



Glasgow City Council

**Education, Skills and Early Years
Policy City Committee**

Report by Executive Director of Education Services

Contact: Jane Arthur and/or Laura Goff

Item 3

21st November 2024

**EDUCATION SERVICES:
ENGLISH AS AN ADDITIONAL LANGUAGE SERVICE**

Purpose of Report:

To update the committee on the Education Services progress within the English as an Additional Language Service (EAL).

Recommendations:

The Committee is asked to note the update and plans for Education Services EAL service and progress since the thematic review.

Ward No(s):

Citywide: ✓

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

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1 Context

1.1 In Glasgow 30.2% of the school population have a home language which is not English, Scots or Gaelic. Those officially recorded as having English as an Additional Language is currently 26.2%. 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 2023 (from 71,688 school age pupils) there were:

- 19,778 pupils are from BAME backgrounds
- 18,758 pupils with EAL (26.2% of total school population)
- 10,702 pupils with EAL in Primary (26.5% of Primary population)
- 7895 pupils with EAL in Secondary (26.4% of secondary population)
- 161 pupils with EAL in ASL provision (11.5% of ASL population)

1.3 Across our schools 160 different languages are spoken with the five main languages spoken after English being Urdu, Arabic, Polish, Punjabi and Chinese (Modern Standard, Mandarin).

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

Attendance				
	2021/22		2023/24	
	City	EAL	City	EAL
Primary	90.5%	91.2%	90.4%	91.3%
Secondary	87.8%	90.1%	87.1%	89.6%
source SEEMIS				

1.5 Exclusion rates for EAL learners are lower than city figures although have seen a slight increase in secondary stage.

Exclusion Rate per 1000 Pupils				
	2021/22		2023/24	
	City	EAL	City	EAL
Primary	1.8%	0.7%	3.0%	0.7%
Secondary	15.2%	8.1%	15.4%	9.5%
Source Census Rolls and SEEMIS BI				

- 1.6 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				
	2022		%	
	City	EAL	City	EAL
P1	82.8%	74.8%	80.2%	71.4%
P4	82.2%	75.9%	82.6%	77.2%
P7	83.6%	77.8%	84.3%	81.1%
S3	85.7%	83.6%	88.1%	86.5%
Source: PPR Provisional ACEL 2024 Data. (Data Note - This is Provisional Data, Director sign off October)				

Reading				
	2022		2024	
	City	EAL	City	EAL
P1	75.9%	70.5%	73.2%	66.8%
P4	73.3%	68.3%	72.9%	68.0%
P7	77.7%	72.8%	76.5%	71.9%
S3	82.8%	82.2%	87.3%	86.3%
Source: PPR Provisional ACEL 2024 Data. (Data Note - This is Provisional Data, Director sign off October)				

Writing				
	2022		2024	
	City	EAL	City	EAL
P1	73.1%	67.7%	71.3%	64.6%
P4	67.4%	63.7%	68.4%	64.2%
P7	71.8%	67.7%	71.3%	69.0%
S3	82.7%	80.9%	87.2%	86.4%
Source: PPR Provisional ACEL 2024 Data. (Data Note - This is Provisional Data, Director sign off October)				

- 1.7 The following provides Attainment Data for EAL Learners by end of S5.

Attainment by end of S5				
	2022		2024	
	City	EAL	City	EAL
1 or more SCQF level 5	83.9%	87.4%	84.6%	89.42%
1 or more SCQF level 6	59.0%	66.0%	60.44%	68.43%
Insight Data				

1.7 The following provides Insight Data for EAL Learners by end of S6.

Attainment by end of S6				
	2022		2024	
	City	EAL	City	EAL
1 or more SCQF level 5	65.8%	74.7%	86.04%	91.02%
3 or more SCQF level 6	48.1%	55.3%	66.42%	75.2%
Insight Data				

1.8 The following provides Insight Data Leavers Attainment for EAL Learners.

Leavers Attainment				
	2022		2024	
	City	EAL	City	EAL
1 or more SCQF level 4	94.9%	96.8%	95.63%	97.75%
1 or more SCQF level 5	85.9%	90.9%	86.32%	92.03%
1 or more SCQF level 6	63.9%	74.8%	65.67%	75.73%

1.9 The following shows the percentage of school leavers in positive destinations.

Positive destinations			
2022		2024	
City	EAL	City	EAL
97%	98%	97.72%	98.78%

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 Significant work has been undertaken by the EAL Service to progress the agreed aspects for development further to the update given in 2023.

