



OFFICE FOR STANDARDS  
IN EDUCATION

**INSPECTING SUBJECTS AND ASPECTS 11-18**

**ENGLISH AS AN ADDITIONAL LANGUAGE**

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# INSPECTING ENGLISH AS AN ADDITIONAL LANGUAGE<sup>1</sup>

## INTRODUCTION

In this guidance '**bilingual**' refers to children who are in regular contact with more than one language for the purposes of daily living. Their competence may be in one or all of the four skills (listening, speaking, reading, writing) in either or both languages and is likely to be at varying levels.

'Bilingual' or '**developing bilingual**' are descriptors which encompass a wide range of starting points and levels of proficiency. 'English as a second language' (ESL) and '**English as an additional language**' (EAL) are terms which refer to only one aspect of an individual's language repertoire. For most pupils, English will quickly become their main language for education, career and life chances, but their first or community language will remain a crucial dimension of their social and cultural identity.

Developing bilingual pupils need:

- enhanced opportunities for speaking and listening;
- effective models of spoken and written language;
- a welcoming environment in which they feel confident to contribute;
- a recognition of the role played by the first or home language in the development of English;
- strategies which enable them to make progress in all areas of the curriculum;
- detailed profiles of their continuing linguistic development to enable further planning and target setting.

## REPORTING ON PUPILS WITH ENGLISH AS AN ADDITIONAL LANGUAGE

- Give your findings in the relevant aspect sections of the report and in the section on English.

*The reporting should link cause and effect and, in particular, make clear the effectiveness of the teaching in relation to progress and attainment. Exemplification is needed. The section on the characteristics of the school should give a statement about the pupils concerned.*

## ATTAINMENT AND PROGRESS

- Judge the standards attained and the progress achieved by pupils learning English as an additional language in the same way as you do for all pupils. **Interpret data** from tests and examinations and use **evidence from observations**.

*In coming to a judgement about the **progress** made by these pupils, consider also any additional information on pupils' language competence. This will allow you to*

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<sup>1</sup> The term English as a second language (E2L or ESL) is also widely used in schools.

*give a more balanced and accurate picture of a pupil's developing language proficiency in English.*

*It takes on average five to seven years to become fully competent in a second language, although individuals will vary in the speed with which they acquire this competence.*

- Consider EAL pupils' attainment **across** the curriculum, focusing on:
  - significant differences in attainment and progress - for example, between monolingual and bilingual pupils or different ethnic groups;
  - variation in achievement in different subjects; for example, better scores in mathematics and science than in English could be an indication of potential ability and the need for additional or continuing language support.
- In lessons, **observe** pupils new to English in small group work and in activities that provide sufficient curricular support for them to participate with some confidence.

*EAL and mainstream teachers should work in partnership; on occasion the teacher of English as an additional language may take the lead. Pupils' use of English should also be observed outside formal lessons.*

- **Look at** completed work in books and folders.

*This shows the progress achieved over time and provides clues - for example, indicating whether the pupils get helpful feedback that supports and extends their developing competence in English.*

- **Examine** pupils' profiles of work.

*These should be available and detailed where bilingual pupils receive support from EAL teachers. Look for evidence of such profiles being integrated into mainstream records.*

- Include bilingual pupils **at different levels** in English, when sampling their reading and written work in English.

## TEACHING

- Judge the extent to which the staff for English as an additional language are adequately qualified and experienced and effective as teachers.

*You should apply the criteria for teaching as given in the Framework. Teachers should know both how children learn a second language and how to present the National Curriculum so that bilingual pupils can make sense of the work. What contribution do language support staff make to the improvement of standards? How effective is their collaboration with mainstream staff ?*

- Evaluate whether the planning and teaching methods take account of the language and learning needs of developing bilingual pupils in terms of:
  - the opportunities for, and quality of, speaking and listening;
  - the provision of effective models of spoken and written language;
  - how far the teaching helps EAL pupils to feel welcomed, confident and valued;
  - the extent to which the language and learning needs of individual pupils are well assessed and taken into account in the teaching provided;
  - whether clear targets in language and learning are identified and met;
  - whether the content takes sufficient account of concepts, vocabulary and language register;
  - whether appropriate and effective strategies are used to group pupils according to both learning need and language development;
  - how pupils' first languages are used to support the learning of the second;
  - whether the teaching recognises that more advanced learners of English need continuing support;
  - whether the selection of visual aids is both culturally relevant and of a high quality.
- Look for the same features of good practice if support is provided through **withdrawal**.

*All work should be firmly placed within the context of the National Curriculum rather than decontextualised language exercises. Time limits for withdrawal work should always be set and outcomes reviewed regularly.*

## **LEADERSHIP AND MANAGEMENT**

- Judge the quality of leadership and management of EAL work in the school and its impact on the standards which pupils achieve.

*This is done by evaluating the extent to which the specific needs of EAL pupils and their teaching requirements are recognised by the senior staff, particularly in developing policies and deploying resources effectively, with the result that progress and attainment can be shown to have improved.*

*In schools where there are bilingual classroom assistants the quality of work is likely to be effective where:*

- *their roles are clearly defined;*
- *they are given appropriate direction and support by the EAL co-ordinator and/or class teachers;*
- *they are seen as an integral part of language support work.*

## **SCHOOLS WITH BILINGUAL PUPILS BUT NO ADDITIONAL LANGUAGE SUPPORT**

- With the help of all members of the inspection team, take account of the needs of these pupils and the extent to which they are being met.

*A large number of schools fall into this category. As Section 11 funds have been progressively reduced, more schools have found themselves without regular additional support. This guidance still applies to provision for these pupils. In such*

*cases, class teachers shoulder the major responsibility for ensuring that bilingual pupils have access to the curriculum.*

## **ENGLISH AS AN ADDITIONAL LANGUAGE AND SPECIAL EDUCATIONAL NEEDS**

- Check that assessment procedures for bilingual pupils take account of pupils who may have special educational needs.

*The 1993 Act and the Code of Practice (paragraph 2: 18) make it clear that lack of competence in English alone is not to be equated with learning difficulties. Is there guidance on how to distinguish second language needs from special educational needs, how to support bilingual pupils with special educational needs and how to monitor progress? Where a bilingual pupil is suspected of having special educational needs, the use of an interpreter to help assess the nature of the need should be school policy.*

## ABOUT THIS BOOKLET

This is one of a set of booklets which make up *Inspecting subjects and aspects 11-18*. The set consists of:

- an introductory booklet, *General guidance*, which is for all inspectors who evaluate the work of secondary age pupils - it is mainly about inspecting subjects;
- separate booklets on inspecting specific subjects and aspects; the contents page of *General guidance* shows the subjects and aspects which have booklets.

The main points in the *General guidance* are summarised in each subject, but if you are inspecting the work of secondary age pupils you should read the introductory booklet so that you are fully in the picture of what you have to do.

The contents of all the booklets are on the Internet and can be accessed from OFSTED's website [<http://www.ofsted.gov.uk>]. This will allow you to obtain guidance for individual subjects or aspects.

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