: systemic change in equalities, an introduction to EAL data informed practice, EAL moderation, first language assessments and transitions, support EAL learners with ASN.

5.2 The enhanced offer is now more flexible and whilst providing a range of relevant learning also provides input relevant to need at particular points in time e.g. support for new arrival information or new to EAL inputs.

6 Embed support similar to the approach taken in the development of the Nurturing City and Glasgow's Improvement Challenge

6.1 The thematic review had suggested that EAL should be woven through all aspects of Glasgow's Pedagogy. In the same way that Glasgow embeds nurturing principles across classrooms, playrooms and interactions, so too practitioners across establishment should use an EAL lens when planning learning experiences daily. Time has been spent ensuring a more integrated approach to delivery. The EAL Service work closely with colleagues across the Education Improvement Service (EdIS) to support key themes and priorities. Times have been set aside for EAL PTs to visit individual establishments to review annual planning for EAL teachers.

6.2 The EAL Head now has a key role within the Education Improvement Service wider team enabling collaboration to support the links to be made across key workstreams.

6.3 Examples of this cross-cutting work include the EAL team working closely as part of Equalities development across Education Services in many aspects of work reported regularly to this committee.

6.4 A significant piece of work linked the EAL Service with Early Years and EdIS STEM officers to prioritise professional learning in STEM+ EAL for practitioners and stakeholders. This included:

- 3 EAL Early Years teachers being embedded in 3 establishments with high EAL learner numbers to model good EAL + STEM practice and deliver 3 linked CLPL sessions to a total of 38 Early Years practitioners
- 3 whole day sessions for a total of 45 Early years and Early Level practitioners at Glasgow Science Centre focused on STEM language, STEM habits of Mind and Effective Practitioner Questioning
- STEM Ambassadors from refugee and asylum-seeking backgrounds supported by EAL PTs and 1 EAL Leader of Learning to volunteer their time and enthusiasm to bring STEM subjects to life and demonstrate their value.
- A set of bilingual STEM postcards was created and published in 12 languages and added to the EAL Glow Tile and the STEM Glasgow Tile to promote STEM partnership with bilingual families
- Celebration event at Glasgow Science Centre for 21 families

7 Overseas Enrollment

7.1 As part of the follow up to the thematic review overseas enrollment processes across the city have been reviewed, Our Underlying Principles:

- Glasgow is rightly proud of our welcome to displaced people. As a significant dispersal city, until recently the only one in Scotland, it has had an established and varied array of grassroots groups and Third Sector organisations working with people seeking sanctuary.

- our values around compassion, ambition, trust and equity lead our practice in our Education Teams across the city

- approaches to nurture principles/trauma informed practice and the resulting ethos are core to our daily business in Glasgow

- all children resident in Scotland are entitled to education and funded early learning and childcare (ELC) irrespective of their immigration status. We do this daily in Glasgow. Children need to be in school.

7.2 Glasgow schools are experienced at welcoming overseas enrolments: annually we enroll between 300-500 overseas children/young people every month. Last

session (21/22) we welcomed more than 3900 overseas children/young people across our establishments from many countries including where humanitarian crises are unfolding.

Enrolments:

Month	2021-2022	2022-23
Aug	579	574
Sep	612	401
Oct	254	572
Nov	375	487
Dec	201	203
Jan	268	376
Feb	283	380
Mar	363	
Apr	270	
May	371	
Jun	269	
Jul	72	
	3917	2993

7.3 This session the EAL service has also worked closely with other services in Education and across the wider council family to support the response to the needs of Ukrainian families.

8 Next Steps

8.1 Continue

- Continue to review overseas enrolment process
- Continue to report on and update EAL action planning to drive forward thematic review areas for development and additional commitments, actions and milestones
- Develop English Language Level Framework further, currently phase 2 – pilot with EAL teachers in 14 schools

- Enhance events and CLPL linked to Equalities agenda as part of equalities action plan
- Enhance collaborative working between EAL and GPS to develop improved supports for EAL learners with ASN
- Enhance curricular resources to update blog across sectors and enhance digital offers

9 Policy and Resource Implications

Resource Implications:

Financial:	Within current resourcing.
Legal:	None.
Personnel:	Within current resourcing.
Procurement:	Within current resourcing.

Council Strategic Plan: Specify which Grand Challenge (s) and Mission (s) the proposal supports. Where appropriate the relevant Commitment can also be listed.
GC Reduce poverty and inequality in our communities.
GC Increase opportunity and prosperity for all our citizens.
GC Enable staff to deliver essential services in a sustainable, innovative, and efficient way for our communities.

Commitments:

Ensure digital inclusion for children and young people.
Develop targeted campaigns and communications to raise awareness of misogyny, and to combat sexual harassment within our schools.
Provide support in schools for children from marginalised groups, including refugees and asylum seekers and LGBTI+ young people.
Ensure processes for recording, reporting, and dealing with racist and LGBTI+ bullying, sexual harassment, and other abuse within schools to enable people to come forward and that a consistent zero-tolerance approach is taken.
Build on the significant progress we have made in improving attainment and positive

	destinations, supporting education staff, and improving early education. Make sure educational and social opportunities available in school are accessible to young people who are new to Glasgow.

Equality and Socio-Economic Impacts:

Does the proposal support the Council's Equality Outcomes 2021-25? Please specify.	Yes, and links with all protected characteristics work across Education Services.
What are the potential equality impacts as a result of this report?	Positive impact.
Please highlight if the policy/proposal will help address socio-economic disadvantage.	Raised attainment providing improved life chances and choice.

Climate Impacts:

Does the proposal support any Climate Plan actions? Please specify:	N/A
What are the potential climate impacts as a result of this proposal?	N/A
Will the proposal contribute to Glasgow's net zero carbon target?	N/A

Privacy and Data Protection Impacts:

Are there any potential data protection impacts as a result of this report N

If Yes, please confirm that a Data Protection Impact Assessment (DPIA) has been carried out

10 Recommendations

10.1 The Committee is asked to note the update and Education Services progress in taking forward thematic review actions within the English as an Additional Language Service.