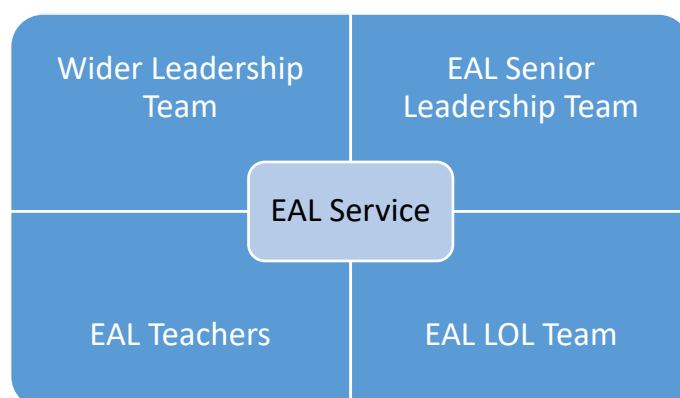
2.3 The service has now overtaken the thematic review action plan within GCC planning protocols aligned to education services priorities.

2.4 Current priorities are outlined in our EDIS plan linked to NIF priorities and Education Services Grand Challenges.

2.5 High level service priorities for 2024 – 2025 are the EAL Service to continue:

- to provide high quality support for schools to improve outcomes for EAL learners.
- to provide high-quality curricular materials and resources to enhance learning and teaching for EAL learners.
- to promote equalities across all protected characteristics to enhance the learning experience for all learners – see Equalities in Education WG planner and Samir Sharma EdIS planner.

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 continues to be based on the model above. The EAL Leaders of Learning Team and Principal Teachers are now organised in a Learning Community model to encourage Learning Community linking for professional learning opportunities and also to encourage reflection on local data for strategic planning.

3.2 The service continues to refine and adapt processes for EAL staffing allocation to ensure equity and transparency. EAL staffing allocations are based on current data on numbers of EAL learners and takes into account factors such as SIMD, free schools meals and local knowledge such as accommodation for families in the asylum seeking process. The process continues to be adapted to reflect current citywide contexts and to ensure the resource of EAL staffing is fairly allocated. The EAL City Supporting Improvement team meet regularly to have oversight of this process.

- 3.3 The EAL SLT team and EAL LOL team continue to work on the key remit areas outlined below and respond accordingly to current situations facing children and families living in Glasgow.



- 3.4 The EAL 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.

- Consultancy and consultation
- Planning and teaching – co-operative teaching
- Identification and assessment
- Supporting Professional Learning
- Partnership working

- 3.5 The service are currently focusing on offering professional learning opportunities on the cooperative teaching aspect of the remit to encourage best practice in EAL learning and teaching. This is being undertaken through engaging with link partners at the University of Strathclyde and linking with the Glasgow Pedagogy Team.

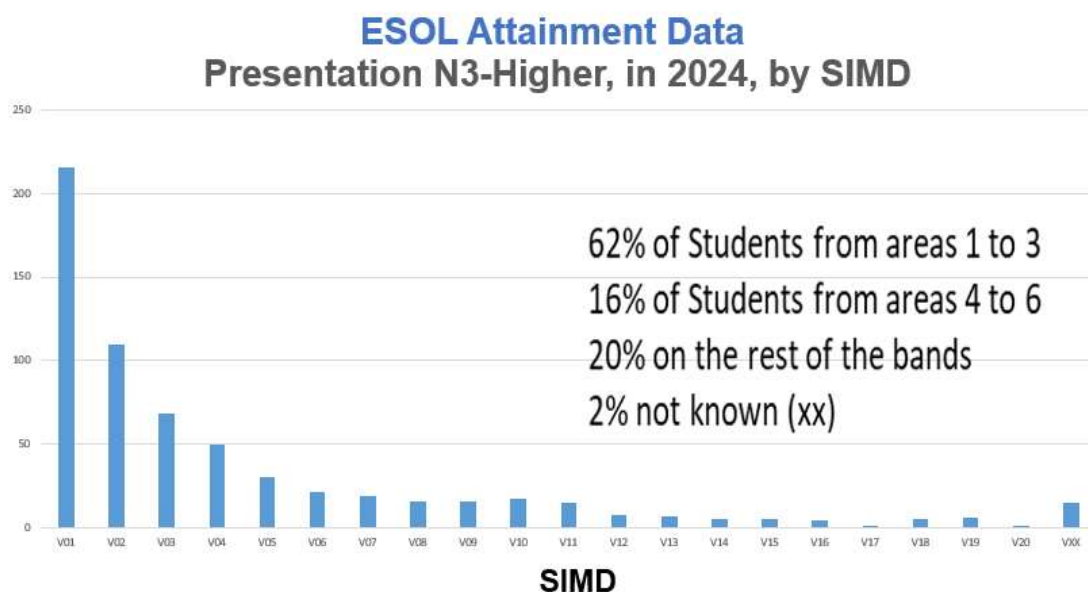
4 **Aspect for Development: Use data more effectively to focus on planning and impact of service delivery**

- 4.1 A range of professional learning has been undertaken by the PT and EAL LOL team to enhance knowledge and understanding of data informed practice. This has included a full day session for all EAL teachers to reflect on current whole

school English Language Level data. EAL teachers were asked to reflect on their own school level data and then share reflections and consider trends within the Learning Community. This allowed opportunities for planning for local trends and collaborative working in local areas.

- 4.2 A range of work has been progressed across establishments to refine how data is used. The EAL LOL team continue to promote Fact, Story, Action approaches when linking with schools. This approach is used widely across the city by schools to track and monitor learners progress.
- 4.3 To enhance quality of city wide EAL data, the service has created a digital framework for English Language Levels (ELL). ELL are levels of English language acquisition assigned to all EAL learners to allow for tracking of language progress from 'New to English' though to 'Fluent'. It is intended that the framework will help with accuracy in assigning the correct level and to ensure that effective and age-appropriate learning and teaching strategies are used throughout the school. It is intended that increased use of this framework will enhance the quality and accuracy of EAL data.
- 4.4 The service has continued to reflect on city wide data on English for speakers of other languages (ESOL) qualifications to consider how to ensure that all learners have access to this qualification if an appropriate pathway. The EAL Service have linked with the Scottish Qualifications Authority and the West Partnership (WP) ESOL Network supporting increased availability of ESOL across WP and developing knowledge and understanding of ESOL. The increased availability of ESOL will have direct implications for increased attainment and positive destinations for EAL learners across the city.
- 4.5 The EAL SLT and EAL LOL team coordinate ESOL Curricular Networks in GCC with four meetings each year. Two sessions are offered for school Principal Teachers and Faculty Heads with responsibility for ESOL. Two sessions are offered for teachers delivering ESOL. These sessions provide a collaborative session to reflect on ESOL practice with other schools. Those attending have an opportunity to share practice and resources, reflect on insight data from their own school and receive SQA updates regarding External Assessment Reports and additional assessment arrangements.
- 4.6 A working party consisting of two Headteachers, EAL SLT and LOLS, DHTS and teachers delivering ESOL have created a revised ESOL policy to replace the previous version created in 2010. The revised policy includes relevant key messages about the value of ESOL as a qualification and ensures clarity around who should follow a pathway of ESOL as an alternative to English. Case studies have been devised to help schools to reflect on the factors which should influence this decision. The policy has been launched to secondary Headteachers in September. The policy gives a very clear message around the value of ESOL as a subject and highlights the message that ESOL qualifications are of equal value to English qualifications for acceptance into all university courses. Below

information/graph illustrates the high number of SIMD 1-3 learners attaining ESOL qualifications.



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

- 5.1 Career Long Professional Learning (CLPL) offers continue to be revised and adapted in light of feedback and city plans. CLPL Core Sessions for EAL staff are offered in the form of three full day sessions and local networking opportunities. All EAL teachers and EAL champions are invited to attend. Schools who don't have an EAL teaching allocation are asked to nominate an EAL Champion who can attend the sessions. 2023-2024 sessions have included a GIC input on reading, EAL and ASN, Input on entering English Language Level Data on seemis, and the whole school and LC ELL reflection session.
- 5.2 The enhanced offer is continually refined to ensure that we are providing a range of learning opportunities relevant to need at particular points in time. Sessions on how to support newly arrived learners continues to be a well-attended and welcome input.
- 5.3 The EAL LOL and PT teams are also coordinating the delivery and planning of much of the race and anti-racism events and CLPL across the city. This includes the planning and delivery of PARTIE (Promoting Anti Racism Together In Education) event and the popular pupil voice Anti Racism Conversation group. This is reported within the Equalities Committee Paper.

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

- 6.1 EAL service ensures EAL is 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. We continue to spend time 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.
- 6.2 The EAL Head continues to have a key role within the Education Improvement Service wider team enabling collaboration to support the links to be made across key workstreams.
- 6.3 The EAL team continue to work closely as part of Equalities development across Education Services in many aspects of work reported regularly to this committee.
- 6.4 Further to the Education Scotland funded EAL + STEM = SUCCESS initiative reported in the previous paper, the service has taken this work forward through our STEM Ambassadors project. The initial project focused on capacity building for Early Years/Early Level practitioners to deliver effective STEM learning through high quality STEM interactions. The current project is focused on fostering STEM equity and inclusion throughout the city in primary and secondary settings.

The EAL Service has developed a successful STEM outreach model for primary and secondary school learners which aims to inspire diversity in STEM. The service received a commendation award for this work from SAMEE (Scottish Association of Minority Ethnic Educators) in August 2024.

Through strong links with Mears Housing the service has worked closely with 20 adult volunteers from refugee and asylum-seeking backgrounds supporting them to showcase vibrant STEM careers such as pharmacy, engineering, dentistry, town planning, cartography and psychology.

Volunteer ambassadors from Iran, Syria, Yemen, Indonesia, Ukraine and beyond brought real-life examples of STEM careers into 13 Glasgow schools, 10 primary and 3 secondary in session 23 – 24 delivering a range of activities including careers talks, mentoring and practical workshops to 26 classrooms, approximately 780 learners.

The EAL service will continue to develop the ambassador model in session 24 – 25 maintaining and growing the volunteer group. We will continue to help and support our STEM volunteers to develop their confidence in engaging learners as inspiring role models who help to break stereotypes. Through strong links with SSERC who coordinate the STEM Ambassador programme in Scotland our service encourages the volunteers to join the national Ambassador programme

and become PVG/DBS checked volunteers. To date, 3 of our STEM volunteers have taken up this opportunity.

Since June 2024 the service has been working with a new cohort of STEM volunteers and notwithstanding the challenge of meeting transport costs to fund volunteer mobility across city schools the group have delivered STEM career talks and workshops to 8 classes across 4 schools. Our service has recently secured a modest grant of £500 from the Edinburgh Mathematical Society specifically to support the maths element of the STEM + EAL project which will go some way to meeting immediate transport costs though this remains an issue.

One primary school has been supported by an EAL Leader of Learning to develop as a STEM hub with a robust group of asylum seeking and refugee mothers meeting regularly to share their STEM knowledge and work alongside class teachers delivering talks on for example online safety to the Primary 3 class. The strength and commitment of this group could be developed and adapted into a STEM + EAL Learning Community model since many of the parents have older children attending the associated secondary school which itself has strong links with the EAL Service and a staff team who have been championing the equalities agenda. A Learning Community model of delivery in that locality would also significantly reduce transport costs for STEM Ambassador visits.

6.5 Impact of the STEM + EAL project on promoting equalities:

1. **Inclusive access to diverse STEM learning contexts.** Research findings indicate that interventions that create a welcoming environment and focus on the STEM successes of minorities are a promising step towards diversity, equity, and inclusion in STEM.
2. **Engagement with diverse role models.** Through the project, learners can see themselves as future scientists, engineers or technicians and it is particularly important that STEM role models are relatable and reflect the diversity of our schools and classrooms. A high proportion of the EAL STEM Ambassadors are young, female, bilingual and from BME backgrounds breaking down race and gender stereotypes and creating a more balanced representation in STEM learning and teaching.
3. **Cultural Diversity and Inclusion.** The STEM + EAL project aims to showcase cultural diversity in STEM learning contexts within schools and classrooms to ensure learners from diverse ethnic backgrounds feel represented and engaged in the activities offered and that all learners see one another as part of the same community. This contributes to a more inclusive school environment where everyone has the chance to thrive socially and academically.
4. **Future Career Pathways.** The STEM + EAL project is making strides toward equal access and opportunities by integrating career education into day-to-day learning in an authentic and inclusive way.

The video link below provides an overview of our project's aims and evidence of its success. The video outlines the benefits of the project for all, with particular benefits for our asylum seeking and refugee community. It shows the value of the project in young people hearing first hand from bilingual STEM professionals from diverse backgrounds. The video also shows the comments from young people on how this project has impacted on their views about STEM, future destinations and diversity in the workplace.

<https://youtu.be/3rTn87H6-74>

7 Overseas Enrolment

7.1 As part of the follow up to the thematic review, overseas enrolment 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 300-600 overseas children/young people every month. Last session (2023-24) we welcomed 3858 overseas children/young people across our establishments from many countries including where humanitarian crises are unfolding.

Overseas Enrolments:

Month	2021-22	2022-23	2023-24	2024-25
Aug	579	574	519	523
Sep	612	401	274	356
Oct	254	572	404	284
Nov	375	487	367	-

Dec	201	203	187	-
Jan	268	376	296	-
Feb	283	380	502	-
Mar	363	369	386	-
Apr	270	260	265	-
May	371	269	291	-
Jun	269	239	262	-
Jul	72	66	105	-
	3917	4196	3858	-

7.3 The numbers of overseas enrolments are from over 104 countries. The highest number of overseas pupils welcomed have come from Nigeria (764) followed by Pakistan (470) India (452) and Syria (309). Figures from Ukraine are significantly lower at 78.

8 Next Steps

8.1 Continue

- Feedback to future committee meetings on EAL action plan through regular GCC service planning and self-evaluation protocols.
- Continue to promote Learning Community service model to deliver CLPL and wider service inputs.
- Continue to support schools through school input and CLPL to ensure high quality learning and teaching for EAL learners.
- Further develop CLPL plans to encourage cooperative planning and teaching models and enhance teaching experiences for bilingual learners.
- Launch revised ESOL policy and support delivery across all secondary establishments.
- Further support sharing of key information regarding ELL data entry into seemis to HTs.
- Continue to develop our Stem Ambassadors Project promoting equity of access to STEM career paths and providing diverse role models to young people.
- Enhance events and CLPL linked to Equalities agenda as part of equalities action plan.
- Enhance curricular resources to enhance race equality agenda.
- Continue to monitor overseas enrolment process.

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

No

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 plans for Education Services EAL service and progress since the thematic review.